

BIG

ENGLISH 5



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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.

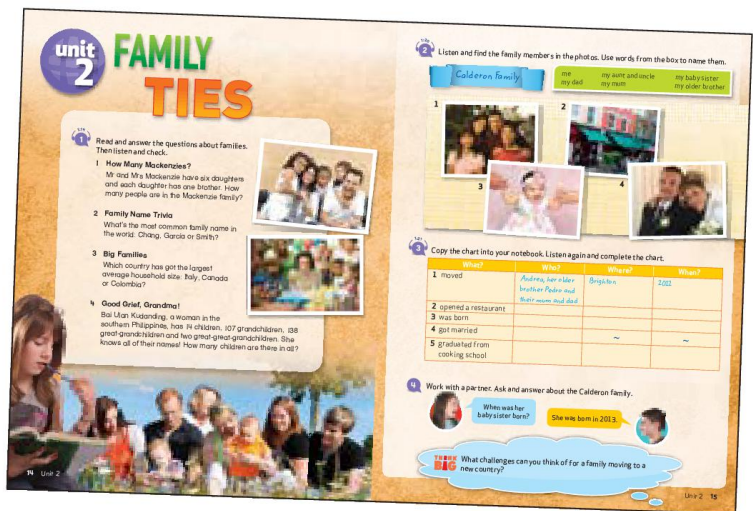
It's a digital world.

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



unit 2 FAMILY TIES

1 Match the pictures to the sentences. Write the number.



- The couple got married. The student graduated from university.
 The family moved to a new house. The family opened a restaurant.
 The baby was born at 5 a.m.

2 Answer the questions about your family. Circle Yes or No.

Last year:

- Did your family open a shop or restaurant?
- Did you move to a new home?
- Did a family member graduate from university or college?
- Was a new family member born?
- Did a family member get married?

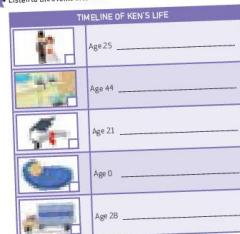
Yes No
 Yes No
 Yes No
 Yes No
 Yes No

12 Unit 2

3 Match and complete the phrases. Write the words.

- | | |
|-------------|------------------------------|
| 1 graduated | a _____ to a new place |
| 2 moved | b _____ from business school |
| 3 got | c _____ born |
| 4 opened | d _____ a shop |
| 5 was | e _____ married |

4 Listen to the events in Ken's life. Then number the timeline in order and write the events.



Write the words for these family members. Use **aunt, brother, sister or uncle.**

THINK BIG
 My mum's sister is my _____
 My dad's brother is my _____
 My aunt is my dad's _____
 My uncle is my mum's _____

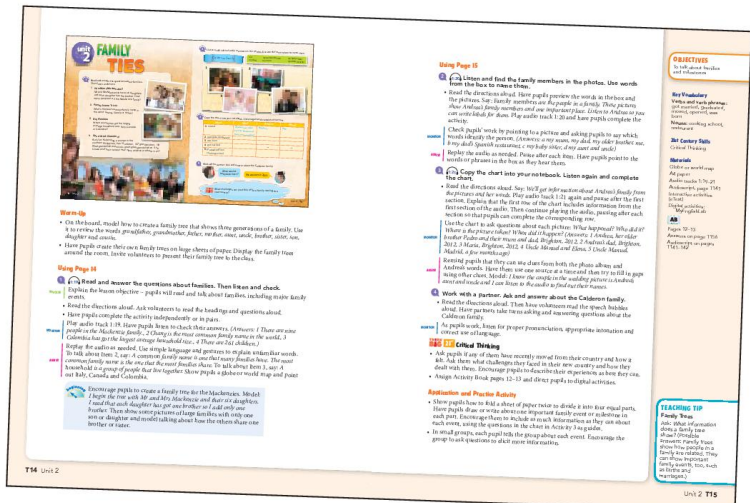
Unit 2 13

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.

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

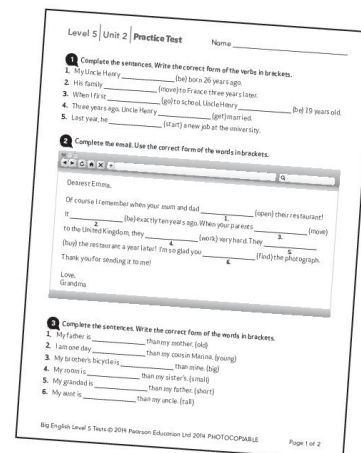
This digital tool includes helpful resources, such as:

- 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 and interactive classroom games.



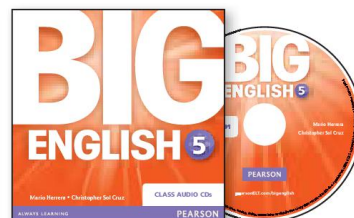
Assessment Pack

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



Class Audio CD

- Listening activities for the Pupil's Book and Activity Book
- 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



Each unit opens with a trivia-based quiz or fun facts to introduce the unit theme in an appealing context.

unit 4 SHOPPING AROUND

1 Read. Guess the answer to each question. Then listen and check.

- What's an onomasiac?
 - Someone who shops too much.
 - Someone who is afraid of shopping.
 - Someone who eats too many onions.
- People in Borngmassen, in Indonesia, get up early to buy their food. The market is open from 5:00 to 9:00 in the morning. The market sells fresh fruit, vegetables, fish, cakes and many other things. Why is this market more interesting than others?
 - There are no shops.
 - The sellers are all in boats!
 - Both a and b.
- The Dubai Mall in Dubai, United Arab Emirates, is the largest shopping centre in the world and has got the world's biggest sweet shop. It is also one of the most popular shopping centres in the world. How many people visited the shopping centre in 2011?
 - 12 million
 - 84 million
 - 97 million

2 Michelle and Dylan are talking about buying presents. What do they decide to buy? Listen and choose.

a beaded bracelet

a turquoise necklace

silver earrings

balloons

a picture frame

a bouquet of roses

3 Listen again and take notes. Then choose the correct answers.

- Michelle is going to buy her present at **1** in the shopping centre.
 - a clothes shop
 - a jewellery shop
 - a department store
- Dylan is going to buy his present at **2**.
 - a card shop
 - a flower shop
 - a craft fair

4 Work with a partner. Ask and answer. Use your notes.

What does Michelle say about the silver earrings?

They're less expensive than the bracelet and they're beautiful.

THINK BIG Why do you think people give presents on Mother's Day? How else can you celebrate Mother's Day?

Key unit vocabulary is presented.

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

Engaging stories and other texts in a variety of genres engage learner's imaginations and encourage a love of reading.

Reading Product reviews

5 Listen and read. What's wrong with the earphones?

REVIEWS BY KIDS
THE WEBSITE BY AND FOR KIDS

Click on any category. Read a review or write a review. It's up to you!

EAR PALS £19.99
Average Rating ★★★★★
REVIEWS
★★★★★ **Never again!**
By Tania (Norwich)

My mum gave me a gift voucher for an online shop. I decided to use it to buy a pair of these headphones. They're called Ear Pals. I don't like them! The cords are too long and there's no case like the ones they showed online. They aren't as good as they looked, that's for sure! Plus, the Ear Pals keep falling out of my ears. Maybe my ears are the wrong shape? Or maybe the wrong size? I don't know. These 'earphones' are definitely NOT my pals!

CAMO-PHONES £20.95
Average Rating ★★★★★
REVIEWS
★★★★★ **Push to test!**
By Mack (Leeds)

Good sound and great design. The camouflage design helps you hide when you're on a secret mission. They're a little expensive, it's true. But to me, they're worth the money. I used to buy less expensive headphones but they never lasted very long. Well, I learnt my lesson. Camo-Phones are the best.

BIG SOUND WRAP-AROUNDS
\$5.99
Average Rating ★★★★★

REVIEWS
★★★★★ **Good for the price**
By Danny

OK, maybe these aren't the best headphones in the world. They're definitely not as good as my old ones but at least they work. And they're the least expensive ones I know. The sound is just OK, but good, not bad. But they're really cheap.

READING COMPREHENSION

6 Answer the questions with a partner.

- Which headphones are the most expensive?
- Which headphones are the least expensive?
- Which headphones got the best review?
- Which headphones got the worst review?

THINK BIG Which headphones do you think give the best value for money? Why? Which headphones would you buy? Why? Why do you think people read product reviews?

Reading comprehension questions develop comprehension strategies and critical thinking.

On the Language in Action pages, grammar is taught in context through dialogues and listening activities and supported on the facing page by clear grammar charts.

Language in Action

7 Listen and read. Which game shop has got the cheapest prices?

Karen: What are you going to buy with your gift voucher?

Josh: A new game called Tunnel Island. I played it at Zack's house. It's really fun.

Karen: Great. So, where are you going to buy it?

Josh: That's what I'm trying to work out. I'm looking at prices online.

Karen: Good idea. Try looking at Game Time. No, wait. Look at Chester's. They're usually less expensive than Game Time.

Josh: Let me see... yes, you can find it at Chester's and it's only £25.00. I'm going to ask my mum to drive me there. Want to come?

Karen: OK.

8 Practise the dialogue in 7 with a partner.

9 Listen and find. Then choose a phrase from the box.

a friend has got it
read an online review

a

b

c

d

Language in Action

The blue shoes are **more expensive** than the black shoes. The red shoes are **more expensive than** the blue shoes. The black shoes are **the most expensive** of all. The red shoes are **not as expensive as** the black shoes.

The white shoes are **less expensive than** the blue shoes. The white shoes are **the least expensive** of all.

10 Complete the sentences. Use the adjective in brackets and more... than or the most.

- Summer's End looks **1** (interesting) The Bags Are Back.
- The Winning Game is **2** (interesting) book in the shop.
- Up the Stairs is **3** (exciting) of all the films here.
- Brain Power is **4** (exciting) Mountain Rescue.
- Great Escape is **5** (popular) Find the Wessell.
- Mind Bender is **6** (popular) video game of all.
- Super Invaders is **7** (expensive) Spot the Alien.
- Cowgirls is **8** (expensive) DVD here.

11 Look at 10. Use as... as.

- The Bags Are Back doesn't look **1** Summer's End.
- Mountain Rescue isn't **2** Brain Power.
- Find the Wessell isn't **3** Great Escape.
- Spot the Alien isn't **4** Super Invaders.

The price of those trainers is **too high**.

Those jeans are **too baggy**.

The price isn't **low enough**.

The jeans aren't **right enough**.

12 Make sentences in your notebook. Use **too** or **enough** and a word from each box.

board game

coat

curry

sandals

comfortable

expensive

spicy

warm

Activities reinforce understanding of the new language and enable pupils to manipulate language to build meaningful sentences.

viii

Content Connection | History

13 Listen and read. When were the first coins used?

CONTENT WORDS
bronze coins grain livestock metal paper money shells trade

MONEY, MONEY, MONEY!

Most people today use coins, paper money or credit cards to buy things. However, shopping wasn't always as easy as that.

About 10,000 years ago, people farmed and grew the food they needed. They raised livestock, like cows and goats, and grew grain, like rice and wheat. During that time, people used livestock and grain as money in many different parts of the world. Imagine paying for your new video game with a couple of goats!

Over the years, things changed and about 3,000 years ago, people started to use other things as money. Shells from the sea, such as the cowrie shell, were traded as money in places like China, Thailand, India and some countries in Africa.

It wasn't until about 2,000 years ago when the first coins appeared. China, Greece and India were probably the first places to use metal coins. Most coins were made of expensive metals, like bronze, silver or gold.

But carrying around a lot of heavy coins wasn't much fun. That's probably why paper money started to be used almost 1,000 years ago.

14 Look at 13. Copy and complete.

When? Where? What was used as money?

1 10,000 years ago - many different parts of the world.	2 China, Thailand and India - cowrie shells.	3 2,000 years ago - China, Greece and India.
---	--	--

TEBEG How do you think people decided on what to use as money? How do you think people will pay for things in the future?

Around the World | Culture Connection

15 Listen and read. What can you buy at Electric Town?

SHOP till you DROP

Do you love to shop? Find out about some of the world's most exciting shopping adventures!

The Thai Experience - Chatuchak Market, Bangkok
The Chatuchak Weekend Market in Bangkok, Thailand is one of the biggest markets in the world and one of the most famous. The market is huge - more than 25 acres tall! It's got more than 15,000 stalls and more than 200,000 people visit every weekend. Here you can find everything from a designer pair of jeans to a cute little puppy! Just remember, Chatuchak is really big so don't get lost!

Excitement in Electric Town, Tokyo
In Tokyo, Japan, one of the most popular places for young people is called Akihabara. Akihabara is not a shop. It's a neighbourhood that is known as 'Electric Town'. Young people come from all over the world to buy the latest electronics, video games, animation, computers and more.

Finding Everything in Camden Market
It's a busy morning and you're in London. The sky is grey and you want something interesting to do. Why not head to Camden Market? Every day in Camden Market artists and vendors sell their goods in this (mostly) indoor market. With fine arts, traditional crafts, jewellery, clothes, great food and music, there's something here for everyone!

16 Read 15 again and answer the questions.


- Where can you buy a puppy?
- What can you buy in Camden Market?
- What is Akihabara?

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

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

Writing | Product review

17 Read the product review.



I saved my pocket money for a long time. Then finally, I decided what I wanted to buy. My dad and I bought my remote-controlled robot at Tallford's. I brought the box home and opened it. I read the instructions. I put in the batteries. Then I turned the robot on. It made a strange sound and fell over! My new robot didn't work.

So we took it back to the shop and they gave me another robot. I took that one home and it worked fine. I wasn't happy about the first robot but I'm very happy now. This robot is really great. It's more expensive than my other gadgets but it was worth the money. I definitely recommend it.

My Rating: ★ ★ ★ ★

18 Look at the word web. Ask and answer with a partner. Find the answers in 17.

Where did you buy it?

What's good/bad about it?

Product

Was it worth the money?

Should other people buy one?

19 Choose your own product. Copy the word web in 18 into your notebook. In each circle, write answers to the questions. Then use the word web to write your own product review.

20 Share your product reviews with the class. How many good reviews were there? How many bad reviews were there?

Develop good money habits. | Life Skills


21 What do you do with your money? Copy, read and ✓. Then ask a partner.

	always	usually	sometimes	never
1 I spend all my money straight away on things I want.				
2 I like to save my money to buy the things I need.				
3 I use my money to buy presents for other people.				
4 I put my money in a bank. Then I forget about it.				

TEBEG Do you think you've got good money habits? Why/Why not? Do you think it's important to have good money habits only when you're older? Why/Why not?

PROJECT

22 Design a shopping bag for a shop that helps you spend your money wisely. Be sure to give your shop a name!



23 Work in small groups. Talk about your shopping bags.

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

Pupils reflect on a life skill related to the theme of the unit and apply this in a collaborative project.

Listening and Speaking

24 Listen, read and repeat.

1 s-c sc z-h-o ho

25 Listen and blend the sounds.

1 m-u-s-c-le muscle	2 e-c-h-o echo
3 h-o-n-e-s-t honest	4 s-c-i-e-n-ce science
5 g-h-o-s-t ghost	6 s-c-e-n-e scene

26 Listen and chant.

An honest ghost
Made an echo
In our science class.
Wow! What a crazy scene!



27 What can you buy or see at a shopping centre? Work in pairs. Play More or Less.

First, complete the sentences with your own answers.

- is delicious.
- are expensive.
- is an interesting book.
- is an exciting film.
- is an amazing shop.
- is a useful gadget.

Hot dogs are delicious. Burgers are more delicious than hot dogs.

Review

28 Look, copy and complete. Use more or less.

JUMBLE SALE



1 Wheelys 2 Gadgets

3 Clothing 4 Jewellery

- The bike is expensive than the skateboard.
- The calculator is expensive than the game.
- The jeans are expensive than the jacket.
- The watch is expensive than the necklace.

29 Discuss. What's the most expensive thing at the jumble sale? What's the least expensive thing at the jumble sale?

I Can

- talk about shopping.
- make comparisons.

Pupils learn about letters and their corresponding sounds in a systematic way, then revise the language learnt in the unit through a game-style group activity.

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 Student Book Unit (continued)

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

Pupils review key language from the units and consider 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.

Places to shop: shopping centre, craft fair, department store...	PAGES	😊	😊	😊
Things to buy: silver earrings, picture frame...	43	😊	😊	😊
Holiday-related items: map, sunglasses, anorak...	55	😊	😊	😊
Holiday activities: kayaking, camping, hiking...	55	😊	😊	😊
Electronic devices: mp3 player, smartphone, tablet...	67	😊	😊	😊
This camera is more expensive than that one. It's the most expensive one in the shop. It's not as expensive as that one.	46-47	😊	😊	😊
That helmet is too small . Those sunglasses aren't big enough .	46-47	😊	😊	😊
I was hiking when it started to rain. I lost my ring while I was swimming .	58-59	😊	😊	😊
Was he cycling when he fell? Yes, he was / No, he wasn't .		😊	😊	😊
We will use mobile phones 15 years from now. We won't have televisions 15 years from now. Do you think we will drive cars 100 years from now? Yes, we will / No, we won't .	70-71	😊	😊	😊
Everyone/Everybody will use email. No one/Nobody will use pen and paper.	70-71	😊	😊	😊

I Can Do It!

2 Get ready.

A Rewrite the dialogue in the correct order. Then listen and check.

Luke: Hey, look at this!
Danielle: Well, yes, I suppose that's true. Someone should invent sunglasses that you can't lose.

Luke: Scientists are working on some amazing new sunglasses. Soon, with these glasses, you'll be able to make phone calls, search for things online, take photos and do all kinds of things!

Luke: Really? Why?
Danielle: Because I always lose my sunglasses. I lost some last week while I was hiking. And I guess these amazing new glasses will be more expensive than normal sunglasses.

Danielle: That sounds like a bad idea to me.
Danielle: What?
Danielle: Now that sounds like a better idea!

B Practise the dialogue in A with a partner.
C Ask and answer the questions with a partner.

- 1 What do you think of sunglasses that work like a smartphone? Are they a good idea or not? Explain.
- 2 Luke describes two kinds of sunglasses. Which kind would you like to have?
- 3 Do you think technology will make our lives more interesting in the future or more complicated? Explain.

78 Checkpoint Units 4-6 79

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

3 Get set.

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

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

4 Go

A Pick one card from each pile and make up a sentence following the example.

Last weekend while I was camping, I got a lot of mosquito bites.

B Now give advice. What should your partner do differently next time? Then switch roles.

Next time, remember to put on insect repellent!

5 Write about yourself in your notebook.

- What do you think you'll be doing 20 years from now? Where will you be living? What kind of electronic devices will you be using?
- Which holiday sounds more interesting to you, going to the beach or going camping in the mountains? Why?

All About Me Date: _____

How Well Do I Know It Now?

6 Look at page 78 and your notebook. Draw again.

A Use a different colour.
B 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

80 Checkpoint Units 4-6 81

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/kinesthetic learners through the inclusion of illustrations, photos, graphic organisers (visual learners); opportunities to hear and repeat key learning targets (auditory learners); and routines and games using touch and movement (tactile/kinesthetic learners).

Furthermore, care has been taken to provide activities that capitalize on Howard Gardner's Theory of Multiple Intelligences: logical-mathematical, linguistic, spatial, bodily-kinesthetic, 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, 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* course 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	→	<i>Think Big</i> 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	→	<i>Think Big</i> 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 Connection

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 Connection

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 quiz/fun facts 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. Pupils 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, 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) Flyers 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 Flyers exam: Listening; Reading and Writing; and Speaking. Notes for the *Big English* YLE Flyers Practice Materials are provided in the Teacher’s Book.

Young Learner’s English Practice Flyers: Reading & Writing C

– 8 questions –

Read the text. Choose the correct words and write them on the lines.

Costa Rica – Land of Adventure!



Costa Rica is a country in Central America. Costa Rica is ^{known} for its many beautiful beaches, mountains and forests. It is by millions of people every year. People go to Costa Rica to see amazing animals and to be close to nature. But there are many activities in Costa Rica, too. Have you heard of ziplining? A zipline is a long wire. It’s of metal. A zipline is used travelling from one place to another, high above the ground. You can ride on a zipline in the forest. go from tree to tree. Are you? Maybe ziplining is for you!

<p>Example</p> <p>1</p> <p>2</p> <p>3</p> <p>4</p> <p>5</p> <p>6</p> <p>7</p> <p>8</p>	<p>Example</p> <p>1</p> <p>2</p> <p>3</p> <p>4</p> <p>5</p> <p>6</p> <p>7</p> <p>8</p>	<p>know</p> <p>visit</p> <p>in</p> <p>unusual</p> <p>done</p> <p>did</p> <p>to</p> <p>doing</p> <p>terrible</p>	<p>knew</p> <p>visiting</p> <p>for</p> <p>spicy</p> <p>ever</p> <p>made</p> <p>then</p> <p>for</p> <p>different</p>	<p>known</p> <p>visited</p> <p>to</p> <p>delicious</p> <p>had</p> <p>invent</p> <p>for</p> <p>to</p> <p>adventurous</p>
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116 Reading & Writing C Reading & Writing C 117

Projects

Big English includes a pupil-centred project linked to the life skill 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 life skill 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.

Games and Activities

Big English includes a variety of games and activities to sustain pupils' interest and motivation in the language classroom. They help sustain learners' interest through the hard work of understanding, reproducing and manipulating newly learnt language. Games and/or activities provide enjoyable contexts for communication and 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.

Listening and Speaking


23 Listen, read and repeat.
1 c-e ce 2 c-i ci 3 c-ir cir

24 Listen and blend the sounds.

1 c-e-ll cell	2 c-i-t-y city
3 c-i-r-c-u-s circus	4 c-i-n-e-m-a cinema
5 c-e-n-tre centre	6 c-i-r-c-le circle

25 Listen and chant.

Have fun in the city!
Go to the cinema.
Have fun in the city!
Go to the centre.



26 Work with a partner. Read the directions, listen to the model and play.

- Partner A numbers the School Club or Group Cards from 1-6 in any order in their notebook. Partner B numbers the Interest Cards from 1-6 in any order.
- Partner A makes a suggestion and Partner B answers, using an Interest Card with the same number.
- If Partner B's interests don't match Partner A's suggestion, Partner A offers another suggestion. Partners cross out each card in their notebook as it is used.

School Club or Group Cards

chess club school orchestra drama club school newspaper football team air lawn tennis

Interest Cards

sing play board games do martial arts play the trumpet play sports write

12 Unit 1

Listening and Speaking


24 Listen, read and repeat.
1 l-f lf 2 l-p lp 3 l-m lm

25 Listen and blend the sounds.

1 g-o-lf golf	2 h-e-lp help
3 f-i-lm film	4 e-lf elf
5 e-lm elm	


26 Listen and chant.

School clubs are fun clubs!
Golf clubs,
Film clubs
And best of all,
Help Others clubs!



27 Work in small groups. Talk about places you know and what they are known for.

- Write the names of the places on slips of paper.
- Write what the places are famous for or known for on other slips of paper.
- Put the slips into separate bags - one labelled 'Place' and the other labelled 'What It's Known For'.
- Work with another group. Swap bags.
- Take turns drawing slips of paper and guessing the place or what it's known for.
- Continue until all are guessed or revealed.



Oranges are grown here.

Is it Spain?

104 Unit 8

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

A fun and simple way to begin is to tell pupils you're going to find out what kinds of things they have in common with one another. Tell them you're going to ask them to do something (like stand up or raise a hand) based on a series of sentences. Here are some examples:

Raise your hand/Stand up if ...
your first name starts with a(n) __.
you [walk/take a bus/ride a bike] to school.
you've got a pet [cat/dog/bird].
you like to eat [apples/spicy food/pizza].
you like to play [basketball/chess/the piano].
you've got more than one brother or sister.
your favourite subject is [Maths/Art/English].

You may wish to vary the content depending on the level of comfort of the class and the age of the pupils. Another variation is to change the command from *raise your hand/stand up* to things like: *shake your hands in the air, hop on one foot, shake your head* and so on.

Classroom Language Brainstorm

List on the board key classroom expressions that pupils may hear or need to use frequently in their English class, such as the following:

1. *Open your Pupil's Book to page __.*
2. *Who can tell me the answer to number __?*
3. *For this exercise, I want you to work with a partner/in a small group.*
4. *Has anybody got any questions?*
5. *Can you please say that again?*
6. *What are we supposed to do for this activity?*
7. *I'll be Pupil A.*
8. *What's our homework for the next lesson?*

Have the pupils listen and repeat all of the classroom language so they can get used to saying each line. Here are some ideas for practising the lines:

- Have pupils work in pairs or groups. Ask them to take turns miming or acting out each line of classroom language. Their partners have to guess the line.
- Photocopy the lines onto a large sheet of paper. Cut each sentence in half and mix up all the pieces. Have pupils work in pairs to put the lines back together.



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!





MY INTERESTS

Objectives

Vocabulary

- To name school clubs and after-school activities

Reading

- To identify important ideas in an online newsletter ('The Grove School News')
- To use reading strategies to comprehend an online newsletter

Grammar

- To use gerunds to talk about interests

Content Connection

- Science:** To make inferences about how the brain might affect personal interests

Culture Connection

- Around the World:** To learn about unusual Olympic Games

Writing

- To write a short news article about a club, team or group at school
- To use *wh-* questions to organise a news article

Life Skills

- To learn about the importance of being a team player

Project

- To make a poster recruiting members for a club, team or group

Listening and Speaking

- To identify and say the letters and sounds *ce*, *ci* and *cir* individually and as part of words; to play a game

Think Big

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

Key Vocabulary

Activities	Clubs/Teams	Expressions	Content Words
act blog build robots do martial arts draw paint play a musical instrument play board games play sports read comics sing take photos write articles	art club athletics team basketball team drama club football team gymnastics club karate club school newspaper school orchestra school play/musical science club tae kwon do club	Have a go at [something]. Count me in! Don't worry! See [someone] for more information. This [something] is for you. Welcome back!	analyse brain competition control (v) creative instructions medals metres Olympic Games personality race course solve sporting events

Materials

Pupil's Book, Unit 1

- Main unit, pages 2–13
- Class Audio CD, Tracks 1:04–18

Activity Book, Unit 1

- Main unit, pages 2–11
- Extra grammar practice, page 98
- Class Audio CD, Tracks 1:06–12

Assessment

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

Additional Materials

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

Unit Opener Activities

Family Connection

Encourage pupils to talk with family members about clubs, groups and teams they belong to now or joined when they were at school. Then have pupils talk about groups they would like to join this year and how they would fit the activities into their schedules. Provide pupils with information about school clubs and groups or tell them where they can find this information at school. Suggest that pupils take notes and prepare weekly schedules of their activities so that they can share their ideas with the class.



Sign Up! Bulletin Board

Create a bulletin board entitled *Sign Up!* Use card squares or circles with the names of some teams, clubs and groups at your school. Include photographs of groups in action or the handiwork of individuals, such as pupil drawings and photographs for an art club. Encourage pupils to add information about new groups to the bulletin board as they find out about them in Unit 1.



unit 1 MY INTERESTS

1 Read about these famous people. What were they interested in? Complete the sentences with a word from the box. Then listen and check.

computer football mathematics money music

- 1 Growing up, actor Antonio Banderas was interested in sports like **?**. He played for his school team. When he was 14, he broke his foot, ending his dreams of a professional sporting career.
- 2 One of the richest people in the world, Carlos Slim was interested in managing his **?** at a young age. He bought shares in his first bank when he was just 12 years old.
- 3 World-famous scientist Albert Einstein was interested in **?** as a boy. He played the violin and the piano.
- 4 Actress Emma Stone always wanted to act. She was also good at using a **?**. When she was 14, she used a PowerPoint presentation to convince her parents to let her begin a career in acting.
- 5 As a young woman, architect and artist Maya Lin loved bird-watching, hiking and studying **?**.

2 Match the names of the school groups to the pictures. Then listen and check.

basketball team

drama club

school newspaper

school orchestra

science club

tae kwon do club

- 1 
- 2 
- 3 
- 4 
- 5 
- 6 

3 Read. Look at 2. Which school group should each pupil join?

- 1 Dan loves jogging and playing sports. He's got a lot of free time.
- 2 Dina loves acting. Someday, she would like to star in a film.
- 3 Milan is good at writing and has got his own blog.
- 4 Paul likes martial arts and is very athletic. He likes playing chess, too.
- 5 Jane is interested in building robots. She's good at Science and Maths.
- 6 Sara likes playing the trumpet. She's good at it, too.

4 Work with a partner. Ask and answer.

What's Dan interested in doing?

Which school group should he join?

He's interested in jogging and playing sports.


The basketball team

THINK BIG Which activities could you still do as an adult? Have adults got similar interests to young people? Why/Why not?

Warm-Up

- Stick up pictures around the classroom of five or six activities that you think would be of interest to your pupils. Use photographs from magazines showing sports, art, music and entertainment activities. Have pupils look at the photos. Have them write their names on sticky notes. Say: *Place your sticky note under the activity you are most interested in doing.*
- Ask: *Which activity did you choose? Why?*

Using Page 2

1  **1:04** Read about these famous people. What were they interested in? Complete the sentences with a word from the box. Then listen and check.

INVOLVE

Explain the lesson objective – pupils will read and talk about what some famous people were interested in when they were young.

- Ask volunteers to read the words in the box aloud. Invite them to mime each word for others to guess.
- Read the directions aloud. Have pupils complete the activity.

MONITOR

Play audio track 1:04 and have pupils check their answers. Use questions to check pupils' comprehension. Ask: *What did Antonio Banderas like to play? (football) What did Carlos Slim do when he was twelve? (He bought shares in a bank.) What was Albert Einstein interested in? (music – violin and piano)* (Answers: 1 football, 2 money, 3 music, 4 computer, 5 mathematics)


ASSIST

Replay the audio as needed. Use simple language to explain unfamiliar words. Say: *When you buy shares in a company like a bank, you own part of the company. A PowerPoint presentation is shown on a computer. It uses words, pictures and sounds. An architect designs or creates plans for buildings.*



Have pupils locate clues in each sentence to help them find the missing word. Model: *In Item 1, I see the words sports and school team. I know that football is a sport and school team could mean a sports team so I'll try the word football.*

Using Page 3

2  1:05 Match the names of the school groups to the pictures. Then listen and check.

- Read the directions aloud. Have pupils preview the pictures and the words in the box.
- Say: *Match each school group to a photo.* Then have pupils complete the activity.

MONITOR

Play audio track 1:05 and have pupils check their answers. (Answers: 1 drama club, 2 school newspaper, 3 basketball team, 4 science club, 5 tae kwon do club, 6 school orchestra)

ASSIST

Replay the audio as needed. Pause after each item. Have pupils point to the name of the school club that they heard.

- **21st Cross-Cultural Skills** Explain that tae kwon do is a martial art from Korea that is popular around the world today. In Korean, *tae* means 'to strike with the foot', *kwon* means 'to strike with the hand' and *do* means 'way'. Ask: *How can you translate tae kwon do in English?* (Possible answer: a way to strike with hand and foot)

3 Read. Look at 2. Which school group should each pupil join?

- Read the directions aloud and complete the first item with the class. Have volunteers read the sentences aloud. Model completing the first item: *I know that Dan likes sports. Let's look for a school group about sports. (basketball team) What number is basketball team? (3)*
- Have pupils complete the rest of the activity independently.

MONITOR

Review the answers with pupils. (Answers: 1 basketball team, 2 drama club, 3 school newspaper, 4 tae kwon do club, 5 science club, 6 school orchestra)

ASSIST

Have pupils locate clues in each description that might help them match the individual to the group. Model: *When I read Item 2, I noted down acting, star and film. These words are about acting and theatre so I think Dina would be interested in the drama club.*

4 Work with a partner. Ask and answer.

- Read the directions aloud. Have two volunteers read the speech bubbles.
- In pairs, have pupils take turns asking and answering similar questions about the pupils in Activity 3, using the speech bubbles as a guide.

MONITOR

As pupils work, listen for proper pronunciation, appropriate intonation and correct use of language.

THINK BIG 21st Critical Thinking

- Ask pupils to call out the different activities from the lesson and write them on the board. Discuss which of the activities you could still do as an adult.
- Have pupils look at Activity 1 and compare each person's interests as a child with his or her current career to see whose interests changed as they grew older. Discuss whether adults have got similar interests to young people and why/why not.
- Assign Activity Book pages 2–3 and direct pupils to digital activities.

Application and Practice Activity

- Have pupils work together in small groups and imagine that the famous people in Activity 1 are pupils at their school. Have them match each person to a school group in Activity 2 and give reasons for their choices. Model: *I think Carlos Slim should join the school newspaper. He could write great articles about saving and using your money wisely.*

OBJECTIVES

To read about famous people and their interests

To talk about interests and activities

Key Vocabulary

Verbs: acting, building, jogging, playing, writing

Nouns: articles, basketball team, chess, drama club, football, football team, martial arts, mathematics, music, robots, school newspaper, school orchestra, science club, sports, tae kwon do, trumpet

21st Century Skills

Cross-Cultural Skills
Critical Thinking

Materials

Photographs from magazines of activities
Sticky notes
Audio tracks 1:04–06
Audioscript, page T140
Interactive activities (eText)
Digital activities: MyEnglishLab

AB

Pages 2–3
Answers on page T156
Audioscript on page T140

unit 1

MY INTERESTS



Read about these famous people. What were they interested in? Complete the sentences with a word from the box. Then listen and check.

computer football mathematics money music

- 1 Growing up, actor Antonio Banderas was interested in sports like **?**. He played for his school team. When he was 14, he broke his foot, ending his dreams of a professional sporting career.
- 2 One of the richest people in the world, Carlos Slim was interested in managing his **?** at a young age. He bought shares in his first bank when he was just 12 years old.
- 3 World-famous scientist Albert Einstein was interested in **?** as a boy. He played the violin and the piano.
- 4 Actress Emma Stone always wanted to act. She was also good at using a **?**. When she was 14, she used a PowerPoint presentation to convince her parents to let her begin a career in acting.
- 5 As a young woman, architect and artist Maya Lin loved bird-watching, hiking and studying **?**.



Match the names of the school groups to the pictures. Then listen and check.

basketball team
school orchestra

drama club
science club

school newspaper
tae kwon do club

1



2



3



4



5



6



3

Read. Look at 2. Which school group should each pupil join?

- 1 Dan loves jogging and playing sports. He's got a lot of free time.
- 2 Dina loves acting. Someday, she would like to star in a film.
- 3 Milan is good at writing and has got his own blog.
- 4 Paul likes martial arts and is very athletic. He likes playing chess, too.
- 5 Jane is interested in building robots. She's good at Science and Maths.
- 6 Sara likes playing the trumpet. She's good at it, too.

4

Work with a partner. Ask and answer.



What's Dan interested in doing?

Which school group should he join?

He's interested in jogging and playing sports.

The basketball team!



THINK BIG

Which activities could you still do as an adult? Have adults got similar interests to young people? Why/Why not?

5 Listen and read. When are the football team try-outs?

Home School Library Cafeteria Menu For Parents

The Grove School News

GET BUSY AFTER SCHOOL!

Welcome back to school! From all the staff here at your school news blog, we hope you're ready for another great year. Have you signed up for an after-school activity yet? If not, don't worry! There's still time. Here are some of the activities you can try:



Tony Underwood scoring the winning goal at last year's county championships

SPORTS TEAMS

Do you like sports? How about joining the football or athletics team? Both teams have try-outs next Monday and Tuesday at 3:00. Last year, our school football team won the county championships but many of our best players have moved up to secondary school. So now the team needs new players. For more information, contact our sports advisers, Ms Matte or Mr Stergis.



Sam Penny showing his artistic talents

GOOD AT ART?

This year, your classmates in the school art club plan to paint a mural on the wall by the office. So they need new members to help create it! Are you interested in drawing, painting or taking photographs? This club is for you. The first meeting of the school year is next Wednesday at 3:15 in room 221. Please see Ms Greenway for more information.

NEW THIS YEAR

There are some new activities you can have a go at. Try the new after-school science club! It has plans to enter the national Junior Robotics competition this year. So if you want to try building a robot, this club is for you. See Mr Larson in room 105 for more details. The club meets every Thursday.

Do you like acting? Are you good at singing? The school play this year is a musical – *The Sound of Music*. Come and try out next Monday or Wednesday afternoon in the school auditorium. Sign-up sheets for auditions are on the wall outside room 125.

For a list of all the after-school activities this year, click [here](#). Or pick up a membership form from the advisor's office – room 103.

Comments

dharrison

Don't forget the karate club! We need members, too! Anyone interested in joining should contact Mr Silver.

agrell

Robots? Cool! Count me in!

apritchett

Acting in the school play was so much fun last year. And I love singing. I want to try out again!

READING COMPREHENSION

6 Answer the questions with a partner.

- 1 Which school team won a big competition last year?
- 2 Where can you get more information about the science club?
- 3 When are the auditions for the school play?
- 4 What's the art club planning to do this year?
- 5 Where can you find a complete list of all the after-school activities?

THINK BIG Which activities in the article interest you? Why? Are you interested in doing any of your school's activities or joining any clubs? Why/Why not?

4 Unit 1

Unit 1 5

Warm-Up

- Write these school groups on the board: *football team, art club, science club, school play, karate club*. Ask each pupil to write his or her favourite group on an index card.
- Ask: *Which school group do you think is the most popular?* Have pupils write down their guesses. Then call out each group name and have pupils hold up their cards when their favourite is called. Tally and announce the most popular group. Ask pupils why they think that group is the class favourite.
- Say: *An online newsletter is one way to share information about school groups. An online newsletter is found on a website. It's got news and information.*

Using Page 4

5 Listen and read. When are the football team try-outs?

INVOLVE

Explain the lesson objective – pupils will listen to and read an online newsletter, answer questions about it and discuss related ideas.

- Have pupils read the title aloud and preview the pictures. Point to and read the headlines aloud. Say: *This newsletter is called The Grove School News. There are different headlines and sections. The first headline tells what the newsletter is mainly about: Get Busy After School! Ask: What do you think you'll find out about in the newsletter?* (activities pupils can do after school)
- Play audio track 1:07 and have pupils listen and read along.
- Allow pupils to preview the headlines and sections before listening. Suggest that they note down important words to help them find the topic of each. Model: *The headline Sports Teams tells me what information will come next. I'll find out about sports. But the headline New This Year isn't as obvious. I have to keep reading to find out what this part is about. As I read, I note down the words science club and robot from the first paragraph. This paragraph is about a science club that makes a robot.*

MONITOR

Use questions to check for understanding. Ask: *What sports teams need new players?* (football and athletics) *Why?* (The best players from last year are now at secondary school.) *What is the art club going to do this year?* (paint a mural) *What will the science club do?* (build a robot) Then ask the rubric question: *When are the football team try-outs?* (The football team try-outs are next Monday and Tuesday at 3:00.)

ASSIST | Replay the audio as needed. Pause after each paragraph and use simple language to explain unfamiliar words and phrases.

- **21st Technology Literacy** Explain that readers can leave comments on an online newsletter. Say: *A comment is a brief thought about the content of the newsletter. The verb post means to leave a comment. What are the two parts of every comment? (a name and a comment) What are some reasons people post comments? (to share information, to give their opinions)*
- Draw pupils' attention to the sentence 'Count me in!' in the comment by agrell. Say: *Count me in means 'include me in this activity'.*

CHALLENGE | Have pupils summarise the information given about each school group, using their own words.



Say: *Writing is more interesting when the writer uses different types of sentences.* Have pupils find examples of statements, questions, exclamations and imperatives in the newsletter.

Using Page 5

6 Answer the questions with a partner.

- Read the directions aloud. Have partners work together to find answers in the newsletter.

MONITOR

Review the answers as a class. (*Answers: 1 The school football team won a big competition last year., 2 You can get more information about the science club in room 105., 3 The auditions for the school play are next Monday or Wednesday., 4 The art club is planning to paint a mural on the wall by the office., 5 You can find the complete list of all after-school activities on the website or in the advisor's office in room 103.*)

ASSIST

Replay the audio as needed. Pause after each section and use simple language to explain unfamiliar words. Suggest that pupils take notes by writing the name of each school group and the most important details about it.

THINK BIG 21st Communication

- Say: *Trying something new can help you find a new interest. But you can also try something you have done before. People change. Model changing your mind about an interest: I used to stay away from sports. I didn't like running. Then I tried it again. I found out I love it now!*
- Read the directions and questions aloud with pupils.

MONITOR

As pupils work, listen for proper pronunciation, appropriate intonation and correct use of language.

- Assign Activity Book page 4 and direct pupils to digital activities.

Application and Practice Activity

- Invite pupils to write comments to post on a real or pretend school newsletter. Have each pupil choose a user name and write a brief comment about one of the groups discussed in the newsletter.

OBJECTIVES

To read unit language in context

To read for understanding and enjoyment

To identify main ideas and details

Key Vocabulary

Verbs: acting, building, drawing, painting

Nouns: athletics team, football team, robots, school newspaper, school play, science club

21st Century Skills

Technology Literacy
Communication

Materials

Index cards

Real or mocked-up school newsletter

Audio track 1:07

Digital activities:
MyEnglishLab



Page 4

Answers on page T156

Summary

This online newsletter tells readers about activities they can join this year. The football and athletics teams need new players. The art club plans to paint a mural. The science club is planning to enter a competition and there are auditions for the school play. Pupils' comments are included.



Listen and read. When are the football team try-outs?

[Home](#)[School Library](#)[Cafeteria Menu](#)[For Parents](#)

The Grove School News

GET BUSY AFTER SCHOOL!

Welcome back to school! From all the staff here at your school news blog, we hope you're ready for another great year. Have you signed up for an after-school activity yet? If not, don't worry! There's still time. Here are some of the activities you can try:



Tony Underwood scoring the winning goal at last year's county championships

SPORTS TEAMS

Do you like sports? How about joining the football or athletics team? Both teams have try-outs next Monday and Tuesday at 3:00. Last year, our school football team won the county championships but many of our best players have moved up to secondary school. So now the team needs new players. For more information, contact our sports advisors, Ms Matte or Mr Stergis.



Sam Penny showing his artistic talents

GOOD AT ART?

This year, your classmates in the school art club plan to paint a mural on the wall by the office. So they need new members to help create it! Are you interested in drawing, painting or taking photographs? This club is for you. The first meeting of the school year is next Wednesday at 3:15 in room 221. Please see Ms Greenway for more information.

NEW THIS YEAR

There are some new activities you can have a go at. Try the new after-school science club! It has plans to enter the national Junior Robotics competition this year. So if you want to try building a robot, this club is for you. See Mr Larson in room 105 for more details. The club meets every Thursday.

Do you like acting? Are you good at singing? The school play this year is a musical – *The Sound of Music*. Come and try out next Monday or Wednesday afternoon in the school auditorium. Sign-up sheets for auditions are on the wall outside room 125.

For a list of all the after-school activities this year, click [here](#). Or pick up a membership form from the advisor's office – room 103.

Comments

dharrison

Don't forget the karate club! We need members, too! Anyone interested in joining should contact Mr Silver.

agrell

Robots? Cool! Count me in!

apritchett

Acting in the school play was so much fun last year. And I love singing. I want to try out again!

READING COMPREHENSION

6 Answer the questions with a partner.

- 1 Which school team won a big competition last year?
- 2 Where can you get more information about the science club?
- 3 When are the auditions for the school play?
- 4 What's the art club planning to do this year?
- 5 Where can you find a complete list of all the after-school activities?

**THINK
BIG**

Which activities in the article interest you? Why? Are you interested in doing any of your school's activities or joining any clubs? Why/Why not?

1:09
7

Listen and read. What's Henry good at? Practise the dialogue with a partner.

Ms Parks: Henry, I was wondering. Are you interested in joining a club this year?

Henry: I am but I'm not sure which one to join.

Ms Parks: How about joining the science club? You're good at building things.

Henry: Maybe... When do they meet?

Ms Parks: Every Monday after school.

Henry: Oh, I can't. I've got guitar lessons on Mondays.

Ms Parks: OK. Well, how about joining the art club?

Henry: The art club?

Ms Parks: Yes. You're so good at drawing. And they meet on Tuesdays.

Henry: Tuesdays are fine for me. I think I'll do it.



8

Practise the dialogue in 7 with a partner.

1:10
9

Listen and match the after-school activities to the timetables. Then say what each pupil is interested in.

acting

playing football

reading comics

writing

busy = ■

1

M	T	W	Th	F

2

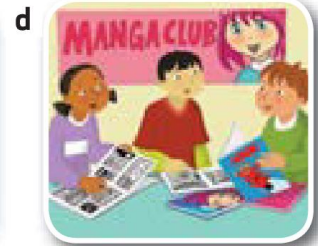
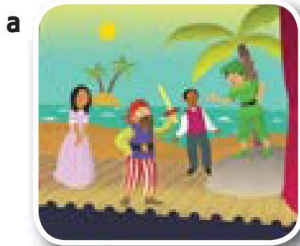
M	T	W	Th	F

3

M	T	W	Th	F

4

M	T	W	Th	F



Warm-Up

- Write *advice* on the board. Say: *You give advice to let others know what you think they should do. Teachers can give advice to pupils.*
- Write *teacher* and *pupil* on index cards. Give two pupils the cards and invite them to role play a teacher and a pupil talking about school clubs. After hearing one or two sentences, have others guess which pupil is playing the part of the teacher.

Using Page 6

7 Listen and read. What's Henry good at? Practise the dialogue with a partner.

INVOLVE

Explain the lesson objective – pupils will read, listen to and practise a dialogue. Pupils will also listen to conversations about interests.

- Tell pupils they will listen to a teacher named Ms Parks talking with her pupil, Henry, about what he is good at doing.
- Read the directions aloud. Play audio track 1:09 and have pupils listen to and read the dialogue.

MONITOR

Ask questions to check for understanding. Say: *Why does Ms Parks think Henry might be interested in the science club?* (He's good at building things.) *Why can't Henry join the science club?* (He's got guitar lessons on Mondays.) *What else is Henry good at?* (He's good at drawing.)



Have pupils make a chart of the five school days. Tell them to fill in details from the conversation about each day. Ask: *When does the science club meet?* (Mondays) *What does Henry do on Mondays?* (guitar lessons) *When does the art club meet?* (Tuesdays)

8 Practise the dialogue in 7 with a partner.

- Read the directions aloud. Invite pairs to read the dialogue aloud, swap parts and repeat.

MONITOR

As pupils work, listen for proper pronunciation and appropriate intonation.

ASSIST

As you notice errors, say words or sentences correctly and have pupils repeat after you.

9 Listen and match the after-school activities to the timetables. Then say what each pupil is interested in.

- Read the directions aloud. Play audio track 1:10 and have pupils complete the activity.

MONITOR

Check to make sure that pupils have matched correctly by inviting volunteers to say what each pupil is interested in. (*Answers: 1 c, playing football, 2 a, acting, 3 b, writing, 4 d, reading comics*)

- **21st Cross-Cultural Skills** Explain that manga comics come from Japan. Tell pupils that *manga* in Japanese means both 'comics' and 'cartooning'. Ask: *Have you ever seen manga comics? How are they different from other comics?*
- Assign Activity Book page 5 and direct pupils to digital activities.

Application and Practice Activity

- Have pupils role play dialogues between a teacher like Ms Parks and a pupil from Activity 9. Tell the teacher to talk about what the pupil is good at and to suggest a school group. Invite volunteers to share their dialogues.

OBJECTIVES

To talk about interests

To use unit language in context

To use correct stress, pronunciation and intonation

Key Vocabulary

Adverb expressions: every [Monday], on [Mondays]

Nouns: art club, comics, football, guitar lessons, manga club, school newspaper, school orchestra, school play, science club

Verbs: acting, building, drawing, joining, playing, reading, writing

21st Century Skills

Communication
Cross-Cultural Skills

Materials

Index cards
Crayons or marker pens
Audio tracks 1:09–10
Audiocscript, page T140
Digital activities:
MyEnglishLab



Page 5

Answers on page T156

TEACHING TIP

21st Communication

Tell pupils that answering questions is an important part of communication. Explain that if you do not know an answer, you should say, 'I don't know' or 'maybe'. Model: *Someone tells me I might be interested in writing for the school newspaper. I'm not sure. I should say 'maybe' or 'I'll think about it'.*

OBJECTIVES

To use gerunds to make suggestions and talk about activities

Key Vocabulary

Nouns: basketball team, drama club, English club, football, hiking, musical, school newspaper, school orchestra, violin

Verbs: acting, joining, learning, playing, singing, trying out, writing

Materials

Index cards
Interactive activity / Game (eText)
Digital activities:
MyEnglishLab

AB

Pages 6–7

Answers on page T156

TEACHING TIP

Phrasal Verbs

Remind pupils that some verbs are used along with other words. Write *try out* on the board. Say: 'Try out' means 'to try to do or accomplish something'. Then write the gerund on the board: *trying out*.

Warm-Up

- Create word jumbles for gerunds pupils will use in the lesson: *acting, trying out, joining, learning, playing, singing* and *writing*. Write one letter of each word on an index card, shuffle the cards for each word and clip them together.
- Give pairs or groups of pupils a set of cards. Challenge pupils to see which team can arrange its cards to spell the word first. Then have the teams exchange jumbles. After pupils have completed several jumbles, ask: *What pattern did you notice in the words?* (They all end in *-ing*.)

Using Page 7

10 Use the words to help you make questions.

INVOLVE

Explain the lesson objective – pupils will use gerunds to make suggestions about activities. Say: *A gerund is a verb form. A gerund ends in -ing. Gerunds name actions.* Ask pupils to say the gerund of these verbs: *join (joining), play (playing), try (trying), act (acting), write (writing)* and *learn (learning)*.

- Have volunteers read the sentences in the grammar boxes aloud. Ask: *What words are used to make a suggestion? (How about?)* Have pupils identify the gerund in each sentence.
- Read the directions aloud and have pupils complete the activity.

MONITOR

Review the answers as a class. (*Answers: 1 How about trying out for the football team?, 2 How about joining the school newspaper?, 3 How about trying out for the school musical?, 4 How about joining the English club? 5 How about trying out for the school orchestra?, 6 How about joining the hiking club?*)

11 Complete the sentences with the correct form of the verb in brackets.

- Read the directions aloud and complete Item 1 as a class.
- Write this rule for forming gerunds on the board: *gerund = verb + -ing*. Have pupils form gerunds for the verbs in brackets. Point out that when a verb ends in silent *e*, you drop the *e* before adding *-ing*.
- Have pupils complete the activity independently or in pairs.

MONITOR

Review the answers. (*Answers: 1 singing, 2 learning, 3 playing, 4 playing, 5 walking, 6 writing*)

12 Match the questions and answers in 10 and 11. Practise the dialogues with a partner. Then take turns asking and answering the questions again with your own answers.

- Read the directions aloud. Do item 1 as a class. Ask: *What is the suggestion in Number 1? (How about trying out for the football team?) Which answer is about football? (4 Why not? I like playing football a lot.)*

MONITOR

Check to make sure that pupils match the questions and answers correctly. (*Answers: 1 How about trying out for the football team? Why not? I like playing football a lot., 2 How about joining the school newspaper? I don't think so. I'm not interested in writing articles., 3 How about trying out for the school musical? No, thanks. I'm not very good at singing., 4 How about joining the English club? Sounds great. I'm really interested in learning more English., 5 How about trying out for the school orchestra? Good idea. I love playing the violin., 6 How about joining the hiking club? Oh, no! I don't enjoy walking at all.*) Then have partners ask each other the questions from Activity 11 but provide their own answers.

- Assign Activity Book pages 6–7 and direct pupils to digital activities.

Application and Practice Activity

- Invite pupils to brainstorm a list of school clubs and activities. Then have them write questions (with suggestions) and answers about them. Pupils can role play their dialogues in pairs.
- Have pupils play Unit 1, Game 1 on the eText.

How about **joining** the drama club?

No, thanks. I'm **not good at acting**.

How about **trying out** for the basketball team?

OK. I **love playing** basketball.

Tip: Use the gerund form of the verb (verb + *ing*) after *How about*, *love*, *like*, *enjoy*, *be interested in* and *be good at*.

10 Use the words to help you make questions.

- 1 football team/try out
- 2 school newspaper/join
- 3 school musical/try out
- 4 English club/join
- 5 school orchestra/try out
- 6 hiking club/join



11 Complete the sentences with the correct form of the verb in brackets.

- 1 No, thanks. I'm not very good at **?**. (sing)
- 2 Sounds great. I'm really interested in **?** more English. (learn)
- 3 Good idea. I love **?** the violin. (play)
- 4 Why not? I like **?** football a lot. (play)
- 5 Oh, no! I don't enjoy **?** at all. (walk)
- 6 I don't think so. I'm not interested in **?** articles. (write)

12 Match the questions and answers in **10** and **11**. Practise the dialogues with a partner. Then take turns asking and answering the questions again with your own answers.



How about trying out for the football team?

I don't think so. I'm...



1:13

13

Listen and read. Which side of your brain might be stronger if you're good at remembering people's names?

CONTENT WORDS

analyse brain control creative instructions personality solve

Left Brained or Right Brained?

Left-brained people are good at analysing details. They enjoy doing things like solving Maths problems and playing chess.

Right-brained people are creative. They're good at things like painting, playing music and acting. Some people are left brained *and* right brained!



Did you know that what you're good at doing might have something to do with your brain? The brain's got two sides: the left brain and the right brain. Some scientists believe that each side of the brain controls different parts of our personality and that each person has got one side that's stronger. That stronger side may help determine, in some ways, what we like to do, what we're good at and what we're interested in.

Which side of your brain is stronger?

Take this short quiz. Choose (A) or (B) to answer each question.

- 1 Do you prefer going to (A) Maths lessons or (B) Art lessons?
- 2 Do you like (A) planning everything or (B) not planning at all?
- 3 Do you like (A) a lot of instructions or (B) not many instructions?
- 4 Do you remember things more easily (A) with words or (B) with pictures?
- 5 When you meet people, do you remember (A) their name or (B) their face?
- 6 When you read a story, do you look for (A) details or (B) the big picture?

How did you score? If you have more As, the left side of your brain may be stronger. If you have more Bs, the right side is probably stronger. Now think about the kinds of activities you like to do. Do they match your brain type?



14 Read 13 again and say **left brained** or **right brained**.

- 1 He's really good at drawing.
- 2 She likes following detailed instructions.
- 3 I write something down to remember it.

**THINK
BIG**

Which activities do you think are better for a left-brained person?
Which activities are better for a right-brained person?

Warm-Up

- Write the word *brain* on the board. Ask: *What does your brain do?* Write the pupils' answers on the board. (Possible answers: *thinks, remembers, controls the body*)

Using Page 8

13 Listen and read. Which side of your brain might be stronger if you are good at remembering people's names?

INVOLVE | Explain the lesson objective – pupils will read about the left and right sides of the brain and take a quiz to find out which side of their brain is stronger.

- Preview the article by having pupils read the Content Words aloud. Ask volunteers to share meanings of these words.
- Play audio track 1:13 and have pupils listen and read along.

MONITOR | Pause after each section and ask questions to check for understanding. Have volunteers answer the questions and point out where in the text they found the answer. Ask: *What are left-brained people like?* (They're good at analysing details.) *What are right-brained people like?* (They're creative.) Then ask the rubric question: *Which side of your brain might be stronger if you are good at remembering people's names?* (The left side of your brain might be stronger if you are good at remembering people's names.)

- Next, play the part of the audio that includes the quiz. Have pupils listen and read along.
- Pause after each item and explain any unfamiliar words. Say: *If you prefer something, you like doing it more than something else.*
- Have pupils complete the quiz independently.

ASSIST | Replay the audio as necessary. Have pupils point to each Content Word in the text and use context clues to determine its meaning. Model for pupils how to use context clues to understand the meaning of new words.

- After pupils complete the quiz, say: *Count the number of As and the number of Bs in your answers.*
- Play the last part of the audio. It explains how to interpret the quiz results.

14 Read 13 again and say *left brained* or *right brained*.

- Have pupils read the text in Activity 13 silently again. Then complete Item 1 as a class. Have pupils complete the activity individually.

MONITOR | Check answers as a class. (Answers: *1 right brained, 2 left brained, 3 left brained*)

THINK BIG 21st Critical Thinking

- Read the directions and questions aloud. Have pupils discuss with their partners.

MONITOR | As pupils discuss the questions, listen for proper pronunciation, appropriate intonation and correct use of language.

ASSIST | Suggest a list of activities for pupils to categorise as left-brained or right-brained: building a robot, drawing, painting, playing the piano, playing video games, singing, solving crossword puzzles.

- Assign Activity Book page 8 and direct pupils to digital activities.

Application and Practice Activity

- Ask: *Do you think there are more left-brained or right-brained pupils in our class?* Have pupils write down their predictions. Then have each pupil write *left* or *right* on an index card. Collect the cards and create a tally sheet to record the results. Compare the results with pupils' predictions.

OBJECTIVES

To read about the left and right sides of the brain

To take and interpret the results of a quiz

Content Words

analyse, brain, control, creative, instructions, personality, solve

21st Century Skills

Critical Thinking

Materials

Index cards

Audio track 1:13

Interactive activity (eText)

Digital activities: MyEnglishLab

AB

Page 8

Answers on page T156

TEACHING TIP

Cognates

Remind pupils to look and listen for *cognates*. Explain that these words can help them work out the meaning of similar words in English. (English/Spanish cognates: *personality/personalidad, determine/determinar, analysing/analizando, details/detalles, creative/creativo, instructions/instrucciones*) Point out that *-ing* in English is equivalent to *-ndo* in Spanish (*planning/planeando*).

OBJECTIVES

To read about the history of the Olympic Games

To learn about some Olympic games that are no longer played

Content Words

competitions, medals, metres, Olympic Games, race course, sporting events

21st Century Skills

Media Literacy

Materials

Sheets of paper

Timer

Audio track 1:14

Video (eText)

Digital activities:
MyEnglishLab



Page 9

Answers on page T156

TEACHING TIP

Syllables

Help pupils divide long words into syllables. Point out that each syllable in a word has one vowel sound. Remind pupils that the letter *y* sometimes stands for a vowel sound. Write *Olympics* on the board. Ask a volunteer to underline the three vowel letters (*o*, *y*, *i*) and then say the three-syllable word slowly. Remind pupils that some vowel sounds are spelled with more than one letter. Write *competition* on the board and have another volunteer underline the letters that stand for the vowel sounds (*o*, *e*, *i*, *io*). Then say the word.

Warm-Up

- Help pupils plan a classroom Olympics with sports that are safe to play indoors, such as slow-motion tag. Encourage pupils to develop their own game ideas and game rules.

CHALLENGE

Have pupils play a word game as part of their Olympics. Each player writes the alphabet on a sheet of paper. When a timer begins, players try to name one gerund that begins with each letter of the alphabet. When time is up, players score one point for each correct word.

Using Page 9

15 Listen and read. In what year was skijoring an Olympic sport?

INVOLVE

Explain the lesson objective – pupils will read about Olympic Games history, including sports that are no longer part of the Olympics.

- Play audio track 1:14 and have pupils listen and read. Write these vocabulary items on the board: *competition*, *medals*, *metres*, *Olympic Games*, *race course*, *sporting events*. Have pupils listen for and locate these words.

MONITOR

Pause after each section and have pupils summarise it.

- Ask: *What is skijoring?* (a sport in which a horse pulls a person on skis) *What are the goals of ballooning?* (to go far and high) *What were the rules of Olympic tug-of-war?* (Eight players were on each side tugging a rope. The first team to pull the other team 2 metres won.) Then ask the rubric question: *In what year was skijoring an Olympic Sport?* (1928)

ASSIST

Replay the audio as necessary.

CHALLENGE

Have pupils write a sentence using each vocabulary item. Then ask them to read their sentences aloud, leaving out each vocabulary item for others to guess.



Have a volunteer mime one of the Olympic sporting events on the page. Then have pupils read the description of the sporting event aloud. Ask the volunteer to role play each sentence.

16 Read 15 again and match.

- Explain that pupils have to match a sport from the text to a description.
- Have pupils read their answers aloud.

MONITOR

As pupils work, listen for proper pronunciation, appropriate intonation and correct use of language. Check answers as a class. (*Answers: 1 c, 2 b, 3 a*)

CHALLENGE

Have pupils make questions using *how fast*, *how strong*, *how far* and *how high* in relevance to the text.

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

Application and Practice Activity

- **21st Media Literacy** Tell pupils they will role play being sports reporters for a TV or radio programme about one of the Olympic sporting events described in the article. Encourage pupils to use new vocabulary items in their reports.
- Allow pupils time to create and practise their reports and then present them to the class.
- Have pupils view the Unit 1 video segment. Use the Video Guide.

1:14

15

Listen and read. In what year was skijoring an Olympic sport?

Sports for All Times

One of the world's most popular sporting events, the Olympics, is older than you might think. It started almost 3,000 years ago, around 776 BC.

Some of the early Olympic events are the same ones we see today. But other Olympic events were just too strange or not popular enough to stay. Take a look at these.

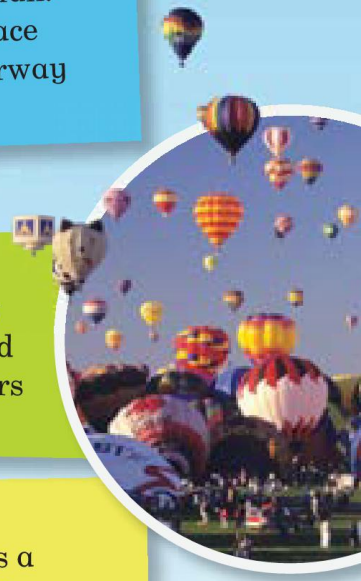


Skijoring

The name *skijoring* means 'ski-driving' in Norwegian. In this sport, a horse pulls a person on skis over a race course covered in snow! This strange sport from Norway was part of the Olympics only once, in 1928.

Hot Air Ballooning

During the Paris Olympics of 1900, hot air ballooning was introduced to the Olympic Games. Players competed to see how far and high they could go. French competitors won every time!



Tug-of-War

Did you know that in 1900, 1904, 1908, 1912 and 1920, tug-of-war was a regular Olympic event? The Olympic tug-of-war competition had eight players at each end of a long rope. The team that pulled the other team 2 metres won the event. In the five years of this Olympic game, Great Britain won the most tug-of-war medals.

16

Read 15 again and match.

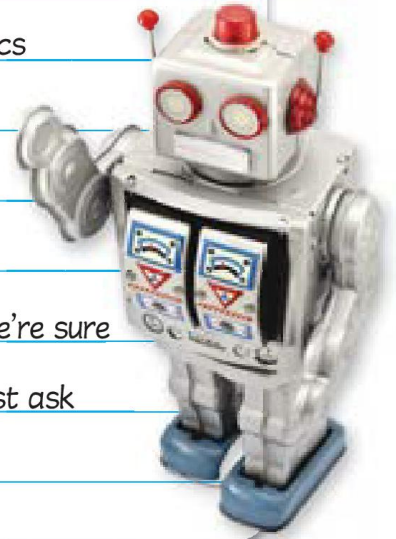
- | | |
|----------------------|------------------------|
| 1 hot air ballooning | a how fast |
| 2 tug-of-war | b how strong |
| 3 skijoring | c how far and how high |



17 Read the article. Then study the questions and answers below.

The Grove School News

Our school science club went to the national Junior Robotics Competition last month. The competition took place at the Science Museum in London. The science club won fifth place. We're very proud of our science club! All of the students in it are good at designing and building robots. We're sure they'll be happy to show you the award-winning robots. Just ask any member of the science club.



When?	What happened?
1 Who?	school science club
2 What?	national Junior Robotics Competition
3 Where?	Science Museum, London
4 When?	last month
5 What happened?	they won fifth place

18 Prepare a news article about a club, team or group at your school. Copy the chart above into your notebook and answer the questions to help you gather information.

19 Display your articles on a school noticeboard or use them to put together a school newspaper of your own.

**THINK
BIG**

Apart from a school newspaper, what else could you write articles for?

Warm-Up

- Give pupils school or local newspapers. Have each pupil choose one headline and draw a simple sketch that conveys the meaning of the headline visually. Then have pupils cut out the headline.
- Display pupil sketches on the board and place the headlines in an envelope. Invite pupils to take turns taking a headline from the envelope and trying to match it to the correct sketch.

Using Page 10

INVOLVE

Explain the lesson objective – pupils will read a news article and answer basic questions about it. They will then write their own news article about a school group.

- Write these words on the board: *Who? What? Where? When? and What happened?* Remind pupils that they can answer these five *wh-* questions to summarise a news article.

17 Read the article. Then study the questions and answers below.

- Read the directions aloud. Then have volunteers read the article aloud. Point out the sample answers to the questions.

CHALLENGE

Have pairs of pupils use the answers to the questions to write their own version of the news article.

18 Prepare a news article about a club, team or group at your school. Copy the chart above into your notebook and answer the questions to help you gather information.

- Read the directions aloud. Tell pupils they can prepare an article about a real or imaginary school activity.
- Have pupils copy the chart in their notebooks and answer the prewriting questions independently. Then allow pupils time to write their news articles.

MONITOR

Check to make sure that pupils have answered all five questions before they begin writing.

19 Display your articles on a school noticeboard or use them to put together a school newspaper of your own.

- Read the directions aloud.
- Allow pupils time to read one another's writing. Encourage them to find answers to the five *wh-* questions in each article.

MONITOR

Have pupils read their articles aloud. Listen for proper pronunciation, appropriate intonation and correct use of language.

THINK BIG

- Ask pupils what they read to get information about the news, film or music stars and sports personalities. Then ask which source of information they would like to write for and what they would like to write about.
- Assign Activity Book page 10 and direct pupils to digital activities.

Application and Practice Activity

- Invite pupils to answer the five *wh-* questions about the articles they illustrated the headlines for in the Warm-Up activity.

OBJECTIVES

To use *wh-* questions to organise and write an article about a school group

21st Century Skills

Media Literacy

Materials

School or local newspapers
Paper and scissors
Envelope
Digital activities:
MyEnglishLab



Page 10

Answers on page T156

TEACHING TIP

21st

Media Literacy

Point out that newspaper articles are often organised in sections such as news, arts, sports, money and so on. Encourage pupils to display their articles in labelled 'sections' posted around the class or in their class newspaper.

OBJECTIVES

To learn about the importance of being a team player

To make a poster to find new group members

21st Century Skills

Collaboration

Materials

Plastic building bricks

Art supplies

Digital activities:
MyEnglishLab

TEACHING TIP

Idioms

Explain the phrase *hogging the ball*. Say: *When one player keeps a ball and doesn't share it with others, we say the player is 'hogging the ball'.*

Warm-Up

- **21st Collaboration** Use plastic building bricks to create a simple structure. Don't show it to your pupils. Divide the class into teams and give each team enough plastic building bricks to replicate the structure. Invite a pupil from each team to come and study the structure for a minute at a time. Suggest that the pupil draw a sketch of the structure or take notes about it to help him or her remember what it looks like. Then have pupils return to their teams and tell their teammates how to build a structure that matches yours. The team that matches the structure most closely wins the challenge.
- After pupils finish the task, ask: *How did teamwork help you?*

Using Page 11

- 20 Which person in each picture is not being a team player? How can that person become a team player? Discuss with a partner.**

INVOLVE Explain the lesson objective – pupils will share ideas about being a team player. Then they will create posters to find new members for a school team or a group.

- Read the directions aloud. Say: *The people on a team need to work together. A team player helps the team reach its goals.*
- Have partners work together to talk about the pictures. Suggest that they begin by saying what is happening in each picture. Then have them talk about the person in each who is not a team player.

MONITOR Make sure that pupils correctly identify the three pupils who are not being team players. (Possible answers: 1 The boy with the ball isn't being a team player. He needs to pass the ball., 2 The girl on the right isn't being a team player. She needs to sing more quietly., 3 The boy on the right isn't being a team player. He needs to stop using his mobile phone.)

ASSIST Provide pupils with vocabulary to discuss actions that do and do not help a team: *being selfish, showing off, not paying attention; sharing, working together, paying attention.*

- 21 Are you a team player? Discuss with a partner. When do you need to work in a team? Give three examples.**

- Read the directions aloud. Have pupils work in pairs to talk about working in teams.

ASSIST Have pupils look at the picture frames in Activity 21 to help them think of times at which they work in a team.

- 22 Make a poster to find new members for a club, team or group at your school.**

- **21st Collaboration** Read the directions aloud. Have pupils work in pairs or in small groups to complete the poster. Say: *One way to work on a team project is to give each person a different job. You might have one team member work on creating artwork, another on writing and another on deciding how to put everything together on the poster.*

Application and Practice Activity

- Have pupils display their posters in the classroom. Allow pupils to view the posters and then stand in front of the poster that they think is the best. Ask: *Which poster got the most people interested? What makes that poster so effective?*

- 20 Which person in each picture is not being a team player? How can that person become a team player? Discuss with a partner.

1



2



3



He needs to pass the ball!

I agree.



- 21 Are you a team player? Discuss with a partner. When do you need to work in a team? Give three examples.

PROJECT

- 22 Make a poster to find new members for a club, team or group at your school.



Listening and Speaking



Listen, read and repeat.

- 1 c-e ce 2 c-i ci 3 c-ir cir



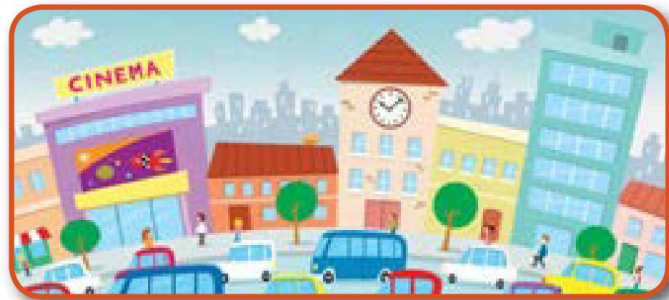
Listen and blend the sounds.

- | | | | | | |
|---|------------|--------|---|-------------|--------|
| 1 | c-e-ll | cell | 2 | c-i-t-y | city |
| 3 | c-ir-c-u-s | circus | 4 | c-i-n-e-m-a | cinema |
| 5 | c-e-n-tre | centre | 6 | c-ir-c-le | circle |



Listen and chant.

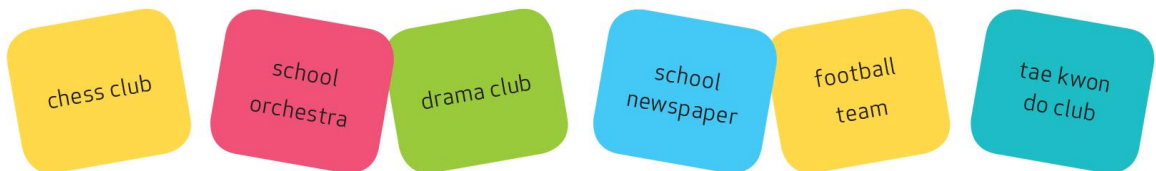
Have fun in the city!
Go to the cinema.
Have fun in the city!
Go to the centre.



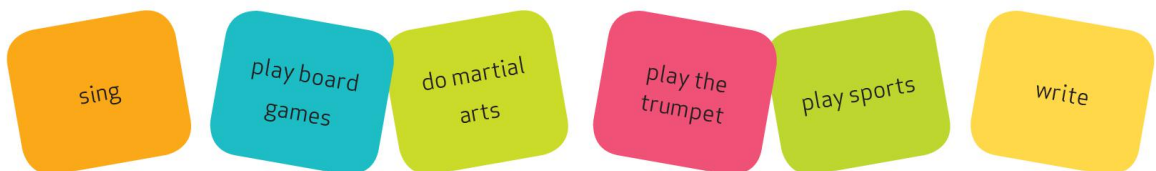
Work with a partner. Read the directions, listen to the model and play.

- Partner A numbers the School Club or Group Cards from 1–6 in any order in their notebook. Partner B numbers the Interest Cards from 1–6 in any order.
- Partner A makes a suggestion and Partner B answers, using an Interest Card with the same number.
- If Partner B's interests don't match Partner A's suggestion, Partner A offers another suggestion. Partners cross out each card in their notebook as it is used.

School Club or Group Cards



Interest Cards



Warm-Up

- On the board, write the sounds *ce*, *ci* and *cir*. Have pupils say words they know that contain these sounds. Write the words under each sound.

CHALLENGE | Have pupils make sentences using the words on the board.

Using Page 12

23 Listen, read and repeat.

INVOLVE

Explain the lesson objective - pupils will identify the letters and distinguish between the sounds *ce*, *ci* and *cr* individually and as part of words. Then they will work with a partner and talk about different activities.

- Read the directions aloud. Play audio track 1:15 and have pupils listen and point to each sound as it is said. Have pupils repeat.

MONITOR

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

24 Listen and blend the sounds.

- Read the directions aloud. Play audio track 1:16 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.

MONITOR

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

ASSIST | Replay the audio as needed.

25 Listen and chant.

- Read the directions aloud. Read the chant while pupils follow in their books.
- Play audio track 1:17 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.

26 Work with a partner. Read the directions, listen to the model and play.

- Have volunteers read the directions aloud. Play audio track 1:18 and have pupils listen to the model. Then have them play the game in pairs.

MONITOR

Listen to pupils' questions and answers and make sure they are using the target vocabulary and grammar correctly.

ASSIST

Pupils might prefer to copy the cards onto coloured index cards and shuffle them to complete the activity. Remind pupils to keep the Club/Group Cards separate from the Interest Cards.

- Assign Activity Book page 42 and direct pupils to digital activities.

Application and Practice Activity

- **21st Social Skills** Say: *You don't always have to take someone's suggestion but you should always be polite in your response.* Demonstrate impolite and polite responses to the questions in Activity 24. Model: Q: *How about joining the karate club?* A: *No way! I hate karate.* (not polite) *I don't think so. I don't really like martial arts.* (polite) Then have pupils share similar examples with the class and ask them to say whether the answer is polite or not polite.

OBJECTIVES

To identify and say the letters and sounds *ce*, *ci* and *cir* individually and as part of words

To make suggestions

To talk about interests

21st Century Skills

Social Skills

Materials

Coloured index cards

Audio tracks 1:15–18

Digital activities:
MyEnglishLab

TEACHING TIP

Helping the Environment

Say: *School clubs can affect the world outside school, too. What type of club might you start or join to help the planet? What would pupils in your club do?*

OUTCOMES

Pupils can make suggestions.

Pupils can talk about their interests.

Materials

Schedule showing when school clubs and groups meet

Game (eText)

Digital activities:
MyEnglishLab

AB

Page 11

Answers on page T156

Warm-Up

- Divide the class into teams. Have a pupil choose a vocabulary word or phrase learnt in this unit and share it with the group. Then have another pupil start a sentence for the word or phrase. Each following player adds one more word to the sentence until it is complete. Encourage teams to write down their finished sentences and share them with the class.

Using Page 13

27 Match the activities to the correct groups.

INVOLVE

Explain the lesson objective – pupils will review the vocabulary and grammar they learnt in Unit 1.

- Read the directions aloud. Point out that some groups do more than one activity. Complete the first item as a class. Ask: *Which two activities might members of the school newspaper do?* (writing articles, taking photos) Have pupils complete the rest of the activity independently.

MONITOR

Review the answers by naming a group and asking pupils which activities they matched to it. (Answers: 1 b, f, 2 d, 3 g, 4 c, e, 5 a)

CHALLENGE

Ask pupils to brainstorm other activities that each group might do (for example: school newspaper – editing, writing headlines; school orchestra – practising; tae kwon do club – practising kicks; art club – sculpting; science club – doing experiments)

28 Complete the dialogue with words from the box. Use the correct verb form.

- Read the directions aloud. Read Item 1 aloud and model the response: *No, but I'm thinking of signing up for one.*

MONITOR

Invite volunteers to take turns reading the dialogue aloud. Have classmates check to see if the volunteers have completed the dialogue correctly. (Answers: 1 signing up, 2 doing, 3 trying out, 4 playing, 5 writing, 6 joining)

ASSIST

Write this rule for forming gerunds on the board: *gerund = verb + -ing*. Suggest that pupils begin by changing each word in the box into a gerund. Remind them to drop the *e* at the end of the word *write* before adding *-ing*.



Have pupils form a gerund for each possible answer and test the choices in the blanks that they are not sure about. Model: *For the first sentence, I'll try using the word doing: No, but I'm thinking about doing for one. This doesn't make sense. So I'll try another verb. Have pupils repeat until they find the correct verb. (signing up)*

I Can

- Have pupils read the *I Can* bullets carefully and copy the skills they feel they can do into their notebooks.
- Assign Activity Book page 11 and direct pupils to digital activities.

Application and Practice Activity

- Provide pupils with a list of clubs or school groups and the days and times they meet. Have pupils form small groups and work together to arrange their schedules so that each pupil can join a club or group to fit his or her interests. Model: *Is there something else you are interested in doing? Can you change your schedule so that you can join that club? You're also good at drawing – how about joining the art club?*
- Have pupils play Unit 1, Game 2 on the eText.

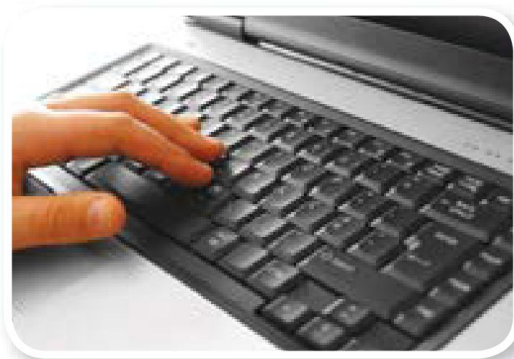
27 Match the activities to the correct groups.

- | | |
|--------------------|--------------------------------|
| 1 school newspaper | a building robots |
| 2 school orchestra | b writing articles |
| 3 tae kwon do club | c drawing |
| 4 art club | d playing a musical instrument |
| 5 science club | e painting |
| | f taking photos |
| | g doing martial arts |

28 Complete the dialogue with words from the box. Use the correct verb form.

do join play sign up try out write

- John:** What do you do after school? Are you in any school clubs this year?
- Sally:** No, but I'm thinking about ¹? for one.
- John:** Well, how about the gymnastics club? You're interested in ²? gymnastics, aren't you?
- Sally:** That's true but I haven't got time for that club. They practise five days a week.
- John:** How about ³? for the basketball team?
- Sally:** I'm not really interested in ⁴? sports right now.
- John:** Really? Well, do you like ⁵?
- Sally:** Yes, I do.
- John:** Then how about ⁶? the school news bloggers? They always need people. And blogging doesn't take up that much time!
- Sally:** Hmm... good idea. I might just do that.



I Can

- make suggestions.
- talk about my interests.