

# 2 BIG SHOW

## Big Show 2 **Teacher's Guide**

Hana Sakuragi

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Project Developer: Jade Lee

Content Editor: Peggy Anderson

Proofreaders: Jenna Myers, Jon Edwards

Design: Bella Nam

Cover Illustrator: Felipe Van Rompaey

Illustrators: Advocate Ltd., Collaborate Agency Ltd., Deveo Media SRL

email: [info@compasspub.com](mailto:info@compasspub.com)

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Unit	Grammar Focus	Sentence Patterns	Functions
Intro			<ul style="list-style-type: none"> <li>Saying the letters of the alphabet</li> <li>Saying numbers from 11 to 20</li> <li>Identifying shapes and colors</li> </ul>
1	<ul style="list-style-type: none"> <li>Information questions with <i>how many</i></li> <li><i>There is/are ____.</i></li> </ul>	<ul style="list-style-type: none"> <li>How many lions are there? - There is one lion.</li> <li>How many zebras are there? - There are eleven zebras.</li> </ul>	<ul style="list-style-type: none"> <li>Identifying zoo animals</li> <li>Asking and saying how many of something there are</li> </ul>
2	<ul style="list-style-type: none"> <li>Possessive adjectives: <i>your, his, her</i></li> <li>Possessive pronouns: <i>yours, his, hers</i></li> <li>Adjectives: <i>big, small, new, old</i></li> <li>Demonstrative pronouns: <i>this, that</i></li> </ul>	<ul style="list-style-type: none"> <li>Is this/that your cell phone? - Yes, it is. - No, it is yours/his/hers.</li> <li>Look at this/that computer. - Wow! It's big.</li> </ul>	<ul style="list-style-type: none"> <li>Asking and answering about who something belongs to</li> <li>Describing objects with simple adjectives</li> </ul>
3	<ul style="list-style-type: none"> <li>Verb: <i>do</i></li> <li>Nouns in <i>-ing</i> form</li> </ul>	<ul style="list-style-type: none"> <li>Do you like fishing? - Yes, I do. I like fishing. - No, I don't. I like baseball.</li> </ul>	<ul style="list-style-type: none"> <li>Asking about likes and dislikes</li> <li>Talking about favorite activities</li> </ul>
4	<ul style="list-style-type: none"> <li>Modal auxiliary: <i>can</i> for ability</li> </ul>	<ul style="list-style-type: none"> <li>Can you swim? - Yes, I can swim. - No, I can't swim.</li> </ul>	<ul style="list-style-type: none"> <li>Asking about abilities</li> <li>Expressing ability or inability</li> </ul>
5	<ul style="list-style-type: none"> <li>Demonstrative pronouns: <i>this, that</i></li> </ul>	<ul style="list-style-type: none"> <li>What's this? - This is a table.</li> <li>What's that? - That is an armchair.</li> </ul>	<ul style="list-style-type: none"> <li>Identifying household objects</li> </ul>
6	<ul style="list-style-type: none"> <li>Demonstrative pronouns: <i>these, those</i></li> <li>Possessive adjectives: <i>your, my, his, her</i></li> </ul>	<ul style="list-style-type: none"> <li>Are these your jeans? - Yes, they are. These are my jeans. - No, they're not. These are his jeans.</li> <li>Are those your shorts? - Yes, they are. Those are my shorts. - No, they're not. Those are her shorts.</li> </ul>	<ul style="list-style-type: none"> <li>Asking and answering about who something belongs to</li> <li>Talking about items of clothing</li> </ul>
7	<ul style="list-style-type: none"> <li>Suggestions: <i>Let's ____.</i></li> <li>Countable and uncountable nouns</li> </ul>	<ul style="list-style-type: none"> <li>I'm hungry. Let's have a pancake.</li> <li>Let's have breakfast. - OK. Let's have pancakes.</li> </ul>	<ul style="list-style-type: none"> <li>Expressing hunger</li> <li>Making a suggestion</li> <li>Talking about mealtimes</li> </ul>
8	<ul style="list-style-type: none"> <li>Modal auxiliary: <i>would</i> for politeness</li> <li>Quantifier: <i>some</i></li> <li>Uncountable nouns</li> </ul>	<ul style="list-style-type: none"> <li>Would you like to eat some pizza? - Yes, please. / No, thank you.</li> <li>Would you like to drink some water? - Yes, please. / No, thank you.</li> </ul>	<ul style="list-style-type: none"> <li>Making polite offers of food</li> <li>Politely accepting or declining offers</li> </ul>
9	<ul style="list-style-type: none"> <li>Simple present tense with information questions</li> </ul>	<ul style="list-style-type: none"> <li>What's the weather like today? - It's sunny today.</li> <li>What's your favorite season? - My favorite season is summer.</li> </ul>	<ul style="list-style-type: none"> <li>Asking and talking about the weather</li> <li>Asking and talking about favorites</li> </ul>
10	<ul style="list-style-type: none"> <li>Present progressive: <i>be + (verb)-ing</i> (gerunds)</li> </ul>	<ul style="list-style-type: none"> <li>What are you doing? - I'm jogging.</li> </ul>	<ul style="list-style-type: none"> <li>Asking and talking about activities happening now</li> </ul>
11	<ul style="list-style-type: none"> <li>Prepositions of place: <i>in, on, under, behind, in front of, next to</i></li> </ul>	<ul style="list-style-type: none"> <li>Where is my hat? - It's on the table.</li> <li>Where are my sunglasses? - They're in the living room.</li> </ul>	<ul style="list-style-type: none"> <li>Asking and answering about where things are</li> <li>Identifying locations in a house</li> </ul>
12	<ul style="list-style-type: none"> <li>Verb conjugations</li> <li>Prepositional phrases for different times of day: <i>in the morning/afternoon/evening, at night</i></li> </ul>	<ul style="list-style-type: none"> <li>What do you do in the morning/afternoon? - I eat breakfast/lunch.</li> <li>What do you do at night / in the evening? - I go to bed.</li> </ul>	<ul style="list-style-type: none"> <li>Asking and answering about routine activities</li> <li>Talking about what one does at different times of day</li> </ul>

Vocabulary		Phonics	CLIL
Review shapes, colors, and the alphabet	Review numbers 1 to 10 and learn numbers 11 to 20	Review alphabet	
Review numbers 1 to 10 and learn numbers 11 to 20			
elephant, lion, monkey, snake, tiger, zebra	bear, crocodile, giraffe, hippo	-an & -ap & -at can, map, cat	Science
bear, crocodile, giraffe, hippo			
camera, cell phone, computer, keyboard, mouse, television	big, new, old, small	-ad & -ag & -am sad, tag, ram	Technology
big, new, old, small			
baseball, fishing, hockey, soccer, swimming, tennis	badminton, ballet, basketball, table tennis	-en & -et pen, ten, jet, pet	Physical Education
badminton, ballet, basketball, table tennis			
jump, paint, read, run, sing, swim	count, dance, draw, walk	-ed & -eg bed, red, leg, peg	Art
count, dance, draw, walk			
armchair, lamp, phone, sofa, table, window	bed, clock, mirror, rug	-ib & -id bib, rib, kid, lid	Social Studies
bed, clock, mirror, rug			
boots, gloves, jeans, mittens, sneakers, tights	shorts, sandals, sunglasses, clothes	-ig & -in big, wig, fin, pin	Social Studies
shorts, sandals, sunglasses, clothes			
burger, cookie, hot dog, pancake, sandwich, sausage	breakfast, dessert, dinner, lunch	-ip & -it & -ix lip, hit, mix	Social Studies
breakfast, dessert, dinner, lunch			
bread, chicken, fish, fruit, pizza, rice	juice, lemonade, milk, water	-ot & -op hot, pot, mop, top	Social Studies
juice, lemonade, milk, water			
cloudy, rainy, snowy, stormy, sunny, windy	fall, spring, summer, winter	-og & -ox jog, log, box, fox	Science
fall, spring, summer, winter			
cleaning, jogging, playing, shopping, walking, working	dancing, eating, reading, singing	-ug & -up jug, rug, cup, pup	Social Studies
dancing, eating, reading, singing			
behind, in, in front of, next to, on, under	bathroom, bedroom, kitchen, living room	-ud & -um bud, mud, gum, hum	Social Studies
bathroom, bedroom, kitchen, living room			
eat breakfast, eat lunch, get dressed, go to school, play soccer, wake up	brush my teeth, go to bed, play with friends, put on pajamas	-ub & -un & -ut tub, run, cut	Social Studies
brush my teeth, go to bed, play with friends, put on pajamas			

# Sample Lesson Plan

## Lesson 1

Activity	Time	Materials
Roll Call	2 min.	
Vocabulary Introduction	5 min.	FC
Listen and number.	5-10 min.	SB / CD
Language	5 min.	SB
Song I. Listening	5 min.	SB / CD
Song II. Sing along.	5-10 min.	SB / CD / FC
Song III. Writing	5-10 min.	SB / CD / Dictation WS
Assign and explain homework. (Optional)	3-5 min.	WB
Bonus Activity (If needed)	5-10 min.	Dictation WS

## Lesson 2

Activity	Time	Materials
Roll Call	2 min.	
Vocabulary Review	5 min.	FC
Song: Vocabulary and Grammar Structure Review	5 min.	CD
Listening I. Comic Strip	5-10 min.	SB / CD
Listening II. Writing	5 min.	SB / CD
Listening III. Popcorn Reading	5 min.	SB
Listening IIII. Role-Play	10-15 min.	FC
Assign and explain homework. (Optional)	3-5 min.	WB

## Lesson 3

Activity	Time	Materials
Roll Call	2 min.	
Vocabulary and Grammar Structure Review	5 min.	SB / CD



**SB** Student Book**WB** Workbook**CD** Student Book CD**FC** Flashcard**Dictation WS** Dictation Worksheet**Unscramble WS** Unscramble Worksheet

Vocabulary+ Introduction	5 min.	<b>FC</b>
Listen and trace.	5-10 min.	<b>SB</b> / <b>CD</b> / <b>FC</b>
Speaking: Ask and answer.	10-15 min.	<b>SB</b> / <b>FC</b>
Assign and explain homework. (Optional)	3-5 min.	<b>WB</b>
Bonus Activity (If needed)	5-10 min.	<b>Unscramble WS</b>

## Lesson 4

Activity	Time	Materials
Roll Call	2 min.	
Ask and Answer Game: Vocabulary, Vocabulary+, and Grammar Structure Review	5-10 min.	<b>FC</b>
Writing: Circle and write.	10 min.	<b>SB</b>
Writing Tip	5 min.	<b>SB</b>
Phonics: Listen, repeat, and circle.	10 min.	<b>SB</b> / <b>CD</b> / <b>FC</b>
Assign and explain homework. (Optional)	3-5 min.	<b>WB</b>

## Lesson 5

Activity	Time	Materials
Roll Call	2 min.	
Pre-reading Discussion	5 min.	<b>FC</b>
CLIL Reading	10-15 min.	<b>SB</b> / <b>CD</b>
Read and circle: Reading Comprehension	5 min.	<b>SB</b>
Talk with your friend: Discussion	10 min.	
Additional Reading	5-10 min.	
Assign and explain homework. (Optional)	3-5 min.	<b>WB</b>

**A Listen and trace. 10 min.**

- **SB / CD** Ask students to open their books to **page 6**. Direct their attention to the pictures on the page. Before you play the audio, do a vocabulary spot check.  
1. Point to the ant and ask: *"What is it?"* Elicit the response: *"It's an ant."*  
2. Point to the ball and ask: *"What is it?"* Elicit the response: *"It's a ball."*
- Play **track 02** and ask the students to trace the letters after each word they hear. Pause the audio after each word in order to give the students enough time to write.
- After the students have finished tracing the letters, call on individual students and ask them how to spell each vocabulary word.
- Do the same for the vocabulary words on **page 7**.

**B Listen and count. 10 min.**

- **SB / CD** Tell students to look at part B at the top of **page 8**.
- Play **track 03** and ask the students to listen. Play the track again and ask students to count along.

**C Trace and read. 5 min.**

- **SB** Tell students to look at part C on **page 8**. Do a vocabulary spot check. Point to five and ask: *"What is it?"* Elicit the response: *"It's five."*
- Tell students to trace the letters of each number.
- After the students have finished tracing the numbers, call on individual students and ask them how to spell each number.

**D Trace, color, and read. 10-15 min.**

- **SB** Focus students' attention on part D on **page 9**.
- Ask students to look at the colored words. Ask them what colors they see.
- Next, ask students to look at the shapes. Ask students to name the shapes.
- Go through each shape and color with the students.
- Tell the students to trace the shapes and the words, and to read the words out loud.

**INTRO**
**A Listen and sing. Trace.**

**B Listen and count.**
**C Trace and read.**

<b>1</b> one	<b>2</b> two	<b>3</b> three	<b>4</b> four
<b>5</b> five	<b>6</b> six	<b>7</b> seven	<b>8</b> eight
<b>9</b> nine	<b>10</b> ten	<b>11</b> eleven	
<b>12</b> twelve	<b>13</b> thirteen	<b>14</b> fourteen	
<b>15</b> fifteen	<b>16</b> sixteen	<b>17</b> seventeen	
<b>18</b> eighteen	<b>19</b> nineteen	<b>20</b> twenty	





*(Optional) Assign and explain homework.*  
**3-5 min.**

- **WB** Tell students to look at the pictures on **pages 4-5** in the workbook. Explain how to complete the **Look and match** activity in part A, the **Look and circle** activity in part B, and the **Trace, circle, and color** in part C.
- Complete one example of each for parts A, B, and C so that the students understand how to complete the page independently.
- Tell them when they need to complete the workbook exercises and have them write it in their workbook on **page 4**. (\*\*Note: Allow them to write this in their native language if necessary.)

**D** Trace, color, and read.

1. circle



2. triangle



3. square



4. rectangle



5. heart



6. oval



# How Many Tigers Are There?

## Lesson 1

### Unit Objectives

- Talk about and identify zoo animals
- Ask information questions with *how many*
- Use the simple present to answer questions

### Lesson Objectives

Students will be able to:

- Recognize and name different zoo animals
- Ask and answer how many of something there are

### Vocabulary (Key words 1)

lion	snake	monkey
elephant	tiger	zebra

### Core Structure

- Ask information questions with *how many*  
Q: How many lions are there?  
A: There is one lion.

### Materials

- Big Show Student Book, Flashcards, CD with A/V equipment (if available), and dictation worksheet
- Workbook (optional)
- Bonus activity (if needed): crayons / colored pencils


### Vocabulary Introduction 5 min.


- **FG** Show students the flashcards for the vocabulary items that are on **page 10**.
- Ask students to repeat after you as you say the word on each flashcard. Show students the picture first and then the word on each flashcard. Show each card one by one until you have shown all of them.
- Show the students the pictures on the flashcards one by one again and ask them to tell you the word for each picture on the flashcards. Help as needed (e.g. tell them what letter the word starts with).


UNIT  
1


How Many Tigers Are There?


Vocabulary Listen and number.



lion


snake



monkey



elephant


tiger


zebra

Language Ask and answer.



How many **lions** are there? There is **one lion**.  
How many **zebras** are there? There are **eleven zebras**.



Song Listen and sing along. \* See page 94 for full song lyrics.

How many **are there?**  
There is **.**  
**.**  
There is **.**

How many **are there?**  
There are **.**  
**.**  
There are **.**



### Listen and number. 5-10 min.

- **SB / CD** Ask students to open their books to **page 10**. Direct their attention to the vocabulary items on the page. Ask the students to get a pencil. Tell them to number the vocabulary items in their book according to the audio for the **Listen and number** part. Play **track 04**. After playing **track 04**, check the answers together as a class by calling out the number: "**Number one**," and have students say the corresponding vocabulary word: "**tiger**."

### Script

Listen and number.









- |           |             |
|-----------|-------------|
| 1. tiger  | 2. lion     |
| 3. monkey | 4. elephant |
| 5. snake  | 6. zebra    |

### (Optional) Level Tip:

**Higher level:** Ask students to spell each word after checking the answer. Say: "**Number one**," and have the students respond: "**tiger**." Say: "**How do you spell 'tiger'?**" and have the students respond: "**t-i-g-e-r**." Continue for each word.

## Listening

### A Listen and write.

1. There is one **b**   .
2. How many **b**    are there?

### B Write the numbers. Say and act.



**Lower level:** Ask students to give more information about each word. Say: “*Number one,*” and have the students respond: “*tiger.*” Say: “*What color is the tiger?*” and have the students respond: “*orange.*” Continue for each word.

## Language 5 min.

- **SB** Ask students to focus on the “Language” section of the page. Read the examples in the book together as a class to highlight the grammar structure: “*How many lions are there?*” “*There is one lion.*”
- Use the grammar structure to go through each numbered vocabulary word (1-6) in numerical order. Call on students individually to answer: “*Number one, how many tigers are there?*” “*There is one tiger.*” “*Number two, how many lions are there?*” “*There is one lion.*” Continue until you have covered all six vocabulary items using the target pattern sentence structure.

## Song I. Listening 5 min.

- **SB / CD** Focus students’ attention on the song section at the bottom of the page. Explain that they will listen to the song (and watch a music

video if your classroom is equipped with a TV). You may also want to ask students to see **page 94** to view the complete song lyrics, especially if your classroom does not have a TV to view the music video.

- If teacher or students are equipped with smart devices, scan the QR code on the page to view the music video. Students may need assistance to learn how to do this. If no smart device is available, use Class Booster or the URL available from our homepage at [www.compasspub.com/BigShow](http://www.compasspub.com/BigShow).
- Play the song that goes along with **track 05**. Ask the students to focus on the words of the song (either on the TV screen, or in the back of the book) to learn the song lyrics.

## Script



Listen and sing along.

How many lions are there? x2  
There is one lion.  
One lion.  
There is one lion.  
How many tigers are there? x2  
There are two tigers.  
Two tigers.  
There are two tigers.  
How many elephants are there? x2  
There are eleven elephants.  
Eleven elephants.  
There are eleven elephants.  
How many monkeys are there? x2  
There are twelve monkeys.  
Twelve monkeys.  
There are twelve monkeys.  
How many snakes are there? x2  
There are seventeen snakes.  
Seventeen snakes.  
There are seventeen snakes.  
How many zebras are there? x2  
There are twenty zebras.  
Twenty zebras.  
There are twenty zebras.

## Song II. Sing along. 5-10 min.

- **SB / CD** Tell the students that you will play the song again, and this time they should try to sing along.
- **FC** Before you play the song again, put the flashcards on the board in the front of the class, in order from left to right as they appear in the song lyrics from beginning to end: **1. lion, 2. tiger, 3. elephant, 4. monkey, 5. snake, and 6. zebra.**



- Ask the students to recite some of the lyrics they heard, while directing their attention to the flashcards on the board as a visual aid. For example, point at the flashcard for *zebra* and say: “*How many zebras are there?*” “*There are twenty zebras. Twenty zebras. There are twenty zebras.*” Follow the rhythm and general tempo of the song. Help them as necessary. Continue with each flashcard.
- Play the song on **track 05** again and sing along with the students. Ask them to stand, clap, and/or dance to make this a TPR activity.
- Play the song that goes along with **track 05**. Ask the students to focus on the words of the song (either on the TV screen, or in the back of the book) to sing the song.

### Song III. Writing 5-10 min.

- **SB / CD / Dictation WS** Ask the students to close their student book. Distribute the dictation worksheet for **unit 1**. Ask students to write their name at the top of the worksheet. (Available for download at [www.compasspub.com/BigShow](http://www.compasspub.com/BigShow).)
- Explain to the students that you will play the song a third time, but this time they cannot see the words of the song, either on the TV or in their books. This time they must write the lyrics themselves. (\*\*Note that if this is too challenging for lower-level students, they may view the lyrics in the back of the book or on the TV screen to help them write the words on the dictation worksheet.)
- Play the song on **track 05** again and ask the students to write the words from the song on the dictation worksheet.
- Review the answers for the dictation worksheet one by one. Ask students to check their work and correct any mistakes.
- Collect the dictation worksheet for assessment and correction (unless you plan to complete the bonus activity below).

### (Optional) Assign and explain homework. 3-5 min.

- **WB** Tell students to look at the pictures on **page 6** in the workbook. Explain how to complete the **Find and circle** activity in part A and the **Look and write** activity in part B.
- Complete one example of each for parts A and B so that the students understand how to complete the page independently.
- Tell them when they need to complete the workbook exercises and have them write it in their workbook on **page 6**. (\*\*Note: Allow them to write this in their native language if necessary.)

### (If needed) Bonus Activity 5-10 min.

- **Dictation WS** Use your native language if necessary and ask the students what their favorite animal is from today’s lesson. Call on a few students and ask them to say in English the name of the animal they like the most.
- Ask the students to draw, color, and write the name of the animal on the back of the dictation worksheet.
- Collect the dictation worksheet for assessment and correction.

## Lesson 2

### Lesson Objectives

Students will:

- become more familiar with target vocabulary and grammar through a story
- encounter and explore a story linked to the theme of the unit
- be able to recognize and name key vocabulary items in the context of a story
- practice using visual clues to assist in comprehension
- be able to ask and answer Yes/No questions with *what*
- prepare for and participate in a communicative activity with other students

### Materials

- Big Show Student Book, Flashcards, and CD with A/V equipment (if available)
- Workbook (optional)

### Vocabulary Review 5 min.

- **FC** Use the flashcards to review the vocabulary.

### Song: Vocabulary and Grammar Structure Review 5 min.

- **CD** Review the vocabulary and grammar structure by singing the song from the previous lesson.

### Listening I. Comic Strip 5-10 min.

- **SB / CD** Ask students to open their books to **page 11**. Focus students’ attention on the comic strip in the Listening section on **page 11**. Tell

students to look at the images in the text and give them about one minute to do so.

- As students look at the pictures, ask them what they can see. Encourage different students to provide as many words as they can from vocabulary set 1 (introduced in lesson 1).
- Next, ask students questions about the plot, setting, characters in the story, and what they think is happening: e.g. *The children are at the zoo. They are talking with the zookeeper. They are looking at a bear.* Use your native language as necessary and provide support when needed to the students. Ask cue questions, such as *"Where are the children?" "What do you see?"* etc.
- Finally, explain to the students that they will now listen to the story, and that they should read along and point at the words with their finger while they listen. It may be helpful to pause after each numbered frame in the comic strip to assist the students with navigating the page.

#### Script



Listen and write.

##### Frame 1.

Man: How many tigers are there?

Anna: There are two tigers.

##### Frame 2.

Man: How many monkeys are there?

Jeff: There are twelve monkeys.

##### Frame 3.

Jeff: How many bears are there?

Rachel: There is one bear. He's big!

### Listening III. Popcorn Reading **5 min.**

- **SB** Have students take turns reading one line from the story. After they read one line, they call on another classmate to read the next line.
- Read the lines of the story until each student has had a chance to read and the students have become familiar with the words in the story.

### Listening III. Role-Play **10-15 min.**

- **FG** Explain to students that they will act out the story. Use the flashcards to assign character roles.
- Role-play the story.

### (Optional) Assign and explain homework. **3-5 min.**

- **WB** Tell students to look at the picture on **page 7** in the workbook. Explain how to complete the **Choose and write** activity. Explain that it is very similar to what they did in the student book on **page 11**.
- Tell them when they need to complete the workbook exercise and have them write it in their workbook on **page 7**. (\*\*Note: Allow them to write this in their native language, if necessary.

### Listening II. Writing **5 min.**

- **SB/CD** Focus students' attention on the dialogue at the top of **page 11**.
- Play **track 06** and ask students to write what they hear. Call on students individually to answer: 1. *"There is one bear."* 2. *"How many bears are there?"*
- Direct the students' attention back to the comic strip in part B. Focus on the blank speech bubbles. Ask them how many blanks there are. Then explain that the sentences in part A need to be added to part B. Explain to the students that they need to complete this section by listening and writing the number.
- Play the track again, and have students listen and write to complete the comic strip. Review the correct answers as a class.