

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

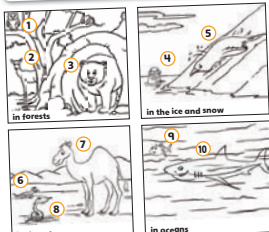
- Activities present language in context, motivating learners not only to understand key language but also to acquire it. Activities include songs, stories, phonics, content language, writing and values lessons.
- Think Big activities help pupils develop 21st Century Skills.
- Content Connection lessons 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.
- 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 familiarise pupils with exam task types throughout each level.



unit 4 Amazing Animals

1 Look and number.

bear camel deer fish lizard
owl penguin sea lion shark snake



2 Write.

My favourite animals are _____
They _____

46 Unit 4

3 Listen and write. Then number. Underline the places.

Animals Are Amazing!
Animals are amazing!
We see them far and near.
Some live in forests.
Like _____ and _____
Some live in deserts.
Like _____ and some _____
Some live in water,
in oceans, seas and lakes.
Amazing, amazing animals.
What can animals do?
They can fly, they can swim, they can jump!
We share the earth with you!

4 Answer the questions.

- Where do bears live? _____
- Where do fish live? _____
- Where do toucans live? _____
- Where do camels live? _____

Unit 4 47

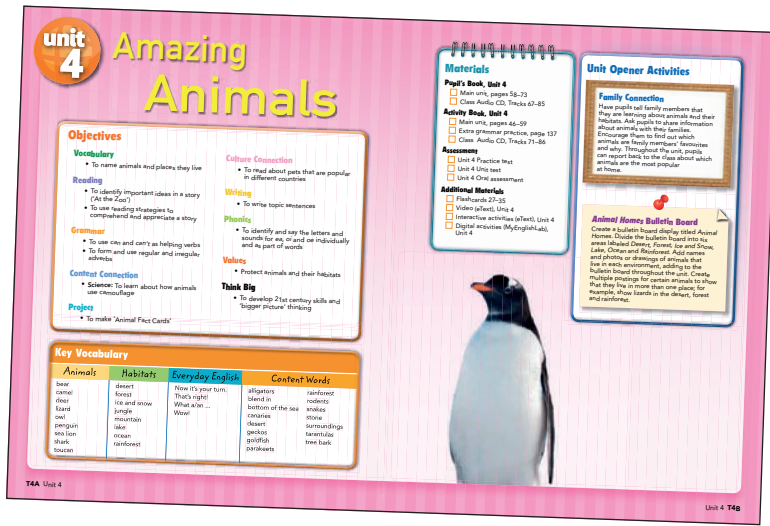
Activity Book

- 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

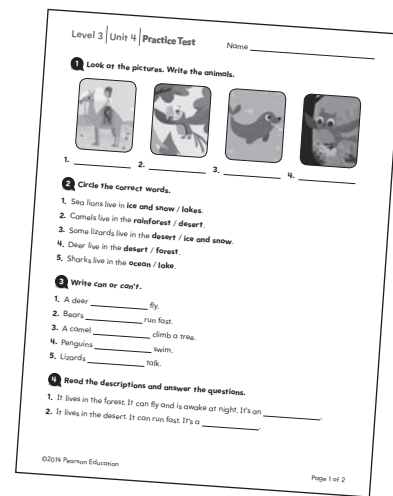
This digital tool includes helpful resources, such as:

- 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.



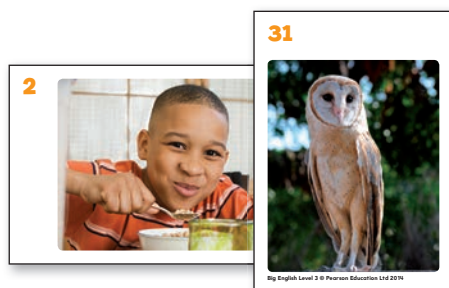
Assessment Pack

- 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 Smells Good!

1 Listen, look and say.

Senses

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

90 Unit 6 vocabulary (senses and adjectives)

4 Listen and sing. Where do the girls like going?

Grandma's House

We love my Grandma's house.
It always smells so nice.
It smells like ginger cookies
Sweet, with a little spice!

Yummy smells and her smiling face.
We really love my Grandma's place.
Grandma likes playing old songs
From when she was very young.
The music sounds so wonderful,
We have to sing along.

We always do my favourite thing
Baking ginger cookies.
They taste so nice and yummy,
We are both very lucky!

Chorus

5 Match the pictures to the words. Then ask and answer about 1.

1

2

3

4

5

feel
look
smell
sound
taste

This pie tastes delicious. Number 4.

THINK BIG Can you think of other things you describe with these adjectives?
sweet tight lovely horrible

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 learners' imaginations.

Story

6 Listen and read. What kind of soup does Luke try?

It Tastes Terrible!

Ugh! What's that smell? What smell?

Ugh! This soup smells bad. It smells like fish.

Try it, Amy! How does it taste? It tastes... OK.

Really? It looks horrible. Let me try it.

2 Put the sentences in order.

- Amy thinks the soup tastes OK.
- Luke thinks the soup tastes terrible.
- Luke thinks the fish soup smells awful.
- Amy tries the soup.
- Luke tries the soup.
- Luke asks Amy to try the soup.

THINK BIG Which senses do we use when we are...
a in a restaurant? b at a football match?
c at school?
How do our senses make us aware of danger?

92 Unit 6

Yuck! It tastes terrible!

Sorry, I've got a cold... achoo! I can't smell or taste anything!

3 Luke thinks the soup tastes awful. **4** Amy has got a cold. That's why she can't taste the soup.

reading Unit 6 93

Comprehension and discussion questions develop comprehension strategies and critical thinking.

Language in Action

10 Listen and look at the sentences. Help Luke and Amy make more.

11 Are the adjectives positive or negative? Copy and complete. Then listen and check.

amazing awful bad delicious good horrible lovely nice terrible

Positive	Negative
amazing	awful

Language in Action

10 Read and choose. Complete the answers.

awful good great nice soft

- A: How do these flowers **smell/smells**?
B: ?
- A: How does my new shirt **look/looks**?
B: ? I like the colour.
- A: How does the sandwich **taste/tastes**?
B: ? I don't like tomatoes!
- A: How does the school band **sound/sounds**?
B: ? They practise every day.
- A: How do your new gloves **feel/feels**?
B: ?



11 Complete the questions.

- ? the guitar music sound?
- ? the flowers smell?
- ? my hair look today?
- ? that pizza taste?
- ? the shoes feel?



12 Ask and answer. Use the words from the boxes.

delicious great horrible lovely soft tight

apples flowers hat music trousers

A: How does the music sound?
B: It sounds lovely.

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

Activities based on dialogues and class interaction reinforce understanding of the new language.

Content Connection Science

13 Discuss with a partner.

- How many senses do you think we've got? 4, 5 or 6?
- What sense do we use these parts of the body for?
a fingers b nose c eyes d ears e tongue f feet g brain

14 Listen and read. Then check your answers in 13.

CONTENT WORDS
avoid brain danger echo information
senses sound waves taste buds tongue

Our Senses Keep Us Safe

- Do you know what senses are for? Every minute of every day our senses get information and send it to our brain. We use this information to understand the world around us. With our senses we understand when food looks, smells or tastes good and fresh or when it's bad and rotten. We also feel something hot or sharp or hear when danger is coming with our senses. Our senses are very important because they keep us safe.
- Like people, animals use their senses to find food and avoid danger. But many animals' senses are very different from people's senses.
- For example, we use our eyes to see but bats can't see well. They have to use their ears. They make a sound and listen for an echo. They use the sound waves from the echo to 'see' how big something is and find it.
- Snakes and lizards don't smell with their noses like us, they smell with their tongues! That's why their tongues are like a fork. The fork shape helps them understand where a smell is coming from.
- Butterflies, on the other hand, don't taste with their tongues; they use their feet. They've got tiny taste buds there. They help the butterfly understand what flower it's standing on. That's how they know they can eat it.
- Perhaps we see with our noses or feel with our ears. It doesn't matter. The message to our brain is the important thing. Our brain helps us understand all the messages our senses send us.

THINK Why do animals use their senses differently to people? Which sense is the most important? Why?

15 Look at 14. Read and match.

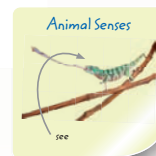
- We use our senses
 - Bats use their ears
 - Bats use sound
 - Snakes use their tongues
 - Lizards use the shape of their tongue
 - Butterflies use their feet
 - Our brains help us
- to taste things.
 - understand messages from our senses.
 - to smell things.
 - to see things.
 - to know where a smell is coming from.
 - to understand the size of something.
 - to understand if something is dangerous for us.

16 Complete the chart. Which senses do you use for each of these things?

Go to a concert	Eat dinner in a restaurant	Play with a pet	Go on a roller coaster
?	?	?	?

PROJECT

17 Find out about other animal senses and make an Animal Senses poster. Then present it to the class.



A chameleon can move its eyes in different directions. It uses its tongue to catch its food and taste it.



In Content Connection, pupils learn additional language through extended reading texts and engage with topics from curriculum areas such as Social Science, History and Maths.

Pupils reflect on the new content related to the theme of the unit and apply this in project work.

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

Grammar

18 Look, listen and read. Is the milkshake sweet?


Scott: I drink a milkshake at school every day. But this is my delicious new chocolate milkshake recipe. First of all, how does it smell?

Emily: Erm. It smells chocolatey.

Scott: Yes, it's got chocolate inside. Now try it. How does it taste?

Emily: It tastes cold. But yuck! It doesn't taste sweet. It tastes salty! What's in it?

Scott: Oh, no! I put salt in instead of sugar!



This	is	a milkshake.		
I	drink	it	at school	every day.
It	smells	chocolatey.		
It	doesn't taste	sweet.		

19 Complete the chart using the words from the box.

bitter hard hot rough salty soft sweet

Feel	Taste	Both
smooth	spicy	cold
sharp	sour	?
?	?	?
?	?	?
?	?	?

98 Unit 6

Grammar


20 Put the words in order. Then say.

- cakes | My mum's | delicious. | taste
- in a bakery | Dad | on Tuesdays. | works
- from the supermarket | We | flowers | every day. | buy
- eating bones. | doesn't like | My dog
- taste buds | on their feet. | Butterflies | have got
- eats | two mice | every week. | The snake

21 Read and choose the correct answer.

- When do you get up in the morning?
 - I every day get up at 6 o' clock.
 - I get up at 6 o' clock every day.
 - At 6 o' clock I get up every day.
- Where do you eat breakfast?
 - I eat at the zoo café eggs on toast.
 - I eat eggs on toast at the zoo café.
 - At the zoo café I eat eggs on toast.
- What's your first job?
 - The snakes' cages I clean.
 - I the snakes' cages clean.
 - I clean the snakes' cages.
- How do they feel?
 - They're feeling smooth.
 - They are feel smooth.
 - They feel smooth.
- Are the snakes dangerous?
 - No. The snakes friendly!
 - Snakes they are friendly.
 - No. The snakes are friendly.
- How do they smell?
 - They smell not bad.
 - They don't smell bad.
 - They are smell bad.

22 Play a game. Choose an object. Don't tell your partner. Ask and answer.



grammar (I drink milk at school every day.) Unit 6 99

Pupils practise the new language in a variety of ways.

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

Culture Connection | Around the World

How Does Your Job Smell?

When we choose jobs, do we ever think about the smell? Read on and find out about four smelly jobs from around the world.

1 André Tyrode is from Lyon. He makes cakes and pastries every day. "Everything I make tastes and smells wonderful. It makes people want to share delicious treats together and that makes them happy. And if they're happy, I'm happy!"

Is there anything bad about his job? Well, he gets up at 5:00 a.m. every day and he usually feels very tired but the smell of fresh bread always makes him smile.

2 Alberto Rivera from Costa Rica likes his job because he can look at flowers all day. He grows and sells flowers on his farm, then sends them all over the world. "When you see all the different colours, it really helps you remember how beautiful the world is."

Do all the flowers smell good? Yes, they do but smelling that many flowers sometimes makes Alberto sneeze!

3 Candace Belfry is from Calgary, a city in Canada. She does a very important job. She picks up rubbish and helps keep her city clean. Today, Calgary is the cleanest city in Canada! What does she say about a job like that? "My job doesn't smell great, in fact the rubbish really stinks but I like making Calgary look, feel and smell cleaner and better."

Which job would you do?

4 Sarah Ang looks after Zeldi the Asian elephant at Singapore Zoo. It's one of the largest in the world. "Sometimes Zeldi smells and I have to give her a bath. It's actually a great feeling when you look after an animal like Zeldi but the smell is really dreadful." The last thing is that when Sarah gives Zeldi a bath, she has to have a bath, too. Luckily Singapore is hot and wet.

23 You've got one minute. Think of three smells that make you really happy and three smells you hate. Write them in your notebook and compare them with a partner.

24 Listen and read. Say whether each person's job has got a good smell or a bad smell. Then match the jobs a-d below to the people 1-4.

a baker
b zookeeper
c rubbish collector
d farmer

CONTENT WORDS
dreadful fresh look after smelly stink wet

25 Look at 24. Which person: André, Alberto, Candace or Sarah...

- creates something beautiful?
- improves a place?
- gets up early regularly?
- sometimes gets very wet at work?
- works with other countries?
- has got a problem with his nose because of his job?
- makes something people can share?
- lives in a very clean city?

26 Look at 24. Which job would you like/hate to do? Why? Compare answers with a partner.

I would like to be a flower farmer. Flowers smell good!

Flowers make me sneeze! I would like to be a baker. Fresh bread smells good!

27 Look at 26. In your notebook, write about a typical day in your job. Compare with a partner.

THE BIG Why do some people do jobs that aren't very nice? Imagine these people do the same jobs in other countries around the world. Are the smells the same?

100 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.

Writing | Paragraph: Final Sentences

28 Read and complete with **topic sentence**, **detail sentences** and **final sentence**.

A paragraph begins with a 1. It introduces the subject of the paragraph.

1 I love tomatoes.
 2 expand on your topic by giving details about it.
 Home-grown tomatoes taste delicious and they're good for you.
 Fresh tomatoes right from the garden smell great.
 They look nice in a salad, too.
 You end your paragraph with a 3. It expresses the same idea as your topic sentence but in a different way.
 Of all fruits and vegetables, tomatoes are my favourite.

Read the paragraphs. Find the best **final sentence** for each one.

- Topic Sentence:** My favourite toy is my teddy bear, Simpson.
Detail Sentences: Simpson is very old. He doesn't look very nice. But I like him very much. He feels soft and he always smells so nice. He can't talk or run but that's OK.
Final Sentence:
- Simpson is just an old teddy bear.
 - I love Simpson more than any of my other toys.
 - Simpson doesn't do a lot.
- Topic Sentence:** My favourite teacher is Mrs Graham.
Detail Sentences: Mrs Graham is very nice. She teaches us many interesting things. She never gets angry. Mrs Graham is friendly and she smiles a lot.
Final Sentence:
- Mrs Graham is 40 years old.
 - Mrs Graham doesn't like cake very much.
 - Mrs Graham is the best teacher at our school.

Write a **final sentence** for this paragraph.

Autumn is my favourite season. The colourful leaves on the trees look so pretty. The air feels nice and cool and autumn smells great.

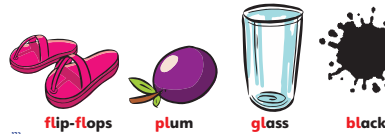
102 Unit 6

fl, pl, gl, bl | Phonics

31 Listen, read and repeat.

- 1 fl 2 pl 3 gl 4 bl

32 Listen and find. Then say.



33 Listen and blend the sounds.

- | | | | |
|-------------|-------|-------------|-------|
| 1 f-l-a-g | flag | 2 p-l-a-n-t | plant |
| 3 p-l-a-y | play | 4 f-l-y | fly |
| 5 g-l-a-d | glad | 6 g-l-o-w | glow |
| 7 b-l-a-c-k | black | 8 b-l-o-w | blow |

34 Read aloud. Then listen and chant.

It's summer.
 Yellow plums,
 Green plants.
 Flip-flops,
 Black shorts,
 It's summer,
 I'm glad!



phonics (fl, pl, gl, bl) Unit 6 103

Models and examples of writing are broken down and explained in an easy-to-follow format. Pupils follow the model to do their own writing.

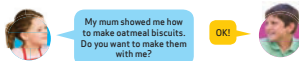
In the Phonics section, pupils learn about letters and their corresponding sounds in a systematic way.

Values | Try new things.

35 Look, listen and point.



36 Practise with a partner. Talk about something new that you want to try.



OBJECT

37 Work with a group. Make a **Try New Things** flip chart.

Try New Things



104 Unit 6 values

Review

38 Look at the pictures. Complete the questions. Then say.



- How does the ice cream ? ?
- How does the rock band ? ?
- How does the man ? ?
- How does the stuffed animal ? ?
- How do the flowers ? ?

39 Make answers for 38.

40 Correct the sentences.

- Butterflies taste with their tongues.
- Snakes and lizards smell with their legs.
- To taste, bats use their ears.
- Chameleons have got very short tongues.

41 Put the words in order. Then say.

- an apple every day, on the playground I eat
- in the bathroom Leyla cleans after breakfast, her teeth
- at 9 p.m. I watch in my room my favourite TV programme
- My mum to work at 7:30 a.m. drives

I Can

- describe how things look, feel, taste, smell or sound.
- talk about the five senses in people and animals.
- find and use final sentences.

review/self-assessment Unit 6 105

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 page, pupils show what they have learnt in the unit. The *I Can* feature helps pupils assess their own learning and reflect on their progression.

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

How Well Do I Know It? Can I Use It?

1 Think about it. Read and draw. Practise.

☺ I know this. ☹ I need more practice. 😞 I don't know this.

	PAGES	
1 Animals: deer, owl, camel, lizard...	58	☺☺☺☺
2 Habitats: lake, ocean, rainforest...	59	☺☺☺☺
3 Weather: hot, cold, windy, rainy...	74	☺☺☺☺
4 Clothes: coat, jumper, scarf...	75	☺☺☺☺
5 Describing: awful, delicious, nice, pretty...	90	☺☺☺☺
6 What can penguins do? They can swim but they can't fly.	62-63	☺☺☺☺
7 David is loud. He speaks loudly.	66-67	☺☺☺☺
8 What is the weather like today? It's hot and sunny.	78-79	☺☺☺☺
9 It was cold yesterday. We were freezing.	82-83	☺☺☺☺
10 How does the apple pie taste? It tastes delicious.	94-95	☺☺☺☺
11 I drink milk at school every day. The shoes feel tight at night.	98-99	☺☺☺☺

I Can Do It!

2 Get ready.

A Complete the dialogue. Use the words from the box. Then listen and check.

awful cold fly look swim

Morgan: Look at those penguins!
Taylor: They're cool!
Morgan: Yeah. I like penguins. Hey, look at this: "Penguins live in the snow and ice."
Taylor: That sounds awful!
Morgan: Yes, very cold. Listen: "They eat fish every day."
Taylor: Yuck! That looks awful to me!
Morgan: Well, the penguins like it.
Taylor: Hey, look. They're swimming.
Morgan: Yes, penguins can swim. But they can't fly.
Taylor: Wow. I'm learning a lot about penguins!

B Practise the dialogue in A with a partner. Then practise again. Talk about different animals.

C Choose the words for you.

- I like don't like penguins.
- Their food looks delicious/terrible to me.
- Their home looks warm/cold to me.

The 'Get ready' task helps identify any gaps in learners' knowledge of key language points so that teachers can focus 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 Look and read. Find out information about an animal.

STEP 2 Cut out the book outline on page 159 of your Activity Book. Fold it to make a book.

STEP 3 Write in your own animal information book. Now you're ready to Go!

4 Go!

A Swap books with five classmates. Write notes about their books in your notebook.

Classmate	Animal	Comment
Carla	lizards	great

B Tell the class about some of your classmates' books.

Elena's book was about sharks. Sharks are amazing!

5 Write about yourself in your notebook.

- What was the weather like today? • Today the sky looks...
- What was the weather like yesterday? • My classroom feels...
- Today I can... • My favourite animal is...
- Today I can't... • I like this animal because...

All About Me Date: _____

How Well Do I Know It Now?

6 Think about it. Look at page 106 and your notebook. Draw again.

A Use a different colour.

B Read and think.

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.

very easy easy hard very hard fun OK 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 YLE exams.

Units 4-6 Exam Preparation

- Part A -

Listen, colour and draw. There is one example.

110 Listening part 15

- Part B -

Read the text and choose the best answer. Jack is talking to his friend, Daisy.

Example

Jack: What's the weather like?
Daisy: A I like it when it's sunny.
B It's cloudy but warm.
C It was hot yesterday.

Questions

- Jack:** Would you like to go to the lake?
Daisy: A Yes, there's a lake.
B Yes, you do.
C Yes, I'd like that.
- Jack:** What does the ice cream taste like?
Daisy: A Are you hungry?
B It tastes nice!
C The ice cream is cold.
- Jack:** Do we need a sweater?
Daisy: A He needs a coat.
B I like your sweater.
C I think so, yes.
- Jack:** What can we do there?
Daisy: A We can feed the fish.
B We can do that.
C We can go there.
- Jack:** Should we ride our bikes there?
Daisy: A Great idea!
B Mine is blue.
C Yes, I can.
- Jack:** Is your brother coming?
Daisy: A No, he has to study.
B No, he wasn't here yesterday.
C No, he works in a store.

Reading and Writing part 3 111

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-kinaesthetic, 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 Science – 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

Big English Plus also integrates another important category of CLIL in the Culture Connection lessons, which 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. 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.

Course Features (continued)

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.

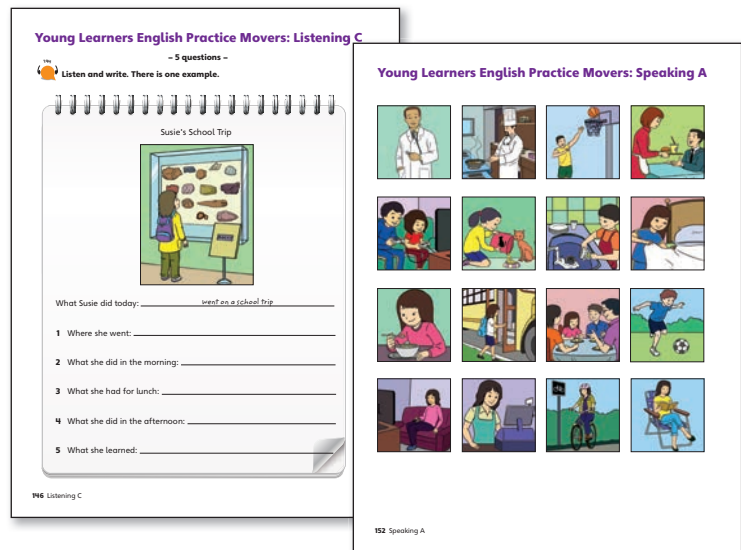
As children become older and begin to think more analytically, they are able to elicit and apply rules to language structures. *Big English Plus* gives pupils the opportunity to consider structures in devices such as grammar boxes in their books. But *Big English Plus* never abandons the necessity of 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) Movers 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 preparation spreads every three units, so pupils gain experience of YLE exam task types, in the context of the unit topic.



Exam Practice materials

This is consolidated through exam practice materials for the three sections found in the YLE Movers exam: Listening; Reading and Writing; and Speaking. Notes for the *Big English Plus* YLE Movers 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. The *Big English Plus* posters can be used in a variety of ways to generate language and encourage interaction and participation in the classroom.

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).

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.