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BIG ENGLISH



2ND EDITION
STUDENT'S BOOK



7

What's That?

Language in Context

I will learn to talk about gadgets.



Look at the pictures and read the questions. Choose the correct answers. Then listen and check.

- 1 What's this used for?
 - a looking at the sun
 - b playing video games
 - c shopping
- 2 What's this used for?
 - a looking for lost items in a pool
 - b learning how to swim
 - c making phone calls in a pool
- 3 What's this used for?
 - a moving quickly underwater
 - b exploring underwater
 - c taking pictures underwater



102
2

Match the gadgets with the words or phrases from the box. Then listen and check.

cell phone games console wireless headset
instant camera radio

1



2



3



4



5



103
3

Listen again. Take notes about each gadget and what it was used for.

gadget

what it was used for

instant camera

to take instant photographs

came out in 1948

was popular in the 70s

4

Work with a partner. Ask and answer. Use your notes from 3.



What is it?

It's an instant camera. It was used to take instant photographs. It came out in 1948, and it was popular in the 70s.



**THINK
BIG**

Which gadget on this page do you think has changed the most since it was first used? Why?

I will understand a text about antiques.

105
5 Listen and read. What is Mary's necklace worth?

What's It Worth?

by Lucy Reynolds

CAST

Tim, Mary (brother and sister) | Mr. Burns (antiques expert)

SETTING

An indoor antiques market

[Tim and Mary enter the antiques market. They have a small dish with them. Mr. Burns is sitting at a table with some books about antiques on it. There is a sign on the table that says "Frederick Burns. Antiques Expert."]

Mary: [pointing to the dish Tim is holding] Excuse me, sir. Could you please look at this for us? It might be worth a lot of money.

Mr. Burns: [taking the dish from Tim] Let's see. What do you have here?

Tim: [shrugging his shoulders] I'm not sure. We found it in our attic. It was with our great grandmother's things, so it's probably really old.

Mary: [running her hand across the dish] Do you think it was used for sugar or jam?
[Mr. Burns picks up the dish and examines it carefully. He doesn't seem to be very impressed.]

Tim: Or maybe to hold jewelry? That's what our aunt Gloria does with her little dish that's just like this one.

Mr. Burns: Yes, you're both right about how people use these dishes today. But years ago, this kind of dish was used to hold salt. [He puts the dish on the table.]

Mary: Salt?



- Mr. Burns:** Yes. It's probably from the 1930s or so. You see, people used to put salt for each person in these little dishes. After the 1940s, people started to use salt shakers and these little dishes were no longer made.
- Tim:** So are they worth a lot now?
- Mr. Burns:** No, not really. This one's in pretty good shape. A dish like it was a very common part of a large set of dishes. If you had the whole set – all the plates, saucers, cups, and so on – it might be worth a lot. But for just one little dish, I'd say about \$6.
- Tim:** [disappointed] I suppose that's why Aunt Gloria just puts her jewelry in it.
- Mr. Burns:** [Mary reaches over to pick up the dish. Mr. Burns suddenly notices the necklace Mary is wearing and gasps in surprise.] My goodness, where did you get that necklace you're wearing?
- Mary:** This necklace? It was in a cardboard box with some old costume jewelry that my mother gave me.
- Mr. Burns:** [in disbelief] Costume jewelry?
- Mary:** [trying to clarify] You know, it's just fake stuff and cheap. Why?
- Mr. Burns:** [examining the necklace more closely] Well, this is a very rare type of necklace from Venice in Italy.
- Tim:** Really?
- Mr. Burns:** Yes, indeed. And this particular necklace has a very unusual design.
- Mary:** Uh... what's it worth?
- Mr. Burns:** Well, I would say it's worth close to \$5,000.
- Tim:** [shocked] Five thousand dollars?
[Mary grabs Tim and starts to run away.]
- Mr. Burns:** [surprised] Wait! Where are you going?
- Mary:** [calling back over her shoulder] That cardboard box is full of jewelry. I'm going to get it and bring it back here!

END

Reading Comprehension

6 Read and say **true** or **false**.

- 1 Tim and Mary are at an art show.
- 2 They have a very valuable dish.
- 3 The necklace is not just costume jewelry.
- 4 Mary and Tim leave to bring back more dishes.



Have you got something old that you like? Why is it important to you? What makes something that is old, valuable?

Language in Action

I will listen to a dialog about old gadgets.

107
7

Listen and read. What is an abacus used for?

Karen: What in the world is this thing?

Thomas: I'm not sure. It's one of the weird old things Mr. Hartman always brings to class. What do you think it is?

Karen: It might be a musical instrument. Or maybe it's some kind of old game or toy!

Thomas: It might be. There's Mr. Hartman. Let's ask him.

Mr. Hartman: Oh, hello, you two. What do you think of this abacus?

Thomas: This what?

Mr. Hartman: Abacus. It's used for adding and subtracting. I'm going to show you how to use it in math today.

Karen: Great!



8

Practice the dialog in 7 with a partner.

108
9

Listen and stick. Then complete each sentence with the correct form of a verb or verb phrase from the box.

ice skate make butter sleep warm beds

1 It's used for

_____.

2 They were used for

_____.

3 This was used for

_____.

4 It was used for

_____.

Grammar

I will learn to use *used for* and *used to*.

I will learn to use *may* and *might* to make suggestions.

What's it **used for**?

It's **used for/was used for** listening to music.

What **was it used for**?

It's **used to/was used to** listen to music.

10 Use words and phrases from the boxes to write sentences with **used for** or **used to**.



1 *Pans are used for cooking.*

2 _____

abacus
headphones
instant cameras
pans

cook
count
listen to music
take pictures

What is it?

I'm not sure. It **may** be a small plate.

It **might** be a candy dish.

11 Look at the pictures. What do you think these things are? What do you think they were used for? Write sentences using the words and phrases from the boxes.

headset
camera film
sundial

tell time
take pictures
talk to people



It might be a sundial.

It was used for telling time.

I will learn about great inventions.

12 Listen and read. When did Thomas Edison invent light bulbs?

CONTENT WORDS

candle cash register combustion engine
fuel invention/inventor organize plumbing
pump vehicle well wheel



The Greatest Inventions: Your Top Five

There are so many things around us that make life easier. What might life be like without them? We asked our readers what they thought were the most useful inventions from the past. Here are their top five.

- 1** It all starts here. If you don't have wheels, you can't go anywhere or get anything! We need them for every type of vehicle. They take us places and bring things fast. They're used for operating many kinds of machines. Wheels were used as far back as 3000 ac.
- 2** Imagine it's extremely cold or extremely hot. If you want some water, you have to go to the well or a pump. Or even worse, your toilet is outside. Before indoor plumbing, people had to do this. The ancient Greeks invented it nearly 4,000 years ago. Unfortunately there are still some countries where they don't have it.
- 3** Until 1879, candles or oil lamps were used for lighting. But then Thomas Edison developed the bulb. Walk around your home and count how many light bulbs you see. They're everywhere – even inside your refrigerator!
- 4** If there isn't one of these in your car, train, or bus, you can't get to the mall or the movies. Thank the inventor of the combustion engine. In a combustion engine, fuel burns and makes power. The power from the engine is used for making vehicles run. By 1860, people knew how to make combustion engines, but they didn't start making a lot of them for a few more years.
- 5** You might use one of these to do your homework, organize your schedule, or read a magazine. But computers are also used for running things that you use every day. There are tiny computers inside cars, microwave ovens, cash registers in stores, and vending machines.

These are only the readers' top five, but how many more great things can you think of?

13 Match the inventions with the paragraphs.

- | | | | | | |
|---------------------|--------------------------|-------------------|--------------------------|-------------|--------------------------|
| a Light Bulbs | <input type="checkbox"/> | b Computers | <input type="checkbox"/> | c The Wheel | <input type="checkbox"/> |
| d Combustion Engine | <input type="checkbox"/> | e Indoor Plumbing | <input type="checkbox"/> | | |



Do you agree with the order of the list? Why/Why not?

I will learn about young inventors.

CONTENT WORDS

Alzheimer's disease body heat currents
device float invention screens tiles



Listen and read. Which invention do you think cost the most to produce?



Young Inventors

The world has seen a lot of young inventors throughout history, from Louis Braille's invention of the Braille reading system at age 15, to Alexander Graham Bell's invention of the telephone at age 18, and many others. Young people have great ideas, and many more continue to bring the world amazing inventions today.

Kenneth Shinozuka was 15 years old when he invented a special device to help his grandfather. Kenneth's grandfather has Alzheimer's disease – a condition that causes problems with memory, and gets worse over time. People who have Alzheimer's disease often forget where they are, or what they are doing. Sometimes they leave their home and walk around outside and get lost, or even hurt.

Kenneth's invention – called Safe Wander – is a small, round device that goes inside a person's socks. When the person stands up, the device sends a message to a smartphone app. Kenneth has won awards for his invention. In the future he wants to study diseases of the brain and find a cure for Alzheimer's disease.

Boyan Slat is a young man from the Netherlands who invented a way to clean up plastic garbage in the ocean when he was 19 years old. Boyan's invention uses the ocean's natural currents; it doesn't need any electricity. The invention uses screens to catch floating plastic garbage, but allows fish and other sea animals to pass through without problems.

Ann Makosinski, a 15-year-old girl in British Columbia, Canada, invented a flashlight that gets its power from human body heat. It doesn't need batteries. The flashlight uses special tiles that produce energy when one side of the tile is warm, and the other side is cool.



15 Look at the passage. Circle the correct answer.

- 1 Kenneth's invention sends a message to a smartphone when a person **stands up** / **gets lost**.
- 2 Boyan's invention gets its energy from **large batteries** / **ocean currents**.
- 3 Ann's flashlight creates energy **to charge a cell phone** / **from a person's body heat**.



Which of these inventions do you find the most interesting? Why?

I will learn to write a description of an object.

- 16** Read the paragraph describing an invention.

A Great Invention

This invention is used for finding your way around in the woods or in unfamiliar areas. It's small and round. In fact, it's small enough to fit in your pocket! When you open it, you'll see that it has a needle. The needle points to the north. This device practically guarantees that you'll never get lost! This important invention is a compass.



- 17** Complete the chart with information from the description in 14. Compare with a partner.

Ways To Describe It	Invention: Compass
What it looks like	<i>small, round</i>
What it has	
What it's used for	
Why it's important	


- 18** Copy the chart into your notebook and complete it with information about an invention. Then use it to write a description. Don't write the name of the invention in your description.

Ways To Describe It	Invention: _____
What it looks like	
What it has	
What it's used for	
Why it's important	


- 19** Work in a small group. Take turns reading your descriptions. Can you guess the inventions?

I will learn to talk about cultural history.

- 20** Work in a small group. Copy and complete the chart, using information you know or can find out about Mexico. If you prefer, choose a different country and create your own chart.



Mexico



People	Places	Events

- 21** Exchange charts with another group. In your group, discuss the other group's chart. For people, places, and events you don't know, try guessing. Use **may** and **might** to narrow your guesses.



Project

- 22** Create a page for a class book about items that are unique to different cultures.

- 1 Draw or bring in a picture of an item that is unique to a culture.
- 2 Write what it is, what it's used for, and any other information.
- 3 Put all the pages together to make one book for your class.



This is a piñata. It's used for playing a party game. It has candy inside. People wear blindfolds and hit it with a stick. When it breaks open, everyone runs to pick up the candy!



Listening and Speaking

I will review the sounds *lt*, *lk*, *ld*, and *lb*.

I will learn to talk about old gadgets.

112
23

Listen, read, and repeat.

- | | | | | | |
|---|------------|-----------|---|------------|-----------|
| 1 | <i>l-t</i> | <i>lt</i> | 2 | <i>l-k</i> | <i>lk</i> |
| 3 | <i>l-d</i> | <i>ld</i> | 4 | <i>l-b</i> | <i>lb</i> |

113
24

Listen and blend the sounds.

- | | | | | | |
|---|--------|------|---|---------|-------|
| 1 | b-e-lt | belt | 2 | m-i-lk | milk |
| 3 | c-o-ld | cold | 4 | b-u-lb | bulb |
| 5 | s-i-lk | silk | 6 | f-ie-ld | field |

114
25

Listen and chant.

Lets...
Drink cold milk,
Wear a felt belt
And a silk scarf!
And put a green bulb
In the spotlight!



115
26

Work with a partner. What do you think it is? What was it used for? Use **maybe** or **might** in complete sentences. Then listen and check.

1



2



3



4



Review

27 Reorder the sentences to form a conversation.

- Kevin:** A package? Oh, good. Maybe it's my new phone!
- Kevin:** Let's see... no, it's too heavy for a games console. Wait. There's a little label here.
- Kevin:** Well, that's a lot of dog food!
- Alice:** Look! There's a package by the door.
- Alice:** You're right. The label says, "Canine Power Mix." I think it might be dog food for Max!
- Alice:** No, it can't be a phone. The box is too big! It might be the new games console!

28 Choose one thing. Write three sentences about what it's used for. Then work in small groups and compare your sentences.



A (smartphone/computer/watch) is used for...

29 Work in small groups. Write quiz questions for other groups. Follow the example.



It's used to hold candy.
It's for parties.

It's a piñata!



Correct! One point.

I Can

- use words related to old and new gadgets.
- talk about what gadgets are/were used for.
- use *maybe* and *might* to make suggestions.
- write a description of an object.



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BIG ENGLISH



2ND EDITION
WORKBOOK

5

7

What's That?

Language in Context

1 Look at the pictures. Match the gadgets with their uses. Write the letters.



___ **Picture 1** This is used for...

a listening to music. You wear this headband to listen to music comfortably, even while you sleep. It's a music headband.

___ **Picture 2** These are used for...

b doing research. You ask it questions and it tells you the answers. It helps you find information. It's Robo-pedia.

___ **Picture 3** This is used for...

c watching movies. You put on these glasses and watch movies that only you can see. They're movie theater glasses.

___ **Picture 4** This is used for...

d drinking. You can fill it up with water and drink it. When you're finished, you can roll it up and put it away. It's a roll-up bottle.

2 Which gadgets in 1 do you like? Rate them. 1 = It's amazing! 2 = It's cool. 3 = It's OK. 4 = It's boring/not interesting.




a Robo-pedia ___

b roll-up bottle ___

c movie theater glasses ___

d music headband ___

3 Match the old things with the modern things. Write the numbers.

1	2	3	4
			
a	b	c	d
			
—	—	—	—

4 Read and complete the sentences. Use the words from the box. Then listen and check.

cell phone smartphones games console instant camera radio gadgets

Today _____ are used for talking to people, taking pictures, playing games and listening to music and the news.

Before smartphones people needed different _____.

A _____ was mostly used for talking to people. An _____ was used to take pictures. A _____ was used to play games and a _____ was used for listening to music and the news.



What do you think about the future of these items? Will we still use them in the future? Why/Why not?

maps cars watches



5 Listen and read. Then answer the questions.



CAST

Ann, Jim (classmates) | **Miss Albany** (teacher)

SETTING: A Grade 6 classroom in the year 2015.

[The class finds a time capsule that the school made in 1990. They open it and are looking at the things inside it.]

Ann: [picking up a thin square object] Look at this. What is it?
Jim: [takes it from her and looks at it carefully] I'm not sure. It's plastic, and it has a metal rectangle on it.
Ann: Hmm... I think it was used for watching movies on a computer.
Jim: I don't think so. I don't think people could watch movies on computers in 1990.
Ann: You're right.
Jim: [picking up a thick rectangular object] And what's this? It's some kind of small machine.
Ann: [presses one of the buttons and it starts working] Hey, it's an old music player. [Ann puts the headphones to her ears]
Jim: [putting his hands over his ears] Oh, no! I don't want to listen to old music!
Ann: [laughing] Someone's going to say the same thing about our music in the future. I kind of like this music. I'm going to take it to my grandpa. He might remember this kind of music.
 [A teacher enters]
Jim: [holding up the thin square object] Hello, Miss Albany. What's this?
Miss Albany: Oh, that's a floppy disk. People used them to keep information on from a computer. That way they had the information even if their computer didn't work.
Jim: I see.
Ann: It's fun looking at these old things.



- 1 What did Ann pick up?

- 2 What did she think it was used for?

- 3 Did Jim like the music?

- 4 What did people use the square object for?



6 Answer the questions.

How old does something have to be for you to think it is "old"? Why?



Language in Action

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7

Listen and read. Circle T for true or F for false.

Iris: What's in the box?

Laura: It's not a box. See? It doesn't open. My grandpa brought it back from China when he went there many years ago.

Iris: Let's see. It's hard and looks like it would break if you dropped it.

Laura: Well, it would! It's ceramic, like the plates and dishes we use for eating.

Iris: OK. But what is it? What's it used for?

Laura: You won't believe it, but it's a pillow!

Iris: A pillow? But it's so hard!

Laura: A long time ago, women in Asia had very beautiful hairstyles that took a lot of work to create. They didn't want to ruin them by sleeping on a soft pillow. So they just rested their necks on a ceramic pillow like this one. It was used for keeping their hair in place.

Iris: Gosh! That doesn't sound very comfortable.



1 The object is a pillow made of plastic. T F

2 It was used when women were sleeping. T F

3 Iris thinks it's a good pillow. T F

8

Look at 7. Read the underlined expressions. Match the expressions with their meanings. Write the letters.

- | | |
|----------------------------------|--|
| ___ 1 See? | a It's surprising. |
| ___ 2 You won't believe it. | b Look closely. |
| ___ 3 Let's see. | c keep (their hair) from getting messy |
| ___ 4 keep (their hair) in place | d Let me think. |

9

Complete with the expressions in 8.

A: What were those bones used for?

B: ¹_____. Now I remember. ²_____, but those bones were used for a children's game called Knucklebones!

A: How did women in ancient Greece ³_____ their clothes _____?

B: Well, look at this picture. ⁴_____? They wrapped a piece of cloth around themselves and used pins or belts.



How did I do?



What's it **used for**?
What **was** it **used for**?

It's **used for/was used for** listening to music.
It's **used to/was used to** listen to music.

10 Match and write the letter.

- | | |
|--------------------------------------|-----------------------|
| ___ 1 A wireless headset is used for | a play video games. |
| ___ 2 A cell phone is used to | b making phone calls. |
| ___ 3 A games console is used to | c listening to music. |
| ___ 4 A radio is used for | d make phone calls. |

11 Look and read. Answer the questions with **used for or **used to**.**

keeping shoes on listen to music playing video games tell time

1



A: What are they used for?

B: They're used to listen to music.

2



A: What are they used for?

B: _____

3



A: What's it used for?

B: _____

4



A: What's it used for?

B: _____



What is it?

I'm not sure. It **may** be a small plate.
It **might** be a candy dish.

12

What do you think these old things are? Use the words from the box and **may** or **might** to write sentences.

abacus egg beater gramophone washboard

1



It may be a gramophone.

2



3



4



13

Look at the items in 12. What do you think they were used for? Write sentences with **used to**.

1

2

3

4

How did I do?



14 Complete the chart. Use the words from the box.

candle cash register combustion engine plumbing

How do the inventions help people?	Invention
1 We can easily take a shower and wash dishes and clothes.	
2 We can travel by vehicles on land, water, and air.	
3 We can see at night when the lights go out.	
4 Stores can keep their money safe.	

15 Read. Then answer the questions.

Everyday Inventions

Who do you think of when you hear the word *inventor*? Do you think of Thomas Edison, the inventor of the light bulb, or Karl Benz, the inventor of the gas-powered car?

Not all inventors are world-famous. In fact, we don't know the names of a lot of inventors who invented some of the small useful things we use every day. For example, everyone knows about the bendable straw. But does anyone know the name Joseph Friedman? In 1937 he invented the bendable straw.

Joseph's brother owned a soda store. One day Joseph was watching his small daughter drink a milkshake from a long straw. The straw was long and she couldn't reach the end of it easily with her mouth. You may not think this is a problem, but Joseph did! He said, "Let's see. I'll put a screw into the straw, and wrap floss around it on the outside of the straw." He tried it and then he took the screw out. The straw could bend, and the bendable straw was born.

screw



floss



bendable straw



- 1** Who was with Joseph Friedman at his brother's store? _____
- 2** What problem was she having? _____
- 3** What did Joseph Friedman put inside and outside the straw? _____
- 4** What was the result? _____



16 Look at page 91 of the Student's Book. Read and complete.

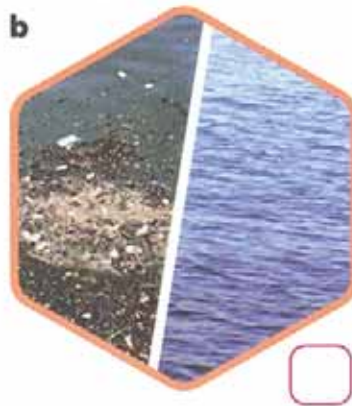
screen disease heat device

1 **Kenneth Shinozuka**
What's the invention? It's a ¹_____ you put in a sock and it sends a message to a smartphone app when you stand up.
What's the invention used for? It's used for finding people with Alzheimer's ²_____

2 **Boyan Slat**
What's the invention? It's a ³_____ using the ocean's natural currents.
What's the invention used for? It's used to catch floating plastic garbage in the ocean.

3 **Ann Makosinski**
What's the invention? It's a flashlight that gets its power from body ⁴_____
What's the invention used for? It's used to see in the dark and it doesn't need batteries.

17 Look at 16. Match the pictures with the inventions.



18 Design an invention. Write and draw.

What's the invention? _____

What's the invention used for? It's used _____

Name of invention: _____



When you write a description of an object, it's good to write about:

- the way it looks (*It's red, large, and round. It looks like an elephant's trunk.*)
- the things it has and can do (*It has two legs. It can go very fast.*)
- what it's used for (*It's used to carry heavy things.*)

Include as much information as you can so the readers can see a picture of that object in their mind.

19 Read this paragraph about an amazing object. What is it?

This object is really amazing. It's rectangular. It's white or black, with a large screen on one side. It looks like a thin book, but you can't open or close it. You can carry it everywhere in your bag. You can read and listen to music on it. It has a camera, so you can take pictures and even videos with it. You can also send and receive emails on it. It's used to entertain people on long trips. It's a _____.

20 Underline the sentences in 19 that describe what the object looks like. Circle the sentences that describe the things it has/can do. Underline twice the things it is used for.

21 Think of an invention. Complete the chart.

It looks like _____ _____	It's made of _____ _____	It can _____ _____
It has _____ _____	It's used for _____ _____	
My invention is _____		

22 Use your chart in 21 to write a description of your invention.



Review

23


Look at the code. Write the words. Then match the words with the pictures. Write the numbers.


●	▲	■	▬	◆	◇	△	▽	▷	◁	=	+	÷
a	b	c	d	e	f	g	h	i	j	k	l	m
x	○	◇	□	▭	*	!]	?	#	%	▼	▽
n	o	p	q	r	s	t	u	v	w	x	y	z


1 # ▷ ▭ ◆ + ◆ * * ▽ ◆ ● ▬ * ◆ !

2 ▷ x * ! ● x ! ■ ● ÷ ◆ ▭ ●

3 ▭ ● ▬ ▷ ○

a  _____

b  _____

c  _____

24

Complete the dialogs. Use **used to** and **used for** and the words from the box.

keeping shoes on listen to music play video games

- A: These are headphones.
 B: _____?
 A: They're _____.
- A: This was a games console.
 B: _____?
 A: It was _____.
- A: These are shoe laces.
 B: _____?
 A: They're _____.



How did I do?

