

BIG

ENGLISH **2**



Mario Herrera • Christopher Sol Cruz

TEACHER'S BOOK

Contents

The Big Ideas behind <i>Big English</i>	iv
Components	v
A Pupil's Book Unit	viii
Course Features	xi
The First Day	xvi
Big English Song	xvii
1 In My Classroom	4
2 My Games	16
3 In My House	28
4 In My Town	44
5 My Dream Job	56
6 My Day	68
7 My Favourite Food	84
8 Wild Animals	96
9 Fun All Year	108
YLE Materials	T124
Cutouts for Checkpoints	T134
Stickers	T135
Game Bank	T136
Audioscript	T138
Activity Book Answer Key	T150
Scope and Sequence	T158
Competencies	T160
Time Guidelines	T162
Wordlist	T164
International Phonetic Alphabet	T166
Big English Certificate	T167

The Big Ideas behind *Big English*

Big English reflects the most up-to-date and best practices of teaching and learning English. It is supported by research carried out by the authors and other professionals in the classroom and reinforced by internationally recognised educational standards, including the Common European Framework of Reference for Languages and the Global Scale of English.

Let's take a look behind the scenes and explore the big ideas that laid the foundation for *Big English* . . .

Learning happens in context, not in isolation.

Core to our belief is the notion that human learning is a process of constructing meaning through interaction in social contexts. Our minds – whether we are children or adults – seek to make sense of our surroundings and our experiences.

There are many cutting-edge and well-researched ideas in the world of education.

Three of the central principles of the *Big English* course philosophy are **Assessment for Learning (AFL)** techniques, a focus on **21st Century Skills** and an approach supported by **Content** and **Language Integrated Learning (CLIL)**.

Children learn best when they engage with the language in a variety of ways.

Big English provides multiple and varied opportunities for success, including:

singing	thinking critically
role playing	participating in meaningful play
discussing	reading fiction and nonfiction texts
creating journals	viewing and responding to video
doing research	conducting interviews and surveys
reflecting on values	producing and presenting projects of different types

Language learners need support to meet their goals.

Young learners learn about their world within their personal, social *and* educational domains. *Big English* provides opportunities to explore and personalise new language in these domains and helps develop pupils' communicative language competence.

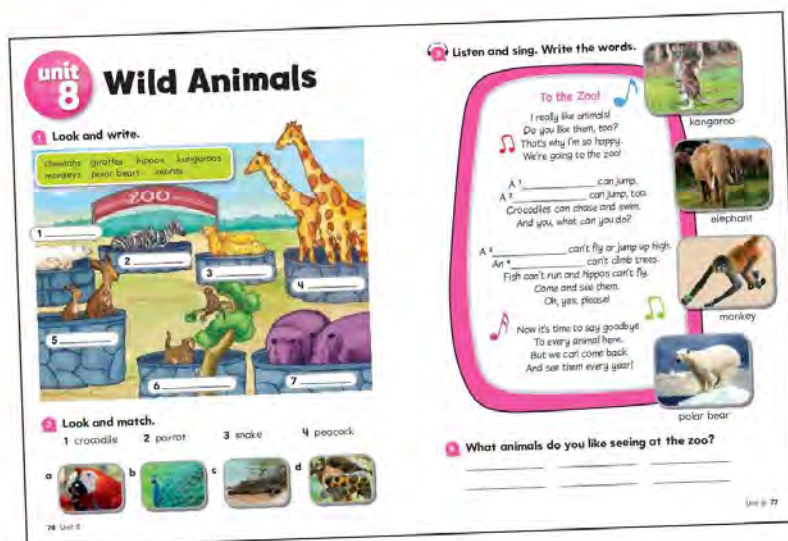
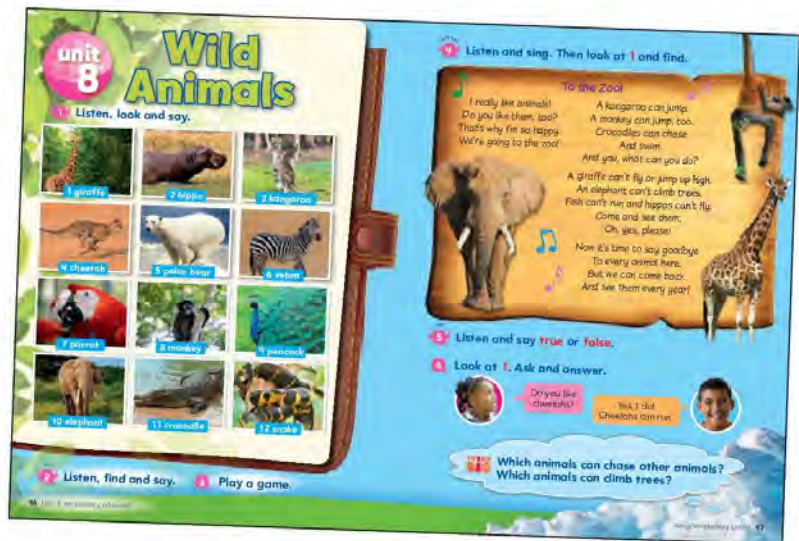
It's a digital world.

Today's pupils are digital natives, who have never known a world without computers and the internet. *Big English* provides digital learning tools, the use of which reflects learners' reality and expectations.

Big English is a new, seven-level primary course that engages pupils with fun, exciting material and prepares them to succeed both in the classroom and the outside world. In addition to a balanced integrated-skills approach to instruction, the course includes a CLIL strand and an emphasis on 21st Century Skills, challenging pupils to be creative, to think critically and to collaborate with their classmates. Teachers can pinpoint areas where pupils require extra practice and encourage pupils to become independent, effective learners with the Assessment for Learning techniques.

Pupil's Book/eText

- Activities present language in context, motivating learners not only to understand key language but also to acquire it. Activities include songs, stories, sticker activities, phonics, content language and values lessons.
- Think Big activities help pupils develop 21st Century Skills.
- Content Connection lessons and Projects integrate use of learning strategies into content-based learning.
- Values lessons help build confidence through creative and collaborative activities.
- Three 4-page Checkpoints focus on Assessment for Learning and provide opportunities for pupils to assess their own progress.



Activity Book

- The Activity Book provides engaging additional practice for each lesson in the Pupil's Book.
- The Activity Book is designed for independent study at home but can be used for reinforcement in the classroom as well.

Components (continued)

Teacher's Book

- This comprehensive overview of each unit includes step-by-step Lesson Plans, activities and ideas, a Game Bank, Pupil's Book and Activity Book audioscript, Activity Book Answer Key and notes and audioscript for using the YLE Practice Materials found at the end of the Pupil's Book.
- Assessment for Learning techniques and ideas for developing 21st Century Skills are incorporated into each lesson plan.



Teacher's eText for IWB

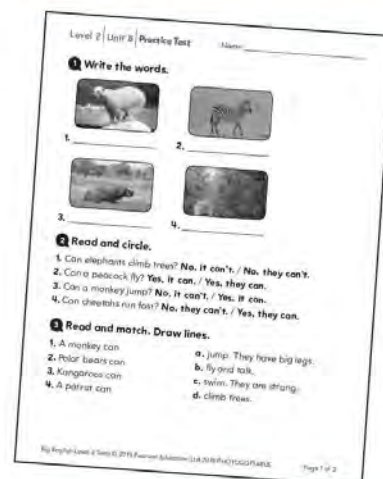
This digital tool includes helpful resources, such as:

- Interactive versions of Pupil's Book activities for use on a whiteboard or a computer and projector. Includes a full range of interactive tools.
- Theme-based CLIL related video with questions.
- Teacher's Resources, which include supplementary materials such as games, activities, worksheets, sound and letter flashcards, a Grammar Handbook for pupils and interactive classroom games.



Assessment Pack

- The Assessment Pack is found on the Teacher's eText for IWB and includes an overview of language assessment for young children and a comprehensive range of tests. These include a placement test, practice tests and unit tests for each unit review tests (after every three units), a final exam and materials for oral assessment.



Flashcards

- Perfect for big classes, A5 cards illustrate target vocabulary.
- Cards are available in print or digital format on the Teacher's eText for IWB.



Class Audio CD

- Listening activities for the Pupil's Book and Activity Book
- Songs, including karaoke versions
- Unit stories and CLIL readings



MyEnglishLab

This optional online learning tool includes:

- An interactive *Big English* Activity Book
- CLIL videos
- Assignable tests
- Easy course management and record-keeping for teachers



Posters

A set of 12 full colour teaching posters for display in the classroom:

- Covering classroom language, CLIL topics and phonics
- Includes a reusable laminated 'My Class Today' poster for pupils to record days of the week, seasons, weather and birthdays
- Also available in digital format on the Teacher's eText for IWB



A Pupil's Book Unit

Each unit opens with the presentation of key unit vocabulary followed by a high-energy song to introduce the unit theme in a fun context.

unit 6 My Day

1 Listen, look and say.

2 Listen, find and say. 3 Play a game.

4 Listen and sing. Then look at 1 and find.

What Time Is It?

Tick, tock, it's seven o'clock.
Time to get up and get dressed.
I want to stay in bed.
But it's time to brush my teeth!

Tick, tock, it's three o'clock.
There's no more school today.
I do my homework and I go out.
And there's my friend to play.

Tick, tock, it's eight o'clock.
At nine o'clock I start school.
I eat my breakfast and get my books.
I love school, it's cool!

Now it's evening and it's eight o'clock.
And it's time to go to bed.
I watch TV and read my book.
Time to sleep now, good night!

5 Look at 4. Listen and say yes or no.

6 Look at 1. Ask and answer.

What time is it? It's one o'clock.

THINK BIG What time is it now?
What time is it at midday?
What time is it at midnight?

THINK BIG Think Big questions prompt pupils to use critical thinking skills, to personalise language, to collaborate and to use key vocabulary in context.

Fun, highly visual stories engage learner's imaginations.

Story

2 Listen and read. When does Max get up?

Max's Day

Mum, I get up at seven o'clock. When does the cat get up?

Max gets up at two o'clock in the afternoon. Then he eats and goes out.

What does Max do all day? He goes out... he sleeps...

Max's day sounds boring to me!

It sounds great to me!

3 When does Max come back? I do my homework at four o'clock. Then I play and watch TV.

4 He comes back at seven o'clock. Then he sleeps again.

5 Look at the story. Number in order.

Max comes home.
 Max gets up.
 Max eats.
 Max sleeps again.
 Max goes out.

THINK BIG What time do you go to bed?
What time do you get up?
How many hours do you sleep? Is that good or bad?

Comprehension and discussion questions develop comprehension strategies and critical thinking.

On the Language in Action pages, learners listen to new language and manipulate it to build meaningful sentences.

Language in Action

9 Listen. Help Jamie and Jenny make sentences.

go out | start school | watch TV | finish school
at 9:00 | at 7:00 | at 3:00 | at 12:00

When does he get up? He gets up at 6:00.
When does she go to bed? She goes to bed at 8:00.
I go to bed at 8:00.

10 Look and write do or does. Then answer the questions.

1 When _____ she eat lunch?
She _____

2 When _____ they go to school?
They _____

3 When _____ he brush his teeth?
He _____

Language in Action

11 Listen and stick. Then say.

12 Look at 11. Ask and answer.

When does she go to bed? She goes to bed at ten o'clock.

13 Look and write. Use start and finish.

1 When does the film start? It starts at _____
2 When does the film finish? It finishes at _____

3 When _____ school _____? 4 _____?

A fun sticker activity reinforces pupils' aural understanding of the new language.

In Content Connection, pupils learn additional language and engage with topics from curriculum areas such as history, science and maths.

Content Connection | History

14 Listen, repeat and find.

15 Look, listen and read. Which clock uses sand to tell the time?

What time is it? How do you know? We use clocks, watches and mobile phones to tell the time. But there are other ways to tell the time. Some are very old.

sundial
A sundial uses the sun to tell the time. The sun makes a shadow on the sundial. The shadow tells the time of day.

hourglass
An hourglass uses sand to tell the time. Sand falls from the top of a glass to the bottom.

water clock
A water clock uses water to tell the time. It works like an hourglass. It's got two cups. The water falls from one cup to the other.

16 Circle T for true or F for false.

- We use clocks and watches to tell a story. T F
- A sundial uses the sun to tell the time. T F
- An hourglass uses water to tell the time. T F
- A water clock works like an hourglass. T F
- A water clock has got two cups. T F

17 Look and write.

clocks hourglass sand sun sundial water clock

- We use _____ to tell the time.
- A _____ uses water to tell the time.
- A _____ uses the _____ to tell the time.
- An _____ uses _____ to tell the time.

PROJECT

18 Make a Clock poster. Then present it to the class.

This is a cuckoo clock. It uses a cuckoo to tell the time. It's eleven o'clock.

Cuckoo! Cuckoo!

74 Unit 6

Pupils reflect on the new content related to the theme of the unit and apply this in project work.

On the Values pages, pupils reflect on a core value related to the theme of the unit and role play a mini situation which they can transfer to the world outside the classroom.

Values | Be on time.

19 Listen and number in order. Then say.

- I get dressed quickly and eat breakfast.
- I always get to school on time.
- I get my backpack ready the night before school.
- I get up early on school days.

20 Tell your partner how you get to school on time. Do the actions.

I get up early on school days.

We all come to school at the same time. Why is this good? What other things is it good to be on time for? Why?

Phonics | ch, tch, sh

21 Listen, look and repeat.

- ch
- tch
- sh

22 Listen and find. Then say.

fish witch ship rich

23 Listen and blend the sounds.

- ch-a-p chop
- sh-a-p shop
- m-a-tch match
- l-u-n-ch lunch
- d-i-sh dish
- w-a-tch watch

24 Underline ch, tch and sh. Then listen and chant.

Watch the witch. She's having lunch. Fish and chips. At the shop!

76 Unit 6 values

In the Phonics section, pupils learn about letters and their corresponding sounds in a systematic way.

On the Review pages, pupils show what they have learnt in the unit through a game-style group activity and language exercises.

Review

25 Play the Silly Sentences game.

First, write times on cards. Then write daily activities on other cards.

7:00 2:00 I watch TV. I finish school.

Now work in groups. Make two piles of cards. Take turns. Turn over one card from each pile and read a silly sentence.

I go to bed at three o'clock. That's silly! When do you really go to bed?

I go to bed at eight o'clock.

Now I'm going to make a sentence.

Review

26 Look and write. What time is it?

- 1 It's _____ 2 It's _____ 3 It's _____
- 4 It's _____ 5 It's _____ 6 It's _____

27 Circle. Then write the answers.

- When **do** / **does** he get up? He _____
- When **do** / **does** you go to sleep? I _____

28 Find and write the words.

- An _____ uses sand to tell the time. (galhossru)
- A _____ uses the sun to tell the time. (ladsuin)
- A water _____ uses water to tell the time. (ccolk)
- We use clocks and _____ to tell the time. (swtaech)

I Can

- talk about times and daily activities.
- say when people do things.
- talk about different ways of telling time.

78 Unit 6 review

I Can tick boxes help pupils assess their own learning and reflect on their progress.

Learner-Centred Approach

The *Big English* course ensures that all learners become active participants in every lesson by activating prior knowledge of topics and concepts and by encouraging them to share and express their personal experiences, ideas and opinions in English.

Big English also incorporates activities that appeal to pupils having a variety of learning styles. Attention has been paid to visual, auditory and tactile/kinaesthetic learners through the inclusion of illustrations, photos, graphic organisers (visual learners), opportunities to hear and repeat key learning targets (auditory learners), sticker activities, routines and games using touch and movement (tactile/kinaesthetic learners).

Furthermore, care has been taken to provide activities that capitalize on Howard Gardner's Theory of Multiple Intelligences: logical-mathematical, linguistic, spatial, bodily-kinaesthetic, musical, naturalistic, existential, interpersonal and intrapersonal.

Big English also considers classes with pupils of different abilities by providing differentiated instruction suggestions throughout the Teacher's Book.

Assessment for Learning

While all assessment is used to measure pupils' progress and to motivate pupils to learn, the *Big English* Teacher's Book offers opportunities for teachers to train pupils in a more dynamic type of assessment. As opposed to traditional, summative assessment tools that measure what is known or what has been learnt (assessment of learning), Assessment for Learning is based on the following three main principles: having pupils participate in setting goals, in performing ongoing assessment and helping pupils learn how to set goals and self-assess.

Principles of Assessment for Learning		
Set Goals	Perform Ongoing Assessment	Help Pupils Learn How to Set Goals and Self-Assess
Make sure each pupil has a clear understanding from the beginning of each unit what exactly the learning target is and what the expected outcomes are.	With the individual pupil's participation, informally and frequently assess where he or she is on the path to achieving those outcomes, usually during the course of a lesson.	Help pupils understand where the gaps are between what they have learnt and the expected outcome so they can address whatever areas are still lacking to achieve their goals.

Assessment for Learning in *Big English*

The Teacher's Book integrates and signposts the Assessment for Learning process throughout each lesson, as applied to all activities in the Pupil's Book.

- INVOLVE** | Make sure pupils know what the lesson objectives are so they feel ownership of their own learning.
- MONITOR** | Build in opportunities to assess how well the pupils are learning the material and try to work out where the gaps are. Whenever possible, help pupils learn how to assess their own learning at this stage, too.

Course Features (continued)

ASSIST

Once you've determined where the gaps are, present the material again in another context or modality so pupils have another opportunity to learn the material.

CHALLENGE

Go beyond the page and get pupils to internalise the material by personalising it, applying it to new contexts, analysing it critically, etc.

These Assessment for Learning techniques, used in combination with the *Big English* Assessment Pack, provide teachers and pupils with a unique set of tools to achieve both personal and course goals.

21st Century Skills

The term *21st Century Skills* refers to the knowledge and skills that learners need to be successful in the increasingly complex life and work environment of today's rapidly changing, digital world. These skills are divided into three key areas: learning and innovation, digital literacy and career/life skills. The *Big English* series combines rich content, a wide variety of tasks and specific teaching suggestions to ensure ample coverage and opportunities for development of these important skills.

21st Century Skills are reflected throughout the course.

21st Century Skills in *Big English*

Learning and Innovation 'The 4 C's'	Critical thinking and problem solving Creativity and innovation Communication Collaboration	→	Think Big tasks Personalisation tasks Communicative tasks Collaborative tasks Activity extension ideas
Digital Literacy	Information literacy Media literacy ICT literacy	→	Print/Digital reading genres Content-based research tasks Activity extension ideas
Career and Life	Flexibility and adaptability Initiative and self-direction Social and cross-cultural interaction Productivity and accountability Leadership and responsibility	→	Think Big tasks Content-based research tasks Values instruction Individual and group projects Content-based discussion tasks

The *Big English* classroom creates authentic learning experiences for pupils. Pupils are encouraged and motivated to think deeply about issues, to develop critical thinking skills and to work together to solve problems creatively. It brings the world into the classroom and takes pupils beyond the classroom out into the world.

Content and Language Integrated Learning (CLIL)

The content-based materials in *Big English* provide countless benefits to young learners of English. *Big English* implements CLIL by using the target language – English – as the medium for teaching school subject areas – for example, science, maths and social studies – as well as to raise learners' awareness of cultural similarities and differences.

Learning content language through the medium of English helps pupils deepen their comprehension of both the subject curriculum and English. This enhanced comprehension places them far beyond where they would be by studying only non-academic, everyday English.

The content-based materials in *Big English* improve pupils' language competence and oral communication skills. They help diversify classroom practices and increase learners' motivation and confidence in both their acquisition of key language and development of content knowledge.

Content Connections

In *Big English*, the content that learners are studying in their first language provides scaffolding for their learning of content-area English. CLIL also promotes learners' application of learning strategies. As these learning strategies become part of a pupil's repertoire of behaviours for learning, they transfer to other content areas and encourage greater pupil autonomy.

Theme-Based Units

Big English provides a basis for English language learning through a variety of content areas and high-interest topics. Theme-related language and concepts are presented as a tightly integrated whole. All parts of a unit present, apply, review and/or expand upon the unit theme from a variety of perspectives, from the opening song or activities through to the review. Everything in the unit encourages a deeper understanding of the language, knowledge of the content and better communication.

Integrated Skills

Big English provides a balanced approach to developing the four skills – listening, speaking, reading and writing. This approach strengthens communicative competency with presentation of language in a meaningful context. Learners learn to listen and speak in a multiplicity of ways – through singing, dialogues, asking and answering questions, role playing, games, summarising and presenting their own work. Reading and writing are developed through fiction and several types of nonfiction, dialogues, informational texts, songs, maps, graphic organisers and other reading materials, in both print and digital formats. Younger learners are also given opportunities to practise their skills in a developmentally appropriate manner.

Systematic Vocabulary Development

In *Big English*, presentation of new language is done first in context, allowing pupils to develop important learning strategies that they will be able to apply to other learning areas. Vocabulary is then individually presented to make sure that pupils are able to understand each vocabulary item on its own. Pupils practise the new vocabulary in a variety of activities, including categorisation, providing multiple exposures in a variety of contexts. Each time they encounter a word in a new context, they increase their knowledge of the word, linking the new piece of information to other information in mental networks of meaning.

Big English also takes care to target vocabulary appropriate to the developmental age of children. Very young learners focus on concrete vocabulary items that relate to objects they can see and touch in the world around them. Older children are better able to handle abstract words and themes that are more removed from their immediate world and tend to learn the words in categories. The vocabulary is also systematically recycled many times.

Course Features (continued)

Conceptually and Developmentally Appropriate Grammar Training

In addition to the four skills and vocabulary development, *Big English* recognises that learners need systematic and repeated exposure over time to language structures if they are to make the new language their own. For younger children, due to their level of cognitive development, it is not conceptually appropriate for teachers to present grammar as a set of rules that require analysis and manipulation of the new structure in order to use it properly. Instead, young learners become aware of structures by learning them as 'chunks', which they see and hear again and again until they start using them in a natural way, as do infants learning their first language.

As children become older and begin to think more analytically, they are able to elicit and apply rules to language structures. *Big English* gives pupils the opportunity to consider structures in such devices as grammar boxes in their books. But *Big English* never abandons the necessity of presenting language structures in meaningful contexts and highlights differences and similarities in language use to encourage pupils to work out the grammatical principle. This makes the grammatical 'rule' more meaningful and memorable.

YLE Practice Materials

Pupils who plan to take the YLE (Young Learners English) Starters test gain exposure to the YLE exam format in combination with language they have learnt in *Big English*. Each Pupil's Book provides practice materials for the three sections found in the YLE Starters exam: Listening; Reading and Writing; and Speaking. Notes for the *Big English* YLE Starters Practice Material are provided in the Teacher's Book.

Young Learners English Practice Starters: Listening C
- 5 questions -
Look at the pictures. Now listen and look. There is one example.

Young Learners English Practice Starters: Reading & Writing C
- 5 questions -
Read. Choose a word from the box. Write the correct word next to numbers 1-5. There is one example.

A Zoo

I am a big place. A lot of animals live in me. The elephant has got big ears and a long trunk. The 1. _____ is a bird with a beautiful tail. The 2. _____ is another beautiful bird. It likes talking. There are 3. _____ They've got long tails and live in my trees. The 4. _____ is a large, grey animal with small ears. It likes the water. And the 5. _____ has got a long neck and spots. What am I? I am a zoo.

example				
	elephant	peacock	giraffe	hippo
	kangaroo	monkeys	toucan	snake

Projects

Big English includes a pupil-centred project linked to the Content Connection presented in each unit. The project stimulates creative thinking and pupil collaboration. It encourages pupils to use new language in meaningful contexts and also helps pupils to personalise the topic and language being taught in the lesson.

Unit projects further aid the process of language acquisition through the exploration and development of the senses and sensory modalities. At the lower levels, they help pupils develop their small-muscle and hand-to-eye coordination, sensory discrimination and concentration. At upper levels, creativity and self-expression are cultivated. Individuals or groups of pupils present their projects to the class, which gives them the opportunity to build on their presentation skills.

Songs

In *Big English* Starter Level and Levels 1-4, songs foster a sense of identity and increase rapport among pupils in the classroom. Singing generates positive feelings in pupils and strengthens motivation as it creates a state of relaxed receptivity.

Games: Meaningful Play

Big English includes a variety of games to sustain pupils' interest and motivation through meaningful play in the language classroom. The games help sustain learners' interest through the hard work of understanding, reproducing and manipulating newly learnt language. Games provide enjoyable contexts for communication and provide the same density of practice as exercises while motivating learners to use their language capabilities to the fullest. Using new language in fun contexts intensifies the experience and helps pupils acquire it.

Posters

The twelve *Big English* posters cover Starter and Levels 1 and 2 and are valuable extra presentation and practice tools to develop pupils' spoken communication while engaging them in real-world topics. There is one alphabet poster. Three of the *Big English* posters focus on classroom language and there are two Phonics posters. There are also five CLIL posters covering Natural Science, Social Science, Maths, Art and Health Education, as well as a *My Class Today* poster for everyday use in class.

How to use posters

The *Big English* posters can be used in a variety of ways to generate language and encourage interaction and participation in the classroom. Some ideas for class exploitation are described here but there are many further possibilities.

Alphabet poster: Pick one letter per day. Ask pupils what the picture for e.g. the letter 'a' is of (e.g. *apple*). Then have pupils look around the room and identify more objects that start with the letter 'a'. Alternatively, have pupils create an alphabet workbook. Pupils trace or copy the picture for each letter into a notebook, or draw another object that starts with the same letter. Or play a class game. Have pupils stand in two teams at a small distance from the poster. Call out a letter. One pupil from each team runs up to the poster and points to the correct letter.

Classroom language posters: Pupils try to say as many of the classroom language phrases as possible correctly during one class. Keep a record and award a 'prize' (e.g. wiping the board at the end of the lesson) for the pupil who says the most. Alternatively, ask for two volunteers to come to the front of the class to demonstrate a simple greeting or farewell exchange with help from the language in the poster, e.g. *Hi! How are you? Hello, I'm fine, thanks.*

Phonics posters: Pupils can draw or trace their favourite picture from the phonics poster (e.g. the bat for the sound 'b'). Pupils show their pictures to the class, making the appropriate sound. Or say the first sound from the unit, then a volunteer says the next sound in the sequence. Continue until all sounds have been practised. Then do the same backwards!

CLIL posters: Ask and answer about the topics. Encourage pupils to use the language in the 'Useful phrases' box, e.g. *It's a ...*. Or place a large piece of paper over the poster, with a 5 cm hole cut out. Pupils identify what they can see. Pupils can also create their own posters, based on a similar topic.

Daily record poster: Use the *My Class Today* poster to ask about the day, date, month and weather, e.g. *What day is it? What date is it? What's the weather like?* Build excitement in class by noting any upcoming birthdays. Get pupils involved by asking a pupil to come to the front of the class and tick today's day/date, etc.

The First Day

Class Atmosphere

It is very important to put your pupils at ease as soon as possible and to let them know that their English classroom is a fun, comfortable and exciting place to be. Structure your first class in such a way that pupils get acquainted or reacquaint themselves with their classmates, review some of the English they know, gain some familiarity with their new textbook and set some learning goals and classroom rules for the year, with your help. End with a rousing version of the *Big English Song* (see page xvii).

Starting with English

For learners who are completely new to English, you may wish to start by identifying some English words or phrases that pupils might have heard before on TV shows, commercials or in films. If there are cognates in English for words in the pupils' first language, introducing some of these may help show pupils that not all words they're going to encounter will be completely 'new'.

Getting Acquainted Activities

For younger learners, a fun and simple way to begin is to provide each pupil with a sticker, geometric shape or coloured index card. Use these to combine and recombine pupils in pairs and groups for different activities throughout the class. For example, you may say: *All pupils with a red triangle get into groups or find a person with the same red triangle*. Once pupils are paired or grouped, you can have them ask questions such as the following:

- What's your name?*
- Have you got any brothers or sisters?*
- Have you got a pet?*
- What's your favourite food?*
- What's your favourite sport?*
- What's your favourite TV programme?*
- What's your favourite school subject?*

At your signal, they can change groupings and repeat the activity and finally report back to the class. You may want to play a memory game to help with names. For the memory game, have one pupil begin by saying *Hi. I'm (Allan)*. The pupil to his left then says *Hi. He's Allan and I'm (Sarah)*. Pupils continue until all of them have introduced themselves.

Textbook Scavenger Hunt

Take a few minutes to familiarise your pupils with their new *Big English Pupil's Book*. Plan a *scavenger hunt* – a game in which pupils must find certain things within a time limit. Either individuals or teams compete to find all of the required information first.

1. Name all the colours on page ___.
2. Is there a ___ on page ___?
3. Describe the ___ on page ___.
4. What is the project on page ___?
5. What sounds do you practise on page ___?

Even though pupils are looking for specific pieces of information to play the game, your real purpose lies in their becoming familiar with the parts of the units and with the layout of the book.



Big English Song



From the mountaintops to the bottom of the sea,
From a big blue whale to a baby bumblebee-
If you're big, if you're small, you can have it all
And you can be anything you want to be!



**It's bigger than you. It's bigger than me.
There's so much to do and there's so much to see!
The world is big and beautiful and so are we!
Think big! Dream big! Big English!**



So in every land, from the desert to the sea
We can all join hands and be one big family.
If we love, if we care, we can go anywhere!
The world belongs to everyone; it's ours to share.



**It's bigger than you. It's bigger than me.
There's so much to do and there's so much to see!
The world is big and beautiful and so are we!
Think big! Dream big! Big English!**



**It's bigger than you. It's bigger than me.
There's so much to do and there's so much to see!
The world is big and beautiful and waiting for me.**



**A One, two, three...
Think big! Dream big! Big English!**



unit 1

In My Classroom

Objectives

Vocabulary

- To name classroom activities

Reading

- To identify important ideas in a story ('What's Maria Doing?')
- To use reading strategies to comprehend and appreciate a story

Grammar

- To use the present continuous tense
- To use the contractions *he's*, *she's* and *they're*
- To use *How many*, *There's* and *There are*

Content Connection

- Maths:** To understand and use the math symbols +, - and =
- To count using numbers 1–100
- To calculate simple equations

Project

- To make a 'Maths' poster

Values

- To learn the value of taking turns

Phonics

- To identify and say the letters and sounds *th* individually and as part of words

Think Big

- To develop 21st century skills and 'bigger picture' thinking

Key Vocabulary

Classroom Activities	Everyday English	Content Words
colouring counting cutting gluing listening playing a game using the computer watching a DVD writing	May I use ... ? Let's take turns. It's your turn.	equals minus plus

Materials

Pupil's Book, Unit 1

- Main unit, pages 4–15
- Class Audio CD, Tracks 1:02–23

Activity Book, Unit 1

- Main unit, pages 2–11
- Extra grammar practice, page 98
- Class Audio CD, Tracks 1:04–22

Assessment

- Unit 1 Practice test
- Unit 1 Unit test
- Unit 1 Oral assessment

Additional Materials

- Flashcards 1–9
- Video (eText), Unit 1
- Interactive activities (eText), Unit 1
- Digital activities (MyEnglishLab), Unit 1

Unit Opener Activities

Family Connection

At the end of each school day, review with pupils the activities they did in the classroom. Make a list of these activities. Have pupils copy the list and put ticks next to the activities they took part in. Then have pupils take the list home to show and describe to their families what they did in school that day.



My Classroom Bulletin Board

Make two bulletin boards, one titled *What are they doing?* and one titled *How many?* For the *What are they doing?* board, cut out pictures from magazines that show people colouring, counting, writing and listening. As the class works through the unit, add sentences below the pictures that tell what the people in the pictures are doing. Encourage pupils to save any pictures they find on their own to add and label as the unit progresses. For the *How many?* bulletin board, have pupils draw or find pictures of different numbers of classroom objects such as one desk, five pencils, eleven crayons and so on. Have pupils count the objects and say complete sentences, for example: *There's one desk. There are eleven crayons.*



unit 1

In My Classroom

1:02

1

Listen, look and say.



1 colouring



2 counting



3 cutting



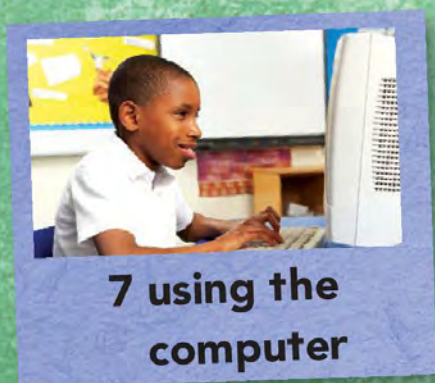
4 gluing



5 listening



6 watching a DVD



7 using the
computer



8 writing



9 playing a game

1:03

2

Listen, find and say.

3

Play a game.

Warm-Up

- **21st Social Skills** Have pairs of pupils practise introducing themselves to each other. Model: *Hello! I'm (Mrs Jones). What's your name?*
- Have pupils practise introducing their partner to the class. Model the activity. Point to a pupil. Say: *This is my friend (Elizabeth).* Have each pair stand and introduce each other to the class by completing the sentence frame.

Using Page 4

1 1:02 Listen, look and say.

INVOLVE

Explain the lesson objective – pupils will learn and talk about things they do in a classroom.

- Have individual pupils share things they will do in the classroom this year. Ask: *What do you do in a classroom?* Accept one-word responses such as *Read. Colour. Cut. Sing. Play. Learn.* etc.
- Play a game. Ask pupils to mime what they could do in the classroom.
- Read the directions aloud. Play audio track 1:02. Have pupils listen, look at the photo for each corresponding activity and then say the word.

MONITOR

Replay the audio and pause after each activity while pupils repeat it several times. Listen for proper pronunciation and appropriate intonation. Ask pupils to repeat each activity aloud after you if necessary.

ASSIST | Replay the audio as needed. For additional support, use the flashcards.

2 1:03 Listen, find and say.

- Point to the classroom activities in Activity 1 and say the name of each activity. Have pupils repeat after you. Randomly say a classroom activity and have pupils point to the activity you have named.
- Read the directions aloud. Play audio track 1:03. Have pupils listen and point to each item in Activity 1. Ask them to show the answer by raising the correct number of fingers. For example, for cutting, pupils should find the corresponding image on the page, see that it is number 3 and raise three fingers.

MONITOR

Check to make sure pupils are pointing to the correct image. Say one of the activities and have pupils raise the number of fingers corresponding to that image. Repeat this as many times as necessary until pupils are familiar with all the activities. Pupils can also repeat the activity in pairs, showing or saying the correct number for each activity to each other.

ASSIST | Replay the audio as needed.

3 Play a game.

- Play this miming game as a class: Use the flashcards. Show one flashcard at a time and ask pupils to do the action (or mime the action and ask pupils to choose the corresponding flashcard). Do this with the whole class first and then ask individuals to take turns acting out or choosing the flashcards. Get them to say each activity aloud.

MONITOR

Check that pupils can match each activity to the correct flashcard. Also listen for correct pronunciation and appropriate intonation. Pupils can also play the game again in small groups or pairs.

- Assign Activity Book page 2 and direct pupils to digital activities.

Application and Practice Activity

- Place the flashcards on the board, picture side up. Write on the board *c _ _ _ _ ing*. Have pupils spell the word for you (*o-u-n-t*) and fill in the missing letters as they do so. Continue with all the vocabulary items.

MONITOR | Check for correct pronunciation and proper intonation.

ASSIST | Allow pupils to look back at the Pupil's Book for reference if necessary.

OBJECTIVES

To identify and name classroom activities

Key Vocabulary

Verb phrases: colouring, counting, cutting, gluing, listening, playing a game, using the computer, watching a DVD, writing

21st Century Skills

Social Skills

Materials

Flashcards 1–9

Audio tracks 1:02–04

Interactive activities (eText)

Digital activities: MyEnglishLab

AB

Page 2

Audioscript on page T138

Answers on page T150

OBJECTIVES

To identify and name classroom activities

To sing a song

Key Vocabulary

Verb phrases: colouring, counting, cutting, gluing, listening, playing a game, using the computer, watching a DVD, writing

21st Century Skills

Critical Thinking

Materials

Audio tracks 1:05–08
Audioscript, page T138
Interactive activities (eText)
Digital activities:
MyEnglishLab



Page 3

Audioscript on page T138

Answers on page T150

TEACHING TIP

Auditory Learners

For pupils who enjoy music, you may wish to play the karaoke version of the song first (audio track 1:06). Recognising the tune and song structure can help prepare these pupils to sing the words when you play the complete song.

Warm-Up

- Help pupils to remember the key vocabulary they learned in the first lesson by saying aloud each activity and asking them to mime it.

Using Page 5

4 Listen and sing. Then look at 1 and find.

INVOLVE

Explain the lesson objective – pupils sing a song and talk about classroom activities.

- Read the directions aloud. Play audio track 1:05 and have pupils follow along quietly.
- Replay the audio and have pupils sing along. Do this several times.
- Ask pupils to read the song silently, look at the images in Activity 1 and find those that are mentioned in the song. Ask pupils to point at each image and say its corresponding number.
- Once pupils are familiar with the song, have them practise it using the karaoke version (audio track 1:06). Or, if you wish, save the karaoke version for use at another time as a fun way to review the song.

MONITOR

Check answers as a class. (*Answers: cutting, writing, listening, playing a game, counting, gluing*)

5 Listen and find in 1. Then say.

- Read the directions aloud. Play audio track 1:07 and have pupils listen, point to each item and say the words. Do this as a whole class.
- Replay the audio and have pupils point at the correct image and repeat the sentence to a partner.

MONITOR

Listen for proper pronunciation, appropriate intonation and correct use of language. (*Answers: listening, writing, using the computer, colouring, cutting, watching a DVD, gluing, counting, playing a game*)

6 Look at 1. Ask and answer.

- Read the directions aloud. Read aloud the speech bubbles while pupils follow in their books. Have pupils repeat the dialogue and point to corresponding image in Activity 1.
- Choose a pair of volunteers to model the dialogue. Have pupils reverse roles and repeat.
- Have pupils work in pairs to ask and answer questions about the images in Activity 1. Suggest that they point to each image as they do so.
- Remind pupils to think about when to use the pronouns *he*, *she* and *they*. Point out that when asking about more than one, they use the pronoun *they* and the verb *are*, as in: *What are they doing?*

MONITOR

Listen for correct pronunciation and correct language use.

THE BIG 21st Critical Thinking

- Discuss the questions as a class. Encourage pupils to give simple answers in English, such as *names, books, stories, letters, postcards, emails* (for things we write) and *numbers, pupils, chairs, toys, animals* (for things we count).
- Assign Activity Book page 3 and direct pupils to digital activities.

Application and Practice Activity

- Play *Charades*. (See *Game Bank*, page T136, for details.) Write on index cards phrases from Activity 1.
- Have the first player pick up a card and mime the phrase on the card. Have pupils guess what the player is doing, using a complete sentence that begins with *She's* or *He's*. Play until most pupils have had a chance to lead the game.

1:05 1:06

4

Listen and sing. Then look at 1 and find.

Here's My Classroom!

Look! Here's my classroom.

And here are my friends!

Peter, Sarah and Timothy,

Penny, Jack and Jen!



Peter is cutting paper.

Penny is writing her name.

Sarah is listening to a story

And Jack is playing a game.



Timothy is counting.

Jen is gluing.

We have fun and learn a lot.

What are your friends doing?



1:07

5

Listen and find in 1. Then say.

6

Look at 1. Ask and answer.



What's she doing?

She's colouring.



**THINK
BIG**

What can we write?
What can we count?

Story

2 Listen and read. How many Marias are there?

6 Look at the story. Then match.

- 1 She's cutting paper.
- 2 She's gluing pictures.
- 3 She's using the computer.
- 4 She's writing on the board.

a

b

SAC Are there any girls called Maria in your class? How many? How many children are there with the same name? What are the names?

Unit 1 reading Unit 1 7

Warm-Up

- Display several different comic books and/or newspaper comic strips.
- Point out the fact that the story is told in frames and that speech bubbles show who is talking and what each character is saying.
- Let pupils browse through the comic books and comic strips. Ask them to tell you which ones interest them the most and why.
- Tell pupils they will be reading a story that is told in comic-strip style.

Using Page 6

7 1:09 Listen and read. How many Marias are there?

INVOLVE Explain the lesson objective – pupils listen to and read a story, answer questions about it and discuss ideas related to it.

- Read the story title aloud. Have pupils repeat it. Ask: *Who is the story about?* (Maria)
- Read the directions aloud. Draw attention to the question: *How many Marias are there?* Play audio track 1:09. Have pupils listen and read along silently.

MONITOR Point to each frame and ask comprehension questions. For example, pointing to Maria, say: *Frame 1: What's Maria doing?* (cutting paper) Point to Maria and say: *Frame 2: What's Maria doing?* (using the computer) Continue for Frames 3 and 4. Then point to Frame 6 and ask pupils to point to the girls named Maria. Ask: *How many Marias are there?* (two)

ASSIST Replay the audio as necessary. Pause after each frame and use simple language and gestures to explain unfamiliar words. Point out which girl is Maria in each frame. Help pupils to understand that there are two girls in the class with the same name by asking them to look at Frames 1 and 2 and then Frames 3 and 4 together, comparing the pictures of Maria in each frame.

CHALLENGE Assign three pupils the parts of the three characters in the story who have lines. Then have the pupils stand and role play the dialogue for the class. Continue the activity several times with different sets of pupils.



Have pupils do a roleplay in groups of four. Tell them to pattern their roleplay after the events in the story but to do it in a different setting, such as a playground or at home. Elicit ideas before pupils begin, for example: *She's kicking a ball* (if the setting is at a playground); *He's eating lunch* (if the setting is at home), etc.

Using Page 7

8 Look at the story. Then match.

- Read the directions aloud. Then read each sentence aloud. Have pupils repeat and mime each action.
- Next, read Item 1 aloud: *She's cutting paper*. Tell pupils to look at the girl in Frame 1 who is cutting paper. Say: *Draw a line to this girl*. Check to make sure that pupils draw a line to the first Maria.
- Have pupils complete the activity independently, assisting as needed.

MONITOR

Review the answers as a class. Walk around to look at pupils' books and check to see that pupils have connected the lines to the correct pictures. (Answers: 1 a, 2 b, 3 b, 4 a)

ASSIST

Have pupils look at the story frames again. Ask questions such as: *Who's gluing pictures?* Help pupils find the child who is doing the activity in the story. Then have pupils match the child with the picture in Activity 8.

CHALLENGE

Ask volunteers to describe each Maria. (Answers will vary but the first girl in Activity 8 has brown hair and is wearing a yellow jumper; the second girl has black hair and is wearing a red and white jumper.)

THE BIG 21ST Communication

- Pair pupils and have them ask each other the questions. Allow time for pairs to discuss the children in their class. At the end of the discussion, have volunteers answer each question for the whole group.
- Assign Activity Book page 4 and direct pupils to digital activities.

Application and Practice Activity

- Create four stations in the room. Place these items in each station: paper and scissors, a computer or an image of a computer, paper and glue, chalk or marker pen (this station can be at a chalkboard or a whiteboard).
- Bring four pupils to the front of the class. Make statements about each pupil. For example, say: *Sebastian is gluing pictures*. As you make each statement, the pupil goes over to the respective station and begins to mime the action. Continue with the remaining pupils.
- Invite four more pupils and an additional volunteer to the front. Ask the volunteer to make statements using the names of his/her four classmates, following your model.

CHALLENGE

Have more than one set of five pupils perform the activity at the same time. Pupils must listen carefully to hear what station they are being assigned to.

OBJECTIVES

To read unit language in context

To read for understanding and enjoyment

To read and draw conclusions

Key Vocabulary

Verb phrases: cutting paper, gluing pictures, using the computer, writing on the board

21st Century Skills

Communication

Materials

Comic books or comic strips

Chalk or marker pen, computer or an image of a computer, glue, paper, scissors

Audio track 1:09

Digital activities: MyEnglishLab

AB

Page 4

Answers on page T150

Summary

Children in a classroom describe a pupil named Maria doing different things. Then the children discover that there are two girls named Maria in their class.

Story

1:09

7 Listen and read. How many Marias are there?

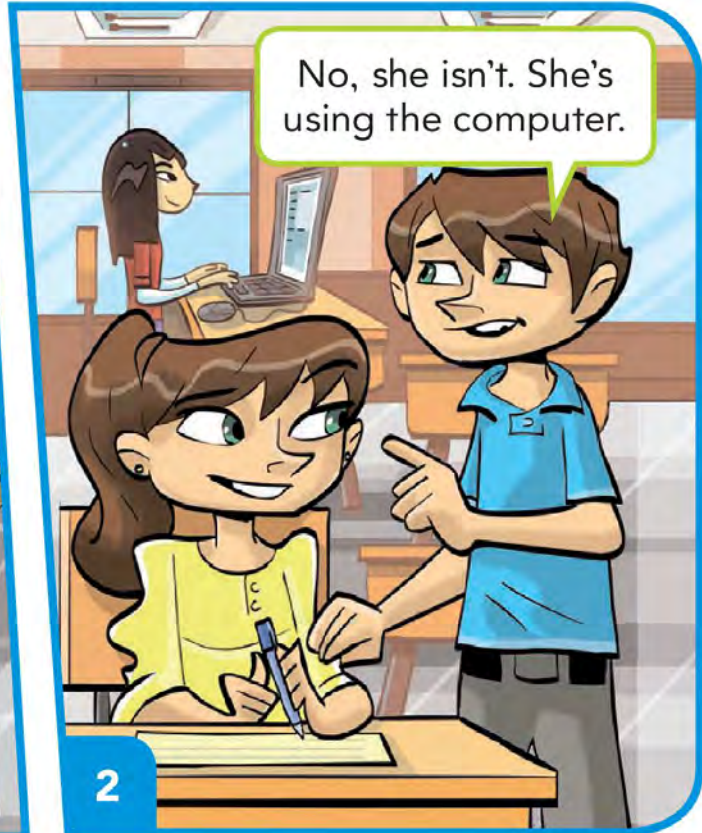
What's Maria Doing?

What's Maria doing?



She's cutting paper.

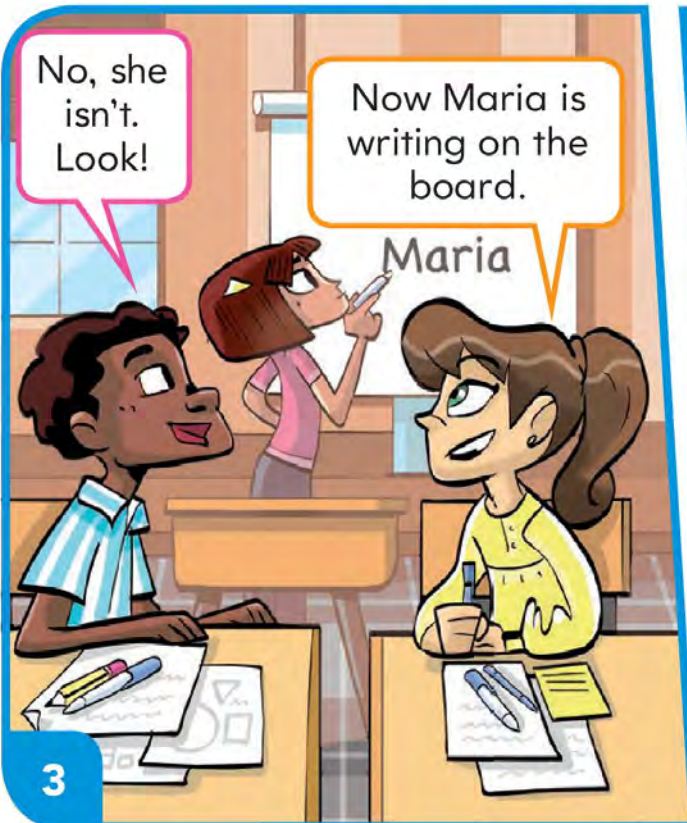
No, she isn't. She's using the computer.



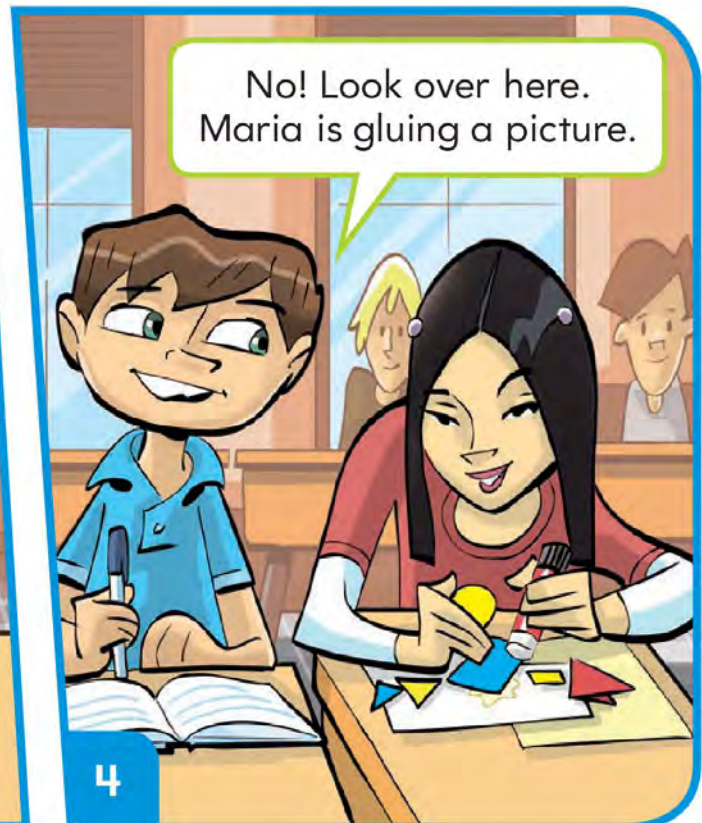
No, she isn't. Look!

Now Maria is writing on the board.

Maria



No! Look over here. Maria is gluing a picture.





8 Look at the story. Then match.

- 1 She's cutting paper.
- 2 She's gluing pictures.
- 3 She's using the computer.
- 4 She's writing on the board.



**THINK
BIG**

Are there any girls called Maria in your class? How many?
How many children are there with the same name? What are the names?

Language in Action



Listen. Help Jamie and Jenny make sentences.

counting playing a game
 colouring watching a DVD

What's she doing ?
 She's using the computer .
 What are they doing ?
 They're gluing .

10 Look and write.



1 What's he _____ ?
 He's _____ his name.



2 What's she _____ ?
 _____ a picture.



3 _____ they _____ ?
 _____ to a story.



4 _____ ?
 _____ paper.

Warm-Up

- Walk around and ask: *What do we do here?* Elicit activities that are done in different places in the classroom, such as: *We use the computer* or *We listen to a story*. Help pupils with unknown words as needed.

Using Page 8

1:10 Listen. Help Jamie and Jenny make sentences.

INVOLVE

Explain the lesson objective – pupils make questions and answers in the present continuous tense.

- Point to the board in the Pupil's Book and read the phrases. Ask pupils to repeat after you.
- Read the directions aloud. Play audio track 1:10. Have pupils listen and follow along in their books. Pause after each completed sentence so that pupils can repeat what they hear.
- Read the questions and answers aloud again. Point out that the words *What's*, *She's* and *They're* are contractions, made up of the word pairs *What is*, *She is* and *They are* respectively. Elicit from the class what two words make up the contraction *He's* (He is).
- Have pupils practise the target language in pairs, using the alternative language provided in the coloured blocks at the top of the box. For example: *What's she doing?* (She's counting.) *What are they doing?* (They're colouring.)

MONITOR

Check for understanding. Review possible questions and answers as a class. Ask pairs to say aloud a question and answer that they have made.

ASSIST

Make a question using *he*, *she* or *they*. Help pupils to make a possible answer using the correct structure. Repeat as many times as necessary so that pupils practise saying sentences with *he*, *she* and *they* and different verbs or verb phrases.

CHALLENGE

Ask pupils to make their own answers using other verbs or verb phrases they know.

10 Look and write.

- Read the directions aloud. Explain to pupils that they should look at each picture and then complete the questions and answers with the missing words. Complete the first item as a class.
- Have pupils complete the rest of the activity independently.

MONITOR

Review the answers as a class. (Answers: 1 *doing*, *writing*, 2 *doing*, *She's colouring*, 3 *What are (they) doing*, *They are listening*, 4 *What's he doing*, *He's cutting*)

ASSIST

Read the sentences aloud, inserting two possible alternatives for each answer. Have pupils identify which answer is correct and write that answer, e.g.: 1. *What's he doing/playing?* (*doing*) *He's writing/counting his name.* (*writing*)

- Assign Activity Book page 5 and direct pupils to digital activities.

Application and Practice Activity

- **21st Collaboration** Divide the class into groups. Have each group prepare a presentation about activities they do at school.
- Have group members work together to decide which activities they like best or think are the most important parts of their school day. (Examples include *We read stories*. *We use the computer*. *We sing songs*.)
- Allow time for pupils to practise their presentations.
- Have pupils present their 'School Day Activities' to an audience composed of classmates, family members and other classes.

OBJECTIVES

To use the present continuous tense

Key Vocabulary

Verb phrases: colouring a picture, counting, cutting paper, gluing, listening to a story, playing a game, using the computer, watching a DVD, writing his name

21st Century Skills

Collaboration

Materials

Audio tracks 1:10–11

Digital activities:
MyEnglishLab

AB

Page 5

Audioscript on page T138

Answers on page T150

TEACHING TIP

Forming Questions

Remind pupils that when we form questions, we need to reverse the order of the subject and the verb and sometimes add a question word. Write an example statement on the board and write a question based on that statement. Draw arrows and other marks as necessary to show how the statement changes into a question. Then read the statement and the question aloud.

OBJECTIVES

To use the present continuous tense

To practise unit language in context

To use *How many* in questions

To use *There's* and *There are* in answers

Key Vocabulary

Verb phrases: listening to the story, reading a story, using the computers, writing numbers

21st Century Skills

Media Literacy

Materials

Unit 1 stickers
Pictures of children doing various activities
Tape and scissors
Index cards
Old magazines, catalogues or newspapers
Audio track 1:12
Audioscript, page T138
Interactive activities (eText)
Digital activities:
MyEnglishLab



Page 6

Answers on page T150

TEACHING TIP

21st Media Literacy

Have pupils look at the rubrics on this page. Ask: *Why are some words in red?* Help pupils to understand that the red text is used to make some words stand out. In this case, the red text calls our attention to the question words *How many?* and the structures *There's* and *There are*, which is the target language of the lesson.

Warm-Up

- Display magazine photos of children doing different things. Point to each picture and ask: *What's he/she doing?* Prompt pupils to answer using the sentence frame: *He's/She's...* Repeat with pictures that show more than one person. Model: *What are they doing? They're ...*

Using Page 9

11 Listen and stick. Then say.

IMPROVE Explain the lesson objective – pupils will stick stickers and ask and answer questions about classroom activities.

- Help pupils find the Unit 1 stickers at the back of the Pupil's Book. Tell them they will listen to the audio and place stickers in the correct places on the picture based on what they hear.
- Read the directions aloud. Play audio track 1:12. Model Item 1, showing pupils how to place the correct sticker on the picture (*girl writing numbers on the board*). Continue playing the audio repeating it as necessary and have pupils complete the sticking part of the activity independently.

MONITOR Review the answers as a class. Ask what the sticker characters are doing. Have volunteers say the answer aloud. (*Answers: 1 She's writing numbers., 2 They're using the computers., 3 She's reading a story., 4 There's one teacher.*)

- In pairs, pupils can tell each other what the sticker characters are doing using the present continuous tense.

ASSIST | If necessary, pause audio and help pupils complete each item.

12 Look at 11. Ask and answer. Use *How many*.

- Read the directions aloud. Read aloud the dialogue while pupils follow in their books. Ask two volunteers to read aloud the dialogue too.
- Explain to pupils that they should look at their completed picture (with stickers) in Activity 11 and then make their own questions and answers, using the example as a guide. Model one or two more possible questions and answers. For example: *How many blackboards are there? (There are two blackboards.) How many teachers are there? (There's one teacher.)*
- Have pupils do the activity in pairs, assisting as needed.

MONITOR | As pupils complete the exercise, check for proper pronunciation and intonation. Review answers as a class.

13 Draw and write. Use *There's* or *There are*.

- Read the directions aloud. Explain to pupils that they should draw their own pictures of children and/or objects in the classroom. Elicit a few examples, e.g.: *There's one computer. There are four desks.*

MONITOR | Check pupils' complete work. Ask volunteers to show their pictures to the class and read aloud their sentences.

ASSIST | Ask pupils to show you something they have drawn and help them to make a sentence using the correct structure.

- Assign Activity Book page 6 and direct pupils to digital activities.

Application and Practice Activity

- Create two columns on the board labelled *There's* and *There are*.
- Have each pupil cut out a picture from a magazine of things they like, such as a dog, cars, hats, etc. Tell pupils to count the objects in their picture and write the number of objects on an index card. On the board, model: *There's one dog., There are three cars.,* etc.
- Ask pupils to come up to the board, stick their picture and label in the correct column and then read their sentence aloud.



Listen and stick. Then say.



12 Look at 11. Ask and answer. Use **How many**.

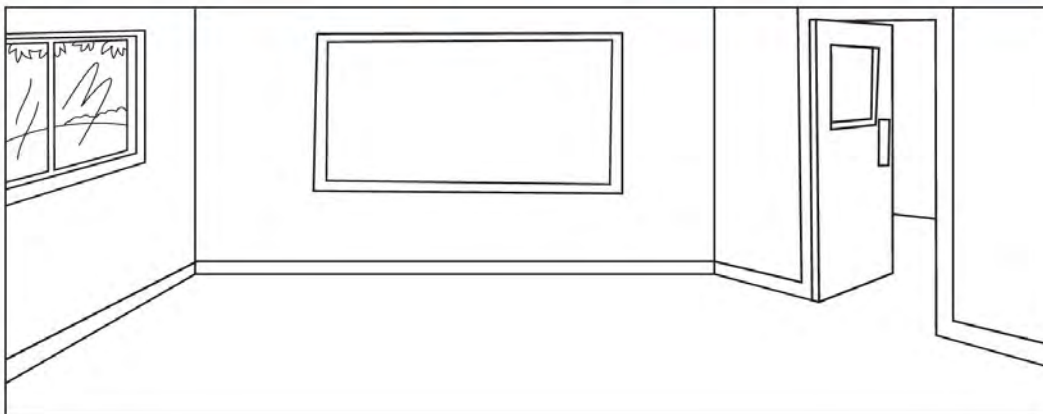


How many computers are there?



There are two computers.

13 Draw and write. Use **There's** or **There are**.



Content Connection | Maths

11 Look, listen and repeat.

11 eleven	12 twelve	13 thirteen	14 fourteen	15 fifteen	16 sixteen
17 seventeen	18 eighteen	19 nineteen	20 twenty	30 thirty	40 forty
50 fifty	60 sixty	70 seventy	80 eighty	90 ninety	100 one hundred

12 Listen and circle.



1 17 / 70	2 50 / 95
3 80 / 69	4 31 / 83
5 47 / 27	6 23 / 22



13 Count and write. Then listen and check.



1 $3 + 7 =$ <input type="text"/>	2 $14 + 6 =$ <input type="text"/>
3 $30 + 30 =$ <input type="text"/>	4 $70 + 5 =$ <input type="text"/>
5 $8 - 2 =$ <input type="text"/>	6 $18 - 4 =$ <input type="text"/>
7 $60 - 10 =$ <input type="text"/>	8 $40 - 5 =$ <input type="text"/>

14 Look, listen and circle + or -. Then answer.

plus minus equals

1  + / -  = _____ footballs

2  + / -  = _____ pencils

3  + / -  = _____ fingers

PROJECT

18 Make a Maths poster. Then present it to the class.

Ten pens plus five pens equals fifteen pens.


$10 + 5 = 15$

How many children are there in your class?
How old is your grandma or grandad?

Warm-Up

- Have two pairs of pupils stand in front of the board. Use the pupils to create 'living equations'. Write a plus (+) sign on the board between the two pairs. Write an equals (=) sign to the right of the two pairs. As you point to the two pairs of pupils, say: *Two plus two equals four*. Have pupils repeat after you.
- Arrange pupils to make other simple equations and elicit new sentences from the class.

Using Page 10


14  **1:13** Look, listen and repeat.

INVOLVE Explain the lesson objective – pupils will identify numbers 11–100, use the words *plus*, *minus* and *equals* in simple equations and make a 'Maths' poster. Point out that *plus*, *minus* and *equals* are terms they are using in their Maths lessons.

- Read the directions aloud. Play audio track 1:13 and have pupils follow the numbers in their books. Play the audio again while pupils listen and repeat.

MONITOR Write numbers on the board and randomly point to them. Have pupils listen and repeat. (Pupils can also do this in pairs, pointing randomly at numbers in their books and practising to say them.)

ASSIST Replay the audio as needed. Write and point to numbers on the board to help pupils identify them.

15  **1:14** Look, listen and circle + or -. Then answer.

- Read the directions aloud. Tell pupils they will hear sentences about adding and subtracting things such as apples and pencils.
- Play audio track 1:14 and have pupils trace each symbol in the box as they hear it. Do the first item together as a class. Explain that pupils should circle the correct symbol and then calculate the answers and write the missing numbers in the gap. Continue playing the audio and have pupils complete the activity independently.

MONITOR Review the answers as a class. (Answers: 1 -, five, 2 -, thirteen, 3 +, forty)

ASSIST Replay the audio as needed. Use classroom objects to help pupils visualise addition and subtraction.

THINK BIG

- Read aloud the questions as pupils follow in their books. Answer the first question as a class. Ask pupils to find out the answer to the second question for homework. Have pupils share answers at the start of the next lesson.

Using Page 11

16 Listen and circle.

- Read the directions aloud. Read aloud each pair of numbers while pupils follow in their books.
- Play audio track 1:15 and have pupils circle each number they hear. Do the first item together as a class. Continue playing the audio and have pupils complete the activity independently.

MONITOR | Review the answers as a class. (Answers: 1 17, 2 95, 3 89, 4 31, 5 47, 6 22)

ASSIST | Replay the audio as needed. Provide further practice by writing other pairs of numbers on the board and saying one in each pair aloud. Ask a volunteer to come up and circle the correct one.

17 Count and write. Then listen and check.

- Read the directions aloud. Then read each sum aloud (without giving the answer) while pupils follow in their books. For example, say: *Number one. Three plus seven equals ... Number five. Eight minus two equals ...*
- Do the first item together as a class. Pupils then complete the activity independently or in pairs.
- Play audio track 1:16 and have pupils check their answers.

MONITOR | Review the answers as a class. (Answers: 1 10, 2 20, 3 60, 4 75, 5 6, 6 14, 7 50, 8 35)

ASSIST | Use maths beans or other small objects to help pupils visualise the sums and calculate the answers.

18 **Make a Maths poster. Then present it to the class.**

- Read the directions aloud. Have pupils look at the example of a 'Maths' poster in their book and read the boy's speech bubble aloud while they follow in their books.
- Have pupils make their own posters independently, in pairs or in small groups. They may draw pictures or cut out pictures from old magazines, catalogues or newspapers. They should label their posters as well, following the example.

MONITOR | Have pupils present their posters to the rest of the class.

ASSIST | While pupils are making their posters, ask them to read aloud their sums to you (or a partner) as practice before doing the class presentation.

- Assign Activity Book page 7 and direct pupils to digital activities.

Application and Practice Activity

- **21st Collaboration** Have pupils work together in teams to choose addition and subtraction problems from their Maths books and decide which problems to read aloud to the class. One person from each team reads a sentence in English using the words *plus*, *minus* and *equals*.
- If the pupil reads the sentence correctly, he or she remains in the game. If he or she reads it incorrectly, he or she is out of the game.
- Pupils on each team take turns reading sentences until only one team remains. They win the game.
- Have pupils view the Unit 1 video segment. Use the Video Guide.

OBJECTIVES

To identify and name numbers 11–100

To use the maths vocabulary *plus*, *minus* and *equals*

To calculate simple equations

To make a poster

Content Words

plus, minus, equals

21st Century Skills

Collaboration

Materials

Classroom objects

Beans or other small objects

Old magazines, catalogues or newspapers

A3 paper, glue, scissors and marker pens

Maths books

Audio tracks 1:13–16

Audioscript, page T138

Interactive activities (eText)

Video (eText)

Digital activities: MyEnglishLab

AB

Page 7

Answers on page T150

TEACHING TIP

Asking for English Words

Encourage pupils to ask you how to say words in English. Be sure they know the following expression: *How do you say ... in English?*



Look, listen and repeat.

11 eleven	12 twelve	13 thirteen	14 fourteen	15 fifteen	16 sixteen
17 seventeen	18 eighteen	19 nineteen	20 twenty	30 thirty	40 forty
50 fifty	60 sixty	70 seventy	80 eighty	90 ninety	100 one hundred



Look, listen and circle + or -. Then answer.

+	-	=
plus	minus	equals

1  10 + / -  5 = _____ footballs

2  16 + / -  3 = _____ pencils

3  20 + / -  20 = _____ fingers



How many children are there in your class?
How old is your grandma or grandad?

1:15

16 Listen and circle.

1 **17** / **70**

2 **59** / **95**

3 **89** / **69**

4 **31** / **33**

5 **47** / **27**

6 **23** / **22**

1:16

17 Count and write. Then listen and check.

1 $3 + 7 =$

2 $14 + 6 =$

3 $30 + 30 =$

4 $70 + 5 =$

5 $8 - 2 =$

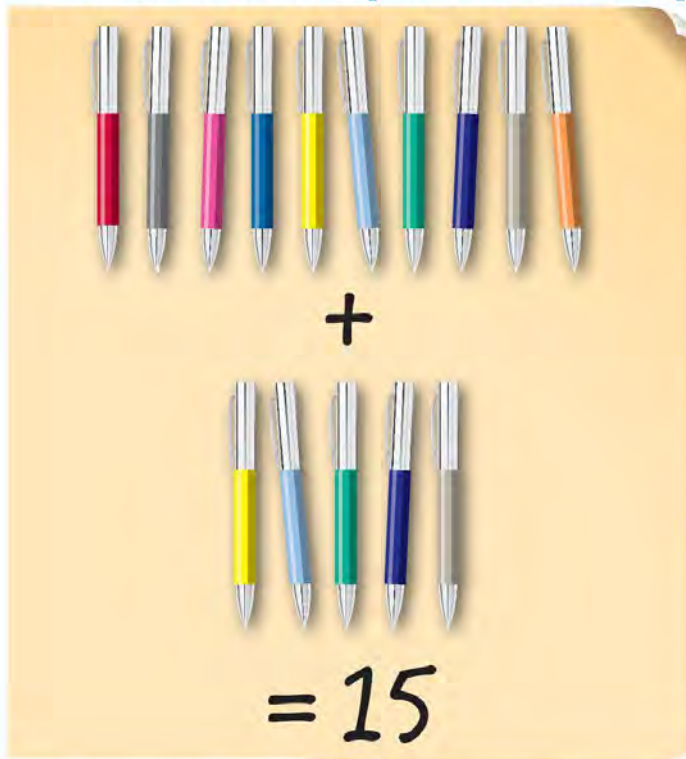
6 $18 - 4 =$

7 $60 - 10 =$

8 $40 - 5 =$

PROJECT

18 Make a **Maths** poster. Then present it to the class.



Ten pens plus five pens equals fifteen pens.



1:17
19

Listen and look. Number in order.

a



b



c



20 Take turns. Ask and answer. Do the actions.



May I use the computer now?

Yes! Let's take turns.



THINK
BIG

Is it good to take turns? Why?

Warm-Up

- Invite two volunteers to mime being thirsty and wanting to drink from a drinking fountain at the same time.
- First, have the volunteers try to use the fountain at the same time. Then ask the class what the two pupils could do. Lead the class to conclude that the volunteers can each take a turn.

Using Page 12

12 Listen and look. Number in order.

INVOLVE Explain the lesson objective – pupils will learn the value of taking turns. Pupils will also role play taking turns.

- Read the directions aloud. Play audio track 1:17 and have pupils point to each picture as it is mentioned in the story.
- Play the audio again and have pupils number the pictures in order.

MONITOR Review the answers as a class. (*Answers: 1st picture: 3, 2nd picture: 1, 3rd picture: 2*)

ASSIST Have pupils play the roles of Jane and Mark and role play the scene.

20 Take turns. Ask and answer. Do the actions.

- Read the directions aloud. Have pairs of pupils take turns saying the text in the speech bubbles.
- After pupils have practised the dialogue, have them role play what happens when the boy and the girl take turns using the computer.
- Have pupils continue the activity in pairs, role playing different scenes using the pictures as prompts. Ask pairs to volunteer to role play a scene for the rest of the class.

MONITOR As pupils role play their dialogues, listen for proper pronunciation, appropriate intonation and correct use of language.

ASSIST Pair up pupils with mixed abilities so that a stronger language pupil can help a weaker one.

Social Skills

- Read aloud the questions as pupils follow in their books. Discuss the questions as a class. The pupils may simply say *Yes. It's nice. It's good. Happy. Sad.* Discuss the importance of turn-taking as a class and how it makes one feel. Get pupils to think of other situations involving turn-taking at school and at home.
- Assign Activity Book page 8 and direct pupils to digital activities.

Application and Practice Activity

- Have each pupil draw a simple picture showing a time when they took turns with someone at school or outside of school. Instruct them to make speech bubbles for the characters.
- Provide a list of possible sentences pupils can use to write their dialogue: *May I ... ? Yes. Let's take turns. Thanks. You're welcome.*
- Let each pupil share his or her drawing with the class.

OBJECTIVES

To learn the value of taking turns

21st Century Skills

Social Skills

Materials

Audio track 1:17

Audioscript, page T138

Digital activities:
MyEnglishLab



Page 8

Answers on page T150

OBJECTIVES

To identify and say the letters and sound *th* individually and as part of words

Materials

Index cards
Audio tracks 1:18–22
Game (eText)
Digital activities:
MyEnglishLab

AB

Page 9

Answers on page T150

Warm-Up

- Write a few simple English words starting with *t*, *h* and *th* on the board, e.g.: *ten*, *tin*, *hat*, *hot*, *thin*, *that*. Read each word aloud and ask the class to repeat.
- Write the headings *t*, *h* and *th* on the board and ask a volunteer to come up and point to a word that starts with *t*. Rewrite the word under the correct heading. Repeat with different volunteers until all the words have been written under their correct starting sound.
- Say aloud each sound /t/, /h/ and /th/. Draw pupils' attention to how the sound /th/ is made up of two different letters and how it forms its own sound.

Using Page 13

21 1:18 Listen, look and repeat.

INFO Explain the lesson objective – pupils will identify and name the letters and sound *th* individually and as part of words.

- Read the directions aloud. Play audio track 1:18 and have pupils listen and point to each sound as it is said. Have pupils repeat.

MONITOR As pupils repeat, check they are pointing to the correct sound and listen for correct pronunciation.

22 1:19 Listen and find. Then say.

- Read the directions aloud. Play audio track 1:19 and have pupils listen, find and point to each word and its corresponding picture as it is said. Have pupils repeat each word.

ASSIST Replay the audio as needed. Use gestures and simple language to help with understanding.

23 1:20 Listen and blend the sounds.

- Read the directions aloud. Play audio track 1:20 and have pupils listen and point to each item as it is sounded out and blended on the audio. Have them repeat after each item.
- Replay the audio and have pupils repeat the activity.

MONITOR As pupils repeat, check they are pointing to the correct word and listen for correct pronunciation and appropriate intonation.

24 1:21 Underline *th* and *th*. Then listen and chant.

- Read the directions aloud. Read aloud the chant while pupils follow in their books. Find the first word with *th* together (*There*) and have pupils underline it. Do the same for the first word with *th* (*three*). Then have pupils continue finding and underlining the other words with *th* and *th* independently.
- Play audio track 1:21 and have pupils listen. Replay several times and encourage them to join in.

MONITOR As pupils repeat the chant, listen for correct pronunciation, appropriate intonation and correct use of language. Check the answers as a class. (*Answers: there, three, bath, they, thin, mouths, teeth*)

- Assign Activity Book page 9 and direct pupils to digital activities.

Application and Practice Activity

- Play *Snap!* Divide the class into pairs and have each pair make enough word cards to create a set of ten cards. Have pupils create pairs of cards by writing a word starting with *th* on one index card and the same word on another.
- Have each pair play the game by shuffling the cards and then dealing out five each. Pupils should take turns to place down one of their cards and say the word aloud. If the word matches the previous one, the first pupil to say *Snap!* keeps the pair. The pupil who has the most matches wins.
- Have pupils play Unit 1, Game 1 on the eText.



Listen, look and repeat.

1 th

2 th



Listen and find. Then say.



bath



thin



this



that



Listen and blend the sounds.

1 th-e the

2 th-e-n then

3 b-o-th both

4 w-i-th with

5 p-a-th path

6 M-a-th-s Maths



Underline th and th. Then listen and chant.

There are three crocodiles
In the bath.
They've got thin mouths
But big teeth!
Look out! Look out!



Review

1:23



Listen and find. Say **Picture 1** or **Picture 2**. Then ask and answer.

Picture 1



Picture 2



In Picture 1, what are they doing?


In Picture 1, they're playing a game.



Warm-Up

- Use the flashcards to review the unit vocabulary. Play a game with pupils. Begin by writing these target phrases on the board: *counting, cutting, colouring, gluing, listening, playing a game, using the computer, watching a DVD, writing*.
- Provide A3 paper or use a whiteboard and marker pens. The first player picks a flashcard and draws a picture of someone doing the activity that's on the card. Pupils guess what the picture shows, using the phrases on the board. The pupil who guesses correctly gets to choose a card and draw the next picture. Continue playing until everyone has had a chance to draw a picture.

Using Page 14

25  **1:23 Listen and find. Say Picture 1 or Picture 2. Then ask and answer.**

EXPLAIN

Explain the lesson objective – pupils will compare, contrast and talk about pictures that show people doing different classroom activities.

- Read the directions aloud. Have two volunteers read the text in the speech bubbles aloud. Explain that pupils will listen to the audio and say whether the statement refers to Picture 1 or Picture 2. They will then ask and answer questions about the classroom activities people are doing in the two pictures. Play audio track 1:23 and have pupils say *Picture 1* or *Picture 2*. Do the first item together as a class and then have pupils continue the activity independently in pairs.

MONITOR

While pupils are talking in pairs, listen for correct pronunciation, appropriate intonation and correct language use. Check the answers as a class. (*Answers: 2, 1, 2, 1, 1, 2, 2, 2, 1*)

ASSIST

If pupils have difficulty talking about any of the activities, use the index cards from the lesson warm-up or the unit flashcards as a prompt.

CHALLENGE

Divide the class into half or into small groups. Have groups make a list of all the differences they see between Picture 1 and Picture 2. Give a time limit and see which group identifies the most differences correctly in the least amount of time.



Show pupils how to manage the task systematically. Ask a pupil to describe what is happening in Picture 1 at the table on the left side of the picture. Then have him or her describe what the same children are doing in Picture 2. Encourage pupils to follow this pattern, going back and forth between the pictures.

- Assign Activity Book page 10 and direct pupils to digital activities.

Application and Practice Activity

- Have each pupil draw a picture of an activity he or she did in the classroom today. Have pupils exchange pictures with a partner.
- Then have each pupil display the partner's picture. Have the class ask in unison: *What's he or she doing?* Have the pupils describe the picture by completing the sentence frame *He's/She's ...*

OUTCOMES

Pupils can talk about classroom activities

Pupils can compare and contrast pictures

21st Century Skills

Social Skills

Materials

Flashcards 1–9

A3 paper or whiteboard and marker pens

Drawing paper and pencils, crayons or marker pens

Audio track 1:23

Audioscript, page T139

Digital activities:
MyEnglishLab



Page 10

Answers on page T150

TEACHING TIP

21st Social Skills

Remind pupils that when talking with a partner, only one person should speak at a time. Partners should take turns listening and speaking.

OUTCOMES

Pupils can talk about classroom activities

Pupils can use the structures *There's* and *There are*

21st Century Skills

Self-Direction

Materials

Game (eText)

Digital activities:
MyEnglishLab



Page 11

Answers on page T150

Warm-Up

- Play a game of *Simon Says* by telling pupils to pretend to do an action only when they hear you say, *Simon says*. (See *Game Bank*, page T137, for details.)
- Lead the pupils by using the following statements with and without the words *Simon says*: *colouring, counting, cutting, gluing, using the computer, etc.*

Using Page 15

26 Look and write.

- OFFICER** Explain the lesson objective – pupils will review the language they learnt in this unit and assess their progress so far.
- Read the directions aloud. Explain that pupils have to complete the sentences using *He's*, *She's* or *They're* with the correct verb in the present continuous. Complete Item 1 together with pupils.
 - Have pupils complete the rest of the activity independently.
- MONITOR** Review the answers as a class and ask volunteers to write their answers on the board so that everyone can check spelling. Walk around to see that pupils have written the verbs correctly. (*Answers: 1 He's gluing, 2 She's writing, 3 She's listening, 4 They're watching, 5 She's colouring, 6 He's counting*)
- ASSIST** Write three answer choices for each sentence on the board and allow pupils to choose one answer to copy.

27 Count and write. Use *There's* or *There are*.

- Read the directions aloud. Explain that pupils have to count the objects in each picture and then complete the sentence using *There's* or *There are*. Do Item 1 together and then have pupils complete the activity independently.
- MONITOR** Have pupils read aloud their answers with a partner. Check for correct pronunciation, intonation and language. (*Answers: 1 There are fourteen, 2 There's one, 3 There are twenty*)

I Can

- **21st Self-Direction** This section asks pupils to assess their own learning and reflect on their progress. Read the statements aloud. Explain that pupils should tick the boxes if they can do the activities. Help pupils appreciate their progress. Say: *The I Can statements point out what you have learnt in this unit.*
- Assign Activity Book page 11 and direct pupils to digital activities.

Application and Practice Activity

- Write questions about your classroom that can be answered with sentences that include *There's* or *There are*; for example: *How many boys are in our class? How many books are on the shelf? or How many pencils are on my desk?*
- Have pupils work in pairs to write *There's/There are* responses to each question. Then have pairs exchange papers with another pair. Have them read the answers aloud. Check to make sure they are correct.
- Have pupils play Unit 1, Game 2 on the eText.

26 Look and write.



1 _____
shapes.



2 _____
her name.



3 _____
to a story.



4 _____
a DVD.

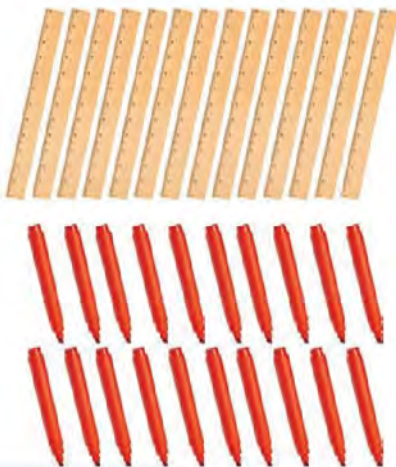


5 _____
a picture.



6 _____
his fingers.

27 Count and write. Use **There's** or **There are**.



- 1 _____
_____ rulers.
- 2 _____
_____ rubber.
- 3 _____
_____ marker pens.

I Can

- talk about what people are doing in the classroom.
- count to 100.
- talk about taking turns.