

BIG

ENGLISH 4



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TEACHER'S BOOK

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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, phonics, content language and writing lessons.
- Think Big** activities help pupils develop 21st Century Skills.
- Content Connection lessons and Projects integrate use of learning strategies into content-based learning.
- Culture Connection lessons give pupils an insight into different cultures and countries around the world.
- Three 4-page Checkpoints focus on Assessment for Learning and provide opportunities for pupils to assess their own progress.



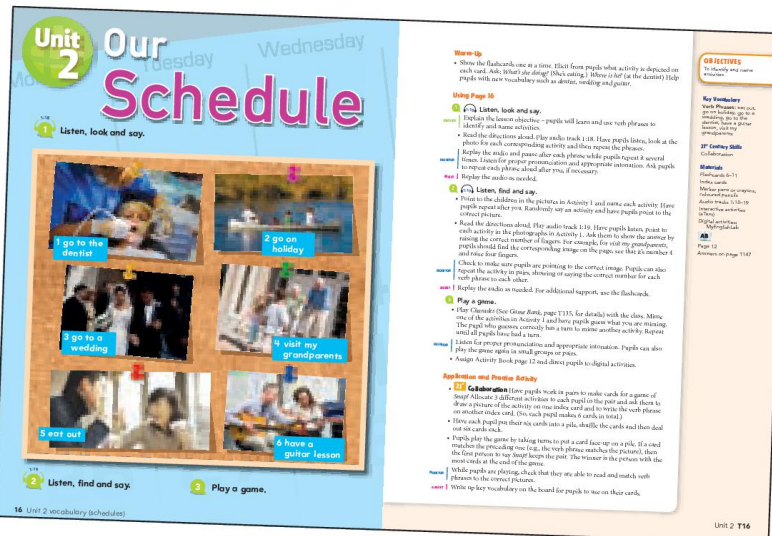
Activity Book

- 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 Activity Book.
- Assessment for Learning techniques and ideas for developing 21st Century Skills are incorporated into each Lesson Plan.



Teacher's eText for IWB

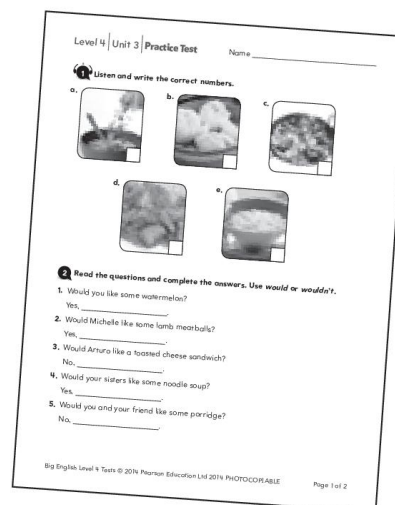
This digital tool includes helpful resources, such as:

- 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 Resources, which include supplementary materials such as games, activities and worksheets, a Grammar Handbook for pupils, interactive classroom games and flashcards.



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.



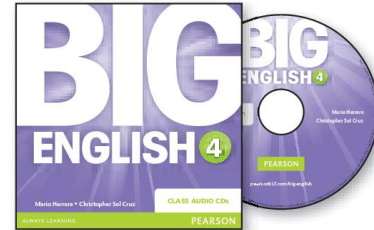
Flashcards

- 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



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 4 How Do You Feel?

1 Listen, look and say.

2 Listen, find and say.

3 Play a game.

4 Listen and sing. Who's speaking?

Stay in Bed and Rest!

You're coughing and You're sneezing. You need to stay in bed. I think you've got a fever. Here, let me feel your head. You shouldn't go to school today. You should stay home instead.

You've got a fever and A cold. Here's what I suggest: You should drink some tea And juice. Stay in bed and rest! Listen to your dad, now. Taking care of yourself? Is best.

When you're ill or feeling blue, Your family takes good care of you.

5 Choose the correct answer.

- Ben has got **bad stomachache/a bad headache**. He ate something bad last night.
- Philip fell and hurt himself on the playground. He's got a big **fever/cut** on his knee.
- It's spring and Pablo has got terrible **allergies/cuts**. He's **sore throat/sneezing**.
- Karen's teeth are sore and she can't eat. She's got a terrible **headache/toothache**.
- Sandra has got a bad **cold/cut**. She's **allergies/coughing** and she's got a **sore throat/sneezing**. She has to stay home from school.
- Liz has got a terrible **fever/stomachache and headache/cut**. She's very hot and her head is sore.

THINK BIG Read and say what's wrong.

- The trees are making Sarah sneeze.
- Emma is bleeding.

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

4 Listen and read. Does Christina need a nurse?

You're Hurt!

Oh, no!

Oh, no! You've got a cut.

What? L.

Sam, it's only ketchup. I don't need a nurse. I just need a napkin!

I thought that was blood!

You shouldn't worry so much!

1 Sam and Christina are eating lunch together at school. Christina's got a problem.

2 Sam gets upset when he sees Christina's arm. He thinks she cut herself.

3 Sam wants to help Christina.

4 Christina doesn't need to go to the nurse. She's OK.

5 Christina cleans her arm.

6 Now Sam doesn't feel very well.

7 Who says it? Say Sam or Christina.

- "You've got a cut."
- "You should see the school nurse!"
- "I don't need a nurse."
- "You should put a plaster on that."
- "I just need a napkin!"
- "You shouldn't worry so much!"

THINK BIG Why did Sam get upset? Why didn't Christina get upset? What should you do if you cut yourself?

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

6 Listen and look at the sentences. Help Sam and Christina make more.

get some rest put a plaster on it take some medicine

stay up late eat so many sweets

You should stay in bed

He should go to the doctor

We shouldn't go out

7 Complete with should or shouldn't.

- A: I've got stomachache.
B: You eat so many sweets.
- A: He's got a toothache.
B: He go to the dentist.
- A: They've got colds.
B: They stay in bed and drink a lot of water.
- A: Mary feels ill.
B: She go out and play. She go to bed.

10 Role play with a partner.

He's got a cut. He should go to the nurse.

11 Read. Then complete the sentences.

I	myself	I should take better care of myself .	My sister should take better care of herself .
you	yourself	We take good care of ourselves .	They take good care of themselves .
he	himself		
she	herself		
we	ourselves		
they	themselves		

12 Complete and match.

- My dad eats a healthy breakfast.
- My sister stays up very late.
- We always wash our hands.
- He's got a cut on his arm.

a He should take better care of .

b We take good care of .

c She should take better care of .

d He takes good care of .

13 Read and write in your notebook. Use take good care of or should take better care of.

- I eat too many sweets.
- My sister often goes to bed late.
- My brother exercises every day.
- My family eat healthy food.
- You're hurt.
- My grandparents are 80.

Activities based on dialogues and class interaction reinforce understanding of the new language.

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

Content Connection | Science

14 Listen, read and repeat.
bacteria enemies fungi germs microscope nutrients
poisons protozoa toxins viruses

15 Listen and read. What are the four main kinds of germs?

Germs

Our bodies work hard to stay healthy. But there are many tiny enemies around us that can make us sick. These little enemies are called germs. There are four main kinds of germs: bacteria, viruses, fungi and protozoa.

Germs in Your Body Germs are so small that we can only see them with a microscope. They get into our bodies, eat up the body's nutrients and take away our energy. Many germs make a kind of poison called a toxin. Toxins can cause fever, coughing or other problems. It is important to stay away from germs as much as possible.

Germs in Your Home Germs are all around us and they get into a lot of places in our homes. The clipboard shows five places in your home that are perfect for germs.

Protect Yourself Not all germs are bad. But we should protect ourselves from dangerous germs. We can do this by washing our hands often and keeping our homes clean.

Look up answers to these questions. Discuss with the class.

- Why do you think the kitchen sink, the bathtub and your toothbrush are easy places for germs to get into?
- What do you think we should do to protect ourselves from germs in those places?

16 Read and choose the correct answer.

- Germs get into our bodies and make us...
a ill. b healthy.
- Bacteria, fungi, viruses and protozoa are all kinds of...
a fever. b germs.
- We can only see germs through...
a glasses. b a microscope.
- Germs take away our...
a energy. b food.
- Germs make a poison called...
a a nutrient. b a toxin.

17 Listen and write **True** or **False** in your notebook. Then play with a partner.

Germs take away our energy and make us healthy. **False.** They take away our energy and make us ill.

Germs get into our toothbrushes. **True.**

PROJECT

18 Make a **Protect Yourself** checklist. Then present it to the class.

Germs get into a lot of places in our homes and make us ill. Here's what we should do to protect ourselves.

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

In Culture Connection, pupils learn about different cultures and countries around the world.

Culture Connection | Around the World

17 Listen and read. Which remedy do some people use to help with fever?

Different Remedies

Do you see a doctor every time you've got a cold? Of course not. Your parents just take care of you at home. Maybe they use home remedies. Let's take a look at some popular home remedies used around the world.

Chicken Soup When the first signs of a cold begin, people in many countries do a big pot of hot chicken soup. They eat the soup and rest. Many people believe that chicken soup is a natural and healthy cure for a cold.

Boiled Eggs In China, it is common to rub a hot hard-boiled egg on your face, head and neck to cure a headache. You boil the egg, take off the shell and rub the egg on your head until the egg becomes cool. Many people believe this will help your headache and improve your sleep.

Vinegar People in many countries use vinegar as a medicine. For example, some people in Germany use vinegar to help with earaches. They rub it onto the skin to make the pain go away. Some people in Russia rub vinegar on the skin to help with a fever.

Tea Many people around the world use tea, especially herbal tea, to cure common problems. Some ingredients in home remedy teas include ginger, garlic, honey and lemon. Popular in Greece, Spain, Korea, Japan and other countries, tea is one of the world's oldest home remedies.

20 Read and say the remedy.

- 1 People in Germany use this to cure common problems.
- 2 You rub this on your head to cure a headache.
- 3 People around the world drink this to cure common problems.
- 4 Many people think this is a healthy cure for a cold.

21 Have you ever tried one of these home remedies? Explain. Do you think home remedies work? Why/Why not? What home remedies do people in your family use?

Using Commas | Writing

21 Read and choose the sentences where commas are used correctly.

We use a comma (,) between items in a list. We don't use a comma before and or in a list.

- 1 I should rest, take medicine and drink tea.
- 2 I should rest, take medicine, and drink tea.

We use a comma after most **sequence words**. We don't use a comma after Then.

- 1 First I brush my teeth. Then, I wash my hands.
- 2 First, I brush my teeth. Then I wash my hands.

We use a comma before **too** at the end of a sentence.

- 1 He should put a plaster on his cut and go to the nurse, too.
- 2 He should put a plaster on his cut and go to the nurse too.

22 Copy the paragraph in your notebook. Put commas in the correct places.

Here's how I take care of myself and stay healthy. First I exercise every day. I run, play football, ride my bike and do gymnastics. I like skateboarding, too. Next I only eat healthy food. I eat fruit, vegetables and yogurt. I don't eat unhealthy foods like crisps, doughnuts or chips. I try to protect myself from germs, too. I wash my hands, take showers and brush my teeth. Finally I get enough rest and I go to bed early every night.

23 How do you take care of yourself? Write a paragraph in your notebook.

Models and examples of writing are broken down and explained in an easy-to-follow format. Pupils follow the model to do their own writing.

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

Phonics | kn, wr

24 Listen, read and repeat.

- 1 **kn**
- 2 **wr**

25 Listen and find. Then say.

26 Listen and blend the sounds.

1 kn-ow know	2 wr-o-ng wrong
3 wr-a-p wrap	4 kn-o-ck knock
5 kn-igh-t knight	6 wr-i-s-t wrist
7 kn-i-t knit	8 wr-e-ck wreck

27 Read aloud. Then listen and chant.

What's wrong, wrong, wrong?
The knight knocked his
Knee, knee, knee,
And his wrist, wrist, wrist.
I know! Wrap his knee
And wrap his wrist!

Review

28 Complete the dialogues.

allergies cold cut exercise plaster
should shouldn't stomachache sweets themselves

- 1 A: Oh, no. I've got a .
B: You should put a on it.
- 2 A: They do every day.
B: They take good care of .
- 3 A: My sister has got .
B: She shouldn't eat so many .
- 4 A: His are really bad today.
B: He take some medicine and stay in the house.
- 5 A: I've got a .
B: You go to school today.

29 Role play giving advice with a partner.

I've got a very bad toothache.
You should go to the dentist.

I Can

- talk about illnesses and health problems.
- give advice.
- talk about different kinds of germs.
- use commas correctly.

On the Review page, pupils show what they have learnt in the unit. The I Can feature helps pupils assess their own learning and reflect on their progress.

A Pupil's Book Unit (continued)

Checkpoint lessons consolidate material from the three previous units and help train learners in Assessment for Learning techniques (see page xi).

Pupils review key language from the previous units and compare it with their current knowledge of that language.

Checkpoint Units 4-6

How Well Do I Know It? Can I Use It?

1 Think about it. Read and draw. Practise.

☺ I know this. ☹ I need more practice. 😞 I don't know this.

1	Health problems: allergies, cough, cut...	PAGES 44	☺ ☹ ☹
2	Remedies: drink some juice, get some rest, take some medicine, see a dentist...	45, 48-49	☺ ☹ ☹
3	Endangered animals: angler fish, chimpanzee, Komodo dragon, tarsier...	56-61	☺ ☹ ☹
4	Activities (present): travel by car, have electric lights, cook in a microwave, listen to an mp3 player. Activities (past): travelled by horse and carriage, had oil lamps, cooked on a coal stove, listened to the radio.	68-69	☺ ☹ ☹
5	You should stay in bed. We shouldn't stay up late. I should take care better care of myself. They took good care of themselves.	48-49	☺ ☹ ☹
6	How many chimpanzees were there 100 years ago? There were more than a million. But now there are only about 200,000.	60	☺ ☹ ☹
7	Why are Andean flamingos endangered? They're endangered because people are destroying their habitat.	61	☺ ☹ ☹
8	Did people have telephones in 1950? Yes, they did. Did your dad listen to an mp3 player when he was a child? No, he didn't. He listened to the radio. Before computers, how did people use to keep in touch? They used to write letters.	72-73	☺ ☹ ☹

I Can Do It!

1 Get ready.

A Complete the dialogue. Use the phrases in the box. Then listen and check.

didn't use to watch should go out shouldn't watch used to go out



Mum: What's wrong, Kevin?
Kevin: My eyes are sore.
Mum: I know why. You watch too much TV! You **shouldn't** watch so much exercise.
Kevin: Oh, Mum!
Mum: Listen, I think you **should** go out and play. You spend too much time using technology - TV, computer and mobile phone.
Kevin: So...?
Mum: That's why your eyes are sore. You **used to** watch TV for only one hour a day.
Kevin: Only one hour?
Mum: Yes. A long time ago, people **used to** watch TV all the time.
Kevin: What did they do?
Mum: Well, they **used to** play. So go!
Kevin: Oh, OK, Mum. Maybe you're right.

B Practise the dialogue in A with a partner.

C Ask and answer the questions with a partner.

- 1 What do you think of Kevin's mum's advice?
- 2 Do you think you should watch less TV? Why/Why not?
- 3 What should people do to stay healthy?

80 Checkpoint Units 4-6 81

The 'Get ready' task helps identify any gaps in learners' knowledge of key language points so that teachers can focus review as needed.

The 'Get set' and 'Go!' tasks allow learners to consolidate and use the new language in pair and group activities featuring cut-out materials.

Checkpoint Units 4-6

2 Get set.

STEP 1 Cut out the cards on page 123 of your Activity Book.


STEP 2 Put the cards face down in two piles: green cards and orange cards. Now you're ready to Go!

4 Go!

A Read the dialogues.

Dialogue A	Dialogue B
A: What's wrong? B: I've got stomachache. A: Why? B: I watched too much TV. A: That doesn't make sense.	A: What's wrong? B: I've got stomachache. A: Why? B: I ate too many sweets. A: You should go to the school nurse.

B Now play the game. Pick one green card and one orange card. Use them to make a dialogue with a partner. Does the dialogue make sense? If not, pick another orange card. Keep picking orange cards until your dialogue makes sense. Use the card to give advice to your partner. Then change roles and play again.



C Act out one of the dialogues for your class.

All About Me Date: _____

How Well Do I Know It Now?

4 A Look at page 80 and your notebook. Draw again.

B Use a different colour.

C Read and think.

I can start the next unit.
I can ask my teacher for help and then start the next unit.
I can practise and then start the next unit.

7 Rate this Checkpoint.

very easy easy hard very hard fun OK not fun

82 Checkpoint Units 4-6 83

Pupils have fun with a mini-portfolio section and then reassess their understanding of the key language points from the previous group of units in the 'How Well Do I Know It Now?' section.

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 capitalise 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 <i>Big English</i>			
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 content 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.

Culture Connections

Big English also integrates another important category of CLIL in the Culture Connection lessons, which provide insights into how people all over the world have similarities as well as differences that enrich all of our lives. *Big English* content materials broaden pupils' real-world knowledge and understanding, develop intercultural communication skills and multilingual interests and attitudes and provide opportunities to study content through different perspectives.

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.

Course Features (continued)

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.

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) Movers test gain exposure to the YLE exam format in combination with language they have learnt in *Big English*. The Activity Book provides practice materials for the three sections found in the YLE Movers exam: Listening; Reading and Writing; and Speaking. Notes for the *Big English* YLE Movers Practice Material are provided in the Teacher's Book.

The image shows two pages from the 'Young Learners English Practice' book. The left page is titled 'Young Learners English Practice: Listening A' and contains a listening exercise. It features an illustration of a girl sitting at a table eating breakfast while a woman stands by a water dispenser. Below the illustration are five numbered questions for students to answer. The right page is titled 'Young Learners English Practice: Speaking A' and displays a grid of 16 small illustrations representing various activities and objects, such as fireworks, a band, a birthday cake, a robot, a group of children, a board game, a guitar, a collection of toys, a boy playing baseball, a boy playing soccer, a boy watching TV, a group of children playing, a boy performing a handstand, a boy playing a game, a girl singing, and a boy playing a guitar.

Young Learners English Practice: Listening A

587 Listen and look. There is one example.

Getting Ready for School

Time Susan woke up: 7:30

- 1 What she's having for breakfast: _____
- 2 How she's getting to school: _____
- 3 What homework she did for today: _____
- 4 What she's doing after school: _____
- 5 Her chore for today: _____

Young Learners English Practice: Speaking A

116 Speaking A



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.

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).

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/blue card 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!





Kids in My Class

Objectives

Vocabulary

- To describe and compare people's characteristics

Reading

- To identify the main idea of a story ('She's Just Like You!')
- To use reading strategies to comprehend and appreciate a story

Grammar

- To use comparative adjectives
- To use possessive adjectives and possessive pronouns

Content Connection

- Science:** To learn about twins and other multiple births

Project

- To make a 'Famous Twins' poster

Culture Connection

- Around the World:** To read about a world competition

Writing

- To write parts of a paragraph

Phonics

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

Think Big

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

Key Vocabulary

Hair	Size	Features	Character Traits	Everyday English	Content Words
blonde dark light long straight wavy	short tall	bright glasses	clever friendly funny serious shy	have in common... Just like yours! Oh, really? What's she like?	beard birth category championship competition fraternal identical moustache pair quadruplets rare style triplets twins

Materials

Pupil's Book, Unit 1

- Main unit, pages 4–15
- Class Audio CD, Tracks 1:02–16

Activity Book, Unit 1

- Main unit, pages 2–11
- Extra grammar practice, page 98
- Class Audio CD, Tracks 1:06–17

Assessment

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

Additional Materials

- Flashcards 1–10
- Video (eText), Unit 1
- Interactive activities, Unit 1
- Digital activities (MyEnglishLab), Unit 1

Unit Opener Activities

Family Connection

Have pupils tell their families that they are learning about their classmates and how to describe them. Encourage pupils to draw or make a family portrait at home. Suggest that pupils label each family member with words that describe their appearance or personality. Throughout the unit, allow pupils to revisit their portraits to add descriptive words and report back to the class about what they have added.

Kids in My Class Bulletin Board

Make a bulletin board entitled *Kids in My Class*. Ask pupils to bring in photos of themselves to post on the bulletin board. Create descriptive headings such as *Short*, *Tall*, *Short Hair*, *Long Hair*, *Friendly* and *Serious*. Invite pupils to post their pictures under the heading of their choice. As pupils learn more vocabulary, invite them to create new labels and change the placement of their pictures.



Unit 1

Kids in My Class

1:02



1 Listen, look and say.

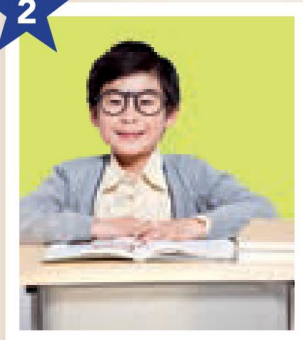
Class Yearbook

1



Trish is **tall** and has got **long light** brown hair. She plays the flute.

2



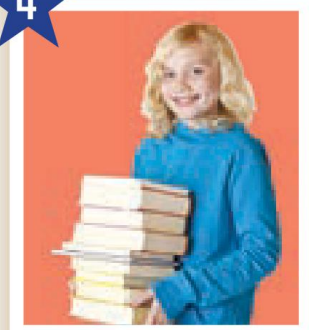
Darren is **short**. He has got **straight** black hair and glasses. He's **shy**.

3



Sylvia has got brown hair. She carries a **bright** pink backpack.

4



Natalie has got **wavy blonde** hair. She's **clever** and likes to read.

5



Brian has got **dark** brown hair and **glasses**. He's **serious**.

6



Larry has got **light** brown hair. He's **friendly** and very **funny**.

1:03



2 Listen, find and say.



3 Play a game.

Warm-Up

- Write descriptive words and phrases on cards or pieces of paper, such as *boy, girl, tall, short, straight hair, long hair, red shirt, blue trousers*. Explain that when you hold up a word or phrase that describes them, they should stand up.
- Hold up a simple description, such as *boy*. Encourage all the pupils to say the word aloud and have all the boys in the class stand up. Do the same with *girl*. Continue with the other cards.

Using Page 4

1 1:02 Listen, look and say.

INVOLVE | Explain the lesson objective – pupils will learn and use adjectives to describe people.

- Point to one of the children on page 4 and ask questions about him/her. Ask: *What colour is her hair? What's he wearing?*
- Read the directions aloud. Play audio track 1:02. Have pupils listen, look at the photo for each corresponding description and then repeat the sentences.

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

ASSIST | Replay the audio as needed.

2 1:03 Listen, find and say.

- Point to the children in the pictures in Activity 1 and describe each child. Have pupils repeat after you. Randomly describe a child and have pupils point to the child you have described.
- Read the directions aloud. Play audio track 1:03. Have pupils listen, point to each child in the photographs in Activity 1. Ask them to show the answer by raising the correct number of fingers. For example, for *She's got brown hair*, 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. Pupils can also repeat the activity in pairs, showing or saying the correct number for each adjective to each other.

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

3 Play a game.

- Play *I Spy* (see *Game Bank*, page T136, for details) with the class. Say: *I spy with my little eye someone with dark wavy hair*. Have pupils look at one another and guess who you are describing. The pupil who guesses correctly then has a turn to describe someone else using adjectives learnt in this lesson. (Note: you may use the flashcards for this game if it's easier; describe children on the cards rather than pupils in your class.)

MONITOR | Check that pupils can match each description to the correct person. Listen for proper pronunciation, appropriate intonation and correct language use. 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

- **21st Collaboration** Have pupils work in small groups to create a series of statements that describe one person in the group. *I'm tall. I've got straight hair. I like pizza.*
- Have each group present their *Who Am I?* riddles to the class. Without giving the names, the group members should take turns making statements about the person they have chosen to describe. Then the class should try to guess who that person is.

OBJECTIVES

To identify and describe features and attributes of people

Key Vocabulary

Adjectives: blonde, bright, clever, dark, friendly, funny, glasses, light, long, serious, short, shy, straight, tall, wavy

21st Century Skills

Collaboration

Materials

Flashcards 1–10

Teacher-made cards with descriptive words and phrases

Audio tracks 1:02–03

Interactive activities (eText)

Digital activities: MyEnglishLab



Page 2

Answers on page T147

OBJECTIVES

To identify and describe features and attributes of people

To sing a song

Key Vocabulary

Adjectives: blond, bright, clever, dark, friendly, funny, glasses, light, long, serious, short, shy, straight, tall, wavy

21st Century Skills

Critical Thinking

Materials

Flashcards 1–10

Index cards

Photos of celebrities such as popular actors, models, musicians or athletes

Audio tracks 1:04–06

Interactive activities (eText)

Digital activities: MyEnglishLab



Page 3

Audioscript on page T137

Answers on page T147

TEACHING TIP

Extending the Lesson

Pupils are often motivated by reading about celebrities. Have pupils look through magazines for pictures of their favourite actors, models, musicians and athletes. Have pupils identify traits such as hair colour, hair length, size etc. Invite them to share a picture with the class and describe the person using some of the key vocabulary words.

Warm-Up

- Help pupils remember the key vocabulary they learnt in the first lesson by saying each adjective aloud and asking them to point to someone in the class with that attribute or feature.

Using Page 5

4 Listen look and sing. Which girl is Marie?

INVOLVE

Explain the lesson objective – pupils will sing a song and use adjectives to describe people.

- Read the directions aloud. Play audio track 1:04. Have pupils read along silently.
- Replay the audio and have pupils sing along. Do this several times. Then ask pupils to read the song silently, look at the images in Activity 4 and identify which girl is Marie.
- Once pupils are familiar with the song, have them practise it using the karaoke version (audio track 1:05). Or, if you wish, save the karaoke version for use at another time as a fun way to review the song.

MONITOR

Check pupils' comprehension. Ask pupils to point to the girl who is Marie. Point to the girl on the left and ask: *How did she change?* (She's got new glasses and straight hair.) Point to the girl on the right and ask: *How did she change?* (She's taller and she's got curly dark hair.) (Answer: *The girl on the right.*)

ASSIST

Replay the audio as needed. Use gestures and simple language to explain unfamiliar words.

5 Look at the people in 1 and say True or False.

- Read the directions aloud. Then read the first statement aloud. Have pupils look at the matching images and descriptions in Activity 1 and determine if the statement is true or not.
- Have pupils complete the activity independently by reading each statement and deciding whether it is true or false.

MONITOR

Review answers as a class. (Answers: 1 True, 2 False, 3 False, 4 True, 5 False, 6 False)

6 Ask and answer about people in your class.

- Read the directions aloud. Read the speech bubbles aloud while pupils follow in their books. Have pupils repeat the dialogue aloud after you.
- Choose volunteers to model the dialogue. Have pupils reverse roles and repeat.
- Have pupils work in pairs to ask and answer questions about people in the class, following the model given.

MONITOR

Listen for proper pronunciation, appropriate intonation and correct use of vocabulary.

THINK BIG 21st Critical Thinking

- Read the questions aloud as pupils follow in their books. Discuss the questions as a class. Help pupils express their answers in English. (Possible answers: *People in the same family don't always look the same. Sometimes they look similar and sometimes they look different.*)
- Assign Activity Book page 3 and direct pupils to digital activities.

Application and Practice Activity

- Have pupils write their name on an index card. Shuffle the cards to give one to each pupil, making sure they don't get their own names. Have each pupil write words that describe the person they selected on the back of the card. Provide a place for pupils to keep the cards.

MONITOR

As pupils work, check to make sure they are using a wide range of vocabulary.

Listen, look and sing. Which girl is Marie?



Who's That Girl?

It's the first day of school.
We're back in our classes.
Everybody looks different
And I've got new glasses!



Who's that girl
Standing over there?
She's taller than me.
She's got curly dark hair.

**In my class are the same friends I know.
But we all change. We all grow. (x2)**

It's the first day of school
And I'm back in my chair.
Everybody looks different.
Now I've got straight hair.

Who's that girl?
Oh, wait, that's Marie!
Last time I saw her,
She was shorter than me!

Chorus



5 Look at the people in 1 and say **True** or **False**.

- 1 Sylvia has got brown hair. 2 Natalie wears glasses. 3 Larry is shy.
4 Brian is serious. 5 Trish plays the saxophone. 6 Darren is tall.

6 Ask and answer about people in your class.

She's tall and has got long black hair. Who is she?

It's Sarah.

THINK BIG Do people in the same family always look the same?
Do they sometimes look different?

Story

1:07 Listen and read. Who's taller? Amanda or Christina?

She's Just Like You!

1 There's a new girl in our class.
Oh, really? What's she like?
1 Christina tells her dad about the new girl at school.

2 Her name's Amanda. She's got curly dark hair.
Just like yours!
2 Christina and the new girl have got some things in common.

3 Yes... but my hair is curlier than hers. And her hair is longer than mine.
3 But Christina and Amanda are different in some ways, too.

4 Is she tall?
No, she isn't. I'm taller than her.
4 Amanda is shorter than Christina.

5 Is she nice?
Yes, she's nice. And she's clever, too. But she's also a bit shy.
5 Christina likes her new classmate.

6 Just like you!
I'm clever and nice but I'm not shy!
6 Christina is definitely not shy!

8 Copy the chart. Then read and ✓ or ✗.

	Christina...	Amanda...
1	has got curly dark hair.	
2	has got long hair.	
3	is tall.	
4	is nice and clever.	
5	is shy.	

THINK BIG Think of a friend. Explain how you are the same and how you are different.

6 Unit 1 reading Unit 1 7

Warm-Up

- Invite pupils to play a game called *Just Like Me*. Model how to play. One person will give clues that talk about someone in the class who is similar to them in different ways. The other pupils will try to guess who that person is. Say: *I know someone who is just like me. We are both (wearing red shirts)*. Encourage the class to guess who you are describing.
- Have the pupil you described come to the front and give clues about another pupil in the class. That person will be the next one to have a turn giving clues. Continue until everyone has had a turn.

Using Page 6

7 1:07 Listen and read. Who's taller? Amanda or Christina?

INVOLVE | Explain the lesson objective – pupils will listen and answer questions about a story.

- Read the story title aloud. Have pupils repeat it. Ask: *Who is the story about?* (Amanda and Christina)
- Read the directions aloud. Draw attention to the question: *Who's taller? Amanda or Christina?* Play audio track 1:07. Have pupils listen and read along silently.

MONITOR | Ask comprehension questions about the story. Ask: *Who's Amanda?* (She's a new girl in Christina's class.) *Who's got dark curly hair?* (both Christina and Amanda) *Is Amanda tall?* (No, she isn't. Christina is taller than Amanda.)

ASSIST | Replay the audio as necessary. Pause after each frame and explain the meaning of comparative adjectives such as *taller*, *longer*, *curlier* and *shorter*, as well as phrases such as *have in common*.

- Have pupils work in pairs to read the speech bubbles aloud to each other and role play the dialogue in the story.

CHALLENGE | Have pupils work in pairs to look at the story and describe Christina's dad. Ask: *Is Christina's dad just like your dad?*



Have pupils write a paragraph saying how Christina's dad is similar to and different from their dad or another male in their family, such as an uncle or grandfather.

Using Page 7

8 Copy the chart. Then ✓ or X.

- Read the directions aloud. Have pupils copy the chart into their notebooks.
- Do Item 1 with the whole class and then have pupils complete the activity independently.

MONITOR | Review answers as a class. (Answers: 1 ✓, ✓, 2 X, ✓, 3 ✓, X, 4 ✓, ✓, 5 X, ✓)

ASSIST

Have pupils look at the story frames again. Ask questions such as: *Who has got curly dark hair?* Help pupils find the correct girl (or girls) in the story and make a ✓ or X in the correct column on their chart.

CHALLENGE

Talk about Christina's dad's statement in Frame 6. Ask: *How do we know he is joking with her?* Make sure pupils understand the meaning of 'Just like you!' Explain that sometimes we say the opposite of what we really think and this is meant to be funny.

THINK BIG 21st Communication

- Read the questions aloud as pupils follow in their books. Discuss the questions as a class. Pair pupils and have them explain how they are the same and different from a friend. Allow time for each pupil to have a turn to explain their differences and similarities to a partner. Help pupils express their responses in English.
- Assign Activity Book page 4 and direct pupils to digital activities.

Application and Practice Activity

- Write *Same* and *Different* in two columns on the board. Call to the front the pupil that you said was 'Just like me!' in the Warm-Up activity. Ask if anyone remembers the ways you and the pupil are the same. Then ask if anyone can tell the ways that you are different. Write their suggestions underneath each heading.
- Have pupils fold a sheet of paper into four parts to make a booklet. Ask pupils to write sentences in the booklet saying how a friend, classmate or relative is similar to and different from themselves.
- Allow pupils to share their booklets with the class.

ASSIST

Offer suggestions to pupils who need help. You can refer to the examples you have written on the board.



For pupils who are struggling with this task, suggest that they write their booklet about you and the pupil you compared yourself with in the Warm-Up activity, using the language written on the board.

OBJECTIVES

To read unit language in context

To read for understanding and enjoyment

To read and draw conclusions

Key Vocabulary

Adjectives: clever, curly, dark, long, shy, tall

21st Century Skills

Communication

Materials

Paper, folded into quarters

Audio track 1:07

Interactive activities (eText)

Digital activities: MyEnglishLab



Page 4

Answers on page T147

Summary

Christina tells her dad about Amanda, a new girl in her class and describes the ways in which they are similar and different.

TEACHING TIP

Using Pictures to Predict

Have pupils look at the pictures and discuss who they think the girl and the man might be. Then have them look at the thought bubbles and discuss what they think the girl in the story might be thinking. Ask: *Who do you think the other girl in the thought bubble is?*

1:07



Listen and read. Who's taller? Amanda or Christina?

She's Just Like You!

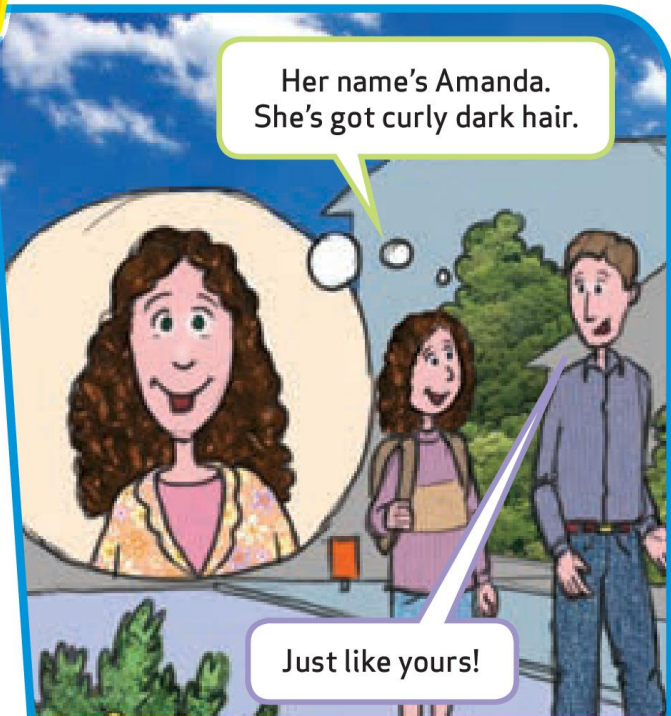
There's a new girl in our class.



Oh, really? What's she like?

1 Christina tells her dad about the new girl at school.

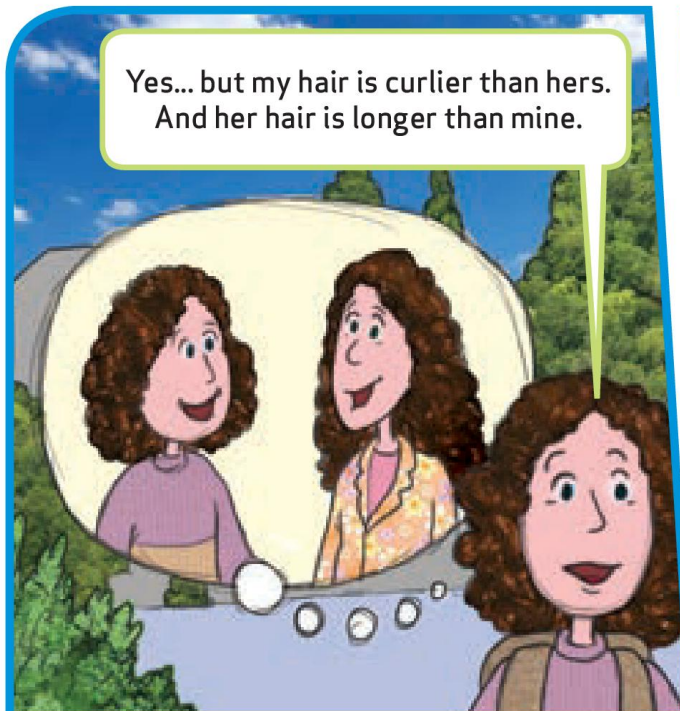
Her name's Amanda. She's got curly dark hair.



Just like yours!

2 Christina and the new girl have got some things in common.

Yes... but my hair is curlier than hers. And her hair is longer than mine.



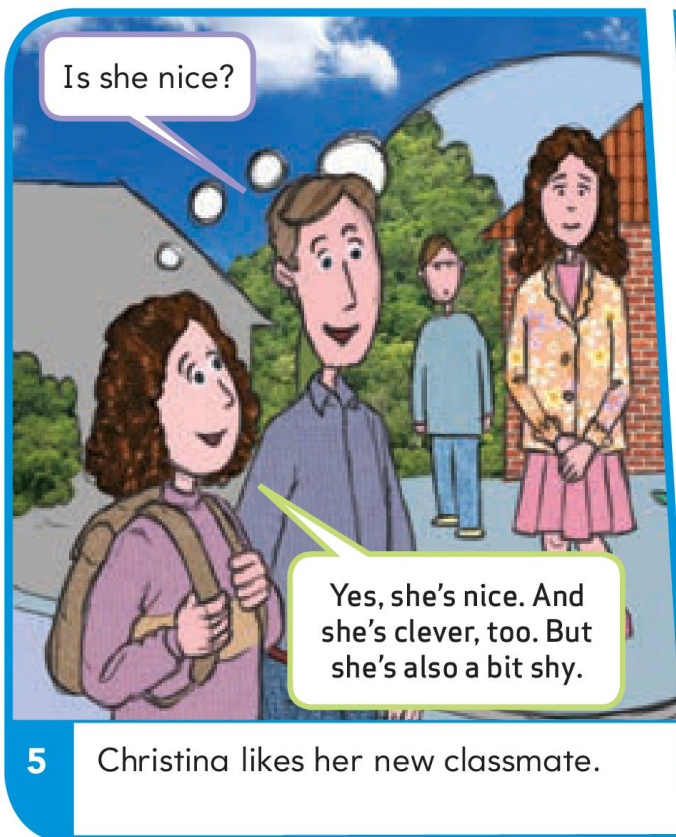
3 But Christina and Amanda are different in some ways, too.

Is she tall?

No, she isn't. I'm taller than her.



4 Amanda is shorter than Christina.



8 Copy the chart. Then read and ✓ or ✗.

	Christina...	Amanda...
1	has got curly dark hair.	
2	has got long hair.	
3	is tall.	
4	is nice and clever.	
5	is shy.	

THINK BIG Think of a friend. Explain how you are the same and how you are different.

Language in Action



Listen and look at the sentences. Help Sam and Christina make more.



shorter
darker
longer
smaller
brighter

Chris is
taller than
Tom
.

Kevin's hair is
shorter than
John's
.

Mary's backpack is
heavier than
Kim's
.



10 Copy the chart. Then complete.

+er		y +ier		double consonant + er	
1 ?	straighter	curly	3 ?	5 ?	bigger
light	2 ?	4 ?	wavier	red	6 ?

11 Look at the picture. Make sentences using **than**.

heavy
light
long
short
tall

- 1 Juan is ? Mia.
- 2 Mia is ? Juan.
- 3 Mia's hair is ? Juan's.
- 4 Juan's hair is ? Mia's.
- 5 Juan's backpack is ? Mia's.



Warm-Up

- Ask a tall (but not the tallest) pupil to stand next to you. Hold your hand over the pupil's head and say: *[Maria] is tall*. Then invite a taller pupil to stand next to the first one. Say: *[Henry] is taller than [Maria]*. Ask: *Who is taller than [Henry]*?
- Play a game. The first volunteer asks: *Who is taller than [name]*? Another volunteer answers *[Name] is taller than [name]*. The next volunteer then asks who is taller than the last pupil named. Continue in this way, lining up the rest of the class in order.

Using Page 8

9  1:08 Listen and look at the sentences. Help Sam and Christina make more.

INVOLVE

Explain the lesson objective – pupils will use comparative adjectives to compare two people or things.

- 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 1:08. Have pupils listen and follow along in their books. Pause after each completed sentence so that pupils can repeat what they hear.
- Read the sentences aloud again. Point out how comparative adjectives are formed by adding *-er*, deleting the final 'y' and adding *-ier* or by doubling the final consonant and adding *-er* at the end.
- Have pupils practise the target language in pairs, using the alternative language on blocks at the top of the board. For example: *Maria is shorter than Mike. Mike's hair is darker than Maria's.*

MONITOR

Check for understanding. Review possible sentences as a class. Ask pairs to say a sentence that they have made aloud.

ASSIST

Make up a phrase using a comparative adjective + *than*. Help pupils complete the sentence by inserting two names or things.

10 Copy the chart. Then complete.

- Read the directions aloud. Explain to pupils that they should copy and complete the chart with either the missing adjective or the comparative.
- Go through the rules for forming comparative adjectives by adding *-er*, *-ier* or doubling the final consonant and then adding *-er* at the end. Elicit or give other examples of comparative adjectives that follow these rules.
- Do the first item as a class. Then have pupils complete the activity independently.

MONITOR

Review answers as a class. (*Answers: 1 straight, 2 lighter, 3 curlier, 4 wavy, 5 big, 6 redder*)

ASSIST

Write two possible answers for each item on the board (one correct and one incorrect) and have pupils choose and copy the correct one.

11 Look at the picture. Make sentences using *than*.

- Read the directions aloud. Have pupils complete the activity independently.

MONITOR

Review answers as a class. (*Answers: 1 taller than, 2 shorter than, 3 longer than, 4 lighter than, 5 heavier than*)

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

Application and Practice Activity

- Have volunteers write these words on index cards: *blonde, bright, curly, dark, friendly, funny, light, long, serious, short, shy, straight, tall, wavy*. Then shuffle the cards and have each pupil choose one and make up a sentence using the adjective in its comparative form to compare two people or things.

OBJECTIVES

To use comparative adjectives to compare people and things

Key Vocabulary

Adjectives: bigger, brighter, darker, heavier, lighter, longer, smaller, shorter, straighter, taller, wavier

21st Century Skills

Social Skills

Materials

Index cards
Audio tracks 1:08–09
Digital activities:
MyEnglishLab



Page 5

Audioscript on page T137

Answers on page T147

TEACHING TIP

21st Social Skills

Remind pupils that when you're talking about or describing someone, it is important to always say things that would make them feel good. It is also important not to say things that would hurt their feelings. Explain that if someone said you were clever, you would feel happy. But if someone said you weren't clever, it would hurt your feelings. Talk about the adjectives they are learning in this unit and how they would feel if the words were used to describe them.

OBJECTIVES

To use comparative adjectives to compare things

To use possessive adjectives and possessive pronouns

To practise unit language in context

Key Vocabulary

Adjectives: bigger, brighter, curlier, darker, heavier, longer, shorter, smaller, straighter, taller, younger

21st Century Skills

Communication

Materials

Classroom realia

Index cards

Interactive activities (eText)

Digital activities:
MyEnglishLab



Page 6

Answers on page T147

TEACHING TIP

Formal and Informal Language

Point out to pupils that the grammatically correct way to say *Peter is taller than me.* is *Peter is taller than I am.* While this is true, in informal conversation we generally say *Peter is taller than me.*

Warm-Up

- Use objects in the classroom to demonstrate the meaning of the words *bigger*, *smaller* and *heavier*. Then hold up a pencil and say: *Put up your hand if you can name something that is bigger than this pencil.* To convey the meaning of the word *younger*, ask volunteers to tell you their birthdays and make up sentences about them. For example: *Liam is younger than Eva because his birthday comes after hers.*

Using Page 9

12 Read. Then complete the sentences.

INVOLVE

Explain the lesson objective – pupils will use comparative adjectives, possessive adjectives and possessive pronouns to compare people and things.

- Write the possessive pronouns *mine*, *yours*, *his*, *hers*, *ours*, *theirs* on index cards. Place each card on an object in the room, making a statement using the adjective. For example, place the *mine* card on your chair and say: *This chair is mine.* Invite pupils to place the cards and make statements, too.
- Read the directions aloud. Have volunteers read the grammar box aloud. Tell them they will be using possessive pronouns to complete the sentences.
- Have pupils complete the activity independently.

MONITOR

Review answers as a class. (Answers: 1 yours, 2 his, 3 theirs)

13 Make new sentences.

- Read the directions and the words in the text box aloud. Do the first item as a class. Then have pupils complete the activity independently.

MONITOR

Review answers as a class. (Answers: 1 My sister is younger than yours., 2 His book is heavier than hers., 3 Annette's hair is shorter than mine., 4 Their car is bigger than ours.)

14 Make sentences.

- Read the directions aloud. Explain to pupils that they should make complete sentences using the words given. Do the first item as a class and then have pupils complete the activity in pairs.

MONITOR

Review answers as a class by asking volunteers to read their sentences aloud. (Answers: 1 My sister is taller than yours., 2 His backpack is heavier than mine., 3 Annette's legs are longer than his., 4 My eyes are darker than hers., 5 Their house is smaller than ours.)

15 Describe things in your class with a partner.

- Read the directions aloud and have two volunteers read the speech bubbles aloud. Elicit or give other possible sentences that make comparisons between pairs of things in the classroom.
- Have pupils continue the activity in pairs. Ask volunteers to read their sentences aloud.

MONITOR

While pupils are working, listen for proper pronunciation, appropriate intonation, correct use of target language and vocabulary.

ASSIST

Refer pupils to their answers from Activity 13 and Activity 14 for sentence frames and ideas for topics to talk about.

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

Application and Practice Activity

- Play a short *Mad Lib* game. Ask pupils to name some comparative adjectives and write them on the board. Then write this sentence on the board: *A mouse is ... than an elephant.* Have volunteers read the sentence, substituting a different comparative adjective in the blank space.
- Once pupils understand the game, play a more challenging version using possessive adjectives and possessive pronouns, e.g.: *My mouse is ... than yours.*

12 Read. Then complete the sentences.

I	my	mine	she	her	hers
you	your	yours	we	our	ours
he	his	his	they	their	theirs

My sister's hair is longer than **my hair**. My sister's hair is longer than **mine**.
 My brother's hair is curlier than **your hair**. My brother's hair is curlier than ¹ **?**.
 My hair is straighter than **his hair**. My hair is straighter than ² **?**.
 Our class is bigger than **their class**. Our class is bigger than ³ **?**.

13 Make new sentences.

hers mine ours yours

- 1 My sister is younger than **your sister**.
- 2 His book is heavier than **her book**.
- 3 Annette's hair is shorter than **my hair**.
- 4 Their car is bigger than **our car**.



14 Make sentences.

- 1 my sister/tall/yours
- 2 his backpack/heavy/mine
- 3 Annette's legs/long/his
- 4 my eyes/dark/hers
- 5 their house/small/ours

15 Describe things in your class with a partner.



Lisa's glasses are darker than Kim's.



Shaun's backpack is brighter than John's.

Content Connection Science

16 Look, listen and repeat.
 birth common fraternal identical quadruplets rare triplets twins

17 Listen and read. What's more common? Twins or triplets?

Twins, Triplets and Quadruplets

What are twins, triplets and quadruplets?
 Sometimes, a mother has more than one baby at a time. We've got special names for these kinds of babies. When a mother has two babies, we call them 'twins'. 'Triplets' means three babies and 'quadruplets' means four babies!

How common are they?
 Twins are the most common. 1 out of every 32 births is a pair of twins. Triplets are more common than quadruplets – about 1 out of every 625 births are triplets but only 1 out of every 9,000 births are quadruplets. Sometimes, a mother can have five or even six babies at a time but this is even less common.

Identical or fraternal?
 Some twins are 'identical' – they look the same. Other twins are 'fraternal' – they look different. 70% of twins are fraternal twins and 30% are identical twins. So, fraternal twins are more common than identical twins. Identical triplets and quadruplets are very rare. For example, only 8% of triplets are identical and 92% are fraternal. More than 99% of quadruplets are fraternal and less than 1% are identical.

YOUR BIG Do you know any identical or fraternal twins? How would life be different if you were one of a set of quadruplets?

10 Unit 1

18 Copy the chart. Read 17 again and complete.

Number of babies	Name	Number of births	% identical	% fraternal
2	1 ?	1 out of 32	2 ?	70%
3	2 ?	1 out of 625	8%	5 ?
4 ?	quadruplets	1 out of 9,000	Less than 1%	7 ?

19 Look at 18. Talk with a partner.
 less common more common quadruplets triplets twins

Twins are more common than triplets.
 Identical twins are less common than fraternal twins.

PROJECT

20 Make a Famous Twins poster. Then present it to the class.

Famous twins!



John and Edward are brothers. They are singers and TV presenters. They are called Jedward – John + Edward. They are identical twins from Ireland.

content connection (twins, triplets and quadruplets) Unit 1 11

Warm-Up

- Write the words *brother* and *sister* on the board. Ask if any pupils in the class have got a brother or a sister and let them talk about whether their siblings are older or younger to review target language. Ask if anyone has got a *twin* (if not a *triplet* or *quadruplet*!).
- If there are any twins in the class, invite them to share some of their experiences as a twin with their classmates.

Using Page 10

16  **Look, listen and repeat.**

INVOLVE Explain the lesson objective – pupils will read and talk about twins, triplets and quadruplets. They will also make a 'Famous Twins' poster and present it to the class.

- Read the directions aloud. Play audio track 1:10 and have pupils follow in their books. Play the audio again while pupils listen and repeat.
- Tell pupils that they will learn the meaning of these words in the context of the article. Or, if you wish, have pairs of pupils look up the words in a dictionary before reading the text.

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

ASSIST | Replay the audio as needed.

17  **Listen and read. What's more common? Twins or triplets?**

- Read the directions aloud and have pupils look at the photographs and read the headings in the text. Elicit possible answers to the questions before pupils listen and read the text.
- Play audio track 1:11 and have pupils listen and read along silently.

MONITOR Ask questions to check for understanding. Have volunteers answer each question and point out where in the text they found the answer. Ask: *What are twins, triplets and quadruplets?* (When a mother has two babies at a time they are called 'twins'; when she has three babies, they are called 'triplets'; four babies at a time are called 'quadruplets'.) *What's the difference between identical and fraternal twins?* (Identical twins look the same; fraternal twins don't.) *What's more common? Twins or triplets? (twins)*

ASSIST | Replay the audio as needed. Have pupils note down any words they don't understand and help them to work out their meanings from context.

THINK BIG 21st Think Creatively

- Read the questions aloud as pupils follow in their books. Discuss the questions as a class. Ask pupils to note down the names of any identical or fraternal twins they know and how they are same or different. Then ask them to imagine they were one of a set of quadruplets and note what things would be the same and what would be different. Help pupils express their responses in English.

Using Page 11

18 Copy the chart. Read 17 again and complete.

- Read the directions aloud and have pupils copy the chart into their notebooks. Explain that pupils should read the text in Activity 17 to complete the chart. Do the first item as a class and then have pupils complete the activity independently or in pairs.
- Check that pupils understand the expressions '1 out of (32)' and (70) % by giving examples from around the class or by using the teaching tip provided on this page. For example: *1 out of 10 children (10%) has got (green eyes).*

MONITOR | Review answers as a class. (Answers: 1 twins, 2 30%, 3 triplets, 4 1 out of 625, 5 92%, 6 4, 7 more than 99 %)

ASSIST | Model how to find the answers in the text by pointing to and reading aloud the relevant words, numbers or percentages.

19 Look at 18. Talk with a partner.

- Read the directions aloud. Have pupils read the words in the box aloud and ask two volunteers to read the speech bubbles aloud.
- Elicit or give one or two other possible sentences that you could make by looking at the chart. For example: *Quadruplets are less common than triplets.* Have pupils complete the activity in pairs.

MONITOR | While pupils are working, listen for proper pronunciation, appropriate intonation and correct use of language and vocabulary.

20 Make a Famous Twins poster. Then present it to the class.

- Read the directions aloud. Have pupils look at the example of a 'Famous Twins' poster in their book and read the caption aloud.
- Have pupils work alone, in pairs or in small groups to make their posters. They may draw or cut out pictures from old magazines, newspapers or the internet. They should write captions for their posters as well, following the example.

MONITOR | Have pupils present their posters to the rest of the class. Listen for correct pronunciation, appropriate intonation and correct use of language.

ASSIST | While pupils are making their posters, help them make sentences about their twins and to practise talking about their poster.

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

Application and Practice Activity

- Stick pictures of identical twins, identical triplets, identical quadruplets, fraternal twins, fraternal triplets and fraternal quadruplets onto index cards.
- On other index cards, write *identical twins*, *identical triplets*, *identical quadruplets*, *fraternal twins*, *fraternal triplets* and *fraternal quadruplets*.
- Have pupils play *Concentration* (see *Game Bank*, page T135, for details). Place the cards facedown. Invite teams to play. The first player turns over two cards. If the cards match (flashcard and phrase card), the player keeps the cards and reads the phrase aloud. If the cards don't match, the player turns the cards back over. The team with the most cards wins.

OBJECTIVES

To learn about twins, triplets and quadruplets

To make a poster

Content Words

birth, common, fraternal, identical, quadruplets, rare, triplets, twins

21st Century Skills

Think Creatively

Materials

A pile of coins or buttons

Old magazines or newspapers

A3 paper, glue, scissors, marker pens

Pictures of (identical and fraternal) twins, triplets and quadruplets (from magazines, newspapers or the internet)

Index cards

Audio tracks 1:10–11

Interactive activities (eText)

Digital activities: MyEnglishLab



Page 7

Answers on page T147

TEACHING TIP

Maths

To help pupils understand the concept of odds, bring in a large amount of coins or buttons. Place ten coins or buttons on the table and point to one to demonstrate *1 out of 10*. Do the same for *1 out of 50* and *1 out of 100*.



Look, listen and repeat.

birth common fraternal identical quadruplets rare triplets twins



Listen and read. What's more common? Twins or triplets?

Twins, Triplets and Quadruplets

What are twins, triplets and quadruplets?

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Sometimes, a mother can have five or even six babies at a time but this is even less common.

Identical or fraternal?

Some twins are 'identical' – they look the same. Other twins are 'fraternal' – they look different.

70% of twins are fraternal twins and 30% are identical twins. So, fraternal twins are more common than identical twins. Identical triplets and quadruplets are very rare. For example, only 8% of triplets are identical and 92% are fraternal. More than 99% of quadruplets are fraternal and less than 1% are identical.

THINK BIG Do you know any identical or fraternal twins? How would life be different if you were one of a set of quadruplets?



identical twins



triplets



fraternal twins



quadruplets

18 Copy the chart. Read 17 again and complete.

Number of babies	Name	Number of births	% identical	% fraternal
2	¹ ?	1 out of 32	² ?	70%
3	³ ?	⁴ ?	8%	⁵ ?
⁶ ?	quadruplets	1 out of 9,000	Less than 1%	⁷ ?

19 Look at 18. Talk with a partner.

less common more common quadruplets triplets twins



Twins are more common than triplets.



Identical twins are less common than fraternal twins.

PROJECT

20 Make a **Famous Twins** poster. Then present it to the class.

Famous twins!



John and Edward are brothers. They are singers and TV presenters. They are called Jedward – John + Edward. They are identical twins from Ireland.

1:12



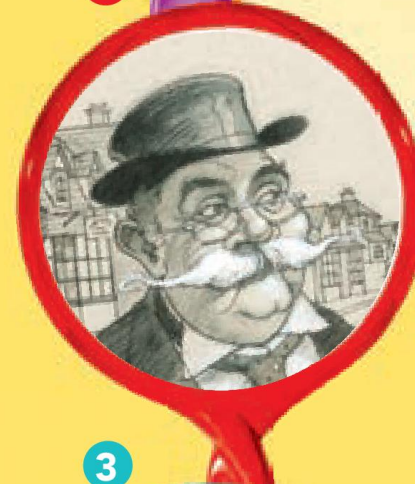
21 Listen and read. How many different categories are there in the competition?

The World Beard and Moustache Championship

1



2



3



4



In the 1990s, a group of men in Germany started a competition. They compared their beards and moustaches. Soon competitors came from other countries such as Switzerland, Norway and the United States. They held the World Beard and Moustache Championship every two years. The contest has got eighteen different categories, or types, of beards and moustaches.

The English Moustache is long and goes out to the sides. The Dalí Moustache, named after Spanish painter Salvador Dalí, is long and points up.

The Verdi category gets its name from Italian composer Giuseppe Verdi. This style has got a straight beard and a curly moustache. The Freestyle Beard is really fun. Competitors in this category have got beards of all different shapes and styles.

22 Look, read and match.

The English Moustache

The Dalí Moustache

The Verdi

The Freestyle Beard


THINK BIG

Do you know any famous people with strange hair, moustaches or beards? Why do you think people like doing strange things?

Warm-Up

- If you've got a fake moustache and beard (or a real one), use them to introduce the key vocabulary *moustache* and *beard*. Let pupils take turns wearing the fake facial hair as they say the words aloud.
- Show pupils the countries Germany, Switzerland, Norway and the United States on a world map or globe and tell them that they will read about a competition that people from these countries participated in.

Using Page 12

21  **1:12** Listen and read. How many different categories are there in the competition?

INVOLVE Explain the lesson objective – pupils will read and talk about an unusual worldwide competition.

- Write these vocabulary items on the board: *beard*, *category*, *championship*, *competition*, *moustache*, *style*. Have pupils listen for and locate these words in the article.
- Read the directions aloud. Play audio track 1:12 and have pupils listen, read and follow in their books.

MONITOR Check for comprehension. Ask: *What countries compete in the World Beard and Moustache Championship?* (Germany, Switzerland, Norway and the United States) *What is a Freestyle Beard?* (one with different shapes and styles) *How many different categories are there in the competition?* (eighteen)

ASSIST | Replay the audio as needed.

22 Look, read and match.

- Read the directions aloud. Have pupils read the labels in the boxes aloud.
- Model how to match the first item to the relevant picture in Activity 21. Then have pupils complete the activity independently.

MONITOR Review answers as a class. (*Answers: The English Moustache – 2, The Dalí Moustache – 4, The Verdi – 1, The Freestyle Beard – 3*)

ASSIST | Model how to find the description in the text that matches each photograph.

THINK BIG 21st Think Creatively

- Read the questions aloud as pupils follow in their books. Discuss the questions as a class. Help pupils express their responses in English. For example: *Einstein had strange hair and a moustache. People like doing strange things to get other people's attention.*
- Assign Activity Book page 8 and direct pupils to digital activities.

Application and Practice Activity

- **21st Global Awareness** Have pupils return to the map or globe from the Warm-Up and revisit the countries mentioned in the article.
- Ask pupils to think about what the weather might be like in each of those countries. Explain that while the climate is different in different parts of a large country like the United States, each of the countries has got a cold winter in some parts. Ask: *If you live in a cold place, is it good to have a beard? Why or why not?*
- Have pupils view the Unit 1 video segment. Use the Video Guide.

OBJECTIVES

To read about a world competition

To identify and classify items based on descriptions

Content Words

beard, category, championship, competition, moustache, style

21st Century Skills

Critical Thinking
Think Creatively
Global Awareness

Materials

Fake moustache and/or beard
World map or globe
Audio track 1:12
Video (eText)
Digital activities:
MyEnglishLab

AB

Page 8

Answers on page T147

TEACHING TIP

21st Critical Thinking

Before pupils read about categories in the competition, introduce the idea of categories with some examples from pupils' daily lives. Possible categories are types of drinks, types of clothing or types of hair. Write the category name on the board. Ask pupils to give examples to complete the categories and write their answers on the board under the category name. Ask: *Why would it be important to put things into categories?*

OBJECTIVES

To identify, understand and write parts of a paragraph

Materials

Paper, magazines
Red, green and blue
marker pens, pencils
Digital activities:
MyEnglishLab

AB

Page 9
Answers on page T147

Warm-Up

- Ask pupils to bring in a photo of someone they like.
- Have volunteers introduce the person in the picture to the class and use adjectives to describe him/her. Ask pupils to name traits that they've got in common with this person, e.g. *We have both got long curly hair.*

Using Page 13

INVOLVE | Explain the lesson objective – pupils will learn about the different parts of a paragraph: title, topic sentence, detail sentences and final sentence. They will use the Writing Steps to write a paragraph about a person they like.

MONITOR | To check pupils' understanding of the different parts of a paragraph, show pupils a paragraph from a magazine article and have pairs identify the title, topic sentence, detail sentences and final sentence.

23 Read. Then find the **title**, **topic sentence**, **detail sentences** and **final sentence**.

- Read aloud the descriptions of each part of a paragraph with pupils. Help them to identify each part of the paragraph as a class.

MONITOR | Review answers as a class. (*Answers: title – My Best Friend, topic sentence – My best friend's name is Karen., detail sentences – She's taller than me and her hair is longer than mine. Karen is clever and she is funny, too. We like playing computer games at the weekend., final sentence – I'm happy to have a friend like Karen.*)

- Point out the similarities between the topic sentence and the final sentence.

24 Read the sentences and say **title**, **topic sentence**, **detail sentences** and **final sentence**.

- Read the directions aloud. Review the parts of a paragraph and then have pupils complete the activity independently or in pairs.

MONITOR | Review answers as a class. (*Answers: 1 detail sentence, 2 final sentence, 3 detail sentence, 4 topic sentence, 5 title, 6 detail sentence*)

25 Look at 24. Order the sentences to make a paragraph.

- Have pupils write the sentences in order in their notebooks and then check their answers with a partner.

MONITOR | Review answers as a class. (*Answers: 5, 4, 1, 3, 6, 2*)

26 Write about a friend or relative.

- Read the Writing Steps aloud.
- To help clarify the Writing Steps, explain to pupils that they don't have to follow the order of the steps rigidly. For example, they may wish to give their paragraph a title after they have written it.
- Remind pupils that the topic sentence should be a general statement about the person. Their detail sentences will give a bit of information about that person. The final sentence will end the paragraph by conveying the same idea as the topic sentence but express it in a different way.
- Have pupils write a paragraph about a friend or favourite relative.

MONITOR | Check to see that pupils are applying the Writing Steps correctly.

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

Application and Practice Activity

- Have pupils choose a paragraph in a magazine and circle the title with a red marker pen, the topic sentence with a blue marker pen, the final sentence with a green marker pen and use a pencil to underline detail sentences.
- Have pupils notice whether the topic sentence is the first sentence and whether the final sentence seems to be a conclusion to the paragraph.

- 23 Read. Then find the **title**, **topic sentence**, **detail sentences** and **final sentence**.

A **title** says what you are going to read about.

A **topic sentence** gives the main idea of a paragraph.

Detail sentences give us more information.

A **final sentence** talks about the subject in a different way.

My Best Friend

My best friend's name is Karen.

She's taller than me and her hair is longer than mine. Karen is clever and she is funny, too. We like playing computer games at the weekend.

I'm happy to have a friend like Karen.



- 24 Read the sentences and say **title**, **topic sentence**, **detail sentence** or **final sentence**.

- 1 She is very nice and a lot of fun.
- 2 I'm always happy to see Aunt Elsie.
- 3 She likes making biscuits with my sister and me.
- 4 My favourite aunt is Aunt Elsie.
- 5 My Aunt Elsie
- 6 She also likes playing games with us.

- 25 Look at 24. Order the sentences to make a paragraph.

Writing Steps

- 26 Write about a friend or relative.

- 1 Think of a friend or relative.
- 2 Make a list of what they are like and why you like him/her.
- 3 Write a title.
- 4 Write a topic sentence.
- 5 Write three detail sentences.
- 6 Write a final sentence.



Listen, read and repeat.

1 ear

2 air



Listen and find. Then say.



hear



chair



Listen and blend the sounds.

1 f-ear fear

2 y-ear year

3 h-air hair

4 p-air pair

5 f-air fair

6 d-ear dear

7 n-ear near

8 s-t-air-s stairs



Read aloud. Then listen and chant.

A boy with big ears and fair hair,
Hears the twins on the stairs.
A boy with big ears and fair hair,
Hears the twins sit on their chairs.



Warm-Up

- Say the word *ear* aloud and have pupils touch one of their ears. Tell pupils to listen carefully as you say some words. Have them touch one of their ears if the word has got the same sound as *ear*. For example, say: *boy, fear, pen, year, red, table, dear, cat, near*.
- Then say the word *hair* aloud and have pupils touch their hair. Tell pupils to listen carefully as you say some words and have them touch their hair if the word has got the same sound as *hair*. For example, say: *blue, chair, man, doll, fair, stairs, cup, pair*.

Using Page 14

27 Listen, read and repeat.

INVOLVE

Explain the lesson objective – pupils will identify and name the letters and sounds *ear* and *air* individually and as part of words.

- Read the directions aloud. Play audio track 1:13 and have pupils listen and read 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.

28 Listen and find. Then say.

- Read the directions aloud. Play audio track 1:14 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. Pupils can also check that they are pointing to the correct word and saying it properly with a partner.

29 Listen and blend the sounds.

- Read the directions aloud. Play audio track 1:15 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.

30 Read aloud. Then listen and chant.

- Read the directions aloud. Read the chant while pupils follow in their books. Have them choral-read the chant as a class.
- Play audio track 1:16 and have pupils listen. Replay several times and encourage them to join in.

MONITOR

As pupils repeat the chant, listen for proper pronunciation, appropriate intonation and correct use of language.

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

Application and Practice Activity

- Have pupils make word cards and use them to 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 *ear* or *air* 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.

OBJECTIVES

To identify and say the letters and sounds *ear* and *air* individually and as part of words

Materials

Index cards
Audio tracks 1:13–17
Game (eText)
Digital activities:
MyEnglishLab



Page 10
Audioscript on page T137
Answers on page T147

OUTCOMES

Pupils can use the unit vocabulary.

Pupils can use adjectives to describe people.

Pupils can make comparisons.

21st Century Skills

Social Skills
Self-Direction

Materials

Index cards
Game (eText)
Digital activities:
MyEnglishLab



Page 11
Answers on page T147

TEACHING TIP

21st Social Skills

If pupils have trouble waiting for their turn to add to the story, remind them that you will be giving a ribbon, sticker or another small 'prize' to anyone who shows good manners and is considerate of others.

Warm-Up

- Remind pupils that adjectives are words that describe people, places or things.
- Play a game in which you try to fill the board with as many adjectives as you can. Write adjectives as fast as pupils can say them, adding your own as well.
- Then play *Charades* (see *Game Bank*, page T135, for details) in which you mime some of the adjectives and pupils have to guess which one it is. Then ask volunteers to come up and mime an adjective of their own choice.

Using Page 15

31 Complete the dialogue.

- INVOLVE** Explain the lesson objective – pupils will review the language they learnt in this unit and assess their progress so far.
- Read the directions aloud and have pupils read the words in the box aloud. Have pupils complete the dialogue independently.
- MONITOR** Review answers as a class. (*Answers: 1 different, 2 glasses, 3 shy, 4 taller, 5 him, 6 darker, 7 yours, 8 blonde, 9 clever, 10 funny*)

32 Make cards with the words below. Then play a game.

- Arrange pupils in groups. Give each group a set of ten index cards.
 - Read the directions aloud and ask pupils to write each word on a card.
 - Model how to play the game. Show pupils how to place the cards facedown. Turn over a card and use the word in a sentence to describe one of the pupils in the group: *Max is shorter than me*. Remind pupils how to form the comparative.
- MONITOR** Listen and identify pupils who are having difficulty producing language or who are not using a wide range of new vocabulary.
- CHALLENGE** Have pupils play another round of the game in which they choose two cards. Explain that they should make comparisons and connect them with a conjunction such as *and* or *but*. Provide the model *Max is shorter than me but my hair is longer than his*.

I Can

- **21st Self-Direction** This section asks pupils to assess their own learning and think about their progress. Read the statements aloud. Explain that pupils should write the skills they feel they can do in their notebooks. 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

- Have pupils sit in a circle. Explain that you will be telling a story together and that each person in the circle will add a new part to the story to describe an imaginary friend.
 - Begin the story by saying *I am going to the park with my friend. She is tall and clever*. Have pupils take turns around the circle, repeating the previous statement and adding their own description of the imaginary friend. *I am going to the park with my friend. She is tall and smart. She's got long wavy hair.*
- MONITOR** As pupils participate in the activity, check to see that they are accurately repeating the previous statements and adding their own original statement, rather than copying someone else's description.
- Have pupils play Unit 1, Game 2 on the eText.

31 Complete the dialogue.

blonde clever darker different
funny glasses him shy taller yours

A: Is that your brother?

B: Yes, that's Max. We're not the same, we're very ¹?. He wears ²? and he's shy.

A: You're not ³?

B: No! And I'm ⁴? than ⁵?

A: But his hair is ⁶? than ⁷?

B: Yes. I've got ⁸? hair. His is brown.

A: Is he ⁹?

B: Yes, he's very clever. But I'm ¹⁰!

32 Make cards with the words below. Then play a game.

big bright curly dark heavy light long short small tall



I Can

- make comparisons.
- describe people.
- talk about twins, triplets and quadruplets.
- write a paragraph.