

3

BIG

SHOW

Big Show 3 **Teacher's Guide**

Tapanga Koe

© 2018 Compass Publishing

All rights reserved. No part of this book may be reproduced, stored in a retrieval system, or transmitted in any form by any means, electronic, mechanical, photocopying, recording, or otherwise, without prior permission in writing from the publisher.

Project Developer: Jade Lee

Content Editor: Peggy Anderson

Proofreaders: Jenna Myers, Jon Edwards

Design: Bella Nam

Cover Illustrator: Felipe Van Rompaey

Illustrators: Advocat Ltd., Beehive Illustration, Collaborate Agency Ltd., Deveo Media SRL

email: info@compasspub.com

<http://www.compasspub.com>

ISBN: 978-1-64015-132-1

10 9 8 7 6 5 4 3 2 1

21 20 19 18

Photo Credits

All photos © Shutterstock, Inc.

Printed in Korea


 This is made with nontoxic materials.

Table of Contents

	Scope and Sequence	4
	Sample Lesson Plan	6
	Intro	8
UNIT 1	How's the Weather Today?	10
UNIT 2	What Does She Look Like?	20
UNIT 3	Who Is Taller?	30
UNIT 4	What Is Your Hobby?	40
	Review 1	50
UNIT 5	Let's Go to the Restaurant!	52
UNIT 6	What Do You Want?	62
UNIT 7	What Do You Do After School?	72
UNIT 8	What Are the Days of the Week?	82
	Review 2	92
UNIT 9	What Do Your Parents Do?	94
UNIT 10	Where Do You Work?	104
UNIT 11	What Are You Going to Do?	114
UNIT 12	What Did You Do Yesterday?	124
	Review 3	134

Unit	Grammar Focus	Sentence Patterns	Functions
Intro	<ul style="list-style-type: none"> Modal auxiliary: <i>would</i> for politeness Suggestions: <i>Let's ____</i>. Quantifier: <i>some</i> 	<ul style="list-style-type: none"> I'm hungry! Let's have lunch. Would you like some pizza? - Yes, please. / No, thank you. 	<ul style="list-style-type: none"> Making suggestions Making and accepting or declining offers politely
1	<ul style="list-style-type: none"> Information questions with <i>how</i> Command: <i>Don't forget ____!</i> Imperatives: negative 	<ul style="list-style-type: none"> How is the weather today? - It is hot. How is the weather? - It's hot. Don't forget your fan. 	<ul style="list-style-type: none"> Asking about and describing the weather Giving reminders
2	<ul style="list-style-type: none"> Adjectives (1) Verb: <i>look like</i> 	<ul style="list-style-type: none"> What does he/she look like? - He is strong. / She is pretty. 	<ul style="list-style-type: none"> Describing someone or something (1)
3	<ul style="list-style-type: none"> Adjectives (2) Comparatives Possessive pronouns, relative pronouns 	<ul style="list-style-type: none"> Who is taller? - Jane is taller than her/him. Which is better? - Yours is better than mine. 	<ul style="list-style-type: none"> Describing someone or something (2) Making comparisons
4	<ul style="list-style-type: none"> Information questions with <i>what</i> <i>Like</i> + infinitive 	<ul style="list-style-type: none"> What is your hobby? - I like to go camping. 	<ul style="list-style-type: none"> Asking about and giving personal information Saying what one likes to do
5	<ul style="list-style-type: none"> Verb: <i>want</i> Suggestion: <i>Let's go to the ____</i>. <i>Want</i> + infinitive 	<ul style="list-style-type: none"> Let's go to the Italian restaurant. - OK! What do you want to eat? - I want to eat curry. 	<ul style="list-style-type: none"> Making suggestions Asking and answering about wants
6	<ul style="list-style-type: none"> Coordinating conjunction: <i>or</i> 	<ul style="list-style-type: none"> Do you want cheesecake or apple pie? - I want cheesecake, please. Do you want soda, or do you want ice cream? - I want ice cream, please. 	<ul style="list-style-type: none"> Offering and making choices Expressing wants
7	<ul style="list-style-type: none"> Simple present tense Prepositions of time 	<ul style="list-style-type: none"> What do you do after school? - I play the guitar. 	<ul style="list-style-type: none"> Asking and answering about regular free-time activities (1)
8	<ul style="list-style-type: none"> Information questions with <i>what</i> Days of the week 	<ul style="list-style-type: none"> What do you do on Sunday? - I play the guitar. What does she do on Saturday? - She climbs trees. 	<ul style="list-style-type: none"> Asking and answering about regular free-time activities (2)
9	<ul style="list-style-type: none"> Information questions with <i>what</i> 	<ul style="list-style-type: none"> What does your father do? - He is a farmer. What does your mother do? - She is a reporter. 	<ul style="list-style-type: none"> Asking and answering about people's occupations
10	<ul style="list-style-type: none"> Interrogative questions with <i>where</i> Prepositions (<i>at, in, on</i>) + place 	<ul style="list-style-type: none"> Where do you work? - I work at a shop. / in an office. / on a farm. Where do you work? - I work in the city. 	<ul style="list-style-type: none"> Asking and answering about places of employment
11	<ul style="list-style-type: none"> Present progressive: <i>be</i> + (verb)<i>ing</i> 	<ul style="list-style-type: none"> What are you going to do? - I'm going to see the paintings. Where are you going? - I'm going to the library. 	<ul style="list-style-type: none"> Asking and answering about planned activities
12	<ul style="list-style-type: none"> Regular past tense (<i>-ed, -d</i>) 	<ul style="list-style-type: none"> What did you do yesterday? - I fixed my toy. 	<ul style="list-style-type: none"> Asking and answering about past activities

Vocabulary		Phonics	CLIL
Review seasons and prepositions	Review numbers 1 to 20 and learn numbers 20 to 100 by 10	Review short vowel sounds	
cold, cool, dry, hot, warm, wet	fan, scarf, sweater, umbrella	-ame & -ake & -ate game, take, gate	Science
handsome, pretty, short, strong, tall, weak	cute, sporty, thin, young	-ave & -ane save, wave, cane, plane	Science
older, shorter, stronger, taller, weaker, younger	better, harder, softer, worse	-ape & -ase grape, shape, case, vase	Social Studies
go camping, go see movies, go skating, listen to music, play tennis, watch TV	make jewelry, play computer games, play the trumpet, talk on the phone	-ine & -ike line, sunshine, bike, like	Social Studies
Chinese, German, Indian, Italian, Japanese, Mexican	curry, dumplings, sushi, tacos	-ide & -ite ride, slide, bite, write	Social Studies
apple pie, cereal, cheesecake, pasta, salad, soup	candy, chocolate, ice cream, soda	-ive & -ime dive, five, lime, time	Health
go jogging, go to the library, paint pictures, play the guitar, practice the piano, read comic books	draw pictures, play baseball, play basketball, write in my diary	-ipe & -ole pipe, wipe, hole, pole	Music
Sunday, Monday, Tuesday, Wednesday, Thursday, Friday	climb trees, go sailing, have picnics, ride bikes	-one & -ose cone, phone, nose, those	Social Studies
barber, clerk, doctor, farmer, reporter, teacher	florist, pilot, professor, web designer	-ope & -ote hope, rope, note, vote	Social Studies
airport, farm, hospital, office, school, shop	city, college, salon, shopping mall	-ome & -une dome, home, dune, June	Social Studies
buy a shirt, buy butter, mail a letter, read a book, save money, see the paintings	bank, library, museum, post office	-ule & -ube mule, rule, cube, tube	Social Studies
cleaned my room, fixed my toy, helped my mother, planted flowers, practiced the guitar, watched cartoons	cooked dinner, hiked up a mountain, played a card game, washed my bike	-ute & -use cute, mute, fuse, use	Home Economics

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 III. 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.	FC
Listen and circle.	5-10 min.	SB / CD / FC
Speaking: Ask and answer.	10-15 min.	SB / FC
Assign and explain homework. (Optional)	3-5 min.	WB
Bonus Activity (If needed)	5-10 min.	Unscramble WS

Lesson 4

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

Lesson 5

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

A Look, write, and read.

- **SB** Tell students to open their books to **page 6**.
- Direct their attention to the pictures in A. Point to the pictures one by one and identify them. (Read from left to right, row 1: cat, ram, peg, fin; row 2: bib, top, box, mud). *"It's a cat."*
- Draw students' attention to the letters encircled in yellow at the top of the page. Explain that they will use these letters to complete the words under each picture.
- (Optional) Read through the pictures a second time and get the students to point at each picture as it is identified.
- Make sure each student has something to write with. Have the students complete the written exercise using the letters from the yellow box.

B Trace, listen, and count.

- **SB/CD** Tell students to look at **page 6**.
- Play **track 02** and tell students to just listen the first time.
- (Optional) Play **track 02** a second time to get students to point to the number being spoken.
- Make sure each student has something to write with. Play **track 02** again, and this time tell students to trace the words for the numbers.

C Look and write.

- **SB** Tell students to look at **page 7**.
- Have students write the name of the season underneath the matching picture.

D Read and circle.

- **SB** Tell students to look at the sentences and pictures in part D on **page 7**.
- Ask students to circle the words that match with the picture.

Extra!

- Tell students to look at the seasons in part C on **page 7**. Ask students what season it is now.
- Tell students to circle the current season.

E Trace, listen, and number.

- **SB/CD** Tell students to look at **page 8**. Play **track 03** and tell students to listen.
- Point to the numbers in order starting with the number 20. Tell students to listen and repeat after you.
- Make sure all students have something to write with.



A Look, write, and read. -eg -in -ox -ud -am -at -ib -op

1. 	2. 	3. 	4. 
c <u>at</u>	r <u>am</u>	p <u>eg</u>	f <u>in</u>
5. 	6. 	7. 	8. 
b <u>ib</u>	t <u>op</u>	b <u>ox</u>	m <u>ud</u>

B Trace, listen, and count. 🎧

one	two	three	four	five
six	seven	eight	nine	ten
eleven	twelve	thirteen	fourteen	fifteen
sixteen	seventeen	eighteen	nineteen	twenty

E Trace, listen, and number. 🎧

 twenty	 thirty	 forty
 fifty	 sixty	 seventy
 eighty	 ninety	 hundred

C Look and write.

fall summer winter spring



D Read and circle.

- He is (behind / on) the sofa.
- She is (in front of / under) the table.
- They are (next to / in) the kitchen.
- The boy is (on / next to) his dad.

F Listen and write. Say and act. 🗣️



- Call out the numbers again, starting with 20. Explain to the students that each number has two forms: a written form, with letters, and a numerical form, with numbers.
- Tell the students to listen and number the numerical forms in the order they hear them on the audio. Play **track 03**.
- Tell the students to trace the letters.

F Listen and write. Say and act.

- **SB/CD** Tell students to look at the characters on **page 9**. Point to the characters and ask the students if they can remember their names (from book 2). Point to the characters in order and say who each character is. "*She is Anna.*" Have students repeat after you. Continue with the other two characters (1. Emma, 2. Rachel, 3. Jeff).
- Play **track 04** and tell students to listen the first time. Play the track a second time, and tell students to repeat.
- Focus on the blank speech bubbles in **Frame 1** and **Frame 2**. Ask how many blanks there are. Then explain that the sentences in the audio need to be added to the picture. Explain to the students that they need to complete this section by listening and writing the words.
- Play **track 04** and pause the track after Rachel says "Yes, please." Pause again after Anna says "Would you like some pizza?" to give students a chance to write. Give students assistance where necessary. Review the correct answers as a class.

Extra!

- **FC** Tell students to look at the completed comic in part F on **page 9**. Explain to students that they will act out the story. Use the flashcards to assign character roles: Anna, Rachel, and Jeff. Give the flashcard to each student who is playing a role in the story so they remember which character they are. Tell them "*You will be <Jeff>, and you be <Anna>*" etc.
- Practice the lines of the story a few times with the students, according to their role. Have more than one group role-play the story, depending on the number of students in your class.
- Role-play the story.

How's the Weather Today?

Lesson 1

Unit Objectives

- Talk about weather conditions
- Ask information questions with *how*
- Use singular nouns to identify clothing items

Lesson Objectives

Students will be able to:

- recognize and name different weather conditions
- recognize and name different clothing items

Vocabulary (Key words 1)

wet	warm	cold
dry	cool	hot

Core Structure

- **Singular nouns**
It's a scarf.
- **Ask information questions with *how***
Q: How is the weather today?
A: It is hot.

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. say the first syllable of the word, or tell them what letter the word starts with).

UNIT 1 **How's the Weather Today?**

Vocabulary Listen and number.

wet warm cold
dry cool hot

Language Ask and answer.

How is the weather today? It is **hot**.

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

How is the weather? The weather today? It is . Don't forget your .

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 books according to the audio for the **Listen and number** part. Play **track 05**. After playing **track 05**, check the answers together as a class by calling out the number: "**Number one**," and have students say the corresponding vocabulary word: "**dry**."

Script

Listen and number.



- | | |
|---------|---------|
| 1. dry | 2. wet |
| 3. warm | 4. cool |
| 5. hot | 6. cold |

(Optional) Level Tip:

Higher level: Ask students to spell each word after checking the answer. Say: "**Number one**," and have the students respond: "**dry**." Say: "**How do you spell 'dry'?**" and have the students respond: "**d-r-y**." Continue for each word.

Lower level: Ask students to act out the word

Listening

A Listen and write.

1. How is the sweater? 2. It is cool.

B Write the numbers. Say and act.



after checking the answer. Say: “*Number one,*” and have the students respond: “*dry.*” Say: “*What does dry feel like?*” and have the students respond by panting, fanning themselves, and sticking out their “dry” tongue. 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 is the weather today?*” “*It is hot.*”
- 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 is the weather today?*” “*It is dry.*” “*Number two, how is the weather today?*” “*It is wet.*” 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.
- Play the song that goes along with **track 06**. 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 is the weather?
The weather today? x2
It is cold. x2
Don't forget your sweater.
How is the weather?
The weather today? x2
It is cool. x2
Don't forget your scarf.
How is the weather?
The weather today? x2
It is wet. x2
Don't forget your umbrella.
How is the weather?
The weather today? x2
It is hot. x2
Don't forget your fan.
How is the weather?
The weather today? x2
It is dry. x2
Don't forget your water.
How is the weather?
The weather today? x2
It is warm. x2
Don't forget your socks.

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.
- **FG** 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. cold, 2. cool, 3. wet, 4. hot, 5. dry, and 6. warm.**
- 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 *cold* and say: “How is the weather?” “The weather today?” “The weather today?” “It is cold.” “It is cold.” “Don’t forget your sweater.” Follow the rhythm and general tempo of the song. Help them as necessary. Continue with each flashcard.

- Play the song on **track 06** 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 06**. 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.)
- 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 06** 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 picture on **page 6** in the workbook. Explain how to complete the **Unscramble and write** activity in part A and the **Look and write** activity in part B.
- Complete one example of each for part 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**.

(If needed) Bonus Activity 5-10 min.

- **Dictation WS** Use your native language if necessary and ask the students what their favorite weather is from today’s lesson. Call on a few students and ask them to say the kind of the weather they like the most.
- Ask the students to draw, color, and write the type of weather 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 information questions with *how*
- 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 school. They are looking out the window. The teacher is worried about the weather.* Use your native language as necessary, and provide support to the students when needed. Ask cue questions, such as *"Where are the children?"* Elicit the appropriate response, *"They are at school."* Ask *"How is the weather?"* Elicit the appropriate response. For example, *"It is wet."* etc. (Responses will vary.)
 - 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.

Script



Listen and write.

Frame 1.

Teacher: How is the weather today?

Anna: It is cool.

Teacher: Don't forget your scarf!

Frame 2.

Teacher: How is the weather?

Louie: It is hot.

Teacher: Don't forget your hat!

Frame 3.

Louie: How's the weather today?

Anna: It is wet. It's raining out!

Louie: Don't forget your umbrella!

Listening II. Writing 5 min.

- **SB/CD** Have students look at part A on **page 11**. Review the sentences with the students. Number 1: **How is the weather?** Number 2: **It is cool.** Ask the students to say, *"Number one, how is the weather?"* *"Number two, it is cool."*
- Direct the students' attention back to the comic strip in part B. Focus on the blank speech bubbles in Frame 1 and Frame 2. 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.

• (Optional) Level Tip:

Higher level: Ask students to write the number and the words in the blank speech bubbles of the comic strip. In Frame 1 they should write **2. It is cool.** In Frame 2 they should write **1. How is the weather?**

Lower level: Ask students to draw a question mark next to number 1 in part A and a small picture of a child wearing a scarf next to number 2 in part A. Ask them to write the number and the small picture into the comic strip. In Frame 1 they should write **2.** and draw **a child wearing a scarf.** In Frame 2 they should write **1. ?**

- Play **track 07** and have students listen and write to complete the comic strip. Review the correct answers as a class.

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.

- **FC** 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 **Number the pictures in order. Then 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**.