

BIG

ENGLISH 6



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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 life skills	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.

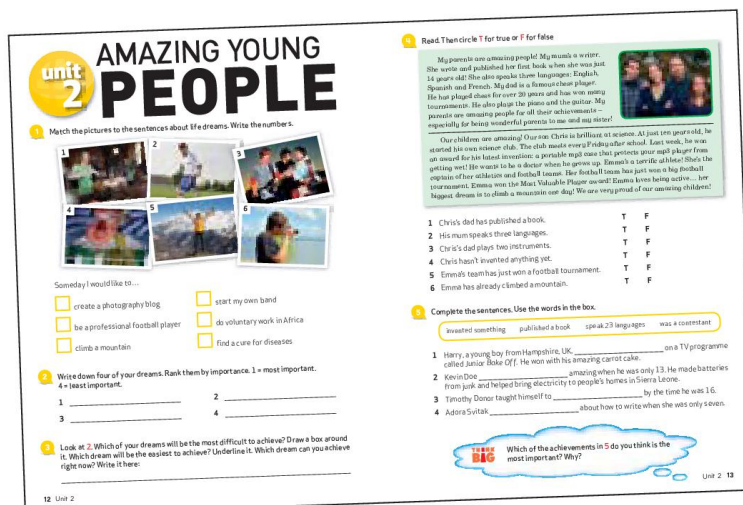
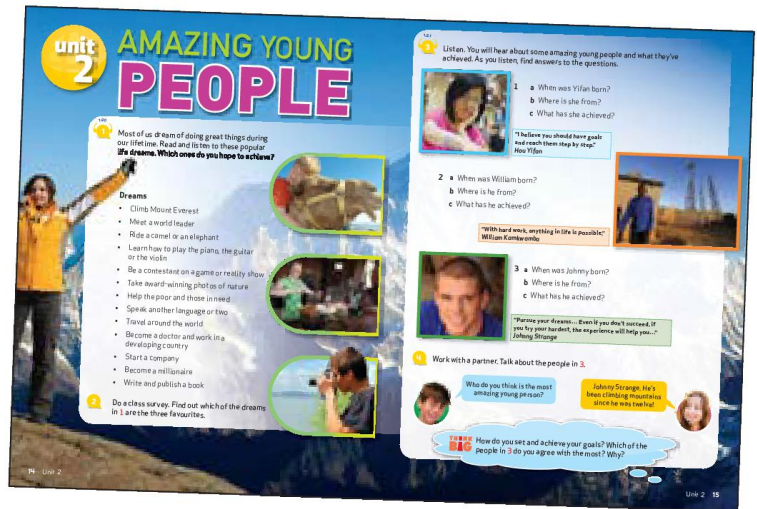
It's a digital world.

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.

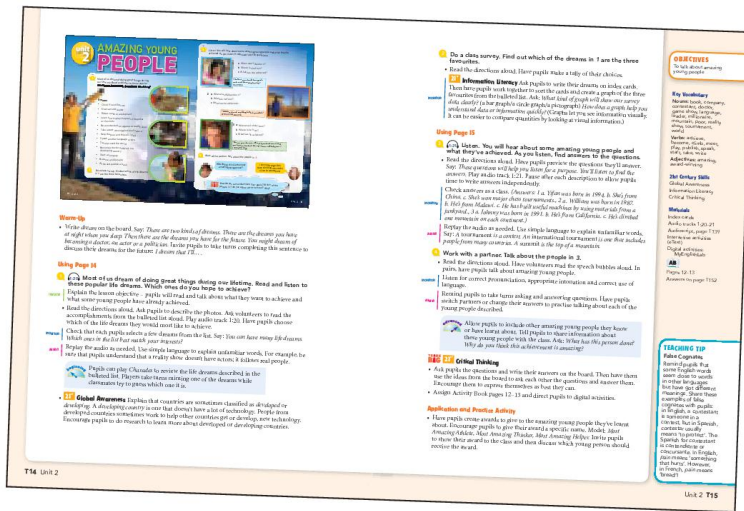


Activity Book

- 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 audioscripts for using the YLE using the 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

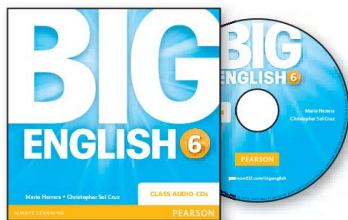
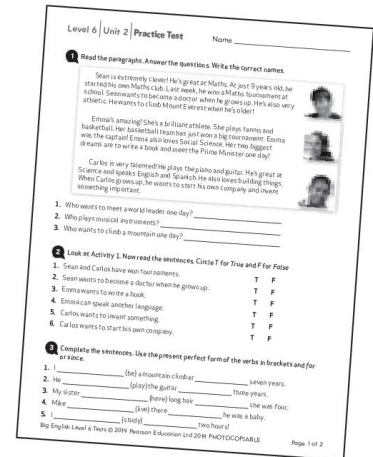
This digital tool includes helpful resources, such as:

- 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



A Pupil's Book Unit

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

unit 4 DREAMS FOR THE FUTURE

1 Read the predictions made by John E. Watkins in the year 1900. Say which predictions you think came true. Then listen to check.

John E. Watkins, an American civil engineer, predict that in one hundred years from now...

- Trains will travel at speeds of up to 240 kilometres per hour.
- A man in the middle of the Atlantic Ocean will be talking to his family in Chicago. It'll be like his family is sitting next to him!
- People will be buying ready-cooked meals.
- People will be sending photographs from anywhere in the world. Photographs of major events from another continent will be in newspapers in an hour and they'll have the colours of nature.
- People will be eating softsharberries as big as apples! Raspberries and blackberries will also be big.
- Americans will be taller by three to five centimetres.

DREAMS FOR THE FUTURE

I'll be working in my dream job.
I'll be running my own business.
I'll be living in another country.
I'll be married.
I'll be bringing up a family.
I'll be working in the music industry.
I'll be going on adventurous holidays.
I'll be speaking several foreign languages including English.
I'll be earning a good salary.
I'll be famous.

2 Look at the list as you listen to two boys discussing their dreams for the future. Which topics do you hear them talking about?

3 Imagine your life in twenty years. Look at the list in 2 and think about each statement. Which do you think you'll be doing?

4 Work with a partner. Ask and answer about what you'll be doing in twenty years.

What will you be doing in twenty years?
I'll be working in the music industry and earning a good salary.

THINK BIG What do you think the world will be like thirty years from now in terms of:
• education?
• transport?
• everyday life?

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 | Email

1 On futureme.org, people write to themselves in the future. MeToday has written three emails to her future self. Listen and read. How old will she be ten years from now?

futureme.org

TO: MeToday@Me2014.com
CC:
SUBJECT: Ten years from now

Dear FutureSelf:
It's 2014. I'm in my Year 7 English class. Ten years from now, I'll be studying at a big university. I'll probably have a lot of classmates from different parts of the country and the world. I won't be making much money yet so I'll be living in a small flat near the university to save money. But I know I'll be successful after I graduate.

MeToday

TO: MeToday@Me2014.com
CC:
SUBJECT: Thirty years from now

Dear FutureSelf:
It's 2014. Right now, I'm in Year 7. In thirty years, I'll be living in London and learning to speak another foreign language probably Japanese. I'll be working in a beautiful office with a great view of the Thames and I'll hopefully be running my own business. I won't be bringing up a big family because I'll be working hard. It's OK. I won't work long hours all my life. I really want to have children, a dog and a cat, too.

MeToday

www.futureme.org

TO: MeToday@Me2014.com
CC:
SUBJECT: Fifty years from now

Dear FutureSelf:
It's 2014. I'm twelve years old this year and I'm in Year 7. Wow, I'll be sixty-two years old fifty years from now! I'll probably be living back home in my country. I definitely won't be working. I'll be living in a small house, enjoying my retirement. My grandchildren will be visiting me often. We'll be taking rides in my flying sports car!

MeToday

READING COMPREHENSION

4 What will MeToday be doing in the future? Find and compare with a partner.

- Find two things MeToday will be doing ten years from now. Find one thing she won't be doing.
- Find two things MeToday will be doing thirty years from now. Find one thing she won't be doing.
- Find two things MeToday will be doing fifty years from now. Find one thing she won't be doing.

THINK BIG Is there anything about MeToday that you admire? Explain. Do you think MeToday will be successful? Why/Why not?

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

2 Listen and read. Where will people be going on holiday in the future?

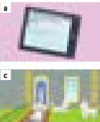



Lisa: I'll definitely buy a nice car when I grow up.
Gavin: A car? We'll probably be flying around in spaceships when we're older!
Gavin: You're such a dreamer.
Lisa: Well, maybe in twenty or thirty years.
Gavin: So, do you think we'll be taking a spaceship to work every day?
Lisa: Why not? I'll be living in Tokyo and working in Madrid.
Gavin: But the world is running out of oil. If there's no oil, how will we fly around in spaceships?
Gavin: People will discover a new source of fuel so we won't need oil.
Lisa: But if we've all got spaceships, travelling won't be exciting any more! Where will we go on holiday?
Gavin: Maybe we'll be visiting other planets!

3 Practise the dialogue in 2 with a partner. Change the underlined words.

4 Listen and match. Then complete the sentences. Use the correct form of the verb.

- In 100 years, we'll **live**.
- In twenty years, she'll **travel**.
- In fifteen years, he'll **visit**.
- In forty years, they'll **discover**.

live in
read
travel to
work on

a  b 
c  d 

Language in Action

10 What will you be doing ten years from now? (I'll definitely be studying at a big university.)
Where will you be living in twenty years? (I probably won't be living in Europe.)

Tip Use the future continuous to talk about what you'll be doing in the future. For degrees of certainty (how likely something is), use either definitely or probably.

11 What will you or won't you be doing forty years from now? Make complete sentences. Use the future continuous of the verbs in brackets and definitely or probably.

- (live in another country) **I'll definitely be living in another country.**
- (run my own business) **I'll probably be running my own business.**
- (go on holidays on the moon) **I'll probably be going on holidays on the moon.**
- (go on white-water rafting trips) **I'll probably be going on white-water rafting trips.**
- (teach chemistry at the university) **I'll probably be teaching chemistry at the university.**
- (make a big archaeological discovery) **I'll probably be making a big archaeological discovery.**

Will you be running a business?
No, definitely not. I definitely won't.
Yes, definitely. I definitely will.
Probably not. I probably won't.
Yes, probably. I probably will.

11 Make Yes/No questions about the future. Use the ideas below or your own ideas. Exchange your questions with a partner. Take turns with your partner to ask and answer your questions.

bring up a family make huge scientific discoveries
live in a big city earn good money
travel around the globe make a difference to the world
work for an environmental organisation act in films on TV

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

Content Connection | Science and Technology

148 Listen and read. How will we be learning new skills in the future?

CONTENT WORDS
3-D image upload, download, virtual, futurist, nano, wireless technology

EXPERTS' PREDICTIONS FOR THE FUTURE

Futurists are people whose job is to look ahead and help us plan for the future. Here are a few of their predictions for the next fifty years.

Virtual Reality
In a virtual reality game, you, as a player, experience an imaginary world and interact with the game characters as though you were part of that world. Now, imagine you are in a virtual reality school of the future where you would be socialising and learning with virtual people. Cool, isn't it? But the order for this to happen, a 3-D image linked to your brain will make you feel as though you were actually in the classroom and interacting with your virtual teacher and virtual classmates.

Nanotechnology
Nanotechnology is the science of incredibly small things. Exactly how big is a nano? Nano means billionth, so a nanometre is one billionth of a metre! When something is nano size, it's so small, it's invisible! With nanotechnology, we have microscopic computer robots called nanobots. Because nanobots can be built into almost anything – even appliances – household chores will be easier.

Brain-to-Computer Communication
How about this for an amazing prediction: One day, everyone and everything will be linked through wireless technology. Nanocomputers will be in your systems, your brain, just like a computer will be receiving downloads and uploads. Do you want to learn a new language or how to dance? As soon as you think, the thought in your brain will be replacing the new language and the dance steps, and you'll be learning them instantly!

15 Read 12 again and say **true or false** in the future.

- you'll be able to 'go to school' without leaving home.
- nanobots will only help us with household chores.
- you'll be able to learn a new language in no time.

TALK BIG If you could learn something instantly by uploading it to your brain, what would you like to learn? Why? Do you think learning like this would be a good thing?

98 Unit 9

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

Around the World | Culture Connection

149 Listen and read. How many predictions are there about technology?

Kids' Predictions for the Future

When it comes to predicting the future, look no further than your classmates! What in the world of predictions for the future, kids have had some amazing ideas. In some cases, their predictions, especially about technology, have turned out to be true or most likely will be coming true. Here's what some kids from around the world have predicted for the future.

People around the world will be living happily. They will accept and help each other. Everyone will have food and shelter. People will be enjoying life because they'll have time.

People, no matter what their skin colour, gender, culture or religion, will be co-existing harmoniously together. The environment will be safe to live in.

In the future, there will be more space travel. There may be people living on Mars or on the moon.

Nanobots and nanogets will be flying with us. We won't have to do anything. Our nanobots will be doing our work for us. For example, they can go shopping for us. They can even entertain us.

There will be a time machine that can show us what we'll look like in the future. We can also use the time machine to show us the past – like what our parents and grandparents looked like when they were young.

15 Read 14 again and match.

- shelter
- harmoniously
- gender
- co-existing

- female or male
- a safe place to live
- living together
- in peace

Unit 9 99

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

Writing | Formal and informal emails

16 With a partner, read these two emails and decide which is formal and which is informal. Discuss the differences with your partner.

TO: teachme123@Mail.com
CC: [blank]
SUBJECT: Next week's essay

Dear Mr Priccott,
I'll be working on next week's essay this weekend because I've got play rehearsals all week but I need more information about it. I've got some questions:
• What type of essay will we be writing?
• I'm planning to write about future technology. Is this topic OK?
• What is the deadline for the essay?
Thank you for your help.
Thomas Brown

TO: howcouldest@Mail.com
CC: [blank]
SUBJECT: This weekend

Hey Leo,
Any plans 4 tomorrow? Wanna hang out at my house? I'm staying home all day coz we got to babysit my little sister. Wanna do homework together?
Got the new video game. It's brilliant! Just let me b4 u come over. OK? CU soon.
Thomas

17 Write two emails: one to a teacher and one to a friend.

Formal

TO: [blank]
CC: [blank]
SUBJECT: [blank]

Dear [blank],

Informal

TO: [blank]
CC: [blank]
SUBJECT: [blank]

Hey [blank],

TALK BIG How can thinking about the past help you make better decisions in the present? Do you think it's good or bad to be thinking about and making plans for the future? Why/Why not?

50 Unit 9

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.

Make good decisions. | Life Skills

18 Many young people don't think too much about the future. But they should. Read these statements. Think of a response to each one.

Why do I have to learn English? I don't plan on living abroad so I don't need it.

My parents own a business. I don't need to finish school because I'll be running the business when I'm old enough.

Ma? Learn how to do household chores? I don't think so! I'll have maids at home so I won't be doing any chores in the future.

PROJECT

19 Make a Future Self book. Write a letter to yourself fifteen, thirty, even fifty years from now! Make a class book.

Dear Future Self,
Today is 4th January, 2014 and I'm in Year 7. Fifteen years from now, I'll be living on a tropical island. I'll be teaching at a school there and living near the beach. I won't be married or have children yet. It'll be...

Unit 9 51

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

Listening and Speaking

20 Listen, read and repeat.

- eats
- sings
- washes

21 Listen and blend the sounds.

- c-o-o-k-s cooks
- w-a-t-c-h-e-s watches
- s-w-i-m-m-s swims
- n-u-n-s runs
- s-l-e-e-p-s sleeps
- d-a-n-c-e-s dances

22 Listen and chant.

Sol swims in the summer,
He cooks in the winter,
He dances on Fridays,
He sings in the shower
And he sleeps for hours!

23 Create class surveys.

- Work in groups. Brainstorm a list of predictions.
- Choose a group leader. The group leader conducts a class survey about one of your predictions.

Will you be working in the fashion industry in thirty years?

Yeah, I probably will be. I'm interested in designing clothes and I love art.

- As a group, add up the results and create a graph. Then present your graph to the class.

In our class, 15 out of 30 pupils think they definitely won't be working in the fashion industry.

52 Unit 9

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.

Review

24 Use the words in the box to complete the expressions.

a business, a good salary, a dream job, a family, adventurous holidays, in a nice office, a foreign language, children, in another country

- run
- earn
- go on
- work
- bring up
- speak

25 In your notebook, write four sentences about what four of your classmates will be doing in the future. You can use the expressions in 24 plus probably or definitely.

26 In your notebook, write answers to the questions. Use complete sentences.

- What will you probably be doing tonight at 7.20?
- What will you be doing this time next year?
- Will you be travelling with friends ten years from now? Why/Why not?
- What will you definitely not be doing in the future?
- Will you be bringing up a family fifteen years from now?
- What will you be doing forty years from now?
- Will you be earning a lot of money twenty years from now?
- Will you be travelling in space fifty years from now?

I Can

talk about and make predictions about the future.

talk about levels of certainty.

Unit 9 53

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

A Pupil's Book Unit (continued)

Checkpoint lessons consolidate material from the three previous units and help prepare 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.

Dreams: bring up a family, go on adventurous holidays, live in another country...	PAGES	😊😊😊
Super powers: read people's minds, become invisible...	55	😊😊😊
School subjects: Music, English, Social Science...	66-67	😊😊😊
Things we learn about: democracy, prime numbers...	66-67	😊😊😊
What will you be doing ten years from now? I'll definitely be studying at a big university in the city. I probably won't be living in Europe.	46-47	😊😊😊
Will you be running a business? Yes, well.../No, I won't.		😊😊😊
If she could have one super power, she'd fly. If I didn't have to go to school, I'd stay at home all day. If you could go anywhere, where would you go? I'd go to Italy.	58-59	😊😊😊
China's got more speakers of English than the USA. I've got fewer school subjects than my brother. Some teachers give less homework than others.	70-71	😊😊😊
The Amazon rainforest has got the most species of plants and animals on Earth. Cheltenham is one of the least populated cities in the UK. Antarctica's got the fewest flowering plants of any continent.	70-71	😊😊😊

I Can Do It!

2 Get ready.

A Number the lines of the dialogue in the correct order. Then listen and check.

Calvin: Yeah, maybe. But I'd like to try it and see. How about you? If you could have just one kind of food every day, what would it be?
Calvin: Great! I love pizza! I wish I could eat pizza every day.
Calvin: What's for lunch tomorrow?
Calvin: Yuck. If I only ate salad, I'd feel hungry all the time. It's too boring.
Calvin: But I eat vegetables all the time... on pizza!
Hannah: No, you don't. If you ate pizza every day, you'd get sick of it.
Hannah: Let's see... Tomorrow's Friday. It looks like we'll be having pizza again.
Hannah: Well, it wouldn't be pizza. I think I'd have a salad every day.
Hannah: Salad isn't boring. You know, if I were you, I would try to eat more vegetables.

B Practise the dialogue in A with a partner.

C Ask and answer the questions with a partner.

- How does Calvin feel about tomorrow's lunch? How about Hannah?
- Does Calvin like vegetables? Explain.
- If you could choose one food to eat every day, what would it be? Why?
- What do you think would happen if you ate that food every day?

78 Checkpoint Units 4-6

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 Mystery Classmate card on page 123 of your Activity Book.

STEP 2 Ask one classmate questions about him/her to fill in the card. Be sure to write neatly.

STEP 3 Mix up all the cards in a bag. Then each pupil takes one of the cards from the bag. Make sure it's not your own card. Now you're ready to Go!

4 Go!

A Work in a group. Take turns reading the information (except for the name) on your card aloud. Each group member copies the card into a notebook and completes it by writing who he or she thinks the other group members are reading about.

Card number	Who read it?	Who do you think it's about?
Example	Andy	Anna
1	👉	👉
2	👉	👉
3	👉	👉
4	👉	👉

B Talk about your guesses. Give reasons for your choices.

I think Andy's card is about Anna. She loves playing football and she'll be working in a hospital someday.

I'm not sure. I don't think Anna likes chocolate.

C Each pupil says whose card he/she read in Step A. Check your guesses. Which person in your group solved the most mysteries?

Write about yourself in your notebook.

- If you could give any present to your best friend, what would it be? Why?
- What will you probably be doing twenty years from now?

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

Pupils have fun with in 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 pupils' 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 Life skills 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, history 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 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 non-fiction, 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.

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

– 7 questions –

Look at the picture and read the story. Write some words to complete the sentences about the story. You can use 1, 2, 3 or 4 words.

A Discovery in the Back Garden



My name's Robert and I've got an amazing story to tell. Most people don't believe me when I tell them about it but it's completely true.

One day, my friend Sarah brought a small potted tree to my house. My mum said it was OK for us to plant the tree in the back garden. While I was digging, I found something hard and round.

"What is it?" Sarah asked.

"I'm not sure," I said, "but I think it's a coin."

We brushed it off and looked at it more closely. It wasn't perfectly round and it wasn't very shiny but it was definitely a coin or a token of some kind. On one side was a picture of a man's face. He had a big nose and looked very serious. The word 'Roma' was printed on the other side.

Sarah thought it might be a bus token from Italy. We decided to take it to the museum. An expert looked at the coin. She said it was from ancient Rome.

"You've discovered an important piece of history," she said.

"This is very mysterious," I said. "I wonder how it got into my back garden?"

Like I said, most people don't believe me when I tell this story. If you don't believe me, you can go to the museum and see the coin for yourself.

Examples

The person telling this story is called Robert.

Most people don't believe him when he tells this story.

Questions

- 1 One day, Sarah brought a small _____ to Robert's house.
- 2 Robert's mum said it was OK to _____ in the back garden.
- 3 Robert found something that was _____ and round while he was digging.
- 4 On one side of the coin, there was a picture of _____.
- 5 On the other side of the coin, the word 'Roma' _____.
- 6 Robert went to _____ and spoke to an expert.
- 7 The expert said the discovery was an important _____.

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

22 Listen, read and repeat.
1 nch 2 nth 3 mpt

23 Listen and blend the sounds.
1 l-u-nch lunch 2 t-e-nth tenth
3 p-r-o-mpt prompt 4 c-r-u-nch crunch
5 m-o-nth month 6 t-e-mpt tempt

24 Listen and chant.
I make lunch
On the tenth of the month.
An apple and crisps.
Do you want any sweets?
Don't tempt me!
Crunch! Crunch!



25 Work in groups of three. Choose a situation from the box or create your own. Pupils 1 and 2 role play the situation. Pupil 3 states the right thing to do.

Oh, no! My ball's just broken the window of that house!

If you break something, you should tell the owner.

You:

- lose your friend's CD.
- see someone cheat in a test.
- spill juice on your friend's new shirt.
- see a man drop his wallet.
- break your friend's mobile phone.
- are asked to lie for your brother/sister.
- break a window at home.
- forget mother's day.

You should go up to the front door and talk to the owner.


36 Unit 3

Listening and Speaking

20 Listen, read and repeat.
1 sion 2 tion 3 ation

21 Listen and blend the sounds.
1 t-e-l-e-vi-sion television 2 f-i-c-tion fiction
3 c-e-l-e-b-r-ation celebration 4 d-e-c-i-sion decision
5 o-p-tion option 6 i-n-v-i-t-ation invitation


22 Listen and chant.
I've got an invitation
To a birthday celebration.
We'll watch science fiction
Films on television.
Now that's a good decision!



23 Work with a partner. Copy and complete this chart for yourself. Then write your partner's answers.

What's your favourite...?	Me	My partner
animated film		
action film		
comedy film		
comic book		
video game		
actor		
singer		
song		
album		

24 With your partner, talk about three of the items on the list. Why are those your favourites?



Krigton Kid is my favourite animated film. The animation is brilliant. The ending is amazing!

116 Unit 9

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!



unit 1

ALL ABOUT SCHOOL

Objectives

Vocabulary

- To talk about school activities
- To make excuses and give advice

Reading

- To use text features to identify the main idea and supporting details in a web forum
- To draw conclusions about comments in a web forum

Grammar

- To use the present perfect with *yet*, *already*, *ever*

Content Connection

- **Social Science:** To read about a typical school day in China and to interpret a school timetable in chart form

Culture Connection

- **Around the World:** To read and talk about an alternative school in Finland

Writing

- To write an opinion paragraph

Life Skills

- To learn about the importance of managing time wisely

Project

- To make a graph to show time spent on activities for one school week

Listening and Speaking

- To identify and say the letters and sounds *scr*, *spr* and *str* individually and as part of words; to talk about excuses

Think Big

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

Key Vocabulary

School Activities	Advice	Expressions		Content Words	
do homework essay finish a project hand in an essay study for a test	be more careful do it earlier do it again pay attention to the time take it away from	barely have got time to getting bored of give out (sweets) stressed	under so much stress What's the matter? Yeah, yeah, yeah. You're crazy.	break curriculum daily free time objective pace period	study period task timetable typical workshop

Materials

Pupil's Book, Unit 1

- Main unit, pages 2–13
- Class Audio CD, Tracks 1:04–19

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 share their daily school timetables with family members, highlighting things they have and haven't studied yet in each subject. Pupils can also keep charts at home to share their progress in various school subjects. Remind them to tick activities once they are completed. Model: *We've already studied schools around the world and learnt language for making and giving excuses but we haven't had a test yet.*



Excuse Me! Bulletin Board

Create a bulletin-board display titled *Excuse Me!* to collect examples of especially creative or unbelievable excuses. Cut out a variety of speech bubbles for pupils to complete as they explore Unit 1. Begin the display by filling in one or two of the bubbles with sample excuses: *I haven't studied for the test yet because I've just moved here! I haven't read the book because it fell in the pool and is still wet! I've already done my homework but I left it at my grandad's house.* Highlight the words *yet* and *already* by writing them in second colours or bolder letters.



unit 1 ALL ABOUT SCHOOL

- 1** Read and listen to the statements. All of them are true! Talk about them with a partner. Which one is the most surprising? Why?
- Some kids have *didaskaleinophobia*, which is the fear of going to school.
 - Richard Branson, creator of *Virgin Records* and the *Virgin Atlantic* airline, didn't finish secondary school.
 - There is an alternative school in Canada that doesn't test pupils and it doesn't follow a strict timetable, either. Pupils decide how to spend the school day and which activities to attend. They are grouped not by their age but by their interests.
 - Finnish pupils rarely take exams or do homework until they are into their teens. But they rank at the top or near the top in international tests in Science, Maths and Language.
 - China's got the longest school day in the world. A Chinese pupil spends almost eleven hours in the classroom each day!
 - In South Korea, secondary school pupils applying for university all take the same standardised test. On the day of the test, people come to the school to support pupils who are going to take the test. They give out sweets, tea and other treats to the pupils. Some taxis give pupils free rides and additional trains and buses run before and after the exam.



2 Unit 1

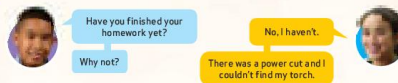
- 2** Read and listen to these bad excuses. Say what each person should have done. Use the phrases in the box.

been more careful
done it again
done it earlier
paid attention to the time
taken it away from her

- Q: Have you done your homework yet? She should have ?
A: No, I haven't...
- Q: Have you studied for the test yet? She should have ?
A: No, I haven't...
- Q: Have you finished your project yet? He should have ?
A: Yes, I have, but...
- Q: Have you handed in your essay yet? He should have ?
A: No, I haven't...
- Q: Have you done your Maths homework yet? He should have ?
A: No, I haven't...

TIP
Use *should + have + past participle* form of the verb to give advice about something in the past.

- 3** Work with a partner. Take turns making up your own bad excuses.



THINK BIG When do we usually give excuses? What's the difference between an excuse and an explanation?



Unit 1 3

Warm-Up

- Invite pupils to preview the pictures on pages 2 and 3 and describe what the pupils are doing in the photographs. Explain the term 'engaged' and then ask, *Which pupils look engaged?* (The pupils on page 1 look engaged; the pupils on page 2 don't. They look tired or bored.) *Would you rather be at a school where you are engaged or at one where you're bored? Why?*

Using Page 2

- 1** **1:04** Read and listen to the statements. All of them are true! Talk about them with a partner. Which one is the most surprising? Why?

INVOLVE

Explain the lesson objective – pupils will read and talk about schools, school activities and excuses pupils make about not doing school work.

- Read the directions aloud. Have pupils read the statements independently. Then play audio track 1:04. Suggest that pupils rank the list from 1 to 6, with 1 being the most surprising statement, 2 the next most-surprising statement and so on.
- Have partners compare their rankings. Which school facts surprised them the most?
- Have pupils locate these countries on a world map or globe: Canada, Finland, China and South Korea.

MONITOR

Check for understanding. Ask: *What is didaskaleinophobia?* (the fear of going to school) *Did Richard Branson finish secondary school?* (No, he didn't.) *How are Finnish schools unusual?* (They don't test pupils or give them homework until they are teenagers.) *How are Chinese schools unusual?* (They've got very long school days – 11 hours a day!)

ASSIST

Replay the audio as needed. Use simple language to explain unfamiliar words. Say: *Alternative means 'different from the usual'. An alternative school follows rules that are different from other traditional schools.*

Using Page 3

2  1:05 Read and listen to these bad excuses. Say what each person should have done. Use the phrases in the box.

- Read the directions aloud. Ask: *What is an excuse?* (Sample answer: an explanation you give to justify why you did or didn't do something) *What are some common excuses?* (Sample answers: I forgot./I lost it./I ran out of time.)
- Have volunteers read the dialogues, using just the first part of the responses given (No, I haven't./Yes, I have.) Ask: *What words begin and end all of these questions? (Have you ... yet?)*



Invite pupils to predict what excuses pupils will give for not completing each activity.

- Play audio track 1:05. Then have pupils work in pairs to complete the activity, saying what the pupil should have done.

MONITOR

Read the helpful information about giving advice in the Tip box aloud. Have volunteers share their answers with the class. (Answers: 1 done it earlier, 2 paid attention to the time, 3 done it again, 4 been more careful, 5 taken it away from her)

ASSIST

Replay the audio as needed. Pause after each item and supply meanings and explanations as needed.

- **21st Problem Solving** Point out that the first step in solving problems is to identify the problem. Have pupils identify the problem in each dialogue they heard and suggest ways to be sure the problem doesn't happen again. Model: *The girl in Dialogue 1 waited too long to do her homework. She tried to do it the day it was due. She should have done it sooner. The girl in Dialogue 2 didn't make time to study for her test. She should have considered what she had to do and make sure she had time to study.* Play the audio again as needed.

3 Work with a partner. Take turns making up your own bad excuses.

- Read the directions aloud. Ask: *What is a bad excuse?* (Sample answers: an excuse that isn't true/an excuse that is very hard to believe)
- Have two volunteers read the speech bubbles. In pairs, have pupils create dialogues that include bad excuses.

MONITOR

Invite partners to share their dialogues with the class. After each dialogue, have classmates summarise the situation and the excuse.

THINK BIG 21st Communication

On the board, write 1 *I haven't finished my project because my computer broke down and I had no access to the internet.*, 2 *I haven't done my homework because I didn't have much time.* Ask pupils which one is an excuse and which one an explanation (1 explanation, 2 excuse). Then have pupils give you more examples of excuses and explanations.

- Assign Activity Book pages 2–3 and direct pupils to digital activities.

Application and Practice Activity

- On the board, write *The dog ate it.* Explain that this is an excuse we give when we have no real excuse to give and that it's a silly one. Ask pupils to make up their own silly excuses and write them on the board.
- Have pupils create comic strips or cartoons to illustrate their favourite bad or silly excuses. Pupils can add these examples to the *Excuse Me!* bulletin-board display for Unit 1.

OBJECTIVES

To talk about school activities and different types of schools

To make excuses and give advice

Key Vocabulary

Nouns: essay, homework, project, test

Verbs: finish, handed in, study

21st Century Skills

Problem Solving
Communication

Materials

World map or globe
Audio tracks 1:04–06
Audioscript, page T138

Interactive activities (eText)

Digital activities:
MyEnglishLab



Pages 2–3

Audioscript on page T138

Answers on page T152

TEACHING TIP

Word Origins

Point out that the word ending *-phobia*, meaning 'fear of', comes from the Greek. The Greek word *didasko* means 'teaching'. Other phobias include acrophobia (fear of heights), agoraphobia (fear of crowds), arachnophobia (fear of spiders), claustrophobia (fear of closed spaces) and hydrophobia (fear of water).

1:04

1

Read and listen to the statements. All of them are true! Talk about them with a partner. Which one is the most surprising? Why?

- 1 Some kids have *didaskaleinophobia*, which is the fear of going to school.
- 2 Richard Branson, creator of *Virgin Records* and the *Virgin Atlantic* airline, didn't finish secondary school.
- 3 There is an alternative school in Canada that doesn't test pupils and it doesn't follow a strict timetable, either. Pupils decide how to spend the school day and which activities to attend. They are grouped not by their age but by their interests.
- 4 Finnish pupils rarely take exams or do homework until they are into their teens. But they rank at the top or near the top in international tests in Science, Maths and Language.
- 5 China's got the longest school day in the world. A Chinese pupil spends almost eleven hours in the classroom each day!
- 6 In South Korea, secondary school pupils applying for university all take the same standardised test. On the day of the test, people come to the school to support pupils who are going to take the test. They give out sweets, tea and other treats to the pupils. Some taxis give pupils free rides and additional trains and buses run before and after the exam.





Read and listen to these bad excuses. Say what each person should have done. Use the phrases in the box.

been more careful done it earlier
done it again paid attention to the time
taken it away from her

1 Q: Have you done your homework yet?

A: No, I haven't...

2 Q: Have you studied for the test yet?

A: No, I haven't...

3 Q: Have you finished your project yet?

A: Yes, I have, but...

4 Q: Have you handed in your essay yet?

A: No, I haven't...

5 Q: Have you done your Maths homework yet?

A: No, I haven't...

She should have ?.

She should have ?.

He should have ?.

He should have ?.

He should have ?.

TIP

Use *should + have + past participle* form of the verb to give advice about something in the past.

3

Work with a partner. Take turns making up your own bad excuses.



Have you finished your homework yet?

Why not?

No, I haven't.

There was a power cut and I couldn't find my torch.



**THINK
BIG**

When do we usually give excuses? What's the difference between an excuse and an explanation?



Reading | Web forum

4 Listen and read. What's the problem? What different advice is offered?

READING COMPREHENSION

5 Read and say **yes, no** or **doesn't say**.

- 1 Boy1_xyz has already told his parents about his problem.
- 2 Cookie48 has spoken to his teacher about his problem.
- 3 Imsoclever and cookie48 give the same advice.
- 4 Cute_girl28 lives in Scotland.
- 5 Techieboy03 likes being at a traditional school.

THINK BAG Who do you think gave the best advice to boy1_xyz? Why/Why not? What advice would you give to boy1_xyz?

Unit 1 5

Warm-Up

- Play *Stress Ball* to review the concept of stress. Say: *Stress is pressure caused by worry or too much work.* Begin by having pupils sit in a circle. A player names something that causes stress and passes the ball to the right. The next player repeats the first player's response and adds another cause of stress. Players who can't remember the causes of stress in the order they were given or add another cause of stress are out of the game.

Using Page 4

4 1:07 Listen and read. What's the problem? What different advice is offered?

INVOLVE | Explain the lesson objective – pupils will read, talk and answer questions about a web forum.

- Have pupils read the title aloud and preview the forum layout, including text features like the user's identification and the comment. Say: *This is a web forum that pupils use to share ideas and advice. Web forums are a good place to share opinions. Sometimes it's easier to say something in a forum than to say it face-to-face.*
- Remind pupils that they read about didaskaleinophobia on page 2. Ask: *If you've got this problem, what are you afraid of? (going to school)*
- Read the directions aloud. Play audio track 1:07 and have pupils listen and read along.

MONITOR

Ask questions to check for understanding. Ask: *How does boy1_xyz feel about school? (He feels like it's punishment and he's stressed.) What happened when cookie48 told his parents about a similar situation? (They had a meeting with his teacher who now helps him manage his homework. He feels better.) What's the problem? (boy1_xyz thinks he's developing didaskaleinophobia) What different advice is offered? (talk to the parents/teacher, search for an alternative school, try homeschooling)*

ASSIST

Replay the audio as needed. Pause after each comment and use simple language to explain unfamiliar words and phrases. Say: *A situation is a problem. A traditional school follows teaching ideas that have been used for a long time. An alternative school is one that follows new or unusual teaching ideas.*

Using Page 5

- **21st Media Literacy** Point out that all of the comments on a web forum are anonymous – users don't know each other's real names. Have pupils discuss the advantages and disadvantages of anonymous postings. Point out that being anonymous can make it easier for someone to say what he or she really feels about something.

5 Read and say *yes, no or doesn't say*.

- Read the directions aloud. Ask: *What does it mean if you choose doesn't say?* (The information is not stated in the forum.) Have pupils complete the activity independently.

MONITOR

Review answers with the class. Have volunteers explain why the false statements are not correct. (*Answers: 1 no, he hasn't told them yet, 2 yes, 3 yes, 4 no, cute_girl28 goes to school in Brighton, 5 doesn't say*)

ASSIST

Replay the audio as needed and review any problems with understanding. Suggest that pupils locate clues that helped them answer each item.

CHALLENGE

Invite pupils to write additional items for classmates to answer with *yes/no/doesn't say*. Model: *Rainbowgirl wants to transfer to another school.* (No; she is happy being homeschooled.) *Boy1_xyz decides he'll talk with his parents about his problem.* (doesn't say)

THINK BIG 21st Problem Solving

- Read the questions aloud with pupils.
- Say: *Online forums can help you solve a problem. You can post a question and get a lot of advice. Then you can decide which advice is best for you.*
- Encourage pupils to use the reading text for additional support as they answer in pairs.

MONITOR

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



Suggest that pupils give each of the forum users a first name to make it easier to talk about their opinions. Say: *You can choose a name that begins with the first letter of the pupil's posting ID. For example, you might call boy1_xyz Ben, Bob or Bruce.*

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

Application and Practice Activity

- Invite pupils to write comments that they would share in response to boy1_xyz's post. Remind pupils that the language used in an online forum is friendly and informal and that many users don't use complete sentences. Say: *However, it's important to be as clear as possible when giving advice. Writing in complete sentences can help you make sure that your ideas are clear to others. Clear writing is more likely to persuade others that you're right.* Encourage pupils to use a computer if available and then print out a copy of their comments to share with the class.

MONITOR

Invite partners to exchange comments and check each other's writing for correct vocabulary and grammar before they 'post' their comments on the board or in their books.

OBJECTIVES

To read unit language in context

To read for understanding by using text features

To read and draw conclusions

To relate the text to pupils' own lives

Key Vocabulary

Nouns: advice, detective, field trips, freedom, meeting, situation

Verbs: homeschool, manage, research, study, transfer

Adjectives: alternative, helpful, traditional

21st Century Skills

Media Literacy
Problem Solving

Materials

Ball

Audio tracks 1:07–08

Digital activities:
MyEnglishLab



Page 4

Answers on page T152

Summary

A twelve-year-old web forum user asks for advice. He's stressed because of too much homework. One user suggests telling his parents and meeting with his teacher. Another user says he shouldn't tell his parents at all. A third agrees with talking to his parents. She had a similar problem and transferred to an alternative school. A fourth recommends homeschooling.

TEACHING TIP







Antonyms

Recognising antonym pairs helps pupils learn new vocabulary. Have pupils talk about ideas in the forum using these antonym pairs: *stressed/relaxed, punishment/reward, traditional/alternative, transfer/stay, similar/different, interesting/boring.*



Listen and read. What's the problem? What different advice is offered?

www.webforum.com
Q

<p>boy1_xyz</p> 	<p>Hey, you guys. I'm only twelve years old and I'm already under so much stress. I think I'm developing didaskaleinophobia. Have you ever had it? It feels like school is one long punishment. I've got so much homework! I've barely got time to talk to my friends! What shall I do?</p>
<p>cookie48</p> 	<p>Uh oh. That's not good. Have you told your parents? I told mine about my situation and we ended up having a meeting with my teacher. That might sound stressful but it was actually helpful. My teacher still gives a lot of homework but she helps me manage it. Things aren't perfect but I feel better.</p>
<p>34309843_kc</p> 	<p>Take my advice, boy1_xyz: Don't tell your parents! Trust me - they'll think you just don't like studying. You'll end up in more trouble than you were in before.</p>
<p>imsoclever</p> 	<p>I agree with cookie48. Tell your parents about your situation and about how it's making you feel. Show them all your homework.</p>
<p>cute_girl28</p> 	<p>I disagree with 34309843_kc. I had the same problem. At first, I couldn't tell my parents but then every Sunday, I'd start feeling sick at the thought of going to school the next day. I finally told my parents. They talked to my teachers and it helped. At the end of the school year, I ended up transferring to an alternative school. My new school suits me much better. We've got much more freedom. We choose our subjects and school activities. I've been here for a month now and I'm MUCH happier.</p>
<p>citymouse1</p> 	<p>Hey, cute_girl28. Your school sounds reaaaaaally cool! Where is it?</p>

www.webforum.com

techieboy03	I've already researched alternative schools, citymouse1. There are some great ones in the UK. I've also researched similar schools in Scotland. There are some really cool ones that are unusual and interesting. I'm guessing but I think your school might be in London, cute_girl28. Am I right?
cute_girl28	You're close, techieboy03. Good guess! You're a great detective. There are a lot of alternative schools in London. I know because I researched it, too! My school is in Brighton. I just love my school!
boy1_xyz	I like your idea. I think an alternative school would fix my problem. But those schools are difficult to get into and there are only a few of them.
rainbowgirl	Why not try homeschooling? I'm being homeschooled and I really like it. My mum teaches me all the subjects. We go on field trips a lot. And once a year, we go to an event just for homeschoolers. It's very exciting. I look forward to it every summer!

READING COMPREHENSION

5 Read and say **yes, no** or **doesn't say**.

- 1 Boy1_xyz has already told his parents about his problem.
- 2 Cookie48 has spoken to his teacher about his problem.
- 3 Imsoclever and cookie48 give the same advice.
- 4 Cute_girl28 lives in Scotland.
- 5 Techieboy03 likes being at a traditional school.

THINK BIG Who do you think gave the best advice to boy1_xyz? Why/Why not? What advice would you give to boy1_xyz?



1:09
6

Listen and read. What have Peter and his mum already discussed?

Mum: Peter, I'm about to ask you a question. Can you guess what?

Peter: You're about to ask me if you can increase my pocket money.

Mum: Ha ha. Have you finished your homework yet?

Peter: Not exactly. I'm talking to Tessa.

Mum: Yes, I can see that. May I speak to you, please?

Peter: OK. *[to phone]* Tessa, I've got to go. I'll call you back later.

Mum: So you haven't 'exactly' finished your homework yet?

Peter: Yeah, well, I've finished my Maths homework and I've almost finished my English essay but I haven't started my History assignment yet.

Mum: We've been through this before, Peter. Homework first, phone calls later.

Peter: I know. Sorry, Mum. I'll do it now.

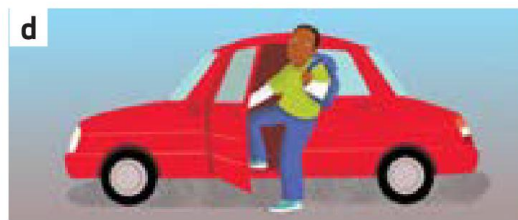
7

Practise the dialogue in 6 with a partner.

1:10
8

Listen and match. Then complete the sentences. Use the correct form of the verb.

get his licence meet the new pupil
see the music video walk the dog



1 Mark's brother has already ?.

2 Stacey hasn't ? yet.

3 Roberto has already ?.

4 Dawn hasn't ? yet.

Warm-Up

- Have pupils preview the pictures in Activity 8. Encourage them to describe what they see in each one. Then explain that they will hear a dialogue about each one and ask pupils to predict what each dialogue will be about. Write pupil predictions for each picture on the board.

Using Page 6

6 Listen and read. What have Peter and his mum already discussed?

INVOLVE

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

- Tell pupils they will listen to a conversation about homework that a boy named Peter and his mother are having.
- Read the directions. Then play audio track 1:09 and have pupils listen and read silently.
- Invite partners to talk about the conversation. Ask them to describe Peter's problem.

MONITOR

Ask questions to check for understanding. Ask: *Has Peter finished his homework yet?* (He's finished his Maths homework but not his English and History homework.) *Why hasn't Peter finished his homework?* (He's talking to his friend on the phone.) *What have Peter and his mum already discussed?* (They've discussed the rule 'Homework first, phone calls later'.)

7 Practise the dialogue in 6 with a partner.

- Read the directions. 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.

8 Listen and match. Then complete the sentences. Use the correct form of the verb.

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

MONITOR

Check to make sure pupils have matched correctly. Use questions to check for understanding. Ask: *Why didn't Mark ask his brother for a lift to school?* (He didn't know his brother had already got his licence.) *How did Stacey's dad know she hadn't walked the dog yet?* (In the picture, you can see that the dog is sitting inside, in front of the door, looking at it.) (Answers: 1 d, got his licence, 2 c, walked the dog, 3 b, met the new pupil, 4 a, seen the music video)

ASSIST

Review past participle forms of the verbs in the box before having pupils write their answers: *get-got, see-seen, meet-met, walk-walked.*

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

Application and Practice Activity

- Invite pupils to role play a dialogue based on one of the situations in Activity 8. Encourage pupils to extend the dialogues to include at least one idea that they didn't hear.

OBJECTIVES

To talk about school activities, homework and events

To make excuses

To use unit language in context

To use correct pronunciation and appropriate stress and intonation

Key Vocabulary

Nouns: dog, exchange student, licence, phone call, pocket money, version

Verbs: finish, get, meet, see, walk

21st Century Skills

Cross-Cultural Skills

Materials

Audio tracks 1:09–12
Audioscript, page T138
Digital activities:
MyEnglishLab

AB

Page 5

Answers on page T152

TEACHING TIP

21st Cross-Cultural Skills

Point out that sometimes a song or music video might be about ways of life pupils know little or nothing about. If available, share the farm boy's music video and ask pupils to raise their hands if they know about farms. Help pupils who don't know about farms to find out more about farm life by providing appropriate internet and magazine articles and books. Have them talk about how the information and the video helped them appreciate farm life better.

OBJECTIVES

To use *yet*, *already* and *ever* with present perfect verbs

Key Vocabulary

Nouns: email, field trip, homework, project

Verbs: be, check, do, finish, start, talk

Materials

Index cards

Interactive activity / Game (eText)

Digital activities: MyEnglishLab

AB

Pages 6–7

Answers on page T152

Warm-Up

- Have teams play *Verb Showdown* to review verb forms. Players take turns giving the past and past participle forms of verbs you name. They score one point for each correct form. Model: *The verb is do. The past form is did. The past participle is done.* Include these verbs from the lesson: *finish, be, call, check, start, talk.* Then allow pupils to suggest other verbs.

Using Page 7

9 Make questions and answers. Follow the example.

INVOLVE

Explain the lesson objective – pupils will use *yet*, *already* and *ever* to talk about activities that have and have not happened.

- Have volunteers read the sentences and tip in the first grammar box aloud. Ask pupils to name the verb in each sentence and explain how the words *yet*, *already* and *ever* add information to the questions and answers.
- Read the directions aloud and do Item 1 as a class.

MONITOR

Check answers as a class. (*Answers: 2 Has he finished his project yet? Yes, he's already finished it., No, he hasn't finished it yet., 3 Have they ever been on a field trip? Yes, they have., No, they haven't. 4 Have your parents spoken to the teacher yet? Yes, they have., No, they haven't., 5 Has she given the book back yet? Yes, she's already given it back., No, she hasn't given it back yet.*)

10 Look at Jan's to-do list. Then complete the questions about it and answer them. Follow the example.

- Have volunteers read the sentences and tip in the second grammar box aloud. Provide and then ask pupils to complete additional sample sentences with the correct verb in the past simple or present perfect: *She ... the essay last night. (wrote) She ... already ... the essay. (has, written) She ... not ... the essay yet. (has, written)*
- Read the directions aloud. Then invite volunteers to read Jan's to-do list aloud. Say: *A tick means that Jan has finished the activity.* Complete Item 1 as a class. Write the answer on the board.
- Have pupils complete the activity independently or in pairs in their notebooks.

MONITOR

Check answers as a class. (*Answers: 2 Has Jan checked her email yet? Yes, she has. She checked it at 4:15., 3 Has Jan started reading her book yet? No, she hasn't. She hasn't started reading it yet. She should have started reading it earlier., 4 Has Jan written her essay yet? Yes, she has., 5 Has Jan finished her Science project yet? No, she hasn't.*)

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

Application and Practice Activity

- Have pupils create jumbled sentences to practise the present perfect. First, pupils write sentences using *yet*, *already* or *ever*. Then they write the words for each sentence on separate index cards, mix the cards and then put them into a set. Pupils exchange sets and try to arrange the cards to form sentences.
- Have pupils play Unit 1, Game 1 on the eText.

Has she done her solo <u>yet</u> ?	Yes, she has . She has <u>already done</u> it. No, she hasn't . She hasn't done it <u>yet</u> .
Have they <u>ever</u> won an award?	Yes, they have ./No, they haven't .

Tip: Use the present perfect to talk about an event that happened at an indefinite time in the past. The specific time is unknown or unimportant.

9 Make questions and answers. Follow the example.

1 Q: you/do/your homework/yes

Have you done your homework yet?

A: *Yes, I've already done it.*

A: *No, I haven't done it yet.*

2 Q: he/finish his project/yes

3 Q: they/ever/be on a field trip

4 Q: your parents/speak to the teacher/yes

5 Q: she/give the book back/yes

He has <u>already finished</u> the project.	He finished it <u>yesterday</u> .
He hasn't finished the project <u>yet</u> .	He didn't finish it <u>yesterday</u> .

Tip: Use the present perfect when no specific time is given. Use the past simple when giving a specific time in the past.

10 Look at Jan's to-do list. Then complete the questions about it and answer them. Follow the example.

1 (talk) Has Jan talked to Jenny yet?

Yes, she has. She talked to her at 4:00.

2 (check email) Has Jan ?

3 (start reading) Has Jan ?

4 (write essay) Has Jan ?

5 (finish Science project) Has Jan ?

Things to do:	
1 Call Jenny at 4:00.	✓
2 Check email at 4:15.	✓
3 Start reading my book.	✗
4 Write essay.	✓
5 Finish Science project.	✗

1:13

11

Listen and read. How much free time is there in a Chinese pupil's typical school day?

CONTENT WORDS

daily free time period study period timetable typical

A Day in the Life of a Pupil in China

It's noon and the bell is ringing at your school. How many hours have you spent doing schoolwork by then?

Shall we take a look at a typical school day in China? Well the school day begins at 7:30 with a flag-raising ceremony and a speech from the head teacher. A pupil's daily timetable is packed. There is hardly any free time and pupils must work hard all day. Pupils, especially pupil leaders, have been trained from a young age to be good pupils, get good marks and help other pupils do the same. And school timetables show this. The school day is almost eleven hours long!

Look at a typical school timetable in China.

7:30-7:40 a.m.	flag-raising ceremony
7:40-7:45	prepare the classroom
7:45-8:30	1 st period
8:40-9:25	2 nd period
9:35-10:20	3 rd period
10:30-11:00	morning exercises
11:10-11:15	eye exercises
11:25-12:10 p.m.	4 th period
12:20-12:40	lunch
12:50-1:50	study period
2:00-2:15	free time
2:25-2:30	classroom prep
2:30-3:15	5 th period
3:25-3:30	eye exercises
3:40-4:25	6 th period
4:35-5:20	7 th period
5:30-6:10	8 th period or study period

12 Read 11 again and say true or false.

- 1 Chinese pupils prepare their classroom first thing in the morning.
- 2 Chinese pupils learn how to work hard and are usually good pupils.
- 3 A Chinese pupil's typical day at school is over twelve hours long.

13 Write your school timetable in a chart. Discuss it with a partner.

Warm-Up

- Write the word *timetable* on the board. Say: *A timetable is a list of times and events. It might show the hours in a day or the days in a week.* Give pupils television timetables and have them ask and answer questions about them.

Using Page 8

11 Listen and read. How much free time is there in a Chinese pupil's typical school day?

INVOLVE Explain the lesson objective – pupils will read about a typical day for a school in China and compare their school's timetable with one from the Chinese school.

- Preview the article by having pupils read the Content Words aloud. Ask the pupils to share their understanding of these words.
- Play audio track 1:13 and have pupils listen and read along. Then have pupils read the chart showing a typical school timetable in China.

MONITOR Use questions to check for understanding. Ask: *What time does school begin in a typical school in China?* (at 7:30 in the morning) *What are the first activities every day?* (a flag-raising ceremony and a speech from the head teacher) *How much time do pupils in China get for lunch?* (twenty minutes) *When does the school day end?* (at 6:10 p.m.) *How much free time is there in a Chinese pupil's typical school day?* (There's very little free time in a pupil's typical day.)

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. Explain any unfamiliar words. Say: *A packed timetable is very full. When there is hardly any free time, there is very little free time.*

12 Read 11 again and say true or false.

- Read the directions aloud and have pupils complete the activity independently in their notebooks.

MONITOR Check answers as a class. (*Answers: 1 false, 2 true, 3 false*)

CHALLENGE Have pupils make two questions from the text to ask their partners.

13 Write your school timetable in a chart. Discuss it with a partner.

- Read the directions aloud. Have pupils work in pairs to create charts and talk about their school timetables. Remind pupils that they will fill in details for a typical day. Say: *Your timetable might not match every day exactly. For example, you might have different timetables on Monday and Tuesday.*

MONITOR Check that pupils' timetables include the activities they complete during a typical school day, from beginning to end. Have partners read their timetables aloud: one partner can read the time and the other can name the activity.

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

Application and Practice Activity

- 21st Self-Direction** Have pupils talk about how they might use a timetable like the one they created. Point out that they might use timetables to plan their free time or to suggest changes in the school day. Ask: *Why do people keep timetables? What problems might a timetable help you solve?*

OBJECTIVES

To read about a typical day at a school in China

To compare school timetables

Content Words

daily, free time, period, study period, timetable, typical

21st Century Skills

Self-Direction

Materials

Television timetables from newspapers or other sources

Audio track 1:13

Interactive activity (eText)

Digital activities: MyEnglishLab



Page 8

Answers on page T152

TEACHING TIP

Understanding Visual Data

Allow pupils to practise reading data from their charts. Say: *Charts give a lot of information in a small space. Take time to read a chart carefully. Begin by reading any headings or labels. Suggest that pupils write true/false statements about the data and challenge classmates to evaluate them.*

OBJECTIVES

To read about a school in Finland

To connect a text to personal experience

Content Words

break, curriculum, objective, pace, task, workshop

21st Century Skills

Health Literacy
Critical Thinking

Materials

Audio track 1:14
World map or globe
Video (eText)
Digital activities:
MyEnglishLab

AB

Page 9

Answers on page T152

TEACHING TIP

National Adjectives

Write *Finland* and *Finnish* on the board. Say: *Finland is the name of a country. Finnish is an adjective. Finnish is the way we refer to schools in Finland.* Have pupils say the adjective for each of these countries: *Poland* (Polish), *Spain* (Spanish), *France* (French), *Japan* (Japanese), *India* (Indian), *Afghanistan* (Afghan), *Argentina* (Argentinian), *Holland* (Dutch), *China* (Chinese), *Brazil* (Brazilian), *Indonesia* (Indonesian), *Russia* (Russian), *Greece* (Greek).

Warm-Up

- Remind pupils that they created a timetable that shows their typical school day on page 8. Invite them to create new timetables that show a 'dream' school day. Ask: *What would you like a typical day to be like?* Allow pupils to share their 'dream' timetables and talk about similarities and differences.

Using Page 9

14 Listen and read. How do pupils at this school learn new things?

INVOLVE Explain the lesson objective – pupils will read and talk about a school in Finland. Have a volunteer point to Finland on a world map or globe.

- Write these vocabulary items on the board: *break, curriculum, objective, pace, task, workshop*. Have pupils listen for and locate these words in the article. Play audio track 1:14 and have pupils listen and read. Pause after each paragraph and have pupils summarise the content, using their own words.

MONITOR Ask questions to check for comprehension: *When does a school day in Finland begin and end?* (It begins at 7:45 a.m. It ends by 2:00 p.m.) *What does it mean if you 'work at your own pace'?* (You work at a rate of time that is comfortable for you; it's not too fast or too slow.) *How do pupils at this school learn new things?* (They work together to gather information. They ask their teacher for help whenever they need to.)

ASSIST Replay the audio as needed. Answer any questions about vocabulary or grammar structures.

- 21st Health Literacy** Remind pupils that health includes physical, mental and emotional health. Ask: *How do school activities in Finland keep pupils healthy?* (Elicit answers, such as: Lunch provides good nutrition./The school day includes few activities that are stressful.)

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

15 Read 14 again and match.

- Read directions aloud. Allow pupils time to read the text again. Complete Item 1 as a class and then have pupils complete the activity independently.

MONITOR Review answers as a class. (Answers: 1 b, 2 c, 3 a)

CHALLENGE Have pupils make sentences using the vocabulary items from this activity.

THINK BIG 21st Critical Thinking

- Tell pupils that they will compare their school with Finnish schools.
- Read the questions aloud. Have pupils work in pairs to ask and answer questions.

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

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

Application and Practice Activity

- Assign pupil groups a subject, such as Maths, History or Science. Then have them create a dialogue showing pupils studying that subject. Say: *Your dialogue should take place in Finland or here. If you choose Finland, use details from the article to show how pupils there learn.* Allow pupils to share their dialogues and encourage classmates to guess where each one takes place.
- Have pupils view the Unit 1 video segment. Use the Video Guide.

1:14

14

Listen and read. How do pupils at this school learn new things?

A Day at a School in Finland

“Moi, Sofia!” “Terve, Aleks!” That’s “hi” and “hello” in Finland. And that’s how pupils and teachers greet each other at this Finnish school. Pupils call their teachers by their first names. Anna Hansson has gone to this school since Year 1 so she knows everybody. Anna shouts “Moi” to her fellow pupils as she arrives at 7:45 in the morning.

At her school, Anna and her classmates decide, along with their teacher, what their weekly objectives, tasks and activities will be. Pupils work at their own pace. They don’t always study together. Some may be in their home classroom. Others might be in a workshop where they’re learning by actually doing. Today, Anna’s group is working on a magazine in a magazine workshop.

Anna and her classmates don’t learn by memorising facts. **Instead, they work together** to gather information. They ask their teacher for help **whenever they need to**. **At times**, they even rest on the classroom sofa. The class is **active and busy but the teacher** is in full control and doesn’t have to tell pupils to behave. **Parents are welcome** at the school and lend their expertise in workshops and **evening classes**.

After 90 minutes, pupils have a 30-minute break. **Soon, it’s lunchtime!** At Anna’s school, pupils get free hot meals every day. **Today’s lunch is** everybody’s favourite – meatballs and mashed potatoes. **It is served with** salad, bread and glasses of milk on tables with **tablecloths and flowers in** vases.

Chores have always been part of the curriculum at **Anna’s school**. All pupils do chores, which include taking care of plants, **collecting rubbish**, recycling and composting. Pupils help in the library **and in the kitchen**.

School is over by 2 in the afternoon. Most parents **work so in the** afternoon, there are clubs and hobby groups. Pupils can **study** Japanese, learn to play instruments and do arts and **crafts**.

15

Read 14 again and match.

- | | |
|----------------------|----------------------------------|
| 1 memorise facts | a research and record details |
| 2 lend expertise | b learn and remember information |
| 3 gather information | c share knowledge and skills |

**THINK
BIG**

How is Anna’s school the same as your school? How is it different?

16 Read the opinion paragraph about homework.

Homework Does Not Make Pupils Learn Better

Does homework make pupils learn better? In my opinion, it does not. In fact, having a lot of homework makes pupils dislike school and become stressed. Pupils who are anxious and don't like school cannot learn well. Pupils who have got hours and hours of homework cannot relax and spend quality time with their families. I believe that school timetables should allow pupils to get most of their schoolwork done at school. In this way, when they get home, they can be free to enjoy time with their family or just relax. In my opinion, a more relaxed pupil will perform better in class. Too much homework prevents this!

17 Look at 16 again. Copy and complete the paragraph outline.

Title rewritten as question: ?
Main opinion: ?
Reason: ?
Suggestion: ?
Conclusion: ?

18 Choose one of these school issues or use one of your own ideas and write about it:

- Do you think memorising facts makes pupils learn better?
- Do you think school uniforms should be required?

- 1 Copy the chart in 17 and complete it with information about your topic.
- 2 Write your own paragraph.
- 3 Share it with the class.

Warm-Up

- **21st Media Literacy** Have pupils review facts and opinions by finding examples of each in a newspaper or magazine. Say: *A fact is known to be true. It can be proven. An opinion is a personal view. It's based on a person's judgment.* Allow pupils to scan sources and share examples of facts and opinions. Point out that news articles mainly contain facts but opinions may be included in 'light news', such as entertainment features. Opinions are also stated and supported in editorials and editorial features.

Using Page 10

INVOLVE

Explain the lesson objective – pupils will read an opinion paragraph about homework. Then they will write their own opinion paragraph about homework or another school issue. Say: *An issue is a subject for discussion. People have often got different opinions about important issues.*

16 Read the opinion paragraph about homework.

- Read the directions aloud. Then have volunteers read the paragraph aloud.

MONITOR

Check for understanding. Ask: *What's the writer's opinion about homework?* (A lot of it creates stress. It doesn't help make pupils better learners.) *When does the writer think pupils should do most of their schoolwork?* (when they're at school)

ASSIST

Use simple language to explain unfamiliar words and point out antonyms. Say: *Stressed and relaxed are opposites. If you're stressed out, you feel a lot of pressure. If you're relaxed, you feel calm.*

17 Look at 16 again. Copy and complete the paragraph outline.

- Read the directions aloud. Say: *The topic of a paragraph can be stated as a question. The paragraph then gives the writer's answer.* Then have pupils work independently or in pairs to complete the activity in their notebooks.

MONITOR

Review answers as a class. (Possible answers: Title rewritten as question: *Does homework make pupils learn better?* Main opinion: *No, homework doesn't make pupils learn better or do better in school.* Reason: *Homework creates stress and stress makes pupils dislike school and perform poorly.* Suggestion: *Pupils should be able to get most of their work done at school.* Conclusion: *Limiting homework will create happier pupils who do better at school.*)

18 Choose one of these school issues or use one of your own ideas and write about it:

- Do you think memorising facts helps pupils learn better?
- Do you think school uniforms should be required?
- Read the directions, issues and steps aloud. Then have pupils work independently to plan and write an opinion paragraph.

MONITOR

Check that pupils complete their outlines before they begin to draft paragraphs. Invite volunteers to read their paragraphs aloud. Check for correct grammar and punctuation. Ask pupils to say how well the paragraph develops each topic in the outline.

ASSIST

Have pupils use the school facts on page 2 to help them think of issues for their opinion paragraphs. Say: *You might get ideas by thinking about schools in other countries, such as China or Finland.*

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

Application and Practice Activity

- Have pupils revise their opinion paragraphs based on class feedback. Then encourage them to submit their work to school, local or online publications.

OBJECTIVES

To write an opinion paragraph about a school issue

21st Century Skills

Communication
Media Literacy

Materials

Magazines, newspapers
Digital activities:
MyEnglishLab

AB

Page 10

Answers on page T152

TEACHING TIP

21st Communication

Remind pupils that the goal of an opinion paragraph is often to persuade readers. Have pupils review advertisements and editorials to find examples of persuasive language. Discuss persuasive techniques, such as using expert testimonials and appealing to emotions.

OBJECTIVES

To learn about the importance of managing time wisely

To make a graph showing how they spend time in a typical school week

21st Century Skills

Technology Literacy
Critical Thinking

Materials

Calculators

Digital activities:
MyEnglishLab

TEACHING TIP

21st Technology Literacy

Ask: *Did you use a calculator to estimate how many hours you did any activities during a typical week? Why or why not?* (Answers will vary. Some pupils will find maths easy to do using mental maths; others will prefer to use calculators.)

Warm-Up

- Ask pupils to talk in small groups about how much time they spend doing things like talking on the phone, listening to music, tidying their rooms and exercising. Go around the room and take notes about how they are quantifying their time. Pupils are probably using general approximations like these: *I talk on the phone all night. I listen to music whenever I can. I hardly ever tidy my room! I exercise as much as I can every day.* As a class, talk about words and phrases pupils used and then tell pupils that they will get more specific and show how they generally spend their time over the course of a week.

Using Page 11

- 19** How do you spend your time? Copy the list of activities and add two more. Tick (✓) the ones you have to do each week and write the number of hours.

INVOLVE Explain the lesson objective – pupils will share ideas about how they manage their time. Then they will create graphs showing how they spend time during a typical week.

- Read the directions aloud. Say: *To estimate how many hours you sleep each week, first estimate how many hours you sleep in one night. Then multiply your estimate by seven.* Have pupils complete the activity independently.

MONITOR Make sure that pupils check each activity they do during most weeks and then provide reasonable estimates for how many hours they spend doing each activity.

ASSIST Provide pupils with vocabulary to discuss other activities. Suggest activities, such as *read for pleasure, take care of pets, help others* and *cook*.

- **21st Critical Thinking** Ask: *Why is it useful to look at how you spend a typical week instead of a typical day?* (Pupils should point out that there are some activities they don't do every day; looking at a typical week gives a better idea of how they spend time all days of the week, including weekdays and weekends.)

THINK BIG

- Have volunteers read the questions and restate them in their own words. Then have pupils work in pairs to talk about how they manage their time.

MONITOR Check that pupils talk about how wisely they use their time and the importance of what they do each week.

- 20** Make a graph about how you spend your time in a typical school week. Share it with the class.

- Read the directions aloud. Review the parts of a bar graph: the title, labels and bars. Answer any questions pupils have got about the data shown on the sample graph. Then ask them to complete their graphs independently.
- Have pupils share their graphs with the class. Challenge pupils to generalise about their activities. Write this model on the board: *This year, I've spent a lot of time exercising because I'm on the athletics team.*

Application and Practice Activity

- Display all of the graphs. Help pupils generalise to decide which graph best reflects how most of the class spends time during a week.



Have pupils collect data from the individual graphs and create a bar graph showing the class averages. Say: *To find the average amount of time we sleep each week, add the estimates and then divide by the number of pupils.*

19 How do you spend your time? Copy the list of activities and add two more. Tick (✓) the ones you have to do each week and write the number of hours.

Activity	Approximate hours per week
? attend lessons	?
? travel to and from school	?
? eat	?
? sleep	?
? study or do homework	?
? play sports or exercise	?
? participate in school clubs	?
? do chores	?
? watch TV	?
? chat with friends online or by phone	?
? ?	?
? ?	?

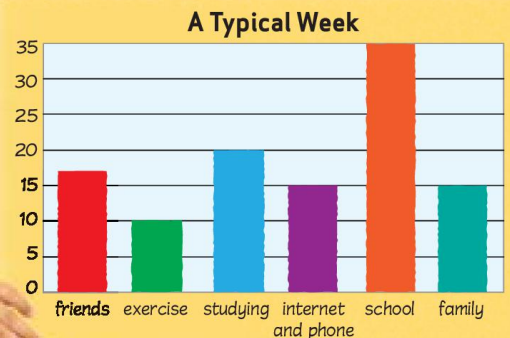
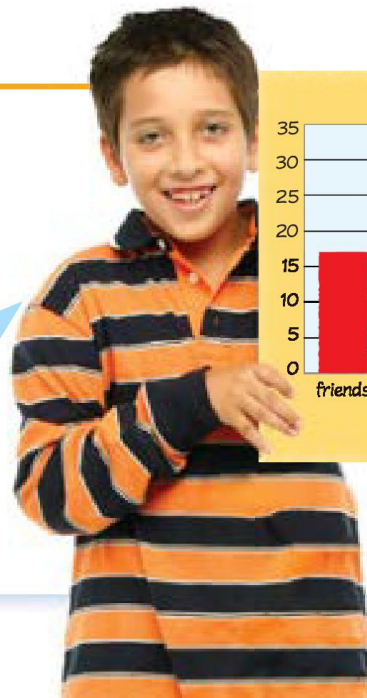
THINK BIG

Do you think you manage your time wisely? Do you always have enough time to study, to take care of your health, to sleep and to relax? Are the activities you spend the most time doing important? Why/Why not?

PROJECT

20 Make a graph about how you spend your time in a typical school week. Share it with the class.

My graph shows that in a typical week, I spend most of my time at school or studying. But I also spend time with my friends, my family and on the phone and the internet. That's important! I don't spend enough time exercising. I'm going to work on managing my time better!



Listening and Speaking

1:15
21

Listen, read and repeat.

1 spr 2 str 3 scr

1:16
22

Listen and blend the sounds.

1 spr-i-ng	spring	2 str-ee-t	street
3 scr-ee-n	screen	4 spr-i-n-t	sprint
5 str-o-ng	strong	6 scr-ew	screw

1:17
23

Listen and chant.

*I'm fast, I'm strong,
I can sprint all day long.
In the spring, in the street,
Greeting people that I meet!*



24

Look at the list of school activities and think of some really bad excuses for why you haven't done these things yet. Work in a group. Ask and answer questions.

complete your research project do your homework join any after-school clubs
organise your backpack write your book review

Have you done your homework yet?

No, I haven't. I lost my book on my way home!

No, I haven't. I started to do it but my dog ran off with it and ate it!



No, I haven't. I had to train his dog not to eat homework so I ran out of time!

Warm-Up

- Invite two pupils to the front of the classroom and have them stand back-to-back so that they can't see each other. Pupil A gives Pupil B instructions for completing a simple activity, such as packing a book bag neatly, putting on a coat or folding a shirt. Pupil B slowly follows the instructions after first listening to all of them. To check Pupil B's progress, Pupil A asks questions that begin with 'Have you.' Model: *Have you put the books on the table yet? Have you put the books in order from largest to smallest already?* Repeat with other volunteers.

Using Page 12

21 1:15 Listen, read and repeat.

INVOLVE

Explain the lesson objective – pupils will identify the letters and distinguish between the sounds *spr*, *str* and *scr* individually and as part of words. Then they will review talking about excuses.

- 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.

22 1:16 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.

MONITOR

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

ASSIST | Replay the audio as needed.

23 1:17 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.

24 Look at the list of school activities and think of some really bad excuses for why you haven't done these things yet. Work in a group. Ask and answer questions.

- Ask volunteers to read the directions and the speech bubbles aloud. Have pupils complete the activity in small groups.

MONITOR

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

ASSIST | Provide pupils with the past participle of the verbs they will use to ask questions about the chart activities: *done*, *written*, *organised*, *joined*, *completed*. Write this sentence frame on the board: *Have you ... yet?*

Application and Practice Activity

- Invite pupils to create cartoons or comic strips that use bad excuses as punch lines. Say: *The punch line is the part of a joke that makes it funny.*

OBJECTIVES

To identify and say the letters and sounds *spr*, *str* and *scr* individually and as part of words

To talk about school activities and homework

To make excuses for what they have and haven't done yet

21st Century Skills

Leadership

Materials

Audio tracks 1:15–17

Digital activities:
MyEnglishLab

TEACHING TIP

21st Leadership

Allow pupils to take turns leading class discussions. Remind leaders that they should make sure that the class stays focused on the topic. Leaders can also ask questions and involve volunteers to be sure everyone participates.

OUTCOMES

Pupils can talk about school activities and homework.

Pupils can say what they have and haven't done.

21st Century Skills

Self-Direction

Materials

Index cards

Audio track 1:18

Audioscript, page T139

Game (eText)

Digital activities:
MyEnglishLab

AB

Page 11

Answers on page T152

TEACHING TIP


21st Self-Direction

Invite pupils to share their own strategies for revising. Ask: *What might you do to prepare for a quiz about Unit 1?* Write a list of ideas on the board and encourage pupils to discuss which strategies would work for them and say why.

Warm-Up

- Have pupils play *Charades* to review Unit 1 vocabulary. Write phrases on index cards and have players take turns drawing a card and miming as many phrases as they can in one minute, scoring one point for each phrase correctly guessed by teammates.

Using Page 13

- 25  1:18 Listen to Lucas and Nina talking about their school. What have they already done? What haven't they done yet? Copy the chart and put a tick (✓) or a cross (X) next to the activities.

INVOLVE

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

- Read the directions aloud. Say: *You'll hear a conversation between two pupils sharing their ideas.* Play audio track 1:18. Then have pupils complete the activity independently.

MONITOR

To review answers, name an activity and have pupils explain how they completed the chart for that activity. (*Answers: take the test – Lucas, X; Nina, ✓; hand in the research – Lucas, X; Nina, ✓; go to an art club meeting – Lucas, ✓; Nina, X; start the essay – Lucas, ✓; Nina, X*)

ASSIST

Suggest that pupils create timelines for Nina and Lucas. Place 'now' in the centre, with what they've done to the left and what they haven't done yet to the right.

- 26  1:19 Listen again. Make sentences about 25. Follow the example.

- Read the directions aloud. Read Item 1 aloud and model: *I want to write sentences about whether or not Nina and Lucas have taken the test.* Play the first three lines on audio track 1:18. Say: *Lucas hasn't taken the test yet. Nina has already taken the test. She took it on Tuesday.*
- Have pupils complete the activity independently.

MONITOR

Check answers with the class. (*Possible answers: 2 Lucas hasn't handed in his research yet. Nina has already handed in the research. She handed it in yesterday., 3 Nina hasn't gone to any of the art club meetings yet. Lucas has already gone to one art club meeting. He went two weeks ago., 4 Nina hasn't started the essay yet. Lucas has already started the essay. He started it last night.*)

ASSIST

Remind pupils to use the past simple when a sentence names a specific time in the past. Write the verb forms pupils will need to write sentences: *take/took/taken, hand in/handed in/handed in, go/went/gone, start/started/started.*

I Can

- **21st Self-Direction** This section asks pupils to assess their own learning and think about their progress. Explain that pupils should 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

- Invite pupils to role play the dialogue in Activity 25 or to create a new conversation between Nina and Lucas two days later. Allow them time to practise and share their dialogues.
- Have pupils play Unit 1, Game 2 on the eText.

1:18

25

Listen to Lucas and Nina talking about their school. What have they already done? What haven't they done yet? Copy the chart and put a tick (✓) or a cross (✗) next to the activities.



	Lucas	Nina
take the test		
hand in the research		
go to an art club meeting		
start the essay		

1:19

26

Listen again. Make sentences about 25. Follow the example.

1 take the test

Lucas hasn't taken the test yet.

Nina has already taken the test. She took it on Tuesday.

2 hand in the research

?

3 go to an art club meeting

?

4 start the essay

?

I Can

- talk about school activities and homework.

- say what I have and haven't done.