### **TEACHER'S EDITION**





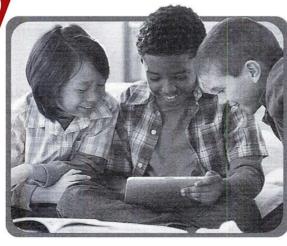
Mario Herrera • Christopher Sol Cruz

ALWAYS LEARNING

**PEARSON** 

## **TEACHER'S EDITION**





Mario Herrera • Christopher Sol Cruz

#### 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 recognized educational standards, including the TESOL ESL Standards for K–12 Students and the Common European Framework of Reference for Languages.

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

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

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

singing participating in meaningful play role-playing reading fiction and nonfiction texts discussing viewing and responding to video creating journals conducting interviews and surveys

doing research producing and presenting projects of different types

reflecting on values

#### 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 personalize new language in these domains and helps develop students' communicative language competence.

#### It's a digital world.

Today's students 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.

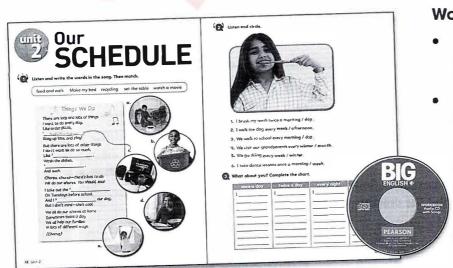


Big English is a new, six-level primary program that engages students with fun, exciting material and prepares them to succeed both in the classroom and in the outside world. In addition to a balanced integrated-skills approach to instruction, the course includes a CLIL strand and an emphasis on 21st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

#### Student Book

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





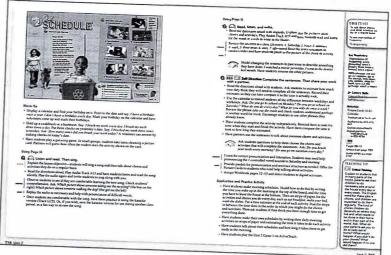
#### Workbook

- The Workbook provides engaging additional practice for each lesson in the Student Book.
- The Workbook is designed for independent study at home, but can be used for reinforcement in the classroom as well. It is also included as a digital component on the Active Teach (interactive whiteboard support) and in the Big English MyEnglishLab (online learning tool).



#### **Teacher's Edition**

- This comprehensive overview of each unit includes step-by-step lesson plans, activities and ideas, a Game Bank, Student Book and Workbook Audio Scripts, a Workbook Answer Key, and notes and audio scripts for YLE Practice Materials found at the end of each Student Book.
- Assessment for Learning techniques and ideas for developing 21st Century Skills are incorporated throughout each Lesson Plan.





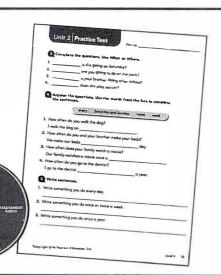
#### ActiveTeach

This digital tool allows teachers to focus class attention on key targets, and includes helpful resources such as:

- Theme-based Video with CLIL segments (documentaries) and dramatic segments, and an accompanying Video Guide
- Teacher's Resource materials, (such as ABC tracing worksheets,) classroom games and activities, and graphic organizers
- Vocabulary Playing Cards
- Picture Dictionary
- Sounds Cards (words and pictures) for the Sounds and Letters lessons in Student Books 1 and 2

#### **Assessment Package**

- The Assessment Package includes an overview of language assessment for young children, such as diagnostic tests, practice tests, unit tests, mastery tests (after every three units), final exams, and materials for oral assessment.
- Also included is the ExamView<sup>o</sup> Assessment Suite, easy-to-use test-generating software that enables the creation of customized tests in minutes.





#### **Posters**

 Nine thematically-related teaching posters elicit and review target language.

 Three grammar posters for classroom display provide on-the-spot reference for learners.





#### **Picture Cards**

- Perfect for big classes, extra-large cards illustrate target vocabulary.
- Cards are available in print or digital format in the ActiveTeach component.



#### Class Audio CD

- Listening activities
- Songs, including karaoke versions
- Unit stories and CLIL readings



#### Student CD-ROM

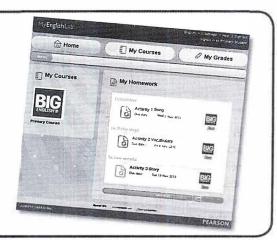
- Interactive activities and games
- Songs, including karaoke versions



#### MyEnglishLab

This optional online learning tool includes:

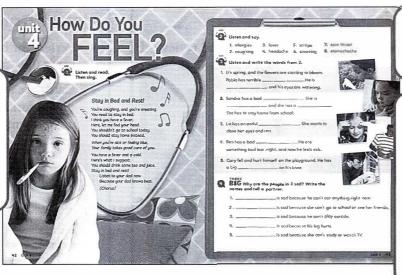
- An interactive *Big English* Workbook
- Additional activities and games
- Auto-graded tests and quizzes
- Easy course management and record-keeping for teachers



#### **A Student Book Unit**



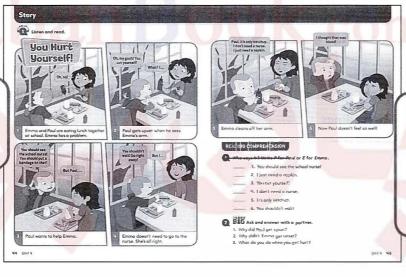
Each unit opens with a high-energy song to introduce the unit theme in a fun context.



Key unit vocabulary is presented.

Think Big questions prompt students to use critical thinking skills, personalize language, collaborate, and use key vocabulary in context.

Fun and highly visual stories encourage a love of reading.



Reading comprehension and discussion questions develop comprehension strategies and critical thinking.

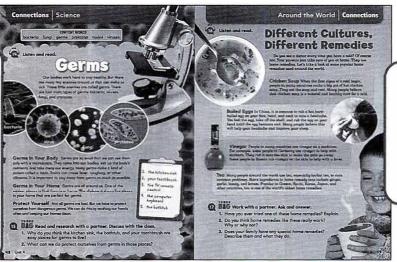
A fun sticker activity reinforces students' aural understanding of the new language.

Usten and read. Soy.   Manie: Vither's the manier?   Javable: I don't select find of sick.   Manie: Let me see. When Your branched is worth You have let feel kind of sick.   Manie: Let me see. When Your branched is worth You have of letter some read.   The your black of sick of sick.   Manie: Yes, You should sake some medicine and get some read.   Yes, You should sake some medicine and get some read.   Yes, You should sake some medicine and get some read.   Yes, You should sake some medicine and get some read.   Yes, You should sake some medicine and get some read.   Yes, You should sake some medicine and get some read.   Yes, You should sake some medicine and get some read.   Yes, You should sake some medicine and get some read.   Yes, You should sake some read get planty of mist   Yes, You should stake some read get planty of mist   Yes, You should stake some read get planty of mist   Yes, You should stake some read get planty of mist   Yes, You should stake some read get planty of mist   Yes, You should stake some read get planty of mist   Yes, You should stake some read get planty of mist   Yes, You should stake some read get planty of mist   Yes, You should stake some read get planty of mist   Yes, You should stake some read get planty of mist   Yes, You should stake some read get planty of mist   Yes, You should stake some read get planty of mist   Yes, You should stake some read get planty of mist   Yes, You should stake some read get planty of mist   Yes, You should stake some read get planty of mist   Yes, You should stake core of   Yes, You should stake some read get planty of mist   Yes, You should stake some read get planty of mist   Yes, You should stake some read get planty of mist   Yes, You should stake some read get planty of mist   Yes, You should stake some read get planty of mist   Yes, You should stake some read get planty of mist   Yes, You should stake some read get planty of mist   Yes, You should stake some read get planty of mist   Yes, You should stake some read get planty of mist	11-01	nguage in Action		Grammar
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Mom: You can watch a soccer game on TV.  3. Culdrien			medicine and get	
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Users and stake, Write the number;	9	Practice the dialogue in 8 with a p	partner	4. People drank tots of woter and got plenty of rest
New   Inches   New   N	0	Listen and stick, Write the number	6	
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She should take some medicine. Hieshould eat soup and go to bed.			IN LABORATOR	Work with a partner. Talk about the people on pages 42-43.
		She should take some medicina.	H eshould cat soup and go 10 bed.	
				Divis st

Grammar is taught in context and supported on the facing page by clear grammar charts for additional reference.

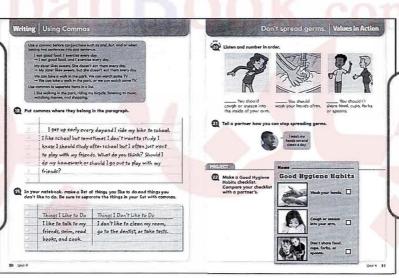


In Content Connections, students encounter text from academic areas such as social studies, science, and math. Content vocabulary is highlighted.



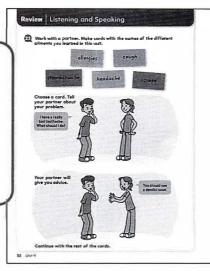
In Around the World Connections, students learn about different cultures and countries.

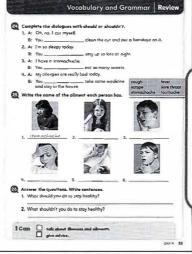
Models and examples of writing are broken down and explained in an easy-to-follow format. Students follow the model to do their own writing.



Students reflect on a core value related to the theme of the unit and apply this in a collaborative project.

Students show what they have learned in the unit through a game-style group activity and language exercises.

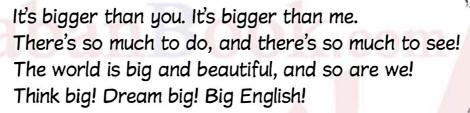




I Can check boxes help students assess their own learning and reflect on their progress.

## BIG ENGLISH Song J

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!



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 Kids in My State of the Company of the Company

#### **Objectives**

#### Vocabulary

• To describe and compare people's characteristics

#### Reading

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

#### Grammar

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

#### **Content Connections**

- **Science**: To learn about twins and other multiple births
- Around the World: To read about a world competition

#### Writing

• To write parts of a paragraph

#### Values

To learn the value of being considerate of others

#### Project

 To make award ribbons to reward good manners

Content

#### **Key Vocabulary**

Hair	Size	Age	Traits	Expressions	Words
black blonde brown curly dark light long straight wavy	big short small tall	new old young	friendly funny nice serious shy smart	I don't think so! Just like you! Just like yours! kind of make a joke What's she like?	beard category championship chance common competition moustache style twins fraternal identical multiple birth pair

Character



#### Warm-Up

- Display a calendar and find your birthday on it. Point to the date and say: I have a birthday once a year. I don't have a birthday every day. Mark your birthday on the calendar and have volunteers come up and mark their birthdays.
- Hold up a toothbrush or a hairbrush. Say: I brush my teeth every day. I brush my teeth three times a day. Put three checks on yesterday's date. Say: I brushed my teeth three times yesterday. Ask: How many times did you brush your teeth today? A volunteer can answer by making checks on today's date.
- Have students play a guessing game. In small groups, students take turns choosing a Picture Card. Partners will guess how often the student does the activity shown on the card.

#### Using Pages 14-15

1 (A13) Listen and read. Then sing.

Explain the lesson objective—students will sing a song and then talk about chores and activities they do on a regular basis.

• Read the directions aloud. Play Audio Track A13 and have students listen and read the song silently. Play the audio again and invite students to sing along with you.

Observe students to see if they are comfortable learning the new song. Check students' comprehension. Ask: Which picture shows someone taking out the recycling? (the boy on the right) Which picture shows someone walking the dog? (the girl on the left)

ASSIST | Replay the audio as necessary and help with pronunciation of difficult words.

• Once students are comfortable with the song, have them practice it using the karaoke version (Track C2). Or, if you wish, save the karaoke version for use during another class period, as a fun way to review the song.



MONITOR



#### Warm-Up

- Review family words: grandfather, grandmother, mother, father, sister, brother, aunt, uncle, cousin. Draw a family tree on the board, using Grandmother and Grandfather labels at the top of the tree and then branching down to show other family members, including cousins.
- Give students index cards with words for family members written on them. Have students stand in a family tree formation based on the words on their cards.

#### Using Pages 16-17



NVOLVE

Explain the lesson objective—students will listen to and read a story, answer questions about it, and then talk about ideas related to it.

- Have students read the title aloud and preview the pictures in the story frames. Point to and say the names *Bradley* and *Kim*. Explain that Bradley and Kim are talking about their plans for the weekend. Show students a picture of a bride and groom and explain that this is a *wedding*.
- Read the directions aloud. Remind students that they will hear the narration for each frame first, followed by what the characters say. Point to the numbered sentences at the bottom of each story frame. Say: *These sentences tell what happens*. Then point to the speech bubbles. Say: *These speech bubbles tell what the characters say*.
- Play Audio Track A15 and have students listen and read along silently.
   Ask questions to check for understanding. Encourage students to answer using

Ask questions to check for understanding. Encourage students to answer using complete sentences. Ask: Look at Frame 3. How can you tell Kim doesn't like to wear dresses? (She says she doesn't. She doesn't look happy.)

Replay the audio as necessary. Pause after each frame and use gestures and simple language to explain unfamiliar words.

• Divide the class into two groups and assign one group to read Bradley's lines and the other to read Kim's lines. Play Audio Track A16, which contains the characters' words without the narration. Have students repeat after their assigned character.





#### Warm-Up

- Have students help you make a "refrigerator" and fill it with food. Fold a sheet of poster board in half vertically. Cut the top side in half horizontally to create a freezer door on top and a fridge door below.
- A pair of students can use markers to decorate the refrigerator while other students look through newspapers and magazines and cut out pictures of their favorite foods.
- Have students tape their favorite foods into the fridge. Ask them to name the food if they can. If they are not able to name the food, tell them the name and have them repeat it after you.
- Continue taking turns putting food items in the refrigerator until everyone has had a turn.

#### Using Pages 26–27



(A22) Listen and read. Then sing.

Explain the lesson objective—students will sing a song and talk about trying new foods. They will also talk about the foods people eat in different countries.

- Write these words on the board: *bite, chew, taste.* Model each word by taking a bite of a snack you've brought, chewing it, and then talking about its taste. *This apple tastes sweet.* Have students pretend to bite, chew, and taste a favorite snack.
- Read the directions aloud. Play Audio Track A22 and have students listen and read along with the song.
- Play the audio again and invite students to sing along. Talk about each of the foods mentioned in the story. Point to each picture and read the label. Ask: *Have you ever tried steamed buns? Did you like them? Why or why not?*

Check students' comprehension. Have students hold up Picture Cards that show the foods mentioned in the song. Then ask students to choose one food that they would like to try.

Replay the audio as necessary. Pause after each verse and use simple language and gestures to explain unfamiliar words.

• Once students are comfortable with the song, have them practice it in pairs using the karaoke version (Track C3). One partner can pretend to be Dad, and the other can be Sam.



(A23) Listen. Point and say.

- Read the directions aloud. Explain that the pictures show ten different foods. Play Audio Track A23 and have students listen to the name of each food. Point to each picture as it is named.
- Replay the audio and have students point to the pictures and say each food name with you.

MONITOR

Say the food names in random order. Have students point to the picture of each food as you name it.

Replay the audio as needed. Pause after each food name and exaggerate the sounds and stresses in the words and phrases, paying particular attention to those that may give students difficulty; for example, the ending /d/ in steamed and the medial /r/ in curry.



Model using the food names with expressions of frequency to talk about how often you eat food. Say: I eat cereal with milk for breakfast three times a week. Have students choose a food and talk about how often they eat it.

#### $\bigcirc$ (A24) Listen and write the numbers of the foods from 2.

- Read the directions aloud. Play the audio as students listen. Use the world map or globe to locate the countries that are mentioned in the activity: Italy, China, Scotland, Mexico, and the United States.
- Replay the audio. Have students point to the pictures and say the kids' names, the name of each country, and the foods that they eat.
- Have students write the numbers of the foods on the lines.

MONTOR

Review the answers as a class. (Answers: Isabella 6, 9; Mei Lin 1, 8; Oliver 3, 2; Angela 4, 7; Alan 5, 10)

ASSIST | Pause the audio after each section to give students a chance to locate the foods.

#### 4 BIG 21 Communication Work with a partner. Ask and answer.

- Have students work in pairs, asking and answering the questions. Remind students of the importance of making eye contact with their partner during their conversations.
- Model how students can use what they learned in Activity 3 to answer Item 3; for example: In Italy, some people eat pasta for lunch.

MONITOR

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

Assign Workbook pages 22–23 and direct students to digital activities.

#### **Application and Practice Activity**

• Display index cards labeled breakfast, lunch, and dinner. Have students return to the refrigerator from the Warm-Up activity and take out the food pictures. Have them work together to sort the foods under each index card according to whether they would eat the food for breakfast, lunch, or dinner.

CHALLENGE

MONITOR | Listen for correct use of vocabulary and complete sentences as students talk. Have students put together a few pictures to show a meal that they would make to share with a friend. Have them talk about why they chose the foods for that meal,

• Have students play the Unit 3 Game 1 on ActiveTeach.



#### **OBJECTIVES**

To identify different types of foods

To talk about trying new foods

To learn about the foods eaten in different countries

To sing a song

#### **Key Vocabulary**

Nouns and noun phrases: cereal with milk, chicken curry, eggs in tortillas, grilled cheese sandwich, noodle soup, oatmeal, pasta with vegetables, rice and beans, steamed buns, yogurt with fruit Verbs: bite, chew, taste

#### 21st Century Skills

Communication

#### **Materials**

Unit Poster Picture Cards 84-91 One large piece of poster board Markers, tape Magazines, store circulars, and other

pictures of food Scissors

A small snack, such as a piece of fruit World map or globe Index cards labeled breakfast, lunch, dinner Audio tracks A22–A24, C3

Games (ActiveTeach) Digital activities: MyEnglishLab or CD-ROM



Pages 22-23 Answers on page T148

#### Workbook Answer Key (continued)

- 1. scared
- 3. put a bandage on it
- 2. to the school nurse
- 4. It's just ketchup.
- Answers will vary.
- 1. d 2. - f
- 3. a

4. - b

- 5. c6. - e
- 1. F
- 2. Т
- 3. F
- T

- 1. should
- 4. shouldn't
- 2. shouldn't
- 5. should
- 3. should
- 10 1. myself
- 4. ourselves
- 2. yourself
- 5. themselves
- 3. herself
- 4. should
- 1. should 2. should
- 5. shouldn't
- shouldn't
- shouldn't
- Answers will vary.
- 1. bacteria, fungi, protozoa, viruses
  - 2. very small
  - 3. a poison called a toxin
  - sink, toothbrush, remote control, computer keyboard, bathtub
  - sink, computer keyboard
  - 6. wash hands, keep the house clean
- 1. I get lots of rest, and I drink plenty of water.
  - 2. I should eat more fruit, but I don't like it.
  - 3. Should I watch TV, or should I do my homework?
  - 4. The four types of germs are bacteria, fungi, protozoa, and viruses.
  - 5. You should drink some tea, and you should take some medicine.
  - 6. I have a toothache, but I don't want to go to the dentist.
- Answers will vary.
- 1. He should cover his mouth when he coughs, and wash his hands.
  - They should wash their hands.
  - 3. She should get her own bowl and spoon.
  - 4. He should go to the nurse.
  - 5. She should wash her hands.
  - 6. She should put it in the sink, and get a new spoon.
- headache f
- 4. stomachache e
- 2. sore throat c
- 5. allergies b
- 3. fever d
- 6. scrape a
- 18 Answers will vary.

#### Unit 5, Weird and Wild Animals

- Answers will vary.
- Answers will vary.

- 1. whistling spider e
- 4. coconut crab c
- 2. angler fish a
- 5. tarsier b
- 3. angora rabbit d
- 1. Any two of the following: They use their bodies and voices to talk to other chimps. Some chimps can use sign language. They know how to make tools. They use tools to get food in the jungle.
  - Answers will vary.
  - Yes.
  - 4. Watching a TV show about chimpanzees.
  - 5. He can't open his bag of chips.
  - 6. Scissors.
- 1. bats / 200
- 4. tortoises / pets
- 2. 3,000 / fur
- 5. fish / habitats
- 3. pandas / endangered
- 1. Egyptian tortoise c
- 3. Bumblebee bat a
- 2. Walking fish d
- 4. Red panda b
- 1. How many volcano rabbits were there / There were / there are
  - How many Andean condors were there / There were / there are
  - 3. How many Komodo dragons were there / There were / there are
  - 4. How many Tasmanian devils were there / There were / there are
- 8 Komodo dragons b Volcano rabbits - a Andean condors - d Tasmanian devils - c
  - 1. Why / because people are killing them
  - Why / because they are getting sick and dying

3. F

3. !/. F

- 3. Why / because there is too much pollution
- Why / because people are moving into their habitat
- 1. T

Answers will vary.

- 1. fire-breathing / evil / scary
- 2. magical / helpful / not scary
- 3. Bunyip / scary / animals
- 4. real / large lizards / endangered
- 1. Answers will vary.
  - 1. red pandas / because / habitat
    - 2. How many / There are
    - Egyptian tortoises / There were
    - 4. Why / polar bears
- Answers will vary.

#### Unit 6, Life Long Ago

1. - c

2. - b

- 3. a4. - e
- 5. d
- Answers will vary.



	4 sessions per week (40–50 minutes)	5 sessions per week (40–60 minutes)
Week 1	Student Book • Song & Vocabulary (2 pp.) • Story (2 pp.)	Student Book • Song & Vocabulary (2 pp.) • Story (2 pp.)
	Ancillaries  Corresponding Workbook pages Corresponding Digital activities Video (dramatic)* Unit Poster Picture Cards Teacher's Resource Files (in ActiveTeach): vocabulary playing cards	Ancillaries  Corresponding Workbook pages Corresponding Digital activities Video (dramatic)* Unit Poster Picture Cards Teacher's Resource Files (in ActiveTeach): vocabulary playing cards, word part worksheets
Week 2	Student Book  Language in Action (1 p.)  Grammar (1 p.)  Connections: Content (1 p.)	Student Book  Language in Action (1 p.)  Grammar (1 p.)  Connections: Content (1 p.)
Service of the servic	Ancillaries  Corresponding Workbook pages  Corresponding Digital activities  Video (documentary)**  Additional Grammar Practice in Workbook  Grammar Poster  Teacher's Resource Files (in ActiveTeach): grammar worksheets	Ancillaries  Corresponding Workbook pages Corresponding Digital activities Video (documentary)** Additional Grammar Practice in Workbook Grammar Poster Teacher's Resource Files (in ActiveTeach): grammar worksheets, vocabulary organizers
Week 3	Student Book  Connections: Around the World (1 p.)  Writing (1 p.)  Projects/Values (1 p.)	Student Book  Connections: Around the World (1 p.)  Writing (1 p.)  Projects/Values (1 p.)
	Ancillaries  Corresponding Workbook pages Corresponding Digital activities Video (documentary)** Teacher's Resource Files (in ActiveTeach): graphic organizers	Ancillaries  Corresponding Workbook pages  Corresponding Digital activities  Video (documentary)**  Teacher's Resource Files (in ActiveTeach): graphic organizers, games
Week 4	Student Book  Review: Listening & Speaking (1 p.) Review: Vocabulary & Grammar (1 p.) Checkpoints (4 pp.; every 3 units)	Student Book  Review: Listening & Speaking (1 p.)  Review: Vocabulary & Grammar (1 p.)  Checkpoints (4 pp.; every 3 units)
	Ancillaries  Corresponding Workbook pages (including Think Big activity every 3 units)  Corresponding Digital activities  Video (dramatic)* & Guide  Assessment Package: practice test; unit test; unit mastery test (every 3 units)	Ancillaries  Corresponding Workbook pages (including Think Big activity every 3 units)  Corresponding Digital activities  Video (dramatic)* & Guide  Assessment Package: practice test; unit test; unit mastery test (every 3 units)  Teacher's Resource Files (in ActiveTeach): games



WW

#### Numbers indicate units in the Student Book.

A THE RESERVE	
Activities	
of long ago	6
of today	6
opinions about want to learn	9
Adjectives	,
comparative	1
descriptive	1, 9
superlative	8
adverbs of frequency	2
advice	4
ailments	4
animals anniversary	5 7
average speed	6
average speed	U
C	
calendar	7
celebrations	7
collections commas	8
comparing people and things	1
Conjunctions	-
and/but/or	3
because	5
conservation	5
describing people	1
distance traveled	6
dogs	5
dragons	5
emails	
endangered animals	7 5
equations	6
estimation	5
exclamatory sentences	4
extraordinary kids	9
festivals	7
food	3
	2, 3, 4
hobbies	8
holidays	7
illnesses	4
imperative sentences	4
informal letters	7
K K K K K K K K K K K K K K K K K K K	
keeping clean	4
. •	

leap year	7
learning new things	9
life long ago	6
M. M	
manners	1
Math	
calendar	7
estimation	5
multiplication	6
ordinal numbers	7
problem solving	6
meals	3
menu	3
e program Name of	
nutrition	3
opinions	9
P 4 A	
paragraphs	1
possessive pronouns	1
problem solving	6
Punctuation	
commas	4
exclamation point	4, 5
period	5
question mark	
	5
quotation marks	5
quotation marks	
6	
Questions	6
Questions how many	5
Questions how many how often	5 2
Questions how many how often what	5 2 1, 2, 9
Questions how many how often what when	5 2 1, 2, 9 7
Questions how many how often what when where	5 2 1, 2, 9 7 2
Questions how many how often what when where who	5 2 1, 2, 9 7 2 2
Questions how many how often what when where who why	5 2 1, 2, 9 7 2 2 5
Questions how many how often what when where who why	5 2 1, 2, 9 7 2 2 5 3
Questions how many how often what when where who why would you like yes/no	5 2 1, 2, 9 7 2 2 5 3 1, 3, 9
Questions how many how often what when where who why	5 2 1, 2, 9 7 2 2 5 3
Questions how many how often what when where who why would you like yes/no	5 2 1, 2, 9 7 2 2 5 3 1, 3, 9
Questions how many how often what when where who why would you like yes/no	5 2 1, 2, 9 7 2 2 5 3 1, 3, 9
Questions how many how often what when where who why would you like yes/no quotation marks	5 2 1, 2, 9 7 2 2 5 3 1, 3, 9 6
Questions how many how often what when where who why would you like yes/no quotation marks  R remedies	5 2 1, 2, 9 7 2 2 5 3 1, 3, 9 6
Questions how many how often what when where who why would you like yes/no quotation marks  R remedies  S same/different	5 2 1, 2, 9 7 2 2 5 3 1, 3, 9 6
Questions how many how often what when where who why would you like yes/no quotation marks  R remedies  S same/different schedule	5 2 1, 2, 9 7 2 2 5 3 1, 3, 9 6
Questions how many how often what when where who why would you like yes/no quotation marks  R remedies  S same/different schedule school lunches	5 2 1, 2, 9 7 2 2 5 3 1, 3, 9 6
Questions how many how often what when where who why would you like yes/no quotation marks  R remedies  S same/different schedule school lunches Science	5 2 1, 2, 9 7 2 2 5 3 1, 3, 9 6
Questions how many how often what when where who why would you like yes/no quotation marks  R remedies  S same/different schedule school lunches Science benefits of hobbies	5 2 1, 2, 9 7 2 2 5 3 1, 3, 9 6
Questions how many how often what when where who why would you like yes/no quotation marks  R remedies  S same/different schedule school lunches Science benefits of hobbies dogs	5 2 1, 2, 9 7 2 2 5 3 1, 3, 9 6
Questions how many how often what when where who why would you like yes/no quotation marks  R remedies  S same/different schedule school lunches Science benefits of hobbies dogs germs	5 2 1, 2, 9 7 2 2 5 3 1, 3, 9 6 4 1 2 3 3 8 4 4
Questions how many how often what when where who why would you like yes/no quotation marks  R remedies  S same/different schedule school lunches Science benefits of hobbies dogs	5 2 1, 2, 9 7 2 2 5 3 1, 3, 9 6

nutrition	3
remedies	4
Sentences	
ending marks for	5
exclamatory	4
imperative	4
sequence words	2
Social Studies	_
advertising	2
collections	8
dragons	5
extraordinary kids	9
festivals/holidays	7
leap year	7
low-tech tribes	6
remedies	4
school lunches	3
unusual habits	2
special days	7
sportsmanship	8
traditions	7
tribes	6
Values	
Be a good sport	8
Be considerate to others	1
Celebrate traditions	7
Choose healthy foods	3
Don't spread germs	4
Learn new things	9
Practice good habits	2
Protect endangered animals	5
Solve problems	6
Verb tense	
future simple	2 7
present participle	2
simple past	5 6
simple present	1-5, 8-9
Verbs	
be	1, 5, 7, 8
do	6, 9
have	1,8
know how + infinitive	9
should	4
think	9
use to	6
would	3
W	English Dr
Writing	
book or movie review	Q
email	7
informal letters	8
paragraphs	1
L	



#### **IPA Symbols**

#### The English Alphabet

Con	sonants	Vow	els
/b/	baby, club	/a/	on, hot, father
/d/	down, today, sad	/æ/	and, cash
/f/	fun, prefer, laugh	/٤/	egg, says, leather
/g/	good, begin, dog	/I/	in, big
/h/	home, behind	/ɔ/	off, daughter, draw
/k/	key, chocolate, black	/e/	April, train, say
/1/	late, police, mail	/i/	even, speak, tree
/m/	may, woman, swim	/o/	open, close, show
/n/	no, opinion	/u/	boot, do, through
/ŋ/	angry, long	/Λ/	of, young, sun
/p/	paper, map	/ʊ/	put, cook, would
/r/	rain, parent, door	/ə/	about, pencil, lemon
/s/	salt, medicine, bus	121	mother, Saturday, doctor
/š/	sugar, special, fish	/3·/	earth, burn, her
/t/	tea, material, date		
/θ/	thing, healthy, bath	Diph	thongs
/ð/	this, mother, bathe	/aɪ/	ice, style, lie
/v/	very, travel, of	/au/	out, down, how
/w/	way, anyone	/DI/	oil, noise, boy
/y/	yes, onion		
/z/	zoo, cousin, always		
/ž/	measure, garage		
/č/	check, picture, watch		
	job, refrigerator, orange		

Here is the pronunciation of the letters of the English alphabet, written in International Phonetic Alphabet Symbols.

- a /e/
- b /bi/
- c /si/
- d /di/
- e /i/
- f /εf/
- g /ji/
- h /eč/
- i /aɪ/
- j /je/
- k /ke/
- l /εl/
- m /em/
- n /en/
- 0 /0/
- p /pi/
- q /kyu/
- r /ar/
- s /es/
- t /ti/
- u /yu/
- v /vi/
- w /dʌbəlˌyu/
- x /eks/
- y /wai/
- z /zi/





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