

BIG

ENGLISH



Linnette Ansel • Lisa Broomhead
Mario Herrera • Christopher Sol Cruz

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TEACHER'S BOOK

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Scope and sequence

Unit	Vocabulary	Structures	CLIL
Welcome to class! pp. 4-7	Numbers: 1-10 Colours: black, blue, brown, green, orange, pink, red, white, yellow Classroom objects: bag, book, crayon, pencil, pencil sharpener, rubber Classroom actions: listen, look, open/close your book, sit down, stand up	Hello. / Goodbye. What's your name? My name's (Lidya). How old are you? I'm (six). What's your favourite colour? My favourite colour is (red). What's this? It's a book. It's a (black) book.	
1 My Family pp. 8-19	Family: brother, dad, friend, grandad, grandma, me, mum, sister	Who's this? This is my (mum). / This is me.	Social Science: Different families big, small My family is (big). Project: Draw a family poster.
2 Happy Birthday! pp. 20-31	Toys: ball, car, doll, plane, present, puppet, puzzle, toy, train	It's my birthday! Happy birthday! Is it a (car)? Yes, it is. / No, it isn't. It's a (car).	Geography: Parties around town beach, cinema, park, pool Where's your party? My party's at the (park). Project: Draw your party.
3 I like cake! pp. 32-43	Food and drink: cake, chicken, fish, ice cream, juice, pizza, water, yogurt	I like (pizza). / I don't like (water). Pizza, please.	Science: Healthy foods bad, good cola, fruit salad, sugar I like (fruit). It's (good) for me. / I like (sugar) but it's bad for me. Project: Make a healthy food plate.
Checkpoint Units 1-3 pp. 44-45 Revision: Units 1-3			
4 My Body pp. 46-57	Parts of the body: arms, ears, eyes, face, feet, hair, hands, legs, mouth, nose Adjectives: long, short	I've got (two eyes) and (a nose). Have you got (long hair/blue eyes)? Yes, I have. / No, I haven't.	Health: Hygiene clean, dirty I've got (clean) hands. Wash your hands. Dry your hands. Project: Make a collage showing how to wash your hands.
5 Around Town pp. 58-69	Places in town: fire station, hospital, library, playground, police station, school, shop Actions: happening, jumping, running, walking	What are you doing? I'm (running) to the (school). Is this the (playground)? Yes, it is. / No, it isn't. It's the (hospital).	Social Science: Vehicles ambulance, bus, fire engine, police car, van Where's the (ambulance)? The (ambulance) is at the (hospital). Project: Draw a vehicle.
6 She's swinging on the swings! pp. 70-81	Playground equipment: climbing frame, roundabout, slide, swings Actions: climbing, riding, sliding, swinging	What's he/she doing? He's/She's (swinging) on the (swings). Be careful!	Science: A tree in different seasons autumn, spring, summer, winter apple, flower, leaves, tree It's (spring). There are (pink flowers) and (green leaves) on the tree. / It's winter. There are no leaves on the tree. Project: Do a leaf rubbing.
Checkpoint Units 4-6 pp. 82-83 Revision: Units 4-6			
7 It's sunny! pp. 84-95	Clothes: boots, coat, hat, jumper, sandals, shoes, shorts, skirt, trousers T-shirt Weather: cloudy, rainy, snowy, sunny	It's (sunny). What are you wearing? I'm wearing a (hat). What's he/she wearing? He's/She's wearing (trousers).	Social Science: Uniforms chef, firefighter, police officer, postman The (police officer) is wearing a uniform. He's/She's got a (white T-shirt and a black hat). Project: Design a school uniform.
8 My House pp. 96-107	Rooms: bathroom, bedroom, garage, garden, hall, house, kitchen, living room	Where are you? I'm in the (living room). Where is he/she? She's/He's in the (hall). Ask Mum.	Science: Materials cloth, glass, plastic, stone, wood Project: Make a house.
9 A fish can swim! pp. 108-119	Animals: bear, crocodile, elephant, hippo, lion, monkey, parrot, snake Actions: fly, swim	A (crocodile) can (swim). I can't (fly).	Science: Animal habitats bat, cave, hole, river, tree A (monkey) lives in a (tree). Project: Make an animal habitat.
Checkpoint Units 7-9 pp. 120-121 Revision: Units 7-9			
Cutouts p. 123			

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 in the outside world. In addition to a balanced integrated-skills approach to instruction, 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)**.

Pupil's Book

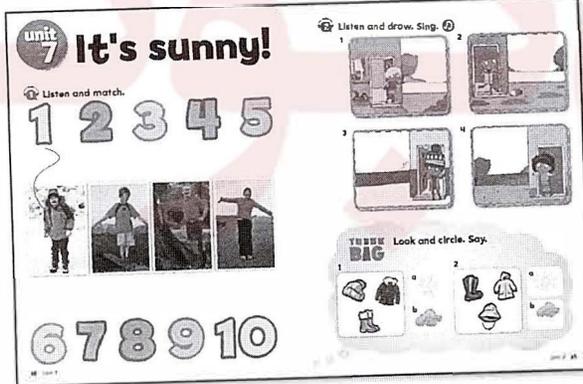
- Activities present language in context with songs, stories and phonics lessons.
- Think Big activities help pupils develop 21st Century Skills.
- Content Connection pages and Projects integrate use of learning strategies into content-based learning.
- Values lessons help build confidence through creative and collaborative activities.
- Three two-page Checkpoints focus on Assessment for Learning and provide opportunities for pupils to assess their own progress.



Activity Book

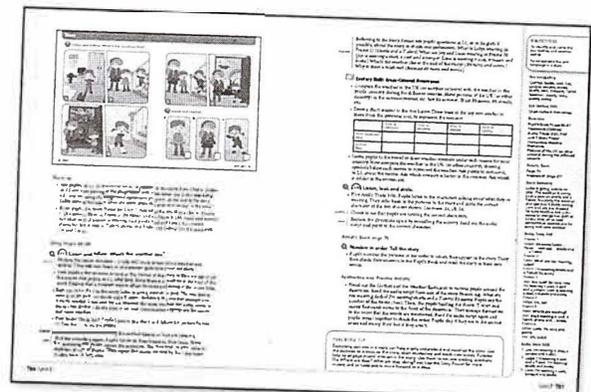
Activity Book

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



Teacher's Book

- This includes step-by-step Lesson Plans, a Games Bank, Pupil's Book and Activity Book Audio Scripts and Activity Book Answer Keys.
- Assessment for Learning techniques and ideas for developing 21st Century Skills are incorporated into each Lesson Plan.





Teachers' eText for IWB

This digital tool includes helpful resources, such as:

- Interactive versions of the **Pupil's Book** activities for use on a whiteboard or a computer. 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.
- An **Assessment Pack** with a comprehensive range of tests which include a placement test, unit tests and review tests (after every three units).

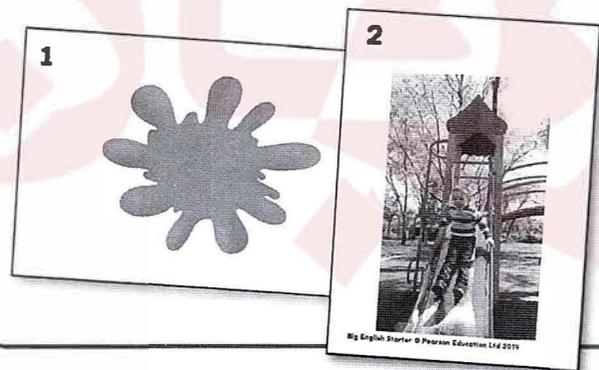
Class Audio CD

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



Flashcards

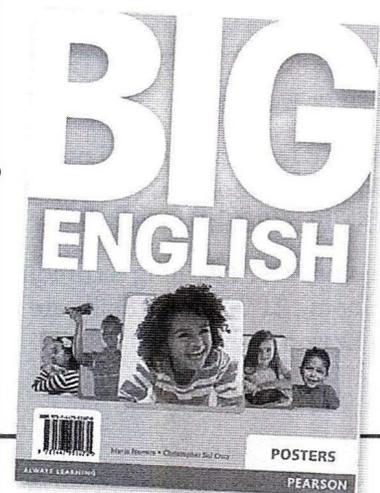
- Perfect for big classes, A5 cards illustrate target vocabulary.
- Cards are available in print or digital format on the Teacher's eText for IWB.



Posters

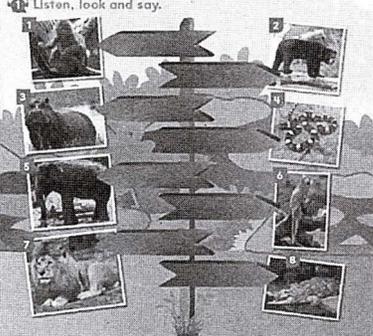
A set of 12 full colour teaching posters for display in the classroom

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



unit 9 A fish can swim!

1 Listen, look and say.

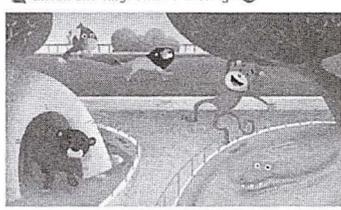


2 Listen and find.

3 Play a game.

108 Unit 9 vocabulary (wild animals)

10 Listen and sing. What's missing?



11 Listen and number. Say.



12 **THINK BIG** What can it do?



109 Unit 9 vocabulary (wild animals)

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

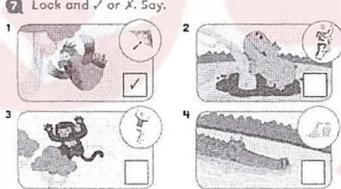
THINK BIG Think Big questions prompt pupils to use critical thinking skills, to personalise language, to collaborate and to use key vocabulary in context.

Story

1 Listen and follow. Where's Lidya?



2 Look and ✓ or X. Say.



110 Unit 9

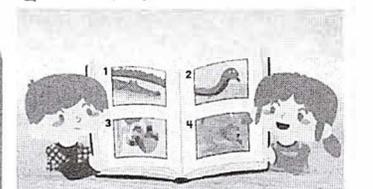
111 story Unit 9

Fun, highly visual stories engage learners' imaginations.

Comprehension and discussion questions develop comprehension strategies and critical thinking.

Language in Action

1 Listen. Help Lidya and Liam.



2 Circle ✓ or X. Listen and check.



1		✓	X
2		✓	X
3		✓	X
4		✓	X

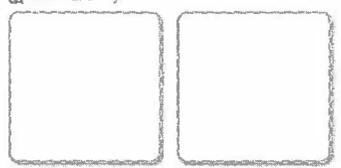
112 Unit 9 language practice (A monkey can climb)

Language in Action

1 Listen and play.



11 Draw and say.



113 language practice (A parrot can't swim) Unit 9

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

Content Connection Science

1 Listen, look and say.

2 Look and match. Say.

THINK BIG What's wrong?

14 Make and say.

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

Values Respect animals.

1 Listen, look and say.

12 Listen, find and say. 13 Listen and circle.

14 Listen and number. Chant.

q w x Phonics

On the Values page, pupils reflect on a core value related to the theme of the unit and act out a mini-situation which they can transfer to the world outside the classroom.

In the Phonics section, pupils learn about letters and their corresponding sounds in a systematic way. The Sounds and Letters Cards (Teachers' eText for IWB) and the Phonics Posters can be used for fun teacher-led activities.

Review

1 Listen and ✓ or X. Play.

1				
2				
3				
4				

12 Listen and match.

13 Listen and number.

I Can

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

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

Materials

Pupil's Book, Welcome to class!

- Pages 4–7
- Pupil's Book Audio CD, Tracks 1:02–1:14

Activity Book, Welcome to class!

- Pages 2–3
- Activity Book Audio CD, Tracks 1:08–1:16

Assessment Package

- Placement Test

Additional Materials

- Flashcards (Colours)
- Video Welcome Unit (eText for teacher)
- Number cards
- Finger puppets or hand puppets (two for dialogue)
- A ball for throwing
- Paper
- The key classroom objects
- A bag or box to hide the classroom objects

Unit Opener Activities

Family Connection

With the help of a family member, pupils find different coloured objects at home. They can focus on their own toys or school things (crayons, books, pencils, etc.) or find other objects around the house. Ideally they should find at least one or two things for each of the nine colours featured in this unit. They then draw a picture of their objects and colour them in the correct colours. They bring their pictures to class to share with their classmates. Encourage them to say the colours and objects, if possible, in English.

eText Activity

Interactive Pupil's Book Activities for Welcome to class

Class Audio and Audio Scripts

Welcome to class Flashcards

Posters

Teacher's Resources

Placement Test

Placement Test Audio and Audio Scripts for Unit 1

Placement Test Teacher's Notes and Answer Key

Warm up

- Play some lively music and call out and mime some actions *Wave your arms! Move your head! Clap! Stamp your feet!* Do the actions to the rhythm of the music making it as fun and lively as possible. The pupils stand up and join in with the actions.



Using Page 4

1 1:02 Listen and find.

INVOLVE Explain the lesson objective – pupils will practise saying *Hello* and *Goodbye* and sing a song. They will also learn the names of the main characters for the course and how to ask *What's your name?*

- Play Audio Track 1:02. Pupils listen and find the character who is speaking. Play the recording again pausing after each sentence to give pupils time to repeat.
- Pupils then walk around the classroom, introducing themselves and asking their classmates' names. They say *Hello! My name's (Zeynep). What's your name? Hello! My name's (Arda).*

MONITOR Check that pupils are introducing themselves and asking the question correctly.

ASSIST Replay the audio, pausing it as necessary and help pupils with intonation and pronunciation.

2 1:03 Listen and find. Sing.

- Play Audio Track 1:03. Show the characters on the page as they come up. Pupils listen and point to the characters as they are mentioned in the song. Play the song several times and encourage pupils to join in.

MONITOR Walk around the classroom and check that pupils are pointing to the correct characters as they are mentioned.

CHALLENGE In pairs, pupils take turns to say a character's name and find him/her on the page.

2nd Century Skill: Communication

2 1:04 Listen and say. Act.

- Point to the picture at the bottom of the page of Joy, Liam and Lidya at the end of the school day. Ask pupils, in L1, what they think is happening. (The children are going home. They're saying goodbye to their teacher.)
- Play Audio Track 1:04. Pupils listen and look at the picture. Replay the recording, pausing it after each sentence. Pupils repeat.
- Pupils then act out the scene in groups of three. They take turns to be the teacher.

MONITOR Check that all pupils are in a group and that everyone has a role.

ASSIST Encourage pupils to use their own names in their dialogues rather than the character's names. Pupils can use your name as the teacher or the name of the teacher in the book.

Application and Practice Activity

- Play the song again (Audio Track 1:03). Pupils wave for *Hello!* and jump up and down with their arms in the air when they hear *Hurray!* Encourage pupils to sing along with the song as well as joining in with the actions.

TEACHING TIP

Arrive early to your new classroom so you can greet pupils as they walk through the door. Choose tasks that you know your class will be able to complete and enjoy.

OBJECTIVES

To practise saying *Hello* and *Goodbye*

To sing a song

To learn the names of the main characters

To ask someone's name and respond

Key vocabulary

Greetings: Hello, Goodbye

21st Century Skill

Communication

Materials

Pupil's Book, page 4

Audio Tracks 1:02–1:04

Audio Track 1:02

1 Miss Grey: Hello, my name's Miss Grey.
What's your name?
Joy: Hello! My name's Joy.

2 Miss Grey: Hello, what's your name?
Liam: Hello! My name's Liam.

3 Miss Grey: Hello, what's your name?
Lidya: Hello! My name's Lidya.

Audio Track 1:03

Children: Hurray, hurray, hurray!

Let's learn English today!

Joy: Hello, hello! My name's Joy!

Teacher: Hello, hello!

Hello, Joy!

Children: Hurray, hurray, hurray!

Let's learn English today!

Lidya: Hello, hello!

My name's Lidya.

Teacher: Hello, hello!

Hello, Lidya.

Children: Hurray, hurray, hurray!

Let's learn English today!

Liam: Hello, hello!

My name's Liam.

Teacher: Hello, hello!

Hello, Liam!

Children: Hurray, hurray, hurray!

Let's learn English today!

Teacher: Hello, hello!

My name's Miss Grey.

Children: Hello, hello!

Hello, Miss Grey!

Children: Hurray, hurray, hurray!

Let's learn English today!

Audio Track 1:04

Miss Grey: Goodbye,

Liam. Goodbye, Lidya.

Lidya and Liam: Goodbye, Miss Grey. See you tomorrow!

Miss Grey: See you tomorrow!

OBJECTIVES

To say and count the numbers 1–10

To ask someone's age and respond

Key vocabulary

Numbers: one, two, three, four, five, six, seven, eight, nine, ten

Materials

Pupil's Book, page 5
Audio Tracks 1:05–1:07
Number cards (numerals 1–10)
Hand or finger puppets
A ball for throwing
Paper for each pupil to draw a self-portrait

Activity Book

Page 2
Audio script on page 270
Answers on page 278

Audio Track 1:05

one two three four
five six seven eight
nine ten

Audio Track 1:06

Boy: One, two, three.
One, two, three, four, five.
Chorus: One, two, three.
One, two, three, four, five.
Boy: Six, seven, eight.
Six, seven, eight, nine, ten.
Chorus: Six, seven, eight.
Six, seven, eight, nine, ten.
Boy: One, two, three, four,
five, six, seven, eight, nine,
ten.
Chorus: One, two, three,
four, five, six, seven, eight,
nine, ten.

Audio Track 1:07

1 Lidya: Hello, I'm Lidya.
What's your name?
Sam: Hello, I'm Sam. I'm
five. How old are you?
Lidya: I'm six.
2 Liam: Hello, I'm Liam.
What's your name?
Sally: Hello, I'm Sally. I'm
seven. How old are you?
Liam: I'm six.

TEACHING TIP

Music is a great motivational tool in teaching. Play soft music while pupils are completing activities in their books and fast-paced music for games or warm-up activities. Play music as pupils enter the classroom and again as they leave to end the class on a positive note.

Warm up

- Count to ten holding up the appropriate number of fingers as you do so. Pupils repeat. Do this several times until pupils are comfortable with the numbers. Then arrange pupils into groups of various numbers. Ask *How many?* Pupils say the number of children in each group.

Using Page 5

4 1:05 Listen, look and say.

INVOLVE

Explain the lesson objective – pupils will learn to say and count the numbers 1–10. They will also learn to ask someone's age and how to respond.

- Stick your number cards on the board, in order. Point to each one in turn and pupils say the number.
- Play Audio Track 1:05. Pupils listen and point to the numbers on the page saying each number as they do so.

MONITOR

Pause the recording after some of the numbers and ask pupils to hold up the correct number of fingers as they repeat the number.

ASSIST

Leave the number cards on the board so you can easily refer to them when necessary.

5 1:06 Listen and chant.

- Play Audio Track 1:06. Pupils listen to the number chant. Play the recording several times and encourage pupils to join in.

5 1:07 Listen and find. Ask and answer.

- Use hand or finger puppets to practise a dialogue. One puppet says *Hello, I'm (Mr Smith). What's your name?* The other puppet answers *Hello, I'm (Servan)*.
- The first puppet then asks *How old are you?* The other puppet answers *I'm six*. Use your puppets to ask pupils *What's your name?* and *How old are you?*
- Play Audio Track 1:07. Show the characters on the page as they come up. Pupils listen and point to the character who is speaking each time.

ASSIST

Play the recording again pausing after each sentence to give pupils time to repeat.

CHALLENGE

Pupils stand in a large circle. Throw a ball to a pupil and say *Hello, I'm (Mrs White). What's your name?* The pupil answers, then throws the ball to another pupil and asks *How old are you?* They should alternate between the two questions *What's your name?* and *How old are you?*

Activity Book Page 2

1 1:08 Listen and match.

- Play Audio Track 1:08. Pupils listen and match the number to the character mentioned.

2 Count and write. Say.

- Pupils count the number of pencils and write the number in the box. They then say *(Three) pencils*.

5 Draw and write how old you are. Say.

- Pupils draw a picture of themselves in the box on the left, then write or draw the number representing their age in the box or draw a cake with the correct number of candles. They introduce themselves to a partner using *Hello, I'm (Melis). I'm seven*.

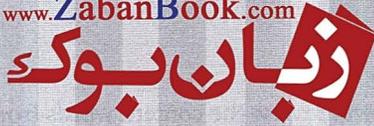
Application and Practice Activity

- Pupils draw a self-portrait. They draw the number representing their age on their T-shirt or draw a cake with the correct number of candles. They share their drawings with a partner and describe them using *I'm (Rohat). I'm seven*.

unit 9

A fish can swim!

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Objectives

Vocabulary

Animals and their actions

Grammar

To talk about animals and what they can and can't do using *A (monkey) can (climb), A (hippo) can't (fly).*

Content Connections: Science

To identify and describe animals in their natural habitats using *A (monkey) lives in a (tree).*

Sounds

To identify and say the sounds /kw/, /w/ and /ks/

Values

To learn the value of respecting animals

Project

To draw a habitat for an animal

Key Vocabulary

Animals	Actions	Content Words	Expressions
bear	climb	cave	<i>Don't feed the animals.</i>
crocodile	fly	hole	<i>Don't climb the fence.</i>
elephant	jump	river	<i>Don't throw the rubbish.</i>
hippo	run	tree	<i>Don't touch the animals.</i>
lion	swim	bat	
monkey	swing	fish	
parrot	walk	rabbit	
snake			

Materials

Pupil's Book, Unit 9

- Pages 108–119
- Pupil's Book Audio CD, Tracks 3:46–3:65

Activity Book, Unit 9

- Pages 88–97
- Activity Book Audio CD, Tracks 3:48–3:66
- Sticker Picture Dictionary, page 104

Assessment Package

- Practice Test unit 9
- Review Test units 7–9
- Speaking Assessment prompts

Additional Materials

- Flashcards (Animals)
- Flashcards (Actions)
- Phonics Poster
- Video Unit 9 (eText for teacher)
- Pictures of animals not from this unit (tiger, lizard, rhino, etc.)
- Pictures of cheetahs, flying squirrels, and snakes that can swim
- A beanbag or a crumpled up piece of paper
- Paper
- Pictures of words and/or objects beginning with sounds from this and previous units
- Green, red and blue pencils for each pupil
- Pupils' pictures or items beginning with /w/ and /kw/ sounds and containing the /ks/ sound
- Flashcards from previous units
- Pictures of cartoon animals

Checkpoint Units 7–9

Unit Opener Activities

Family Connection

Pupils talk with their families about a trip they've taken to a zoo or safari park. They talk about the animals they saw on the visit and where the animals live when they are in the wild. Encourage pupils to look at any photos from the trip with their families. They then draw a picture of some of the animals they saw at the zoo and bring it to class to share with their classmates. If your pupils haven't been to the zoo, then they could look at photos or videos of zoos on the internet with their families and draw a picture of the animals they see.

eText Activity

Interactive Pupil's Book Activities for unit 9

Class Audio and Audio Scripts

Unit 9 Flashcards

CLIL Video and integrated questions for unit 9

Posters

Teacher's Resources

Practice Test unit 9

Practice Test Audio and Audio Scripts for unit 9

Unit 9 Speaking Assessment Prompts

Unit 9 Practice Test Teacher's Notes and Answer Key

Review Test units 7–9

Warm up

- Give pupils a few minutes to look through the new unit. Ask what they think they will learn about (*animals and their actions*).
- Play a game of charades. Choose several of the flashcards from previous units and put them in a pile. Pupils take it in turns to choose a flashcard and act it out for the class. Pupil guess by using *Is it a (car)?*

Using Page 108

1 3:46 Listen, look and say.

INVOLVE | Explain the lesson objective – pupils will learn the key animal words.

- Point to the photos on the page. Explain that these are animals that you can find in a zoo. Teach the word *zoo* and ask how many pupils have visited a zoo before and which animals they saw there. Show the Animals flashcards one by one and say the word for each several times. Pupils repeat.
- In pairs, pupils look at the photos and talk about which of these animals they like. They say *I like (bears)*.
- Play Audio Track 3:46. Pupils listen and look at each photo as it is mentioned.

MONITOR | Walk round the classroom and point to an animal photo in the book. Pupils say the correct animal.

ASSIST | Replay the recording and pause after each word to give pupils time to repeat. Help with the pronunciation of difficult words.

2 3:47 Listen and find.

- Play Audio Track 3:47. Pupils listen and find the photos of the animals mentioned.

MONITOR | Check that pupils are pointing to the correct photos.

3 Play a game.

- Describe an animal. Say *It's black. It's got four legs*. Pupils say the animal. (*It's a bear.*) Pupils continue in pairs or groups.

Activity Book Page 88

1 3:48 Listen and follow.

- Play Audio Track 3:48. Pupils listen and draw lines along the paths to connect the animals in the order they are mentioned in the recording.

2 Count, draw and say.

- Pupils connect the dots to form an animal, counting as they do so. They then colour the animal any colour they wish. Pupils then say the name and colour of the animal. (*It's a red parrot.*)

Application and Practice Activity

- Stick the Animals flashcards on the board. Ask pupils to close their eyes. Remove two of the flashcards. Pupils open their eyes and say which ones are missing (*a snake and a hippo*). Try taking away three cards, then alternating the number of cards you remove.

TEACHING TIP

Brainstorming is a great activity to start a lesson with. It gets pupils to start thinking about the subject you're teaching whether initially in L1 or in English. Have pupils brainstorm animal words they know in English in groups. Make it more challenging and ask them to brainstorm animals with four legs or animals that are brown. Try brainstorming at the end of a lesson as well to give pupils a chance to remember all they learned that day. Have them think of all the animals they learned in the lesson. For future lessons, ask them to brainstorm four animals that can swim, climb, etc.

OBJECTIVES

To identify and say the key animal words

To play a guessing game in pairs

Key vocabulary

Animals: bear, crocodile, elephant, hippo, lion, monkey, parrot, snake

Materials

Pupil's Book Page 108
Flashcards (Animals)
Audio Tracks 3:46–3:47

Activity Book

Page 88
Audio script on page 277
Answers on page 282

Audio Track 3:46

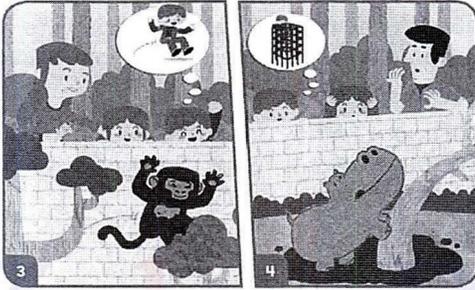
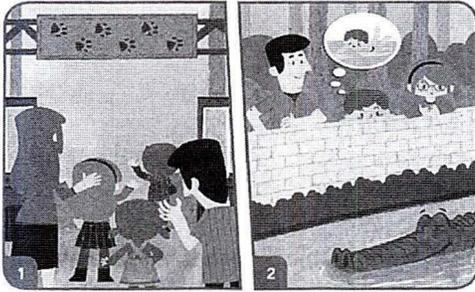
- 1 monkey
- 2 bear
- 3 hippo
- 4 snake
- 5 elephant
- 6 parrot
- 7 lion
- 8 crocodile

Audio Track 3:47

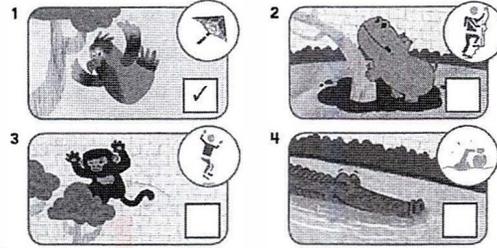
- bear
parrot
crocodile
lion
monkey
elephant
snake
hippo

Story

6 Listen and follow. Where's Lidya?



7 Look and ✓ or ✗. Say.



110 Unit 9

story Unit 9 111

Warm up

- Ask pupils to remember what happened in the story from Unit 8. (*Liam was looking everywhere in the house for Lidya but he couldn't find her. He asked his family members but everyone said to ask somebody else until Grandma told him where she was. He finally found her in the bedroom listening to music with his headphones!*)
- Show pupils the story for Unit 9. Ask pupils which animal they can see in Frame 2 of the story (*a crocodile*). Which animals can they see in Frame 3? (*monkeys*) Continue with the other frames. Now say *Monkeys can climb*. Pupils clap as the sentence is correct. Then say *Hippos can fly*. Pupils stamp their feet as the sentence is incorrect. Correct the incorrect sentences *Hippos can't fly!* Pupils repeat the sentences after you.

Using Pages 110–111

6 3:52 Listen and follow. Where's Lidya?

INVOLVE

Explain the lesson objective – pupils will learn to talk about animals and their abilities. They will listen to and answer questions about a story.

- Give pupils a few minutes to look at the frames of the story in their book. Point to the thought bubbles and ask pupils, in L1, what they think Liam is saying in Frames 2, 3 and 4. (*I can swim. I can jump. I can climb.*) Now point to Frame 6 and ask what Liam is saying. (*I can't fly!*)
- Explain, in L1, that in the story, Lidya and Liam are at the zoo with their family. Liam looks at the animals and says what each can and can't do. He boasts that he can do anything, even things the animals can't do. Then he realises the one thing he can't do is fly.
- Play Audio Track 3:52. Pupils listen to the story and follow the picture frames in their books.

MONITOR

Check that pupils are following the correct frames as they are listening. Pause the story and ask pupils to show the frame.

Cutouts for Page 121, Checkpoint Units 7-9

Cutouts for Page 83, Checkpoint Units 4-6

Stickers

Unit 1, page 100

Unit 2, page 100

Cutouts for Page 45, Checkpoint Units 1-3

Page 49. Activity 5. Listen and draw.

- 1 What are you doing?
I'm hopping to the playground.
- 2 What are you doing?
I'm running to the school.
- 3 What are you doing?
I'm jumping to the shop.
- 4 What are you doing?
I'm walking to the police station.

Page 50. Activity 6. Listen and number.

- 1 What are you doing?
I'm hopping to the cinema.
- 2 What are you doing?
I'm walking to the fire station.
- 3 What are you doing?
I'm running to the library.
- 4 What are you doing?
I'm jumping to the pool.

Page 55. Activity 12. Listen and circle.

- 1 What are you doing?
I'm walking to the fire station.
- 2 Where's the bus?
It's at the school.
- 3 What are you doing?
I'm jumping to the pool.
- 4 Where's the van?
It's at the shop.

Unit 6 She's Swinging on the Swings!

Page 56. Activity 1. Listen and colour.

- 1 Roundabout. Yellow.
- 2 Climbing frame. Pink.
- 3 Slide. Brown
- 4 Swings. Green.

Page 57. Activity 3. Look and match. Listen, number and sing.

- What's she doing?
She's climbing, climbing, climbing.
What's she doing?
She's climbing on the climbing frame.
What's he doing?
He's sliding, sliding, sliding.
What's he doing?
He's sliding on the slide.
What's she doing?
She's swinging, swinging, swinging.
What's she doing?
She's swinging on the swings.
What's he doing?
He's riding, riding, riding.
What's he doing?
He's riding on the roundabout.

Page 59. Activity 5. Listen and number.

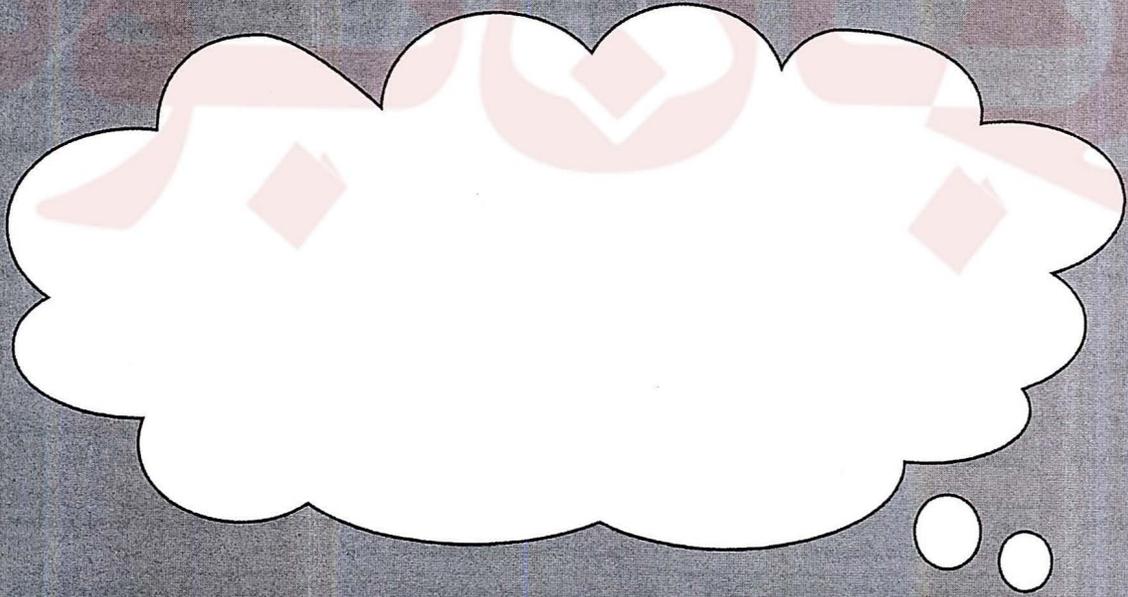
- 1 What's he doing?
He's riding on the roundabout.
- 2 What's she doing?
She's swinging on the swings.
- 3 What's she doing?
She's sliding on the slide.
- 4 What's he doing?
He's climbing on the climbing frame.

Page 60. Activity 7. Listen and ✓ or ✗.

- 1 What's he doing?
He's swinging on the swings.
- 2 What's she doing?
She's sliding on the slide.
- 3 What's she doing?
She's riding on the roundabout.
- 4 What's he doing?
He's climbing on the climbing frame.
- 5 What's she doing?
She's swinging on the swings.

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ENGLISH CERTIFICATE



Well Done!

Pupil's Name

Teacher's Signature and Date

Competencies

Learning a language can help students become successful in their academic, social, and civic lives. To this end, *Big English* promotes the development of the following core competencies: Lifelong Learning, Information Management, Handling Situations, Coexistence, and Life in Society. The study of English is important for developing the skills, attitudes, and behaviours that encompass the competencies. In turn, the competencies provide a foundation for success within and outside the

classroom, and directly contribute to learners' success as members of society. In the *Big English* program, the competencies are cultivated in both the communicative and cognitive arenas. Features of the *Big English* program lend themselves naturally to the teaching and learning of the core competencies. Below is a list of the features found in *Big English* where the competency is highlighted, as well as an illustrative example.

Lifelong Learning

Skills	Big English Features	Example
Use English to interact	Language in Action, 'Think Big' activities, Reviews, Values	U2, p. 25, Language in Action – Pupils apply the unit vocabulary and structure to ask and answer questions to complete a chart.
Self-assess	Checkpoints, 'I Can' checklist	Checkpoint U1–3, pp. 44–45 – Checkpoints are 2-page series of activities where pupils assess their progress in the three prior units through a rating of what they have learned, a series of activities using the language and then re-rating to assess their progress.
Think critically and creatively	'Think Big' activities, Projects	U5, p. 64, 'Think Big' activity – Pupils use critical thinking to provide reasons for an opinion.
Deal with performance anxiety and build self-esteem	Reviews, Checkpoints, 'Think Big' activities	Checkpoint U7–9, p. 121 – Pupils complete a personalisation activity with their own drawings, then share it in a small group, allowing them to share their own work in a smaller, less-intimidating setting and simultaneously build self-esteem by creating and sharing.
Set goals	Checkpoints, 'I can' checklist	Checkpoint U1–3, pp. 44–45 – Pupils monitor and assess their progress in the three prior units. Based on their initial rating, they go back to those areas they determined needed remediation and then re-rate their level of understanding.
Develop digital skills	MyEnglishLab, eText	MEL and eText for students – two digital components tightly linked to the Pupil's Book, used for further practice, help students to improve their digital skills and to master content.

Coexistence

Skills	Big English Features	Example
Communicate	Unit Songs, Language in Action activities, Values, Reviews, 'Think Big' activities, Projects, Checkpoints	U3, p. 40, Values – Pupils listen to and learn useful phrases which they then use to role-play a dialogue with a partner.
Use teamwork	Projects	U4, p. 53, Connections Project – Pupils work together in groups to make a poster about hand washing.
Learn about other cultures	21st Century Skills, Cross-cultural activities	Teacher's Book note for U3. p37 21st Century Skill: Global Awareness – pupils talk about food from other cultures and make a class collage with popular foods from other countries
Use listening skills	Unit Stories, Phonics, Language in Action activities, Reviews	U6, p.71, Activity 4 – The Song activities have pupils listen to an authentic song and complete an activity based on what they hear.
Use communication skills	Language in Action activities, 'Think Big' activities, Reviews, Projects, Checkpoints	U4, p. 51, Language in Action – Pupils draw a picture, then ask a partner questions and draw a picture of his/her picture based on their description.

(*) indicates resource found in the Teacher's Resource Files on the ActiveTeach

Word List

Numbers indicate pages in the Student Book where an item is first presented.

A		doll	20	I		pool	26	T	
ambulance	64	dry	52	ice cream	32	postman	90	ten	5
arms	46	E		J		present	20	three	5
autumn	76	ears	46	juice	32	puppet	20	toy	21
B		eight	5	jump	110	puzzle	20	train	20
bag	6	elephant	108	jumper	84	R		tree	76
ball	20	eyes	46	jumping	59	rabbit	114	trousers	84
bat	114	F		K		rainy	85	T-shirt	84
bathroom	96	face	46	kitchen	96	red	6	two	5
beach	26	family	8	L		riding	70	U	
bear	108	feet	46	legs	46	river	114	uniform	90
bedroom	96	fire engine	64	library	58	roundabout	70	V	
big	14	fire station	58	lion	108	rubber	6	van	64
black	6	fire fighter	90	living room	96	run	110	W	
blue	6	fish	32	M		running	59	walk	110
book	6	five	5	me	8	S		walking	59
boots	84	flower	76	monkey	108	salad	38	wash	52
brother	8	fly	110	mouth	46	sandals	84	water	32
brown	6	four	5	mum	8	school	58	white	6
bus	64	friend	8	N		seven	5	winter	76
C		fruit	38	nine	5	shoes	84	winter	76
cake	32	G		nose	46	shop	58	wood	102
car	20	garage	96	O		shorts	84	Y	
cave	114	garden	96	one	5	sister	8	yellow	6
chef	90	glass	102	orange	6	six	5	yogurt	32
chicken	32	grandad	8	P		skirt	84		
cinema	26	grandma	8	park	26	slide	70		
clean	52	green	6	parrot	108	sliding	70		
climb	110	H		-pencil	6	small	14		
climbing	70	hair	46	pizza	33	snake	108		
climbing frame	70	hall	96	plane	20	snowy	85		
cloth	102	hands	46	plastic	102	soap	52		
cloudy	85	hat	84	playground	58	spring	76		
coat	84	hippo	108	police car	64	stone	102		
cola	38	hole	114	police officer	90	sugar	38		
crayon	6	hopping	59	police station	58	summer	76		
crocodile	108	hospital	58			sunny	85		
D		house	96			swim	110		
dad	8					swing	110		
dirty	52					swinging	70		
						swings	70		

Share in your pupils' success
Watch them excel in English

Big English prepares pupils for the challenges they will find in today's world:

- **CLIL:** because pupils are learning English and so much more
- **21st Century Skills:** because pupils want to get ahead and need to be prepared for the world around them
- **Assessment for Learning:** because confidence leads to success

Think **BIG** Dream **BIG**

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