



Big Show 5 **Teacher's Guide**

Hana Sakuragi

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Unit	Grammar Focus	Sentence Patterns	Functions
Intro	<ul style="list-style-type: none"> Adverbs of frequency Superlative adverbs <i>Be good at</i> + noun 	<ul style="list-style-type: none"> How often do you use chopsticks? - I never use chopsticks. What subject does he like the most? - He likes music the most. He is very good at surfing. 	<ul style="list-style-type: none"> Asking and answering about frequency
1	<ul style="list-style-type: none"> Information questions with <i>how much</i> Exclamations 	<ul style="list-style-type: none"> How much is this shampoo? - It's two dollars and fifty cents. This perfume is eighty dollars. - Wow! It's expensive! / It's cheap! 	<ul style="list-style-type: none"> Asking prices Shopping transactions
2	<ul style="list-style-type: none"> Adverbs Information questions with <i>how</i> 	<ul style="list-style-type: none"> How do you dance? - I dance beautifully. Does he sit badly? - Yes, he does. He sits badly. - No, he doesn't. He sits nicely. 	<ul style="list-style-type: none"> Describing actions
3	<ul style="list-style-type: none"> Auxiliary verb review: <i>has, have</i> <i>Should</i> 	<ul style="list-style-type: none"> What's the matter with him? - He has a stomachache. I have a toothache. I should go to the dentist. 	<ul style="list-style-type: none"> Making suggestions Describing sickness and pain
4	<ul style="list-style-type: none"> Present perfect tense Past participles (regular/irregular verbs) 	<ul style="list-style-type: none"> Have you practiced the song? - Yes, I have (practiced the song). - No, I haven't (practiced the song). 	<ul style="list-style-type: none"> Asking and answering about completion of tasks
5	<ul style="list-style-type: none"> Information questions with <i>why</i> 	<ul style="list-style-type: none"> Why are you (so) scared? - I saw a snake. 	<ul style="list-style-type: none"> Asking and answering clarification questions Describing emotional states
6	<ul style="list-style-type: none"> Relative clauses with <i>who</i> and <i>that</i> Information questions with <i>which</i> + noun 	<ul style="list-style-type: none"> Which boy is Toby? - He is the boy who is kicking the ball. Which ball is yours? - Mine is the ball that has stripes. 	<ul style="list-style-type: none"> Identifying people and belongings
7	<ul style="list-style-type: none"> Coordinating conjunction: <i>and</i> Information questions with <i>how</i> and <i>where</i> 	<ul style="list-style-type: none"> How do I get to the theater? - Go straight and turn left after three blocks. Where is the bus station? - It's around the corner. 	<ul style="list-style-type: none"> Asking for and giving directions
8	<ul style="list-style-type: none"> Subordinating conjunction: <i>because</i> Coordinating conjunction: <i>so</i> 	<ul style="list-style-type: none"> I was happy because I passed the test. She got up late, so she missed the bus. 	<ul style="list-style-type: none"> Cause and effect Talking about things that happened to people
9	<ul style="list-style-type: none"> Future tense: <i>be going to</i> Information questions with <i>what</i> and <i>when</i> 	<ul style="list-style-type: none"> What are you going to do over the weekend / on vacation? - I'm going to play mini-golf. When are you going to watch fireworks? - I'm going to watch fireworks on the 4th of July. 	<ul style="list-style-type: none"> Asking and answering about plans for the future
10	<ul style="list-style-type: none"> Review countable and uncountable nouns Partitives: <i>a ____ of</i> 	<ul style="list-style-type: none"> What do we need from the supermarket? - We need a can of beans. 	<ul style="list-style-type: none"> Asking and answering about what is needed at the store
11	<ul style="list-style-type: none"> Comparative adjectives 	<ul style="list-style-type: none"> I think this one is smaller / more useful than that one. - I agree. - I disagree. I think this one is larger / less useful than that one. 	<ul style="list-style-type: none"> Expressing agreement and disagreement Comparing two things
12	<ul style="list-style-type: none"> Superlative adjectives Information questions with <i>what</i> + noun 	<ul style="list-style-type: none"> What animal is the fastest / most intelligent? - It's the falcon. - I think it's the chimpanzee. 	<ul style="list-style-type: none"> Expressing facts and opinions Using superlative adjectives

Vocabulary	Integrate IT	CLIL
Review phonics words, adverbs of frequency, school subjects		
Review ordinal numbers and sports		
conditioner, shampoo, soap, toothbrush, toothpaste, towel	Shopping	Economics
comb, hair dryer, perfume, sunscreen		
beautifully, carefully, carelessly, poorly, quickly, slowly	Quickly or Slowly?	Physical Education
badly, loudly, nicely, quietly		
cough, earache, fever, headache, stomachache, toothache	Sickness and Pain	Health
get some rest, go to the dentist, go to the doctor, take some medicine		
clean the classroom, finish the project, learn the formulas, paint the picture, practice the song, study for the test	Good Students	English
do a hundred pushups, get a report card, search the Internet, write the essay		
excited, hear some good news, scared, see a snake, surprised, win a prize	Feelings	Ethics
embarrassed, fall down, have a fight, upset		
do jumping jacks, jump rope, kick the ball, play catch, run a race, shoot baskets	Athletics	Physical Education
flowers, spots, stripes, zig-zags		
cross the street, go down the hill, go straight, go up the hill, turn left, turn right	Directions	Geography
around the corner, at the crosswalk, over the bridge, under the bridge		
eat spoiled food, go to bed late, lose my wallet, pass the test, skip breakfast, win the race	Emotions	Health
fail the test, forget to study, get up late, miss the bus		
go horseback riding, go to a water park, play darts, play mini-golf, ride a Ferris wheel, ride bumper cars	Amusement Parks	Geography
go out for dinner, have a treasure hunt, ride go-karts, watch fireworks		
a bag of, a bottle of, a can of, a carton of, a piece of, a tub of	At the Supermarket	Social Studies
a bar of, a box of, a jug of, a loaf of		
faster, heavier, larger, lighter, slower, smaller	Wild Animals	Science
less beautiful, less useful, more intelligent, more interesting		
cutest, fastest, hardest, scariest, slowest, softest	Amazing Animals	Science
least dangerous, least intelligent, most dangerous, most intelligent		

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
Linked Story I. Watch and answer.	5 min.	SB / CD
Linked Story II. Read.	5-10 min.	SB / CD / FC
Linked Story III. Write.	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
Linked Story: Vocabulary and Grammar Structure Review	5-10 min.	SB / CD
Listening I. Listen and write.	5-10 min.	SB / CD
Listening II. Say and act.	10-15 min.	SB
Listening III. Circle yes or no. / Read and circle.	5 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**Writing WS** Writing Worksheet

Vocabulary+ Introduction	5 min.	FC
Listen and write.	5-10 min.	SB / CD
Speaking: Say and respond. / 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 I. Look and write.	10 min.	SB
Writing II. Read and write.	10-15 min.	SB
Writing Tip	5-10 min.	SB
Assign and explain homework. (Optional)	3-5 min.	Writing WS

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 check.	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** Ask students to open their books to **page 6**. Direct students' attention to the pictures in part A.
- Do a vocabulary spot check. Point to the ring and ask: "*What is it?*" Elicit the response: "*It's a ring.*" Point to the crayon and ask: "*What is it?*" Elicit the response: "*It's a crayon.*"
- Tell students to look at each picture and write what it is using the letters in the box.
- After the students have finished writing, ask them to read each word out loud.

B Look and write.

- **SB** Tell students to look at part B at the bottom of **page 6**.
- Point to question 1 and tell students to look at the calendar. Ask: "*How often do they use chopsticks?*" Elicit the response: "*They never use chopsticks.*"
- Tell students to complete the rest of the activity. Go over the answers as a class.

C Match and write.

- **SB** Tell students to look at part C on **page 7**.
- Do a vocabulary spot check. Point to **a** and ask: "*What subject is it?*" Elicit the response: "*It's geography.*" Point to **c** and ask: "*What subject is it?*" Elicit the response: "*It's math.*"
- Ask students to read number 1 and to fill in the blanks: "*What subject do you like the most?*" "*I like math the most.*"
- Ask students to match question 1 with a picture: "*Which picture does question 1 match with?*" Elicit the response: "*Question 1 matches with picture c.*"
- Tell students to complete questions 2 to 4 and go over the answers as a class.

D Look and write.





- **SB** Focus students' attention on part D on **page 7**. Tell students to look at the pictures.
- Do a vocabulary spot check. Point to Monday and ask: "*What subject is it?*" Elicit the response: "*It's science.*" Point to Friday and ask: "*What subject is it?*" Elicit the response: "*It's drama.*"
- Ask students to fill in the blanks for questions 1 to 4. Go over the answers as a class.

INTRO

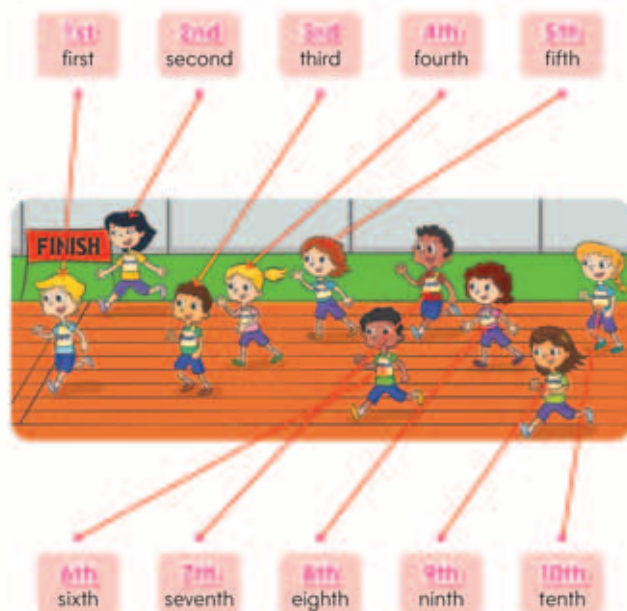
A Look, write, and read. -ai- bl- -ng ch- -aa- cr- -oy sn-

1.  _ _ ue	2.  ri _ _	3.  _ _ emistry	4.  s _ _ l
5.  _ _ ayon	6.  t _ _ y	7.  b _ _ t	8.  _ _ ake

B Look and write.

1. 	How often do they use chopsticks? They <u>never</u> use chopsticks.
2. 	How often does she knit a scarf? She <u>always</u> knits scarves.
3. 	How often does he fold a paper plane? He folds a paper plane <u>often</u> .
4. 	How often do you whistle? I <u>sometimes</u> whistle.

E Match, write, and read.



- | | |
|---|---|
| 1. _____ is the first. | 2. _____ is in seventh place. |
| 3. Who is the eighth runner?
_____ is the one! | 4. Who is the third runner?
_____ is the third runner. |

C Match and write.



1. What subject do you like the most?
I like math the most.
2. What subject do they like the most?
They like geography the most.
3. What subject do you like the most?
I like P.E. the most.
4. What subject does he like the most?
He likes music the most.

D Look and write.



1. Jeff has science on Monday.
2. Jeff has music on Tuesday.
3. Jeff has math and history on Thursday.
4. Jeff has art on Friday.

F Look and match.



G Look and write.



1. He is very good at surfing.
2. They're good at sailing.
3. He's not very good at swimming. He is scared.
4. She is good at skiing.

E Match, write, and read.

- **SB** Ask students to look at part E on **page 8**.
- Point to the first box and ask students: "What does it say?" Elicit the response: "It says 'first.'" Continue with each number box.
- Tell students to look at the picture and match each person with his or her number in the race.
- Then tell students to use the picture to fill in the blanks for numbers 1 to 4. Go over the answers as a class.

F Look and match.

- **SB** Focus students' attention on part F on **page 9**. Tell students to look at the pictures.
- Do a vocabulary spot check. Point to picture 3 and ask: "What sport is it?" Elicit the response: "It's bowling." Point to picture 6 and ask: "What sport is it?" Elicit the response: "It's ice skating."
- Ask students to match the pictures to the words. Go over the answers as a class.

G Look and write.

- **SB** Focus students' attention on part G on **page 9**.
- Ask students to read number 1 and to fill in the blank: "He is very good at surfing."
- Tell students to complete questions 2 to 4 and go over the answers as a class.

(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 **Match, write, and read** activity in part A, the **Read and circle** activity in part B, the **Look and write** activity in part C, the **Match and write** activity in part D, and the **Read and write** activity in part E.
- Complete one example of each part so that the students understand how to complete the page independently.
- Tell them when they need to bring the workbook back to you by, and have them write it in their workbook on **page 4**. (**Note: Allow them to write this in their native language, if necessary.)

How Much Is This?

Lesson 1

Unit Objectives

- Talk about shopping and economics
- Ask for prices using information questions with *how much*

Lesson Objectives

Students will be able to:

- recognize and name different items at a store
- ask and answer how much an item costs at a store

Vocabulary (Key words 1)

conditioner	toothbrush	soap
toothpaste	shampoo	towel

Core Structure

- Ask information questions with *how much*
Q: How much is this shampoo?
A: It's two dollars and fifty cents.

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

How Much Is This?

Vocabulary Listen and number.

2

4

6

3

5

1

conditioner toothbrush soap

toothpaste shampoo towel

Language Ask and answer.

How much is this shampoo?
It's two dollars and fifty cents.

How much are these towels?
They're fourteen dollars and twenty-five cents.

Linked Story Watch and answer. * See page 94 for full transcript.

- Where do many people go to buy the things they need?
Many people go to a store to buy the things they need.
- What should you ask a clerk if you don't know how much something costs?
"How much is this?" or "How much are these?"

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 books according to the **Listen and number** part. Play **track 02**. After playing **track 02**, check the answers together as a class by calling out the number: "**Number one,**" and have students say the corresponding vocabulary word: "**Towel.**"

Script

Listen and number.



- | | |
|---------------|----------------|
| 1. towel | 2. conditioner |
| 3. toothpaste | 4. toothbrush |
| 5. shampoo | 6. soap |

(Optional) Level Tip:

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

Listening

A Listen and write.



Louie: I need to buy some shampoo and toothbrushes.

Anna: How about these toothbrushes?

Louie: Yes, these look good. How much are these toothbrushes?

Anna: I don't know.

Jeff: I will find out!

Jeff: Excuse me. How much are these toothbrushes?

Clerk: They're seventeen dollars and fifty cents.

Rachel: How much is this shampoo?

Clerk: It's four dollars and twenty-five cents.

Jeff & Rachel: Thank you!

B Say and act.

C Circle yes or no.

- | | | |
|--|-----|----|
| 1. Louie needs to buy shampoo and toothbrushes. | yes | no |
| 2. The shampoo is four dollars and twenty-five cents. | yes | no |
| 3. The toothbrushes are seventeen dollars and fifty cents. | yes | no |
| 4. Jeff asked how much the shampoo is. | yes | no |

11

Lower level: Ask students for more information after checking the answer. Say: *"Number one,"* and have the students respond: *"Towel."* Say: *"When do we use a towel?"* and have the students respond: *"After a shower."* 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 much is the shampoo?" "It's two dollars and fifty cents."*
- Use the grammar structure to go through each numbered vocabulary item (1-6) in numerical order. Call on students individually to answer: *"Number one, how much is the towel?" "It's eight dollars and twenty cents."* *"Number two, how much is the conditioner?" "It's three dollars and seventy-five cents."* Continue until you have covered all six vocabulary items using the target pattern sentence structure.

Linked Story I. Watch and answer. 5 min.

- SB/CD** Focus students' attention on the Linked Story section at the bottom of the page. Explain that they will listen to a story (and watch a video, if your classroom is equipped with a TV). You may also want to ask students to see **page 94** to view the full transcript, especially if your classroom does not have a TV to view the 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 to access the music video.
- Play the audio that goes along with **track 03**. Ask the students to focus on the words of the story (either on the TV screen or in the back of the book) to follow along.
- Read and answer question 1 as a class: *"Where do many people go to buy the things they need?"*
- Tell students to answer question 2.

Script



Shopping

Where do people go to buy the things they need? Many people go to a store, like a supermarket, to buy the things they need. And it's not just food we buy at the supermarket. In a supermarket, we can buy other things we need, like soap, shampoo, conditioner, toothpaste, a toothbrush, or a towel. But we need to think about how much things cost. If you don't know how much something is, find a store clerk. Ask them, "How much is this?" or "How much are these?"

Linked Story II. Read. 5-10 min.

- SB/CD** Tell the students that you will play the story again and this time they should try to read along.
- FG** Before you play the story again, put the flashcards on the board in the front of the class, in order from left to right as they appear in the story from beginning to end: **1. soap, 2. shampoo, 3. conditioner, 4. toothpaste, 5. toothbrush, and 6. towel.**

- Ask the students to recite a line from the story they heard, while directing their attention to the flashcards on the board as a visual aid. Point to each vocabulary item and say: *"In a supermarket, we can buy other things we need, like..."* Elicit: *"...soap, shampoo, conditioner, toothpaste, a toothbrush, or a towel."* Help them as necessary. Continue with each flashcard.
- Play the story on **track 03** again and read along with the students.

Linked Story III. Write. 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).
- Play the story on **track 03** and ask the students to write the words from the story on the dictation worksheet. (**Note that if this is too challenging for lower-level students, they may view the transcript in the back of the book or on the TV screen to help them write the words 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 activities 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 about a time they asked a clerk for the price of something. Call on a few students and ask them what the item was and how much it was, in English.

- Ask the students to draw, color, and write the name of the item and price 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 much*
- 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.

Linked Story: Vocabulary and Grammar Structure Review 5-10 min.

- **SB / CD** Review the vocabulary and grammar structure by reading the story 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 04** and ask students to read along first dialogue and to write what they hear in the second dialogue.
- Check the answers as a class. Louie: *"Yes, these look good. How much are these toothbrushes?"*
Clerk: *"They're seven dollars and fifty cents."*
Clerk: *"It's four dollars and twenty-five cents."*
- Complete the activity as a class.

Script

04

Listen and write.

Frame 1.

Louie: I need to buy some shampoo and toothbrushes.

Anna: How about these toothbrushes?

Louie: Yes, these look good. How much are these toothbrushes?

Anna: I don't know.

Jeff: I will find out!

Frame 2.

Jeff: Excuse me, how much are these toothbrushes?

Clerk: They're seven dollars and fifty cents.

Rachel: How much is this shampoo?

Clerk: It's four dollars and twenty-five cents.

Jeff & Rachel: Thank you!

Listening III. Circle yes or no. 5 min.

- **SB** Focus students' attention on part C in the Listening section on **page 11**. Read question 1 as a class: *"Number one, Louie needs to buy shampoo and toothbrushes."* "Yes."
- Call on students individually to read questions 2 to 4 and answer as a class: *"Number two: The shampoo is four dollars and twenty-five cents."* "Yes." *"Number three: The toothbrushes are seventeen dollars and fifty cents."* "No." *"Number four: Jeff asked how much the shampoo is."* "No."

(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 **Listen and write** activity in part C and the **Read and check** activity in part D. Explain that part C 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.

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 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 at a store. They are looking at toothbrushes. They are talking with the clerk.** Use your native language as necessary and provide support when needed to the students. Ask few questions, such as *"Where are the children?" "What do you see?"* etc.
- Finally, explain to the children 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.