



Big Show 6 **Teacher's Guide**

Tapanga Koe

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Unit	Grammar Focus	Sentence Patterns	Functions
Intro	<ul style="list-style-type: none"> Information questions with <i>when, how, where, how much, and which</i> Relative clauses: <i>who, that</i> 	<ul style="list-style-type: none"> When is your birthday? - It's on April 9th. What shape is this ball? - It's a sphere. 	<ul style="list-style-type: none"> Review asking and giving directions Review shopping transactions Review identifying people and belongings
1	<ul style="list-style-type: none"> <i>Where</i> clauses 	<ul style="list-style-type: none"> Is this the convenience store where you bought a snack? - Yes, it is. / No, it isn't. What is this place? - This is the dentist's where I got a checkup. 	<ul style="list-style-type: none"> Identifying places Everyday activities
2	<ul style="list-style-type: none"> Tag questions Preposition: <i>like</i> verbs: <i>feel, look, smell, sound, taste</i> 	<ul style="list-style-type: none"> This bread / It tastes like honey, doesn't it? - Yes, it does. / No, it doesn't. 	<ul style="list-style-type: none"> Describing what something is similar to Agreeing or disagreeing with someone
3	<ul style="list-style-type: none"> Adverbs of sequence 	<ul style="list-style-type: none"> First, break the eggs. Next / After that, measure the flour. 	<ul style="list-style-type: none"> Giving instructions Cooking
4	<ul style="list-style-type: none"> Modal auxiliary: <i>might</i> Conjunction: <i>because</i> 	<ul style="list-style-type: none"> She might visit the Nile because she is interested in Egypt. I might not climb a mountain because I am scared of heights. 	<ul style="list-style-type: none"> Talking about vacation plans Vacation activities
5	<ul style="list-style-type: none"> Information questions with <i>where</i> and <i>why</i> Modal auxiliary: <i>would</i> 	<ul style="list-style-type: none"> Where would you like to go? - I'd like to go to a cave. Why would you like to go to a cave? - I'd like to explore. 	<ul style="list-style-type: none"> Talking about where you want to go and what you want to do for vacation Nature Recreation activities
6	<ul style="list-style-type: none"> Modal auxiliary: <i>could</i> Separable/inseparable phrasal verbs 	<ul style="list-style-type: none"> Could you please turn off the lights? - Sure. I'll turn them off now. - Yes, I'll turn them off. 	<ul style="list-style-type: none"> Making polite requests Chores
7	<ul style="list-style-type: none"> Future tense: <i>will</i> to show willingness Modal auxiliary: <i>could</i> 	<ul style="list-style-type: none"> Who will vacuum the floor? - I'll do it. Could you mop the floor? - Sure. / Sorry, I can't right now. 	<ul style="list-style-type: none"> Making requests and expressing willingness Chores
8	<ul style="list-style-type: none"> Past progressive tense <i>While</i> clauses 	<ul style="list-style-type: none"> What were you doing while (you were) taking the subway? - I was sending text messages. 	<ul style="list-style-type: none"> Talking about two things happening at the same time Public transport and Internet communication
9	<ul style="list-style-type: none"> Present perfect tense Past participles Adverb: <i>ever</i> 	<ul style="list-style-type: none"> Have you ever looked at the stars? - Yes, I have. / No, I haven't. 	<ul style="list-style-type: none"> Talking about past experiences Camping activities
10	<ul style="list-style-type: none"> Present perfect tense Past participles 	<ul style="list-style-type: none"> Has she bought the ticket? - Yes, she has (bought the ticket). - No, she hasn't (bought the ticket). 	<ul style="list-style-type: none"> Travel preparations Checking completion of tasks
11	<ul style="list-style-type: none"> First conditional <i>if</i> clauses 	<ul style="list-style-type: none"> If you clean up the streets, you'll help your community. 	<ul style="list-style-type: none"> Community service activities Environmental protection
12	<ul style="list-style-type: none"> Modal auxiliary: <i>should have</i> Past participles 	<ul style="list-style-type: none"> What should you have done? - I should have left home earlier. - I shouldn't have eaten so quickly. 	<ul style="list-style-type: none"> Talking about the proper way of doing things

Vocabulary		Integrate IT	CLIL
Review prepositional phrases, personal hygiene, and beauty products			
Months, 3D shapes			
buy a snack, convenience store, fix my computer, repair shop, town square, watch a parade		Places	Geography
get a checkup, see a show, the dentist's, theater			
cotton candy, honey, medicine, olive, plastic, silk		Describing Things	Music
pepper, popcorn, wood, wool			
add the flour, break the eggs, measure the flour, mix the ingredients, pour the milk, slice the bananas		Cooking	Health
flip the pancake, fry the pancake, heat the pan, melt the butter			
be interested in Egypt, go on a safari, like adventure, love animals, ride a jet ski, visit the Nile		Hobbies and Interests	History
be scared of heights, climb a mountain, go on a tour, not like crowds			
beach, canyon, cave, pond, volcano, waterfall		Travel	Geography
bungee jump, camp, explore, relax			
clean up the room, pick up the boxes, put away the clothes, throw away the garbage, turn off the lights, turn on the computer		Chores	Social Studies
go over the lesson, help me out with my homework, look after my pet, tidy up the books			
dry the dishes, fold the laundry, mow the lawn, set the clock, vacuum the floor, wash the cat		Volunteering	Economics
dust the furniture, make the bed, mop the floor, set the table			
check your email, read the news, ride the bus, send text messages, take a taxi, take the subway		Commuting	Technology
stand in line, surf the Internet, wait for the traffic light, watch videos			
camp in the woods, catch fireflies, cook marshmallows, explore a cave, look at the stars, walk on a beach		Camping	Geography
get lost, make a campfire, read a compass, set up a tent			
book the hotel, buy the ticket, check your passport, make a shopping list, pack your luggage, rent a car		Vacation	Math
charge the camera, get the visa, learn useful phrases, plan the trip			
clean up the streets, do volunteer work, donate clothes, help the homeless, learn first aid, plant a garden		Community Service	Science
recycle bottles, reduce food waste, reuse paper, use public transportation			
check the weather, eat slowly, follow the instructions, leave home early, stretch before the game, study hard		Learning from Mistakes	Health
eat so quickly, forget the password, spend so much money, stay up late			

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. Listen and mark. / Mark true or false.	5 min.	SB / CD
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 I. Say and respond. / Ask and answer.	10-15 min.	SB / FC
Speaking II. Syllables and accents	5 min.	SB / CD
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. / Match and write.	10 min.	SB
Writing II. Choose and (re)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 Trace, listen, and read.

- **SB** / **CD** Ask students to open their books to **page 6**. Direct students' attention on the pictures in part A.
- Do a vocabulary spot check. Point to January and ask: *"What month is this?"* Elicit the response: *"It's January."* Point to July and ask: *"What month is this?"* Elicit the response: *"It's July."*
- Tell students to trace each month. After students have finished tracing, play **track 02** and tell students to follow along by reading each month 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 ask students to read the question together: *"When is your birthday?"* Elicit the response: *"It's on April 9th."*
- Complete the activity together as a class.

C Look and write.

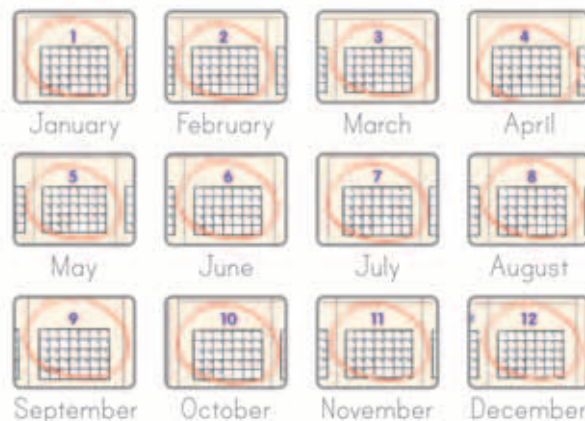
- **SB** Tell students to look at part C at the top of **page 7**.
- Review the vocabulary. Tell students to use the map to help them answer the questions.
- Point to question 1 and ask students to read the question together: *"How do I get to the bank?"* Tell students to find the bank on the map and elicit the response: *"Go straight and turn left after three blocks."*
- Complete the activity together as a class.

D Look and write.

- **SB** Focus students' attention on part D on **page 8**. Tell students to look at the pictures.
- Do a vocabulary spot check. Point to the toothbrush and ask: *"What is this?"* Elicit the response: *"It's a toothbrush."* Point to the hair dryer and ask: *"What is this?"* Elicit the response: *"It's a hair dryer."*
- Tell students to use the shopping list to help them fill in the blanks. Complete question 1 together as a class: *"How much is this toothbrush?"* *"It's two dollars."*
- Complete the activity together as a class.

INTRO

A Trace, listen, and read.



B Look and write.

1. When is your birthday?
It's on April 9th.
2. When is your father's birthday?
It's on May 16th.

D Look and write.

Shopping List	
• perfume	\$20
• conditioner	\$10.50
• toothpaste	\$4
• toothbrush	\$2
• sunscreen	\$15
• hair dryer	\$50

1. How much is this toothbrush?
It's two dollars.
2. How much is this conditioner?
It's ten dollars and fifty cents.
3. How much are these hair dryers?
They're one hundred dollars.
4. How much is this sunscreen?
It's fifteen dollars.
5. How much is this toothpaste?
It's four dollars.
6. How much are these perfumes?
They're sixty dollars.

C Look and write.



turn right cross the street around the corner go straight turn left

- How do I get to the bank?
Go straight and turn left after three blocks.
- How do I get to the gas station?
Turn left at the next street. Then turn left again at the next street.
- How do I get to the pond?
Cross the street at the basketball court.
- How do I get home from here?
Go straight and turn right. It's on your left.
- Where is your friend's house?
It's around the corner, across from the school.

E Listen and number.

- SB/CD** Ask students to look at part E on the top of **page 9**.
- Do a vocabulary spot check. Point to the soccer ball and ask: "What shape is this?" Elicit the response: "It's a sphere." Point to the cone and ask: "What shape is this?" Elicit the response: "It's a cone."
- Ask the students to prepare 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 03**.
- After playing **track 03**, check the answers together as a class by calling out the number: "Number one," and have students say the corresponding vocabulary word: "cone."

F Match and write.

- 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 **a** and ask: "What is he doing?" Elicit the response: "He's cleaning the classroom." Point to picture **c** and ask: "What is she doing?" Elicit the response: "She's eating an ice cream cone."
- Point to question 1 and read the question together as a class: "Which girl is Vicky?" Elicit the response: "She is the girl who is eating an ice cream cone." Ask students: "Which picture matches this question?" Elicit the response: "Picture c."
- Complete activity together as a class.

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

- WB** Tell students to look at the activities on **page 4 and 5** in the workbook. Explain how to complete the **Match and write** activity in part A, the **Look, write, and circle** activity in part B, the **Look and write** activity in part C, and the **Unscramble and write** activity in part D.
- Complete one example of each for parts A, B, C and D 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.)

E Listen and number.



sphere

cylinder

cone

cube

F Match and write.



- Which girl is Vicky?
She is the girl who is eating an ice cream cone.
- Which boy is Sam?
He is the boy who is cleaning the classroom.
- Which boy is Sean?
He is the boy who is kicking the ball.
- Which girl is Sonya?
She is the girl who is running a race.

Where Is This Place?

Lesson 1

Unit Objectives

- Identify different places
- Identify everyday activities

Lesson Objectives

Students will be able to:

- ask and answer questions about different places

Vocabulary (Key words 1)

convenience store	repair shop	town square
watch a parade	fix my computer	buy a snack

Core Structure

- Ask information questions using *where* clauses
Q: Is this the convenience store where you bought a snack?
A: Yes, it is. / No, it isn't.

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 words on each flashcard. Show students the picture first, and then the words 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 phrase for each picture on the flashcards. Help as needed (e.g. tell them what letter the word starts with).

UNIT 1

Where Is This Place?

Vocabulary

Listen and number.

 1

 3

 5

 6

 4

 2

Language

Ask and answer.



Is this the convenience store where you bought a snack?



Yes, it is.
No, it isn't.

Linked Story

Watch and answer.

+ See page 94 for full transcript.

1. Where can you buy a snack?
I can buy a snack at a convenience store.

2. Where can you watch a parade?
I can watch a parade in a town square.



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 prepare 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 item: "*convenience store.*"

Script



Listen and number.

1. convenience store
2. buy a snack
3. repair shop
4. fix my computer
5. town square
6. watch a parade

(Optional) Level Tip:

Higher level: Ask students to spell each word after checking the answer. Say: "*Number*

Listening

A Listen and write.



Louie: Hey, did you see the new convenience store that opened up near our school?

Jeff: Yes. I went there yesterday.

Louie: Is that the convenience store where you bought a snack?

Jeff: No, it isn't. That is a different convenience store.



Rachel: How was your vacation with your family?

Anna: It was fun! Look at this picture we took at the town square.

Rachel: Oh, wow! It looks nice. Is that the town square where you saw the parade?

Anna: Yes, it is.

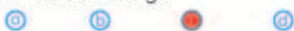
B Say and act.

C Listen and mark.

1. What did Jeff buy?



2. Where did Anna go?



3. What did Anna see?



one," and have the students respond: "convenience store." Say: "How do you spell convenience store?" and have the students respond: "c-o-n-v-e-n-i-e-n-c-e-(space)-s-t-o-r-e." Continue for each word.

Lower level: Ask students for more information after checking the answer. Say: "Number one," and have the students respond: "Convenience store." Say: "Where does the boy buy a snack from?" and have students respond: "From the convenience store." 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: "Is this the convenience store where you bought a snack?" "Yes, it is." "No, it isn't."
- Use the grammar structure to go through each numbered vocabulary item (1-6) in numerical order. Call on students individually to answer: "Number three, is this the repair shop where you fixed your computer?" 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 05**. 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 together as a class: "Where can you buy a snack?" "I can buy a snack at a convenience store."
- Tell students to answer question 2.

Script



Places

The things we do in a place can help us to remember the place. For example, you might buy a snack at a convenience store. If you go back to that store later, you might think, "This is the store where I bought a snack." If you watch a parade in a town square, you might remember later, "This is the square where I watched a parade." Or if you take your computer to a repair shop, you might remember the shop because someone fixed your computer there. What is one place that you remember well?

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.
- **FC** 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. buy a snack, 2. convenience store, 3. watch a parade, 4. town**

- **square, 5. fix my computer, and 6. repair shop.**
- 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: *"Where can you buy a snack?"* Elicit the response: *"I can buy a snack at a convenience store."* Help them as necessary. Continue with each flashcard.
- Play the story on **track 05** 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 05** 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 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** Using your native language if necessary, ask the students to describe what they can do or buy at one of the places from this lesson. Call on a few students and ask them to share, in English.

- Ask the students to draw, color, and write what they can do or buy at the place 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 identify different places and everyday activities
- prepare for and participate in a communicative activity with other students

Materials

- Big Show Student Book, Flashcards, and CD w/ 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 06** and ask students to read along and to write what they hear.
- Check the answers together as a class. Ask: *"What does Louie say?"* Elicit the response: *"Is that the convenience store where you bought a snack?"*
- Complete the activity as a class.

Script



Listen and write.

Frame 1.

Louie: Hey, did you see the new convenience store that opened up near our school?

Jeff: Yes, I went there yesterday.

Louie: Is that the convenience store where you bought a snack?

Jeff: No, it isn't. That is a different convenience store.

Frame 2.

Rachel: How was your vacation with your family?

Anna: It was fun! Look at this picture we took at the town square.

Rachel: Oh, wow! It looks nice. Is that the town square where you saw the parade?

Anna: Yes, it is.

- Play **track 07** and tell students to mark the correct answers.
- Review the answers as a class.

Script



Listen and mark.

1. What did Jeff buy?

- a. A convenience store
- b. A school
- c. A snack
- d. A different store

2. Where did Anna go?

- a. She went out to have fun with her friends.
- b. She went on vacation with her family.
- c. She went to town with her family.
- d. She went to a parade to take pictures.

3. What did Anna see?

- a. She saw a parade.
- b. She saw her family.
- c. She saw a picture.
- d. She didn't see anything.

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 images, 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: **Jeff is eating a snack. They are in front of the convenience store.** Use your native language as necessary and provide support when needed to the students. Ask few questions, such as *"Where are they?" "What are they doing?"* 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. Listen and mark. 5 min.

- **SB/CD** Focus students' attention on part C in the Listening section on **page 11**. Read question 1 as a class: *"Number one: What did Jeff buy?"*
- Call on students individually to read questions 2 and 3.

(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 **Choose and rewrite** 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 workbook on **page 7**. (**Note: Allow them to write this in their native language, if necessary.)