



TESSA HALL

Series editors: BEN GOLDSTEIN & CERI JONES

# The **BIG** Picture

**A1** BEGINNER Teacher's Book



**Richmond**



# CONTENTS (Student's Book)

TOPIC	SPEAKING & VOCABULARY	LISTENING & PRONUNCIATION	GRAMMAR
<b>Unit 1</b> <i>Welcome</i> 1 - 3	<ul style="list-style-type: none"> <li>Greetings</li> <li>Countries &amp; nationalities</li> </ul>	<ul style="list-style-type: none"> <li>Listening: Greetings &amp; introductions</li> </ul>	<ul style="list-style-type: none"> <li>Present simple <i>to be</i>: <i>I, you</i></li> </ul>
<b>Unit 2</b> <i>Down to Basics</i> 4 - 6	<ul style="list-style-type: none"> <li>Reciting the alphabet &amp; numbers</li> </ul>	<ul style="list-style-type: none"> <li>Listening: Letters of the alphabet &amp; numbers; Asking for phone numbers &amp; ages</li> <li>Pronunciation: Word stress &amp; intonation</li> </ul>	<ul style="list-style-type: none"> <li>Present simple <i>to be</i>: <i>he, she, it</i></li> </ul>
<b>Unit 3</b> <i>At Work</i> 7 - 8	<ul style="list-style-type: none"> <li>Talking about jobs</li> <li>Words &amp; phrases naming occupations</li> </ul>	<ul style="list-style-type: none"> <li>Listening: People asking about occupations</li> </ul>	<ul style="list-style-type: none"> <li>Articles: <i>a, an</i></li> <li>Present simple <i>to be</i>: <i>we, they</i></li> </ul>
<b>Unit 4</b> <i>My Desk</i> 9 - 11	<ul style="list-style-type: none"> <li>Talking about objects for work &amp; study</li> <li>Words naming objects for work &amp; study</li> </ul>	<ul style="list-style-type: none"> <li>Listening: People talking about objects for work &amp; study</li> <li>*Pronunciation: 's' endings of plural nouns</li> </ul>	<ul style="list-style-type: none"> <li>Plural nouns; <i>this, that, these, those</i></li> <li>Possessive adjectives</li> </ul>
<b>Unit 5</b> <i>My Family</i> 12 - 14	<ul style="list-style-type: none"> <li>Talking about families</li> <li>Words describing family relationships</li> </ul>	<ul style="list-style-type: none"> <li>Listening: Identifying people &amp; relationships</li> <li>Pronunciation: /b/ &amp; /ʌ/</li> </ul>	<ul style="list-style-type: none"> <li>Present simple – <i>I, you, we, they</i></li> </ul>
<b>Unit 6</b> <i>A Nice House</i> 15 - 18	<ul style="list-style-type: none"> <li>Talking about houses &amp; flats</li> <li>Words naming types of accommodation &amp; objects found in the home; adjectives describing houses</li> </ul>	<ul style="list-style-type: none"> <li>Listening: Talking about accommodation.</li> <li>Pronunciation: Intonation – <i>What's it like?</i></li> </ul>	<ul style="list-style-type: none"> <li>Common adjectives to describe houses &amp; flats</li> </ul>
<b>Unit 7</b> <i>Food For The Family</i> 19 - 21	<ul style="list-style-type: none"> <li>Talking about food &amp; eating places</li> <li>Words &amp; phrases naming types of food &amp; places selling food</li> </ul>	<ul style="list-style-type: none"> <li>Listening: People talking about types of food they take for their meals</li> <li>Pronunciation: / ʃ / &amp; / tʃ /</li> </ul>	<ul style="list-style-type: none"> <li>Object pronouns</li> </ul>
<b>Unit 8</b> <i>Happy &amp; Healthy</i> 22 - 25	<ul style="list-style-type: none"> <li>Talking about sports &amp; free-time activities</li> <li>Words &amp; phrases naming free-time activities; collocations with <i>go</i> &amp; <i>play</i></li> </ul>	<ul style="list-style-type: none"> <li>Listening: A personal profile on chef Michel Roux; 5 conversations about food prices</li> <li>Pronunciation: Intonation – saying <i>please</i></li> </ul>	<ul style="list-style-type: none"> <li>Present simple: <i>he, she, it</i></li> </ul>
<b>Review Lesson A</b> 26 - 27			All grammar from units 1–8
<b>Unit 9</b> <i>Talking About Time</i> 28 - 30	<ul style="list-style-type: none"> <li>Talking about the time</li> <li>Expressions used in telling time</li> </ul>	<ul style="list-style-type: none"> <li>Listening: People talking about weekly routines</li> <li>Pronunciation: intonation – time questions</li> </ul>	<ul style="list-style-type: none"> <li>Expressing time using <i>at, in &amp; on</i></li> </ul>
<b>Unit 10</b> <i>By Car, On Foot</i> 31 - 32	<ul style="list-style-type: none"> <li>Talking about how you travel</li> <li>Vocabulary naming modes of transportation</li> </ul>	<ul style="list-style-type: none"> <li>Listening: People talking about travel; interview with a busker</li> </ul>	<ul style="list-style-type: none"> <li>Wh- questions</li> </ul>
<b>Unit 11</b> <i>A Night In</i> 33 - 35	<ul style="list-style-type: none"> <li>Talking about evenings in</li> <li>Word collocations naming staying in activities</li> </ul>	<ul style="list-style-type: none"> <li>Listening: Theo's activities on his 'perfect day'</li> <li>Pronunciation: schwa /ə/</li> </ul>	<ul style="list-style-type: none"> <li>Frequency adverbs</li> </ul>

TOPIC	SPEAKING & VOCABULARY	LISTENING & PRONUNCIATION	GRAMMAR
<b>Unit 12</b> <i>Places to Go</i> 36 - 38	<ul style="list-style-type: none"> <li>Talking about holidays</li> <li>Vocabulary naming places &amp; facilities</li> </ul>	<ul style="list-style-type: none"> <li>Listening: Six people talking about different places</li> </ul>	<ul style="list-style-type: none"> <li><i>There is/There are + some/any</i></li> </ul>
<b>Unit 13</b> <i>Welcome to My Home</i> 39 - 40	<ul style="list-style-type: none"> <li>Talking about rooms &amp; furniture</li> <li>Vocabulary naming rooms &amp; furniture</li> </ul>	<ul style="list-style-type: none"> <li>Listening: A conversation about a person's house</li> <li>Pronunciation: /ð/ &amp; /θ/</li> </ul>	<ul style="list-style-type: none"> <li>Prepositions of place (1): <i>In, on, under, next to, near</i></li> </ul>
<b>Unit 14</b> <i>Asking for Directions</i> 41 - 43	<ul style="list-style-type: none"> <li>Asking for &amp; giving directions</li> <li>Vocabulary naming positions &amp; directions</li> </ul>	<ul style="list-style-type: none"> <li>Listening: People asking for &amp; giving directions</li> <li>Pronunciation: intonation – stress on place words</li> </ul>	<ul style="list-style-type: none"> <li>Prepositions of place (2): <i>at, on, in</i> expressing place; <i>behind, in front of, opposite</i></li> </ul>
<b>Unit 15</b> <i>Talking, Texting, Tweeting</i> 44 - 46	<ul style="list-style-type: none"> <li>Talking about the weather</li> <li>Vocabulary describing weather</li> </ul>	<ul style="list-style-type: none"> <li>Listening: Weather details</li> <li>Pronunciation: /ŋ/</li> </ul>	<ul style="list-style-type: none"> <li>Present continuous</li> </ul>
<b>Unit 16</b> <i>What's Happening?</i> 47 - 49	<ul style="list-style-type: none"> <li>Discussing world &amp; personal news; making phone calls</li> <li>Vocabulary naming types of news</li> </ul>	<ul style="list-style-type: none"> <li>Listening: A news reports &amp; phone conversations</li> <li>Pronunciation: intonation – “Hello. Hi, Kelly.”</li> </ul>	<ul style="list-style-type: none"> <li>Present continuous &amp; present simple</li> </ul>
<b>Review Lesson B</b> 50 - 52			All grammar from units 9–16
<b>Unit 17</b> <i>It Was Different Then</i> 53 - 55	<ul style="list-style-type: none"> <li>Describing places in the past</li> <li>Saying dates</li> </ul>	<ul style="list-style-type: none"> <li>Listening: A person talking about a place that was different in the past</li> </ul>	<ul style="list-style-type: none"> <li>Past simple: <i>to be</i></li> </ul>
<b>Unit 18</b> <i>What Did They Do?</i> 56 - 58	<ul style="list-style-type: none"> <li>Talking about life events</li> <li>Vocabulary naming objects</li> </ul>	<ul style="list-style-type: none"> <li>Listening: A radio programme about a famous designer</li> <li>Pronunciation: /ɪd/</li> </ul>	<ul style="list-style-type: none"> <li>Past simple: regular verbs</li> </ul>
<b>Unit 19</b> <i>A Work of Art</i> 59 - 61	<ul style="list-style-type: none"> <li>Talking about art</li> <li>Vocabulary naming colours &amp; feelings/moods</li> </ul>	<ul style="list-style-type: none"> <li>Listening: People talking about how they feel</li> <li>Pronunciation: Adjectives ending in /ɪd/; intonation – sounding interested</li> </ul>	<ul style="list-style-type: none"> <li>-ing &amp; -ed adjectives</li> </ul>
<b>Unit 20</b> <i>The Story of Painting</i> 62 - 64	<ul style="list-style-type: none"> <li>Talking about art &amp; artists</li> </ul>	<ul style="list-style-type: none"> <li>Listening: A story about the theft of a famous painting</li> <li>Pronunciation: present &amp; past simple verbs</li> </ul>	<ul style="list-style-type: none"> <li>Past simple: irregular verbs</li> </ul>
<b>Unit 21</b> <i>What Did You See?</i> 65 - 67	<ul style="list-style-type: none"> <li>Talking about what happened in the past</li> </ul>	<ul style="list-style-type: none"> <li>Listening: A person talking about a visit to the Eden Project.</li> </ul>	<ul style="list-style-type: none"> <li>Past time expressions</li> </ul>
<b>Unit 22</b> <i>Going Out</i> 68 - 70	<ul style="list-style-type: none"> <li>Talking about outdoor activities</li> <li>Vocabulary naming activities you do when you go out</li> </ul>	<ul style="list-style-type: none"> <li>Listening: People talking about what they did the night before; tourists talking about a day out in Copenhagen</li> <li>Pronunciation: <i>Let's</i></li> </ul>	<ul style="list-style-type: none"> <li>Expressing likes &amp; dislikes with <i>like/love/hate + noun/verb -ing</i></li> </ul>
<b>Unit 23</b> <i>A Special Weekend</i> 71 - 73	<ul style="list-style-type: none"> <li>Talking future plans</li> <li>Time expressions</li> </ul>	<ul style="list-style-type: none"> <li>Listening: 3 people talking about a school reunion</li> </ul>	<ul style="list-style-type: none"> <li>Present continuous for future</li> </ul>
<b>Unit 24</b> <i>Where Can We Go?</i> 74 - 76	<ul style="list-style-type: none"> <li>Talking about days out</li> <li>Vocabulary naming attire</li> </ul>	<ul style="list-style-type: none"> <li>Pronunciation: /kən/ &amp; /kæn/</li> </ul>	<ul style="list-style-type: none"> <li><i>Can/can't</i> for possibility &amp; permission</li> </ul>
<b>Review Lesson C</b> 77 - 79			All grammar from units 17–24

# INTRODUCTION

The Teacher's Manual contains suggested sample teaching notes for Units 1 and 2 of the Student book, a complete Answer Key for the exercises in the book (except for those requiring students' own responses) and the transcripts for all the listening exercises in the book.

This initial edition of the Teacher's Manual contains the bare bones of what the teacher needs to get on with the lessons in the book. Just English is in the process of updating this copy to include extra exercises and activities which the teacher can utilise in the classroom or to assign as homework/ extra practice for students. Online materials to support the book is in the pipeline.

**Note:** As The Big Picture, JE edition, 2016 is the first edition of the book, there will inevitably be errors/typos which have escaped proof-reading. We wish to enlist the help of teachers who spot these errors/typos to make a note of and report them to the Just English curriculum unit via your Coordinator/Head of Department or email directly to [info@justenglish.com](mailto:info@justenglish.com).

Thank you.

Curriculum Unit

Just English Sdn Bhd

## SAMPLE SUGGESTED TEACHING NOTES

### Unit 1: Welcome!

#### Language, Listening & Speaking (p1-2)

##### Lead-in

Mime saying *Hello* and *Goodbye* to a student in the class. Elicit or teach the words and write them on the board. Make sure that students understand them and can pronounce them.

- 1 Check that students understand *family* and *new person*. Students match the photos to the situations.  
(Optional: Ask students what they say in their language. In a multilingual class, students might be interested to learn the words for hello and goodbye in each other's languages.)
- 2a Refer students to the greetings in the box. Read out the phrases, then ask students to work in pairs to complete the table.
- 2b Play the audio for students to listen and check their answers, then play the audio again for students to listen and repeat. Encourage students to use the same pronunciation and intonation as on the audio.
- 3a Play the audio for students to listen. Play it again, pausing as necessary for students to complete the conversations.  
\* Ask students which phrase in A we use for a new person (*Nice to meet you.*)
- 3b b Play the audio again for students to listen and check their answers. Students match the conversations to the photos in exercise 1.
- 4a Refer students to the greetings in the box. Students work in pairs to match the phrases to the pictures.
- 4b Play the audio for students to listen and repeat the phrases.  
Read the **Notice** box with the class and point out that we can also say *Good night* to people just before we go to bed.
- 5 Students work in pairs to continue the conversations. Monitor and help while students are working. Ask some pairs to perform their conversations for the class.

##### Extra Activity:

Hello, I'm ...

Hi ..., I'm ... . Nice to meet you!

Ask two students to read the example conversation aloud, using their own names. Students then stand up and move around the classroom, introducing themselves to their classmates. You could join in the activity and introduce yourself to your students too.

- 6a Lead in by asking students to name as many countries as they can in English. Write these on the board and model pronunciation.  
Students work in pairs to match the countries to the photos. Check answers and model pronunciation of the country names.  
Read the **Notice** box with the class, and point out that we don't say ~~the Brazil~~, ~~the Japan~~, etc.
- 6b Demonstrate the task by saying: *I'm from (Brazil). I'm (Brazilian)*. Students work individually or in pairs to complete the table with the nationalities.



- 3 Ask students to do this individually to check their understanding of structures learnt. Check answers by calling students at random to give their answers. Teacher can write answers on the board.

## Unit 2: Down to Basics

### Language, Listening & Speaking (p4-5)

#### Lead-in

Focus on the alphabet on page 4 and elicit or teach the word *alphabet*. Ask: How many letters are in the alphabet? (26). Ask students if the alphabet is the same in their language. If you have students in your class who use a different alphabet, the class might be interested to see some characters from their alphabet. You could ask them to come and write their name on the board using their own alphabet.

- 1 Ask students to say the letters of the alphabet out loud. Listen for mis-pronunciations.
- 2 Play the audio, pointing to each letter in turn and pausing the audio so that students can repeat.
- 3a Point out the phonetic symbols and model pronunciation of them. Students work individually or in pairs to complete the table.
- 3b Play the audio for students to listen and check, then play the audio again for students to repeat.
- 4a Read the conversation aloud, and check that students understand *Excuse me*. Ask students to underline the question.
- 4b Play the audio for students to listen, then play it again, pausing after each line for students to repeat. Point out that it is also possible to say *double s* in the same way that we use *double 3*, etc. for phone numbers.

#### Pronunciation (p4)

- 1 Read the information on intonation with the class. Play the audio for students to listen and repeat. Encourage them to use the correct intonation.
- 2 Demonstrate the task by asking a student: *Excuse me. How do you spell Brazil?* Elicit the answer. Students work in pairs to ask and answer questions.
- 5a Make sure that students understand thanks. Indicate that the conversation is in the wrong order. Elicit the first line, and indicate that students should put a number 1 next to it. Students work in pairs to order the remaining lines.
- 5b Play the audio for students to listen and check. If you think your students need more pronunciation practice, you could play the audio again, pausing after each line for students to repeat.
- 6 Ask students to stand up and move around the class, asking and answering the questions. Stop the activity after a couple of minutes and ask individual students about another student in the class: *What's his/her name? How do you spell that?* See if they can remember how to spell each other's names.

#### Lead-in

Pretend that you are counting the students in your class. Point to each in turn, and say: *One...* See if any students can continue counting.

- 7a Point to the number 1 on page 5 and elicit the word *one*. Write 'one' on the board. Point to number 2 and elicit for the word 'two'. Ask a student to write the word on the board. Repeat the process until *ten*. Now ask students to count from *one* to *ten* out loud.



The Big Picture (Just English edition) is a highly visual, easy-to-use, five-level course for young adult learners of English, offering 50 hours of core classroom material. It combines real-life, relevant, international contexts with striking images to engage students, while carefully graded activities give them the opportunities and support they need to express themselves with confidence.

This series spotlights listening, speaking, grammar and vocabulary. As students work through the levels, they acquire the skills, grammatical knowledge and range of vocabulary needed to be more proficient users of the language at each particular level. The ultimate aim of this series is to hone students' proficiency and accuracy in the use of English so that they can excel in standardised exams like the UEC and ESOL exams.

- Thought-provoking images and texts work together in every lesson to introduce the topics and stimulate discussion
- A systematic vocabulary building strand encourages students to use new words and phrases in real-life contexts
- Grammar sections focus on authentic, useful language and high-frequency expressions, and are topic and context driven
- Review units featuring multiple choice and error detection style type questions test students' grasp of knowledge acquired.

### Student's Book

- 24 topic-based units
- 3 review units

### Teacher's Book

- Complete answer keys and transcripts
- Samples of teaching notes
- Class audio CDs
- Lively recordings with a wide variety of voices and accents

Common European Framework



**Richmond**

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