

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.

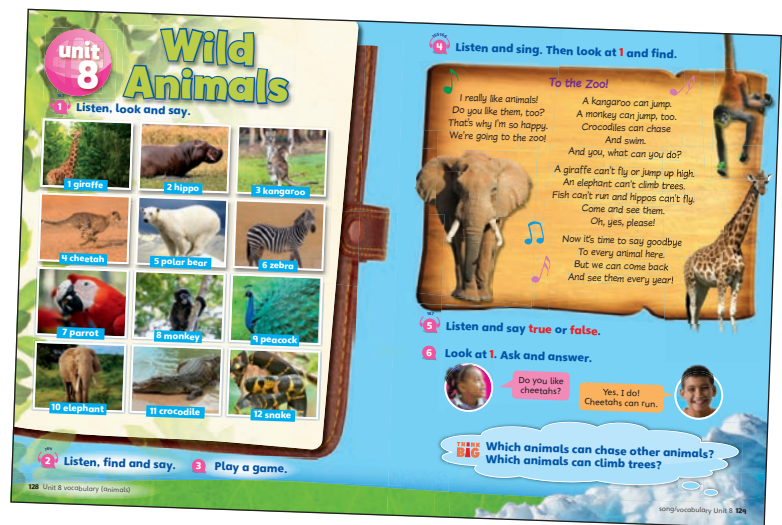
It's a digital world.

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.

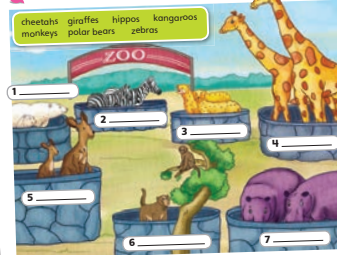
Pupil's Book/eText

- 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.
- Culture Connection lessons give pupils an insight into different cultures and countries around the world.
- Values lessons help build confidence through collaborative activities.
- Four-page Checkpoints focus every three units on Assessment for Learning and provide opportunities for pupils to assess their own progress.
- YLE preparation every three units plus practice materials to help familiarise pupils with exam task types throughout each level.



unit 8 Wild Animals

1 Look and write.



2 Look and match.

1 crocodile 2 parrot 3 snake 4 peacock



Listen and sing. Write the words.

To the Zoo!

I really like animals!
Do you like them, too?
That's why I'm so happy.
We're going to the zoo!



A¹ _____ can jump.
A² _____ can jump, too.
Crocodiles can chase and swim.
And you, what can you do?

A³ _____ can't fly or jump up high.
An⁴ _____ can't climb trees.
Fish can't run and hippos can't fly.
Come and see them.
Oh, yes, please!



Now it's time to say goodbye
To every animal here.
But we can come back
And see them every year!



kangaroo



elephant



monkey



polar bear

4 What animals do you like seeing at the zoo?

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

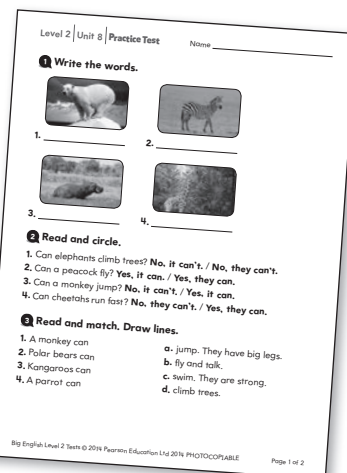
This digital tool includes helpful resources, such as:

- 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




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

My Day

1 Listen, look and say.



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

4 Listen and sing. Then look at 1 and find.

What Time Is It?

Tick, tock. It's seven o'clock.
Time to get up and get dressed.
I want to stay in bed
But it's time to brush my teeth!

Tick, tock. It's eight o'clock.
At nine o'clock I start school.
I eat my breakfast and get my books.
I love school, it's cool!

Tick, tock. It's three o'clock.
There's no more school today.
I do my homework and I go out.
And there's my friend to play.

Now it's evening and it's eight o'clock
And it's time to go to bed.
I watch TV and read my book.
Time to sleep now, good night!



5 Look at 4. Listen and say yes or no.

6 Look at 1. Ask and answer.



What time is it?



It's one o'clock.

THINK BIG What time is it now?
What time is it at midday?
What time is it at midnight?

90 Unit 6 vocabulary (clock times)

song/vocabulary Unit 6 91

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


Fun, highly visual stories engage learner's imaginations.

Story


1 Listen and read. When does Max get up?

Max's Day


1 Mum, I get up at seven o'clock. When does the cat get up?



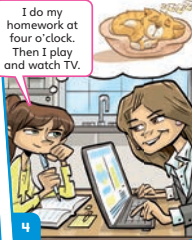
2 Max gets up at two o'clock in the afternoon. Then he eats and goes out.




3 When does Max come back?




4 I do my homework at four o'clock. Then I play and watch TV.



5 What does Max do all day? He goes out... he eats... he sleeps...




6 Max's day sounds boring to me! It sounds great to me!



8 Look at the story. Number in order.

- Max comes home.
- Max gets up.
- Max eats.
- Max sleeps again.
- Max goes out.



THINK BIG What time do you go to bed?
What time do you get up?
How many hours do you sleep? Is that good or bad?

92 Unit 6

reading Unit 6 93

Comprehension and discussion questions develop comprehension strategies and critical thinking.

Language in Action

123 Listen. Help Jamie and Jenny make sentences.

10 Look and write do or does. Then answer the questions.

- When _____ she eat lunch?
She _____
- When _____ they go to school?
They _____
- When _____ he brush his teeth?
He _____

94 Unit 6 language practice (When does he get up? He gets up at 6:00.)

Language in Action

122 Listen and stick. Then say.

12 Look at 11. Ask and answer.

13 Look and write. Use start and finish.

- When does the film start?
It starts at _____
- When does the film finish?
It finishes at _____
- When _____ school _____?
- _____?

language practice (When does the film start? It starts at 8:00.) Unit 6 95

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 | History

14 Look at the pictures in 15. What do all the things do?

15 Look, listen and read. Then match and write a-d.

CONTENT WORDS
burn candle cup fall height hourglass sand shadow sundial

Telling the Time

What time is it? How do you know? Today we look at clocks, watches and mobile phones but here are some other ways to tell the time. Some are very old.

- A **sundial** uses the sun to tell the time. The sun makes a shadow on the sundial and the shadow tells the time. It's a great invention but it isn't useful at night or when it's cloudy!
- A **candle clock** can work in the day or at night. When the candle burns, it gets shorter. The height of the candle tells you the time.
- An **hourglass** uses sand to tell the time. Sand falls from the top to the bottom. Some people use small hourglasses today when they're cooking eggs.
- A **water clock** uses water to tell the time. It works like an hourglass. It's got two cups. The water falls from one cup to the other.

THINK BIG Look, think and draw.

96 Unit 6

16 Look at 15. Read and circle.

- A sundial uses a **shadow** / **clouds** to tell the time.
- A sundial **works** / **doesn't work** at night.
- The candle in a candle clock changes **height** / **colour**.
- People **use** / **don't use** hourglasses now.
- A water clock uses water and **sand** / **cups** to tell the time.

17 What is it? Choose and play a game.

candle cup hourglass sand sundial water clock

PROJECT

18 Make a Clock poster. Then present it to the class.

content connection (telling the time) Unit 6 97

In Content Connection, pupils encounter extended reading texts and learn additional language and engage with topics from curriculum areas such as Social Science, History 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 Listen and read. Then say.

Journalist: Who are you?
Steve Radcliff: I'm Steve Radcliff.
Journalist: What's your job?
Steve Radcliff: I'm a teacher.
Journalist: Where do you work?
Steve Radcliff: In a school in London.
Journalist: How do you get to work?
Steve Radcliff: By train and bus.
Journalist: When do you work?
Steve Radcliff: I work from Monday to Friday and sometimes on Saturday.
Journalist: How many pupils are there in your class?
Steve Radcliff: Thirty-five. It's enough for me!



20 Read. Then circle the question words in 19.

question word	possible answers	topic
who	Steve Radcliff, my mum	people
what	job, table	things
when	on Saturday, every day	time
where	at home, in a school	place
how	by train, by bus	manner
how many	three, thirty-five	number

do questions: Where **do** you work? How **does** he get to work?
am/is/are questions: Who **are** you? Where's your coat?

Grammar

21 Read and match.

1 Who is she?	a At the bookshop.
2 What does she do?	b She writes stories.
3 Where does she sell the stories?	c By bus.
4 How do you get to town?	d Jane Bowling.
5 When is the bookshop open?	e Every day.

22 Read and circle.

1 **A:** **What / Where** is that? **B:** It's Marisa's T-shirt.
 2 **A:** **When / How many** is your party? **B:** Today!
 3 **A:** **How / How many** dolls have you got? **B:** Only one.
 4 **A:** **How / What** do you play tennis? **B:** You hit a ball.
 5 **A:** **When / Where** are you going? **B:** My grandma's house.

23 Write. Use question words and do, is or are.

1 **A:** _____ your friends? **B:** Leyla, Erol and Fatih.
 2 **A:** _____ you live? **B:** In Turkey.
 3 **A:** _____ your favourite food? **B:** Pasta.
 4 **A:** _____ you go to school? **B:** By bike.
 5 **A:** _____ you have English lessons? **B:** On Wednesday.

24 Look at 23. Ask and answer for you.

Who are your friends? Sophie and Bill.

98 Unit 6 grammar (Who are you? Where do you work?) Unit 6 99

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

My Day

All around the world, children eat, play and go to school but some children have got very different routines from others.

Bruno, Brazil

1 I get up at 6 o'clock and I go to school from 7 o'clock to 12 o'clock. Then I go home for a big lunch with my family. In the afternoon, I play with my friends or go to a dance class. I love dancing! Dinner is at 8 o'clock. After that, I'm very tired and I go to bed.

Jun, China

2 My school starts at 8 o'clock and finishes at 5 o'clock but we have a break for two hours at lunch time. I have dinner with my mum and dad at 7 o'clock. When I finish my homework, I like watching TV.

Ali, Bayrt

3 I go to school from Sunday to Thursday because Friday is a holiday here. Classes start at 8 o'clock. At 10 o'clock we have a break and school finishes at 3 o'clock. I play with my sisters in the afternoon and we go to bed at 9 o'clock.

25 How many hours are you at school every day? Is it a long time?

26 Listen and read. Whose day is like yours?

27 Look at 26. Then circle T for true and F for false.

1 Bruno goes to school in the afternoon.	T F
2 Jun eats with her mum and dad in the evening.	T F
3 Ali goes to bed in the afternoon.	T F

THINK BIG Is a long school day good or bad? Why?

28 Look and complete. Then write.

My Perfect School Day

activity	time
get up	before school
start school	at break
finish school	after school
have dinner	
go to bed	

I get up at seven o'clock. I eat breakfast before school.

100 Unit 6 culture connection (ro

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 on time.

132 Listen and number in order. Then say.



a I get dressed quickly and eat breakfast.

b I always get to school on time.

c I get my backpack ready the night before school.

d I get up early on school days.

Tell your partner how you get to school on time. Do the actions.

I get up early on school days.

THINK BIG We all come to school at the same time. Why is this good? What other things is it good to be on time for? Why?

Phonics ch, tch, sh

133 Listen, look and repeat.

1 ch 2 tch 3 sh

134 Listen and find. Then say.



135 Listen and blend the sounds.

- 1 ch-o-p chop
- 2 sh-o-p shop
- 3 m-a-tch match
- 4 l-u-n-ch lunch
- 5 d-i-sh dish
- 6 w-a-tch watch

136 Underline ch, tch and sh. Then listen and chant.

Watch the witch,
She's having lunch!
Fish and chips
At the shop!



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.

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

Review

137 Play the Silly Sentences game.

First write times on cards. Then write daily activities on other cards.



Now work in groups. Make two piles of cards. Take turns. Turn over one card from each pile and read a silly sentence.

I go to bed at three o'clock.

That's silly! When do you really go to bed?

I go to bed at eight o'clock.

Now I'm going to make a sentence.

Review

138 Look and write. What time is it?



1 It's _____ 2 It's _____ 3 It's _____



4 It's _____ 5 It's _____ 6 It's _____

139 Read and match.

- 1 Where is
- 2 Who are
- 3 What do
- 4 When
- a you eat for dinner?
- b do you wake up?
- c Jane's book?
- d your mum's best friends?

140 Find and write the words.

- 1 An _____ uses sand to tell the time. (galhosru)
- 2 A _____ uses the sun to tell the time. (ladsuin)
- 3 A water _____ uses water to tell the time. (cclolk)
- 4 We use clocks and _____ to tell the time. (swtaech)

I Can

- talk about times and daily activities.
- ask questions.
- talk about different ways of telling time.

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

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

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 Think about it. Look and circle. Practise.

I know this. I don't know this.

1						p. 58
2						p. 74
3						p. 10
4						p. 94
5	He wants to buy a book.					p. 62
6	Is there a cinema near here? Yes, there is. No, there isn't.					p. 43
7	How much is that pen? It's two euros and fifty cents.					p. 65
8	What do you want to be? I want to be a pilot.					p. 78
9	I want to be a doctor because I love Science.					p. 82
10	I think she's a nurse because she looks kind.					p. 82
11	When does she get up? She gets up at seven o'clock.					p. 94
12	Who's that? Where are you? What's your job?					p. 94

I Can Do It!

2 Get ready.

A Look, listen and write.

artist athlete do does teacher where

Charlie: Hey, Linda, what do you want to be?
 Linda: I want to be an ¹ _____ because I love sport.
 Charlie: Really? What ² _____ your sister want to be?
 Linda: She wants to be an ³ _____
 Charlie: Why?
 Linda: Well, my uncle is an artist. It's his job.
 Charlie: _____ does he work?
 Linda: He works at home. He draws pictures for books. What ⁴ _____ you want to be, Charlie?
 Charlie: I want to be a ⁵ _____ because I like school!

B Talk about what you want to be. Say why.

What do you want to be?
 I want to be a vet. I like animals.

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!

3 Go!

A Take turns with a partner. Pick up a card. Continue until you find a matching card. Read your cards aloud.

I want to buy a book. Is there a bookshop near here?

B Hold up one card at a time and find it on the map. Ask and answer.

Where's the bookshop?
 It's in Main Street.

5 Write or draw.

All About Me

What do you want to be? Why?	What time do you start school?
Where's your school?	When do you go to bed?

Do I Know It Now?

6 Think about it.

A Go to page 106. 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 -

Listen and tick (✓) the box. There is one example.

Where is the bookshop?

A B C

1 What does Kim want to buy?
 A B C

2 How does Nick go to school?
 A B C

3 What time is it now?
 A B C

4 Who's Anna's dad?
 A B C

5 What time does the boy get up?
 A B C

- Part B -

Read this. Choose a word from the box. Write the correct word next to numbers 1-5. There is one example.

Lucy wakes up at _____ eight _____ o'clock every day. She gets dressed and eats ¹ _____ in the kitchen. Then she brushes her ² _____. Lucy plays the ³ _____ all day. Then she ⁴ _____ out. She doesn't like cooking. She eats dinner in a ⁵ _____ next to her house.

What's Lucy's job?
 She's a singer.

example				
	eight	restaurant	chef	teeth
	goes	breakfast	guitar	bus stop

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.

Culture Connections

Culture Connection lessons provide insights into how people all over the world have similarities as well as differences that enrich all of our lives. *Big English Plus* content materials broaden pupils' real-world knowledge and understanding, develop intercultural communication skills and multilingual attitudes and provide opportunities to study content through different perspectives.

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.

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 Preparation 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 C

- 5 questions -

Listen and draw lines. There is one example.

170 Listening C

Young Learners English Practice Starters: Reading & Writing C

- 5 questions -

Read this. Choose a word from the box. Write the correct word next to numbers 1-5. There is one example.

A Zoo

I am a big place. A lot of animals live in me. The elephant has got big ears and a long trunk. The 1 _____ is a bird with a beautiful tail. The 2 _____ is another beautiful bird. It likes talking. Then there are 3 _____. They've got long tails and live in my trees. The 4 _____ is a large grey animal with small ears. It likes the water. And the 5 _____ has got a long neck and spots. What am I? I am a zoo.

example			
elephant	peacock	giraffe	hippo
kangaroo	monkeys	toucan	snake

171 Reading & Writing C

Exam 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.

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.

Class Atmosphere

It is very important to put your pupils at ease as soon as possible and to let them know that their English classroom is a fun, comfortable and exciting place to be. Structure your first class in such a way that pupils get acquainted or reacquaint themselves with their classmates, review some of the English they know, gain some familiarity with their new textbook and set some learning goals and classroom rules for the year, with your help. End with a rousing version of the *Big English Plus* song (see page xix).

Starting with English

For learners who are completely new to English, you may wish to start by identifying some English words or phrases that pupils might have heard before on TV shows, commercials or in films. If there are cognates in English for words in the pupils' first language, introducing some of these may help show pupils that not all words they're going to encounter will be completely 'new'.

Getting Acquainted Activities

For younger learners, a fun and simple way to begin is to provide each pupil with a sticker, geometric shape or coloured index card. Use these to combine and recombine pupils in pairs and groups for different activities throughout the class. For example, you may say: *All pupils with a red triangle get into groups or find a person with the same red triangle*. Once pupils are paired or grouped, you can have them ask questions such as the following:

- What's your name?*
- Have you got any brothers or sisters?*
- Have you got a pet?*
- What's your favourite food?*
- What's your favourite sport?*
- What's your favourite TV programme?*
- What's your favourite school subject?*

At your signal, they can change groupings and repeat the activity and finally report back to the class. You may want to play a memory game to help with names. For the memory game, have one pupil begin by saying *Hi. I'm (Allan)*. The pupil to his left then says *Hi. He's Allan and I'm (Sarah)*. Pupils continue until all of them have introduced themselves.

Textbook Scavenger Hunt

Take a few minutes to familiarise your pupils with their new *Big English Plus* Pupil's Book. Plan a *scavenger hunt* – a game in which pupils must find certain things within a time limit. Either individuals or teams compete to find all of the required information first.

1. Name all the colours on page ___.
2. Is there a ___ on page ___?
3. Describe the ___ on page ___.
4. What is the project on page ___?
5. What sounds do you practise on page ___?

Even though pupils are looking for specific pieces of information to play the game, your real purpose lies in their becoming familiar with the parts of the units and with the layout of the book.