



Big Show 4 **Teacher's Guide**

Tapanga Koe

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Project Developer: Ellie Kim

Content Editor: Peggy Anderson

Proofreader: Jenna Myers

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: 978-1-64015-145-1

10 9 8 7 6 5 4 3 2 1
22 21 20 19

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Printed in Korea


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Unit	Grammar Focus	Sentence Patterns	Functions
Intro	<ul style="list-style-type: none"> Information questions with <i>what</i> 	<ul style="list-style-type: none"> What grade are you in? - I'm in the fourth grade. What does your father do? - He's a pilot. 	<ul style="list-style-type: none"> Asking and answering about personal information
1	<ul style="list-style-type: none"> Information questions with <i>where</i> 	<ul style="list-style-type: none"> Where are you from? - I'm from China. 	<ul style="list-style-type: none"> Asking and answering about where one comes from
2	<ul style="list-style-type: none"> Predicate adjectives Using the preposition <i>like</i> to ask about personalities 	<ul style="list-style-type: none"> What are you like? - I'm smart. What's your mother like? - She's quiet. 	<ul style="list-style-type: none"> Asking and answering about someone's personal characteristics
3	<ul style="list-style-type: none"> Using the conjunction <i>or</i> to offer alternatives 	<ul style="list-style-type: none"> Do you like listening to jazz or pop music? - I like listening to pop music. Do you like reading sci-fi or adventure books? - I like reading sci-fi books. 	<ul style="list-style-type: none"> Asking and answering about one's taste in music or books
4	<ul style="list-style-type: none"> Irregular past tense verbs 	<ul style="list-style-type: none"> Did you have a good time with your friends/family? - Yes, I did. We rode a roller coaster. - No, I didn't. We saw a tennis match. 	<ul style="list-style-type: none"> Describing leisure activities experienced in the past
5	<ul style="list-style-type: none"> Superlative adverbs Information questions with <i>what</i> + noun 	<ul style="list-style-type: none"> What subject do you like the most? - I like math the most. 	<ul style="list-style-type: none"> Asking and answering about preferences
6	<ul style="list-style-type: none"> <i>Must</i> for obligation 	<ul style="list-style-type: none"> You must be quiet. You must not shout. 	<ul style="list-style-type: none"> Expressing rules
7	<ul style="list-style-type: none"> Using <i>want</i> + <i>to</i>-infinitive to talk about the future 	<ul style="list-style-type: none"> What do you want to be? - I want to be a singer. 	<ul style="list-style-type: none"> Asking and answering about career plans
8	<ul style="list-style-type: none"> Information questions with <i>why</i> Using <i>want</i> + <i>to</i>-infinitive to talk about the future 	<ul style="list-style-type: none"> Why do you want to be a photographer? - I want to take beautiful pictures. 	<ul style="list-style-type: none"> Asking and answering about ambitions and dreams for the future
9	<ul style="list-style-type: none"> <i>Be good at</i> + noun <i>How about</i> + <i>-ing</i> 	<ul style="list-style-type: none"> He's good at surfing. He's not good at skiing. How about going fishing tomorrow? - Yes, that's a good idea. - No, let's go rafting. 	<ul style="list-style-type: none"> Describing what one is or is not good at doing Making suggestions and responding
10	<ul style="list-style-type: none"> Uncountable and countable nouns Determiners: <i>any, a lot of, a little, some</i> 	<ul style="list-style-type: none"> How much water is there? - There is a little / some / a lot of water. - There isn't any water. How many trees are there? - There are four trees. - There aren't any trees. 	<ul style="list-style-type: none"> Asking and answering about amounts
11	<ul style="list-style-type: none"> <i>To</i>-infinitives 	<ul style="list-style-type: none"> Do you know how to play chess? - Yes, I do. / No, I don't. 	<ul style="list-style-type: none"> Asking and answering about skills and abilities
12	<ul style="list-style-type: none"> Adverbs of frequency 	<ul style="list-style-type: none"> How often do you make cookies? - I rarely make cookies. How often do you have a test? - I have a test once a month. 	<ul style="list-style-type: none"> Asking and answering about the frequency of activities or events

Vocabulary		Phonics	CLIL
Ordinal numbers		Review long vowel sounds	
Review days of the week and occupations			
Australia, Canada, China, France, Indonesia, South Korea		bl- & cl- & fl- & pl- blue, clock, flower, plant	Social Studies
Egypt, Italy, Japan, the United States of America			
brave, clever, funny, naughty, quiet, smart		br- & cr- & fr- & pr- brave, crayon, friend, prince	Social Studies
friendly, honest, nice, talkative			
classical, country, hip hop, jazz, pop, rock		sn- & sw- snake, snow, swan, swim	Music
adventure, fantasy, mystery, sci-fi			
go shopping, have a barbecue, make a sandcastle, ride a roller coaster, see a tennis match, take photos		-ng & -nk ring, sing, bank, drink	Science
eat popcorn, feed the animals, see a movie, tell funny stories			
art, English, history, math, P. E., science		hard ch- & soft ch- character, chemistry, chair, cheese	History
drama, geography, music, technology			
be on time, be quiet, do your homework, eat all your food, listen to your teacher, take out the trash		sh- & wh- ship, shirt, whistle, white	Economics
cheat, fight, shout, throw things			
artist, astronaut, chef, photographer, singer, vet		-ai- & -ea- mail, snail, leaf, meat	Home Economics
architect, nurse, police officer, programmer			
cook delicious food, explore outer space, help sick animals, paint nice pictures, sing good songs, take beautiful pictures		-ay & -oy clay, play, boy, toy	Technology
catch bad people, design special buildings, help sick people, make fun games			
bowling, ice skating, sailing, skateboarding, skiing, surfing		-oa- & -ow- boat, goat, clown, crown	Physical Education
climbing, fishing, rafting, snorkeling			
dirt, grass, ice, sand, snow, water		-ar- & -or- farm, scarf, corn, horse	Science
forest, lake, mountain, tree			
drive a car, knit a scarf, play chess, play the flute, sail a boat, use chopsticks		long -oo- & short -oo- boots, cool, book, cook	Social Studies
do the laundry, fold a paper plane, make cookies, whistle			
always, never, often, rarely, sometimes, usually		-er & -ir & -ur her, stir, fur	Music
every day, once a month, three times a week, twice a year			

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. Listen and write.	5-10 min.	SB / CD
Listening II. Say and act.	10-15 min.	SB
Listening III. Read and check.	5-10 min.	SB
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. / Say and response.	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
Phonics	10-15 min.	SB / CD / FC
Writing I. Look and write. / Match and write. / Choose and write.	10 min.	SB
Writing II. Read and write.	5 min.	SB
Writing Tip	5 min.	SB
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
Reading Comprehension I. Read and circle.	5 min.	SB
Reading Comprehension II. Read and write.	5 min.	SB
Discussion: Discuss with your friend.	10 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 student books to **page 6**.
- Draw students' attention to the pictures in A. Point to the pictures one by one and identify them (read from left to right). Row 1: fuse, dive, rule, shape, write, gate, phone, vote. *"The colors fuse." "You dive." "It's a rule." "Those are shapes." "You write." "It's a gate." "It's phone." "You vote."*
- Draw the students' attention to the letters in the box 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 being identified.
- Make sure each student has something to write with. Have the students complete the written exercise using the letters from the box.

B Trace and read.

- **SB** Tell students to look at **page 6**.
- Draw students' attention to the pictures in B. Point to the pictures and read from left to right: "Sunday." "Monday." "Tuesday." "Wednesday." "Thursday." "Friday." "Saturday."
- (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. Tell students to trace the letters of each of the words.

C Look and write.

- **SB** Tell students to look at **page 7**.
- Draw students' attention to the pictures in C. Point to the pictures and explain that in each photo the children are showing the grade they are in by holding up their fingers. (Use your native language as necessary.) Explain to the students that they must count the number of fingers in order to know what grade the child is in, and answer the questions.
- (Optional) Complete the first question together. Read question 1: *"What grade is he in?"* Direct students' attention to photo one. Elicit the response: *"One. He's in the first grade."*
- Once students have had a chance to complete the exercise, review it together as a class.

D Listen and number.

- **SB/CD** Tell students to look at part D on the

INTRO

A Look, write, and read. -ite -ape -ive -use -ule -one -ate -ote

1.  f <u>use</u>	2.  d <u>ive</u>	3.  r <u>ule</u>	4.  sh <u>ape</u>
5.  wr <u>ite</u>	6.  g <u>ate</u>	7.  ph <u>one</u>	8.  v <u>ote</u>






B Trace and read.

			
Sunday	Monday	Tuesday	Wednesday
			
Thursday	Friday	Saturday	

E Trace and read.

			
first	second	third	fourth
			
fifth	sixth	seventh	eighth
			
ninth	tenth	eleventh	twelfth

C Look and write.

1.  What grade is he in?
He's in the first grade.
2.  What grade is she in?
She is in the first grade.
3.  What grade are they in?
They are in the fourth grade.
4.  What grade are you in?
I am in the second grade.
5.  What grade am I in?
You're in the first grade.

D Listen and number.

Tuesday, June 3rd		Wednesday, June 4th	
Thursday, June 5th		Monday, June 2nd	
Sunday, June 1st		Friday, June 6th	

F Listen and write.

grade are you in	in the fourth grade
your father do	Hi
a pilot	Hello



Louie: Hi, Rachel!

Rachel: Hello, Louie.

Louie: What grade are you
in this year?

Rachel: I'm in the fourth
grade.

Anna: What does your
father do, Jeff?

Jeff: He's a pilot.

What about your father?

Anna: He's a farmer.

G Say and act.

bottom of **page 7**. Play **audio track 02** and tell students to listen.

- Ask students to number the dates in the correct order.
- Play **audio track 02** again, pausing after each date to give students time to write.
- Review the answers as a class.

E Trace and read.

- **SB** Tell students to look at part E on **page 8**.
- Draw students' attention to the pictures in E. Point to the pictures and read from left to right.
- (Optional) Read through the pictures a second time and get the students to point at each picture as it is identified. Explain to the students that each number has two forms: a written form with letters, and a numerical form with numbers.
- Make sure each student has something to write with. Tell students to trace the letters of each word.

F Listen and write.

- **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 3). Point to the characters in order and say who each character is. "*She is Anna.*" Have students repeat after you. Continue with the other three characters. (1. Louie, 2. Rachel, 3. Jeff).
- Play **audio track 03** and tell students to listen the first time.
- Explain to students that the answers are in the box above the comic strip. They must write the correct words in the blank spaces and trace the dotted words.
- Play the track a second time, pausing after each phrase to allow the students time to write.
- Review the answers as a class.

G Say and act.

- Tell students to look at the completed dialogue written in part F on **page 9**. Explain to students that they will act out the story. Use the flashcards to assign character roles: Louie, Anna, Rachel, and Jeff. Give a 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 will be <Anna>.*" etc.
- Practice the lines of the story with the students, according to their roles, a few times. Have more than one group role-playing the story, depending on the number of students in your class.
- Role-play the story.

Where Are You From?

Lesson 1

Unit Objectives

- Talk about where one comes from
- Ask information questions with *where*
- Use the simple present to answer information questions

Lesson Objectives

Students will be able to:

- recognize and name different countries' names and flags.
- ask and answer where someone is from

Vocabulary (Key words 1)

Australia	Canada	China
France	Indonesia	South Korea

Core Structure

- Ask information questions with *where*
Q: Where are you from?
A: I'm from Australia.

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 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 **Where Are You From?**

Vocabulary Listen and number. 🎧

Australia 3 Canada 2 China 2

France 1 Indonesia 4 South Korea 1

Language Ask and answer. 🗣️

Where are you from? I'm from **China**.
Where is he from? He's from **France**.

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

France, China, Canada, Australia.
Indonesia, South Korea!
But here's what I want to know.
Where? Where from?
from!

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 take out a pencil. Tell them to listen to the audio and number the vocabulary items in their book according to 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: "**France**."

Script

Listen and number.



- | | |
|----------------|--------------|
| 1. France | 2. China |
| 3. South Korea | 4. Indonesia |
| 5. Australia | 6. Canada |

(Optional) Level Tip:

Higher level: Ask students to spell each word after checking the answer. Say: "**Number one**," and have the students respond: "**France**." Say: "**How do you spell 'France'?**" and have the students respond: "**F-r-a-n-c-e**." Continue for each word.

Listening

A Listen and write.



Anna: I'm Anna. Where are you from?

Irene: I'm Irene. I'm from Indonesia.

Jeff: I'm Jeff. Where are you from?

Antoine: I'm Antoine. I'm from France. Where are you guys from?

Rachel, Anna, Louie, Jeff: We're from the United States of America!

B Say and act.

C Read and check.

1. ☒ Louie is from the United States of America.
2. ☐ Irene is from France.
3. ☒ Antoine is from France.
4. ☐ Jeff is from Indonesia.

11

Lower level: Ask students for more information after checking the answer. Say: *"Number one,"* and have the students respond: *"France."* Say: *"What colors are the French flag?"* and have the students respond: *"White, blue, and red."* 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: *"Where are you from?" "I'm from China."*
- Use the grammar structure to go through each numbered vocabulary item (1-6) in numerical order. Call on students individually to answer: *"Number one: Where are you from?" "I am from France."* *"Number two: Where is he from?" "He's from France."* 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 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.

France. China. Canada. Australia.
Indonesia. South Korea! x2
But here's what I want to know.
Where? x2 Where are you from?
I'm from France!

France. China. Canada. Australia.
Indonesia. South Korea! x2
But here's what I want to know.
Where? x2 Where are you from?
I'm from China!

France. China. Canada. Australia.
Indonesia. South Korea! x2
But here's what I want to know.
Where? x2 Where are you from?
I'm from Canada!

France. China. Canada. Australia.
Indonesia. South Korea! x2
But here's what I want to know.
Where? x2 Where is he from?
He's from Australia!

France. China. Canada. Australia.
Indonesia. South Korea! x2
But here's what I want to know.
Where? x2 Where is she from?
She's from Indonesia!

France. China. Canada. Australia.
Indonesia. South Korea! x2
But here's what I want to know.
Where? x2 Where are they from?
They're from South Korea!

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. France, 2. China, 3. Canada, 4. Australia, 5. Indonesia, and 6. South Korea.
- 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 **Indonesia** and say: *"Where? Where? Where are you from?" "I'm from Indonesia. Indonesia. I'm from Indonesia."* Follow the rhythm and general tempo of the song. Help them as necessary. Continue through 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 books. 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 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 **Look and match** 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 workbooks on **page 6**. (**Note: Allow them to write this in their native language, if necessary.)

(If needed) Bonus Activity 5-10 min.

- **Dictation WS** Using your native language if necessary, ask the students what their favorite country is from today's lesson. Call on a few students and ask them to say the name of the country they like the most, in English.
- Ask the students to draw and color the flag and write the name of the country 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 *where*
- 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.

- **FG** 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. Listen and write. 5-10 min.

- **SB/CD** Ask students to open their books to **page 11**. Focus students' attention on the dialogue at the top.
- Play **track 06** and ask students to write what they hear. Call on students individually to answer: 1. *"I'm Irene. I'm from Indonesia."* 2. *"I'm Jeff. Where are you from?"*

Script



Listen and write.

Frame 1.

Anna: I'm Anna. Where are you from?

Irene: I'm Irene. I'm from Indonesia.

Frame 2.

Jeff: I'm Jeff. Where are you from?

Antoine: I'm Antoine. I'm from France. Where are you guys from?

Rachel, Anna, Louie, Jeff: We're from the United States of America!

Listening II. Say and act. 10-15 min.

- **SB** 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: **The children are in their classroom. They are meeting new friends. They are shaking hands.** Use your native language as necessary and provide support when needed to the students. Ask few

questions, such as *"Where are the children?"* *"What flags 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 frame in the comic strip to assist the students with navigating the page.

Listening III. Read and check. 5-10 min.

- **SB** Focus students' attention on the **Read and check** section on the bottom of **page 11**.
- Read number 1. *"Louie is from the United States of America."* Focus students' attention on the **Listen and write** exercise above. Ask students: *"Where is Louie from?"* Elicit the response: *"He's from the United States of America."* Have students trace over the check mark in box 1.
- Read number 2. *"Irene is from France."* Focus students' attention on the exercise above. Ask students: *"Where is Irene from?"* Elicit the response: *"She's from Indonesia."* Have students mark box 2 with an **x**.
- Read number 3. *"Antoine is from France."* Focus students' attention on the exercise above. Ask students: *"Where is Antoine from?"* Elicit the response: *"He's from France."* Have students place a check mark in box 3.
- Read number 4. *"Jeff is from Indonesia."* Focus students' attention on the exercise above. Ask students: *"Where is Jeff from?"* Elicit the response: *"He's from the United States of America."* Have students mark box 4 with an **x**.

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

- **WB** Tell students to look at the activities on **page 7** in the workbook. 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 exercises and have them write it in their workbooks on **page 7**. (**Note: Allow them to write this in their native language, if necessary.