

The Big Ideas behind *Big English Plus*

Big English Plus reflects the most up-to-date and best practices of teaching and learning English. It is supported by research carried out by the authors and other professionals in the classroom and reinforced by internationally recognised educational standards, including the Common European Framework of Reference for Languages and the Global Scale of English.

Let's take a look behind the scenes and explore the big ideas that laid the foundation for *Big English Plus* . . .

Learning happens in context, not in isolation.

Core to our belief is the notion that human learning is a process of constructing meaning through interaction in social contexts. Our minds – whether we are children or adults – seek to make sense of our surroundings and our experiences.

There are many cutting-edge and well-researched ideas in the world of education.

Three of the central principles of the *Big English Plus* course philosophy are **Assessment for Learning (AFL)** techniques, a focus on **21st Century Skills** and an approach supported by **Content and Language Integrated Learning (CLIL)**.

Children learn best when they engage with the language in a variety of ways.

Big English Plus provides multiple and varied opportunities for success, including:

singing	thinking critically
role playing	participating in meaningful play
discussing	reading fiction and nonfiction texts
creating journals	viewing and responding to video
doing research	conducting interviews and surveys
reflecting on values	producing and presenting projects of different types

Language learners need support to meet their goals.

Young learners learn about their world within their personal, social and educational domains. *Big English Plus* provides opportunities to explore and personalise new language in these domains and helps develop pupils' communicative language competence.

It's a digital world.

Today's pupils are digital natives, who have never known a world without computers and the internet. *Big English Plus* provides digital learning tools, the use of which reflects learners' reality and expectations.

Big English Plus is a new, seven-level primary course that engages pupils with fun, exciting material and prepares them to succeed both in the classroom and in the outside world. In addition to a balanced integrated-skills approach to instruction, the course includes a CLIL strand and an emphasis on 21st Century Skills, challenging pupils to be creative, to think critically and to collaborate with their classmates. Teachers can pinpoint areas where pupils require extra practice and encourage pupils to become independent, effective learners with the Assessment for Learning techniques.

Pupil's Book/eText

- Activities present language in context, motivating learners not only to understand key language but also to acquire it. Activities include songs, stories, sticker activities, phonics, content language and values lessons.
- Think Big activities help pupils develop 21st Century Skills.
- Content Connection lessons and Projects integrate use of learning strategies into content-based learning.
- Values lessons help build confidence through creative and collaborative activities.
- Three 4-page Checkpoints focus on Assessment for Learning and provide opportunities for pupils to assess their own progress.
- YLE preparation every three units plus practice materials to help familiarize pupils with exam task types throughout each level.



Activity Book

- The Activity Book provides engaging additional practice for each lesson in the Pupil's Book.
- The Activity Book is designed for independent study at home but can be used for reinforcement in the classroom as well.

Components (continued)

Teacher's Book

- This comprehensive overview of each unit includes step-by-step Lesson Plans, activities and ideas, a Game Bank, Pupil's Book and Activity Book audioscript, Activity Book Answer Key and notes and audioscript for using the YLE Practice Materials found at the end of the Pupil's Book.
- Assessment for Learning techniques and ideas for developing 21st Century Skills are incorporated into each Lesson Plan.



Teacher's eText for IWB

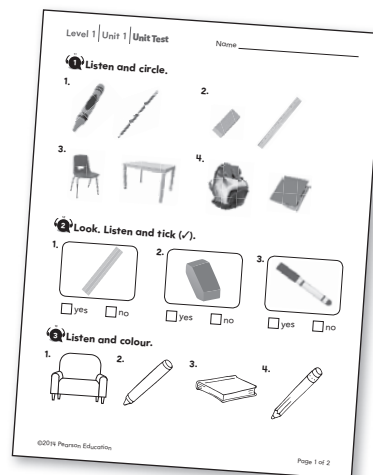
This digital tool includes helpful resources, such as:

- Interactive versions of the Pupil's Book activities for use on a whiteboard or a computer and projector. Includes a full range of interactive tools.
- Theme-based CLIL related video with questions.
- Teacher Resources, which include supplementary materials such as games, activities, worksheets, sound and letter picture cards, a Grammar Handbook for pupils and interactive classroom games.



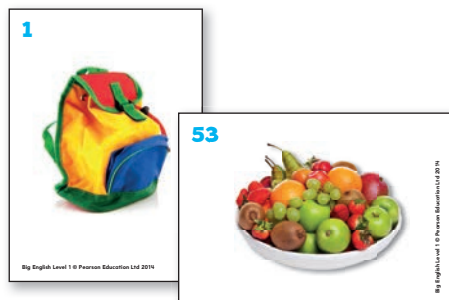
Assessment Pack

- The Assessment Pack is found on the Teacher's eText for IWB and includes an overview of language assessment for young children and a comprehensive range of tests. These include a placement test, practice tests and unit tests for each unit, review tests (after every three units), a final exam and materials for oral assessment.



Flashcards

- Perfect for big classes, clear and colourful cards illustrate target vocabulary.
- Cards are available in print or digital format on the Teacher's eText for IWB.



Class Audio CD

- Listening activities for the Pupil's Book and Activity Book
- Songs, including karaoke versions
- Unit stories, Content and Culture Connection readings



MyEnglishLab

This optional online learning tool includes:

- An interactive *Big English Plus* Activity Book
- CLIL videos
- Assignable tests
- Easy course management and record-keeping for teachers



Posters

A set of 12 full colour teaching posters for display in the classroom

- Covering classroom language, CLIL topics and phonics
- Includes a reusable laminated 'My Class Today' poster for pupils to record days of the week, seasons, weather and birthdays
- Also available in digital format on the Teacher's eText for IWB



A Pupil's Book Unit

Each unit opens with the presentation of key unit vocabulary followed by a high-energy song to introduce the unit theme in a fun context.

unit 6 On the Farm

1 Listen, look and say.












2 Listen, find and say. **3 Play a game.**

4 Listen and chant. Then look at and find.

Look at the Animals

Look over here!
Look over there!
There are animals
Everywhere!

What is it?
It's a duck.
What's it doing?
It's flying up high!

What is it?
It's a dog!
What's it doing?
It's jumping with the frogs!

What are they?
They're goats!
What are they doing?
They're eating some oats!

Chorus

5 Listen and number.

a



b



c



6 Look at 5. Ask and answer.

What is it?

It's a horse.

What's it doing?

It's running.

THINK BIG What animals can jump?
What animals can fly?

THINK BIG Think Big questions prompt pupils to use critical thinking skills, to personalise language, to collaborate and to use key vocabulary in context.

96 Unit 6 vocabulary (animals)

song/vocabulary Unit 6 97

Fun, highly visual stories engage learner's imaginations.

Story

7 Listen and read. What's the goat doing?

1 It's Eating Your Skirt!

Is that your cat?

Yes, it is.

2 What's it doing? It's jumping.

3 What's the duck doing? It's flying.

4 What are the chickens doing? They're running.

5 Maria, what's the goat doing?

6 Oh, no! It's eating your skirt!

Shoo! Shoo!

8 Look and number.

1 running

2 flying

3 eating

4 jumping

a



b



c



d



THINK BIG What happens next?
Draw.

Comprehension and discussion questions develop comprehension strategies and critical thinking.

98 Unit 6

reading Unit 6 99

Language in Action

10 Listen. Help Tim and Jane make sentences.

cow turtle frogs
jumping sleeping drinking
What's the goat doing?
It's eating.
What are the chickens doing?
They're running.

10 Listen and ✓.

1 a b 2 a b
3 a b 4 a b

100 Unit 6 language practice (What are the chickens doing? They're running.)

Language in Action

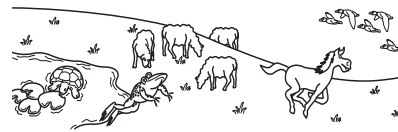
11 Listen and stick. Then say.



12 Look at 11. Ask and answer.

What's the horse doing?
It's eating.

13 Colour and say. What are the animals doing?



language practice (What's the horse doing? It's eating.) Unit 6 101

On the Language in Action pages, learners listen to new language and manipulate it to build meaningful sentences.

A fun sticker activity reinforces pupils' aural understanding of the new language.

Content Connection | Social Science

14 Look, listen and repeat. Then match.

1 chick 2 puppy 3 kitten 4 calf

- a It's got black ears. b It's black and white. c It's got blue eyes. d It's yellow.

15 Look, listen and read. How many baby animals are there?

- Look at the cows. The big cow is brown. She's got a baby cow. A baby cow is called a calf.
- The big dog is happy. Look at her baby dogs. Baby dogs are called puppies.
- This chicken is very big. Look at the baby chickens. They're called chicks.
- Look at the cats. There's one big cat and three baby cats. Baby cats are called kittens.

Read and match.

chick kitten puppy calf
dog chicken cow cat

102 Unit 6

16 Listen and number. Then say.

a b
A baby chicken is called a... A baby dog is called a...
c d
A baby cat is called a... A baby cow is called a...

17 Look at 15. Play a game.

What are baby dogs called?
Baby dogs are called puppies.

PROJECT

18 Make a Baby Animals poster. Then present it to the class.

Baby Animals

a kitten a calf a puppy

These are my baby animals. I've got a kitten a calf and a puppy.

content connection (baby animals) Unit 6 103

In Content Connection, pupils encounter extended reading texts and learn additional language and engage with topics from curriculum areas such as social studies, science and maths.

Pupils' knowledge of the world around them is activated before and after reading. Reading skills and strategies are developed and integrated with other skills such as speaking and writing.

Grammar is taught in context and supported by clear grammar charts for additional reference.

Grammar

19 Look, listen and number.

my	This is my dog.	its	This is its mum.
your	Is this your dog?	our	These are our chickens.
his	His name's Patch.	your	These are your animals.
her	Her name's Misha.	their	They're eating their food.

20 Read and match. Then say. Use This is or These are.

1 Pete	a her puppy
2 me	b his cat
3 Patty	c our goats
4 Dad, me and Mum	d my turtle
5 the kitten	e your chickens
6 you and Sally	f their kittens
7 my brothers	g its mum

This is his cat.

104 Unit 6

Grammar

21 Read and write. her his my their your

- She's got a tennis ball. It's _____ ball.
- I've got a brother and a sister. They're _____ family.
- He's got a toy spaceship. It's _____ spaceship.
- They've got a pet. It's _____ dog.
- You've got an old car. It's _____ car.

22 Play a game. Who is it? Take turns.
A: Describe a person in your class.
B: Listen to A. Who is it?

His hair is very short. His eyes are blue. His T-shirt is black. His shoes are red.

Is it Mehmet?

Yes, it is.

23 Circle and write. Then draw.

This is my class. Our teacher is a **man / woman**. **His / Her** name's _____

This is my best friend. **His / Her** name's _____

These are my classmates. **Their / Our** names are _____ and _____

grammar (This is my dog.) Unit 6 105

Pupils practise the new language in a variety of ways.

In Culture Connection, pupils learn about different cultures and countries.

Culture Connection Around the World

24 Have you got a pet? What's its name? What colour is it?

Pets

25 Listen and read. What colours are the pets?

- I'm Sharon. I'm from Australia. This is my pet hamster. He's brown. His name's Charlie.
- My name's Reiko. I'm from Japan. I've got a pet canary. He's yellow. His name's Tom Bird.
- Hi. My name's Zack. I'm from the United States. I've got a pet snake. She's green. Her name's Samantha.
- I'm Elina. I'm from Greece. This is my pet mouse. She's very small. She's white. Her name's Zoe.

26 Look at 25. Read, circle and write.

- Zack has got a **mouse / snake**. Her name's _____.
- Sharon has got a **hamster / canary**. His name's _____.
- Elina has got a **mouse / hamster**. Her name's _____.
- Reiko has got a **snake / canary**. His name's _____.

27 Draw a pet for you. Then describe your pet to a partner.

I'm Bahar. I'm from Turkey. This is my pet cat. She's...

THINK BIG Which animals make good pets? Which animals make bad pets?

106 Unit 6 culture connection

The topic is made relevant to the pupils through personalisation tasks. Reading skills and strategies are developed and integrated with other skills such as speaking and writing.

Values Be kind to animals.

28 Listen and find the picture. Then listen and repeat.



feeding

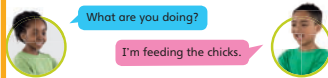
2 walking



3 brushing

4 playing

Look at 28. Role play with a partner.



THINK BIG How are you kind to animals? Draw.

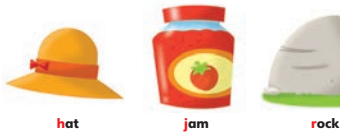


Phonics r, h, j

29 Listen, look and repeat.

1 r 2 h 3 j

30 Listen and find. Then say.



hat

jam

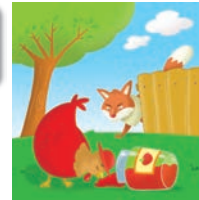
rock

31 Listen and blend the sounds.

1 r-e-d red 2 h-e-n hen 3 j-e-t jet
4 r-u-n run 5 h-u-t hut 6 j-o-b job

32 Underline r, h and j. Then listen and chant.

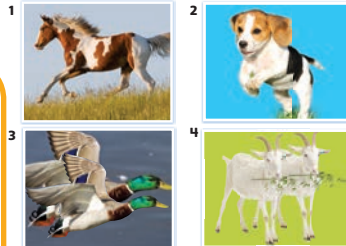
A red hen in
A red hat
Is eating red jam.
Run, red hen, run!



In the Phonics section, pupils learn about letters and their corresponding sounds in a systematic way.

Review

33 Listen, find and say. Then role play.



Work in teams. Role play. Ask and answer.



Review

34 Look and match.



35 Listen and number.



36 Read and circle.

1 This is my dad. **His / Her** name's Erol. 2 Emma is here. **Her / My** school is closed.
3 These are our dogs. **Our / Their** ears are big. 4 I've got short hair. **Your / My** hair is black.

I Can

- talk about what animals and baby animals are doing.
- talk about possessions.
- say how to be kind to animals.

I Can tick boxes help pupils assess their own learning and reflect on their progress.

On the Values pages, pupils reflect on a core value related to the theme of the unit and role play a mini situation which they can transfer to the world outside the classroom.

On the Review pages, pupils show what they have learnt in the unit through a game-style group activity and language exercises.

A Pupil's Book Unit (continued)

Checkpoint lessons consolidate material from the three previous units and help train learners in Assessment for Learning techniques (see page xiii).

Pupils review key language from the previous units and compare it with their current knowledge of that language.

Checkpoint Units 4-6

Do I Know It?

1 Look and circle. Practise.

I know this. I don't know this.

1 2 3 4 5 6

I Can Do It!

2 Get ready.

A Look. Circle the correct words.

1 Mum is reading a book / eating.
2 Dad is washing / making lunch.
3 The cat is sleeping / playing.
4 The girl is drinking / talking on the phone.

B Look at A and point. Ask and answer.

What's she wearing? She's wearing a green shirt and brown trousers.

C Listen and number.

a b c d

The 'Get Ready' task helps identify any gaps in learners' knowledge of key language points so that teachers can review as needed.

The 'Get set' and 'Go!' tasks allow learners to consolidate and use the new language in pair and group activities featuring cut-out materials.

Checkpoint Units 4-6

2 Get set.

STEP 1 Cut out the cards on page 183.
STEP 2 Put the cards on your desk. Mix the cards up. Now you're ready to Go!

4 Go!

A Arrange the cards to make the person below. Ask and answer with a partner.

• What's she wearing?
• What's she doing?

B Make 3 more people. Don't show your cards. Describe one of your people. Your partner makes the same person. Show your cards and check.

He's in the bathroom. He's talking on the phone...

5 Draw.

All About Me

My favourite animal is: I'm wearing:

Do I Know It Now?

6 Think about it.

A Go to page 112. Look and circle again.
B Tick (✓).
 I can start the next unit.
 I can ask my teacher for help and then start the next unit.
 I can practise and then start the next unit.

7 Rate this Checkpoint. Colour the stars.

easy hard fun not fun

Pupils have fun with a mini-portfolio section and then reassess their understanding of the key language points from the previous group of units.

With Exam Preparation spreads every three units, *Big English Plus* provides lots of opportunities to help familiarise your pupils with the exam.

Units 4-6 Exam Preparation

- Part A -

Look at the pictures. Now listen and look. There is one example.

Which is Sue? A B C

1 What's Tom doing? A B C

2 Which is Mum? A B C

3 What's in his backpack? A B C

4 What's Anna doing? A B C

5 What's Tom wearing? A B C

- Part B -

Look at the pictures. Look at the letters. Write the words.

Example

c a t t c a

Questions

1 w o c
2 g o d
3 a t o g
4 o r f g
5 l e t u r

Learner-Centred Approach

The *Big English Plus* course ensures that all learners become active participants in every lesson by activating prior knowledge of topics and concepts and by encouraging them to share and express their personal experiences, ideas and opinions in English.

Big English Plus also incorporates activities that appeal to pupils having a variety of learning styles. Attention has been paid to visual, auditory and tactile/kinaesthetic learners through the inclusion of illustrations, photos, graphic organisers (visual learners), opportunities to hear and repeat key learning targets (auditory learners), sticker activities, routines and games using touch and movement (tactile/kinaesthetic learners).

Furthermore, care has been taken to provide activities that capitalise on Howard Gardner's Theory of Multiple Intelligences: logical-mathematical, linguistic, spatial, bodily-kinesthetic, musical, naturalistic, existential, interpersonal and intrapersonal.

Big English Plus also considers classes with pupils of different abilities by providing differentiated instruction suggestions throughout the Teacher's Book.

Assessment for Learning

While all assessment is used to measure pupils' progress and to motivate pupils to learn, the *Big English Plus* Teacher's Book offers opportunities for teachers to train pupils in a more dynamic type of assessment. As opposed to traditional, summative assessment tools that measure what is known or what has been learnt (assessment *of* learning), Assessment *for* Learning is based on the following three main principles: having pupils participate in setting goals, in performing ongoing assessment and helping pupils learn how to set goals and self-assess.

Principles of Assessment for Learning		
Set Goals	Perform Ongoing Assessment	Help Pupils Learn How to Set Goals and Self-Assess
Make sure each pupil has a clear understanding from the beginning of each unit what exactly the learning target is and what the expected outcomes are.	With the individual pupil's participation, informally and frequently assess where he or she is on the path to achieving those outcomes, usually during the course of a lesson.	Help pupils understand where the gaps are between what they have learnt and the expected outcome so they can address whatever areas are still lacking to achieve their goals.

Assessment for Learning in *Big English Plus*

The Teacher's Book integrates and signposts the Assessment for Learning process throughout each lesson, as applied to all activities in the Pupil's Book.

- INVOLVE** | Make sure pupils know what the lesson objectives are so they feel ownership of their own learning.
- MONITOR** | Build in opportunities to assess how well the pupils are learning the material, and try to work out where the gaps are. Whenever possible, help pupils learn how to assess their own learning at this stage, too.

Course Features (continued)

ASSIST | Once you've determined where the gaps are, present the material again in another context or modality so pupils have another opportunity to learn the material.

CHALLENGE | Go beyond the page and get pupils to internalise the material by personalising it, applying it to new contexts, analysing it critically, etc.

These Assessment for Learning techniques, used in combination with the *Big English Plus* Assessment Pack, provide teachers and pupils with a unique set of tools to achieve both personal and course goals.

21st Century Skills

The term *21st Century Skills* refers to the knowledge and skills that learners need to be successful in the increasingly complex life and work environment of today's rapidly changing, digital world. These skills are divided into three key areas: learning and innovation, digital literacy and career/life skills. The *Big English Plus* series combines rich content, a wide variety of tasks and specific teaching suggestions to ensure ample coverage and opportunities for development of these important skills.

21st Century Skills are reflected throughout the course.

21st Century Skills in <i>Big English Plus</i>			
Learning and Innovation 'The 4 C's'	Critical thinking and problem solving Creativity and innovation Communication Collaboration	→	Think Big tasks Personalisation tasks Communicative tasks Collaborative tasks Activity extension ideas
Digital Literacy	Information literacy Media literacy ICT literacy	→	Print/Digital reading genres Content-based research tasks Activity extension ideas
Career and Life	Flexibility and adaptability Initiative and self-direction Social and cross-cultural interaction Productivity and accountability Leadership and responsibility	→	Think Big tasks Content-based research tasks Values instruction Individual and group projects Content-based discussion tasks

The *Big English Plus* classroom creates authentic learning experiences for pupils. Pupils are encouraged and motivated to think deeply about issues, to develop critical thinking skills and to work together to solve problems creatively. It brings the world into the classroom and takes pupils beyond the classroom out into the world.

Content and Language Integrated Learning (CLIL)

The content-based materials in *Big English Plus* provide countless benefits to young learners of English. *Big English Plus* implements CLIL by using the target language – English – as the medium for teaching school subject areas – for example, science, maths and social studies – as well as to raise learners' awareness of cultural similarities and differences.

Learning content language through the medium of English helps pupils deepen their comprehension of both the subject curriculum and English. This enhanced comprehension places them far beyond where they would be by studying only non-academic, everyday English.

The content-based materials in *Big English Plus* improve pupils' language competence and oral communication skills. They help diversify classroom practices and increase learners' motivation and confidence in both their acquisition of key language and development of content knowledge.

Content Connections

In *Big English Plus*, the content that learners are studying in their first language provides scaffolding for their learning of content-area English. CLIL also promotes learners' application of learning strategies. As these learning strategies become part of a pupil's repertoire of behaviours for learning, they transfer to other content areas and encourage greater pupil autonomy.

Theme-Based Units

Big English Plus provides a basis for English language learning through a variety of content areas and high-interest topics. Theme-related language and concepts are presented as a tightly integrated whole. All parts of a unit present, apply, review and/or expand upon the unit theme from a variety of perspectives, from the opening song or activities through to the review. Everything in the unit encourages a deeper understanding of the language, knowledge of the content and better communication.

Integrated Skills

Big English Plus provides a balanced approach to developing the four skills – listening, speaking, reading and writing. This approach strengthens communicative competency with presentation of language in a meaningful context. Learners learn to listen and speak in a multiplicity of ways – through singing, dialogues, asking and answering questions, role playing, games, summarising and presenting their own work. Reading and writing are developed through fiction and several types of nonfiction, dialogues, informational texts, songs, maps, graphic organisers and other reading materials, in both print and digital formats. Younger learners are also given opportunities to practise their skills in a developmentally appropriate manner.

Systematic Vocabulary Development

In *Big English Plus*, presentation of new language is done first in context, allowing pupils to develop important learning strategies that they will be able to apply to other learning areas. Vocabulary is then individually presented to make sure that pupils are able to understand each vocabulary item on its own. Pupils practise the new vocabulary in a variety of activities, including categorisation, providing multiple exposures in a variety of contexts. Each time they encounter a word in a new context, they increase their knowledge of the word, linking the new piece of information to other information in mental networks of meaning.

Big English Plus also takes care to target vocabulary appropriate to the developmental age of children. Very young learners focus on concrete vocabulary items that relate to objects they can see and touch in the world around them. Older children are better able to handle abstract words and themes that are more removed from their immediate world and tend to learn the words in categories. The vocabulary is also systematically recycled many times.

Conceptually and Developmentally Appropriate Grammar Training

In addition to the four skills and vocabulary development, *Big English Plus* recognises that learners need systematic and repeated exposure over time to language structures if they are to make the new language their own. For younger children, due to their level of cognitive development, it is not conceptually appropriate for teachers to present grammar as a set of rules that require analysis and manipulation of the new structure in order to use it properly. Instead, young learners become aware of structures by learning them as ‘chunks’, which they see and hear again and again until they start using them in a natural way, as do infants learning their first language.

As children become older and begin to think more analytically, they are able to elicit and apply rules to language structures. *Big English Plus* gives pupils the opportunity to consider structures in such devices as grammar boxes in their books. But *Big English Plus* never abandons the necessity of presenting language structures in meaningful contexts and highlights differences and similarities in language use to encourage pupils to work out the grammatical principle. This makes the grammatical ‘rule’ more meaningful and memorable.

YLE Practice Materials

Pupils who plan to take the YLE (Young Learners English) Starters test gain exposure to the YLE exam format in combination with language they have learnt in *Big English Plus* in two ways.

Exam spreads

Firstly, each Pupil’s Book provides exam spreads every three units so pupils gain experience of YLE exam task types, in the context of the unit topic.

Young Learners English Practice Starters: Listening B
– 5 questions –
Look at the pictures. Now listen and draw lines. There is an example.

Young Learners English Practice Starters: Reading & Writing B
– 5 questions –
Look and read. Write yes or no.

Examples

The farmer is wearing boots.	YES
The dog is running.	NO

Questions

- The girl is feeding the ducks. _____
- The chickens are eating. _____
- The girl has got short hair. _____
- The boy is reading a book. _____
- The farmer has got a red shirt. _____

178 Reading & Writing B

Practice materials

This is consolidated through practice materials for the three sections found in the YLE Starters exam: Listening; Reading and Writing; and Speaking. Notes for the *Big English Plus* YLE Starters Practice Material are provided in the Teacher’s Book.

Projects

Big English Plus includes a pupil-centred project linked to the Content Connection presented in each unit. The project stimulates creative thinking and pupil collaboration. It encourages pupils to use new language in meaningful contexts and also helps pupils to personalise the topic and language being taught in the lesson.

Unit projects further aid the process of language acquisition through the exploration and development of the senses and sensory modalities. At the lower levels, they help pupils develop their small-muscle and hand-to-eye coordination, sensory discrimination and concentration. At upper levels, creativity and self-expression are cultivated. Individuals or groups of pupils present their projects to the class, which gives them the opportunity to build on their presentation skills.

Songs

In *Big English Plus* Starter Level and Levels 1–4, songs foster a sense of identity and increase rapport among pupils in the classroom. Singing generates positive feelings in pupils and strengthens motivation as it creates a state of relaxed receptivity.

Games: Meaningful Play

Big English Plus includes a variety of games to sustain pupils' interest and motivation through meaningful play in the language classroom. The games help sustain learners' interest through the hard work of understanding, reproducing and manipulating newly learnt language. Games provide enjoyable contexts for communication and provide the same density of practice as exercises while motivating learners to use their language capabilities to the fullest. Using new language in fun contexts intensifies the experience and helps pupils acquire it.

Posters

The twelve *Big English Plus* posters cover Starter and Levels 1 and 2 and are valuable extra presentation and practice tools to develop pupils' spoken communication, while engaging them in real-world topics. There is one alphabet poster. Three of the *Big English Plus* posters focus on classroom language and there are two Phonics posters. There are also five CLIL posters covering Natural Science, Social Science, Maths, Art and Health Education, as well as a *My Class Today* poster for everyday use in class.

How to use posters

The *Big English Plus* posters can be used in a variety of ways to generate language and encourage interaction and participation in the classroom. Some ideas for class exploitation are described here but there are many further possibilities.

Alphabet poster: Pick one letter per day. Ask pupils what the picture for e.g. the letter 'a' is of (e.g. *apple*). Then have pupils look around the room and identify more objects that start with the letter 'a'. Alternatively, have pupils create an alphabet workbook. Pupils trace or copy the picture for each letter into a notebook, or draw another object that starts with the same letter. Or play a class game. Have pupils stand in two teams at a small distance from the poster. Call out a letter. One pupil from each team runs up to the poster and points to the correct letter.

Classroom language posters: Pupils try to say as many of the classroom language phrases as possible correctly during one class. Keep a record and award a 'prize' (e.g. wiping the board at the end of the lesson) for the pupil who says the most. Alternatively, ask for two volunteers to come to the front of the class to demonstrate a simple greeting or farewell exchange with help from the language in the poster, e.g. *Hi! How are you? Hello, I'm fine, thanks.*

Phonics posters: Pupils can draw or trace their favourite picture from the phonics poster (e.g. the bat for the sound 'b'). Pupils show their pictures to the class, making the appropriate sound. Or say the first sound from the unit, then a volunteer says the next sound in the sequence. Continue until all sounds have been practised. Then do the same backwards!

CLIL posters: Ask and answer about the topics. Encourage pupils to use the language in the 'Useful phrases' box, e.g. *It's a ...*. Or place a large piece of paper over the poster, with a 5 cm hole cut out. Pupils identify what they can see. Pupils can also create their own posters, based on a similar topic.

Daily record poster: Use the *My Class Today* poster to ask about the day, date, month and weather, e.g. *What day is it? What date is it? What's the weather like?* Build excitement in class by noting any upcoming birthdays. Get pupils involved by asking a pupil to come to the front of the class and tick today's day/date, etc.