

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 2 Our Schedule

1 Look and write.

eat go (x3) have visit



2 Read and write the verbs.

- How often do you _____ to the dentist? I go twice a year.
- I love going to restaurants so I _____ out once a month.
- When we _____ on holiday, we love eating out.
- My grandparents now live in Spain so we only _____ them in the summer and winter holidays.
- Weddings are great fun but I don't _____ to them very often.
- At my cousin's wedding I'm playing the guitar. I have to _____ lots of guitar lessons before the day!

Listen and circle.

Things We Do!

There are lots and lots of things that I do every day. Like go to school, have / watch a film, stay up late and play!

But there are lots of other things I don't want to do so much. Make / Do my bed and such.

How often do you do these things? Every day? Once a week? Once a year?

I take in / take out the rubbish on Tuesdays before school. And I feed our funny cat. But I don't mind - she's cool.

Chorus

4 What about you? Complete the chart.

once a day	1. _____
twice a day	1. _____
every night	1. _____
every summer	1. _____

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

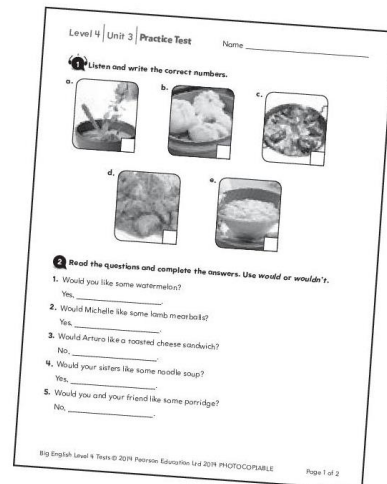
This digital tool includes helpful resources, such as:

- 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.



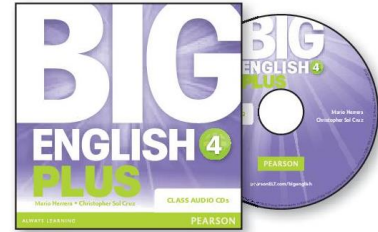
Flashcards

- 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 4 How Do You Feel?

1 Listen, look and say.












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

58 Unit 4 vocabulary (health problems) song/vocabulary Unit 4 59

4 Listen and sing. Who's speaking?

Stay in Bed and Rest!

You're coughing and You're sneezing. You need to stay in bed. I think you've got a fever. Here, let me feel your head. You shouldn't go to School today. You should stay Home instead. When you're ill or feeling blue, Your family takes good care Of you.

You've got a fever and A cold. Here's what I suggest: You should drink some tea And juice. Stay in bed and rest! Listen to your dad, now. Taking care of yourself Is best. Chorus

5 Read and choose.

- Ben has got **bad stomachache/a bad headache**. He ate something bad last night.
- Philip fell and hurt himself on the playground. He's got a big **fever/cut** on his knee.
- It's spring and Pablo has got terrible **allergies/cuts**. He's **sore throat/sneezing**.
- Karen's teeth are sore and she can't eat. She's got a terrible **headache/toothache**.
- Sandra has got a bad **cold/cut**. She's **allergies/coughing** and she's got a **sore throat/sneezing**. She has to stay home from school.
- Meral has got a terrible **fever/stomachache** and **headache/cut**. She's very hot and her throat is sore.

THINK BIG Read and say what's wrong.

- The trees are making Batu sneeze.
- Emma is bleeding.

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. Does Christina need a nurse?

1 Sam and Christina are eating lunch together at school. Christina's got a problem.

2 Sam gets upset when he sees Christina's arm. He thinks she cut herself.

3 Sam wants to help Christina.

4 Christina doesn't need to go to the nurse. She's OK.

5 Christina cleans her arm.

6 Now Sam doesn't feel very well.

7 Who says it? Say Sam or Christina.

- "You've got a cut."
- "You should see the school nurse!"
- "I don't need a nurse."
- "You should put a plaster on that."
- "I just need a napkin!"
- "You shouldn't worry so much!"

THINK BIG Why did Sam get upset? Why didn't Christina get upset? What should you do if you cut yourself?

60 Unit 4 reading Unit 4 61

Comprehension and discussion questions develop comprehension strategies and critical thinking.

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

Language in Action

8 Listen and look at the sentences. Help Sam and Christina make more.

get some rest
put a plaster on it
take some medicine

stay up late
eat so many sweets

You should
stay in bed

He should
go to the doctor

We shouldn't
go out

9 Complete with should or shouldn't.

- A: I've got stomachache.
B: You eat so many sweets.
- A: He's got a toothache.
B: He go to the dentist.
- A: They've got colds.
B: They stay in bed and drink a lot of water.
- A: Mary feels ill.
B: She go out and play. She go to bed.

10 Role play with a partner.

He's got a cut.

He should go to the nurse.

Language in Action

11 Read. Then complete the sentences.

I	myself
you	yourself
he	himself
she	herself
we	ourselves
they	themselves

I should take better care of **myself**.

We take good care of **ourselves**.

My sister should take better care of **herself**.

They take good care of **themselves**.

12 Complete and match.


- My dad eats a healthy breakfast.
- My sister stays up very late.
- We always wash our hands.
- He's got a cut on his arm.

a He should take better care of .

b We take good care of .


c She should take better care of .

d He takes good care of .



13 Read and write in your notebook. Use take good care of or should take better care of.

- I eat too many sweets.
- My sister often goes to bed late.
- My brother exercises every day.
- My family eat healthy food.
- You're hurt.
- My grandparents are 80.



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

62 Unit 4 language practice (You should get some rest.)
language practice (You should take better care of yourself.) Unit 4 63

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.

Content Connection Science

14 Read and choose. Then say why. Collect ideas in your class.

- You **should/shouldn't** use a tissue when you sneeze.
- You **should/shouldn't** wash your hands before you eat.
- You **should/shouldn't** drink water from a lake.
- You **should/shouldn't** go to school if you are ill.


15 Listen and read. Check your answers in 14. Are your reasons the same or different?

CONTENT WORDS

bacteria disease enemy fever fungi germ malaria microscope protect protozoa spread virus vomit

Germs

- Our bodies work hard to stay healthy but there are many tiny enemies around us that can make us ill. They're called germs. We can't see germs with our eyes - we can only see them through a microscope. When they're inside us, they use our body's resources and take away our energy. Germs can cause fever, coughing and other problems, so it's important to stay away from them as much as we can.
- There are four main kinds of germs: bacteria, viruses, fungi and protozoa. They live in different places but they can all make us ill. Viruses are in the air. When we get a cough or a cold, it usually comes from a virus. The virus spreads through our bodies and then spreads to other people through the air. If you sneeze and you don't use a tissue, the virus goes into the air. This is why you shouldn't go to school with a bad cough or cold.
- Bacteria and fungi live in the air, too but they also grow on things, such as old food. This is why we should keep food in the fridge. When we eat bad bacteria or fungi, we get stomachache or we vomit. However, not all bacteria are bad. There are important bacteria in our stomachs, too. We use them to digest our food.
- Protozoa can also give you stomachache. Protozoa like wet places and can live in dirty water. This is why you should never drink water from a river or a lake. The disease malaria comes from protozoa. It lives in mosquitoes.
- How can we stay away from germs? Unfortunately, our homes are perfect places for them because there are lots of places to hide. How can we protect ourselves? We can try to be cleaner, but because we can't clean everything, we should wash our hands regularly and especially before we eat.



16 Look at 15. Read and choose.

- We can see germs...
a with our eyes. b with a microscope.
- Germs take away our body's...
a bacteria. b energy.
- Bacteria, fungi, viruses and protozoa are all...
a germs. b poisons.
- Viruses...
a aren't dangerous. b can spread very quickly.
- Some bacteria...
a help our bodies. b live in wet places.
- We should always...
a try to be clean. b protect our hands.

17 Look at 15. Complete the chart.

	Virus	Bacteria and fungi	<input type="checkbox"/>
Where?	<input type="checkbox"/>	In the air On food and surfaces	<input type="checkbox"/>
What does it do?	Causes coughs and colds	<input type="checkbox"/>	Causes malaria
What should you do?	Don't go to school if you're ill	Don't eat old food	<input type="checkbox"/>

THINK

Which germs in the text are most dangerous for us? Why?

PROJECT

18 Make a Stay Healthy poster. Then present it to the class.

- Choose a place: kitchen, bathroom, classroom or your own idea.
- Write your Stay Healthy rules.
- Put your poster on the wall. How many different rules are there?

Stay Healthy in the kitchen!

- Wash your hands before you start to cook.
- Always clean the table after you eat.

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

64 Unit 4
content connection (germs) Unit 4 65

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

Grammar

19 Listen and read. What does Mikey want to do?

Mikey and Leo are brothers. It's three o'clock in the morning and Leo is scared.

Leo: Hey, Mikey, wake up!


Mikey: Hmm? Leo?

Leo: Mikey! Listen! I can hear strange noises. Maybe we should wake Mum and Dad. Should we go downstairs? Should we call the police?

Mikey: Don't be silly. No, we shouldn't!

Leo: Well, what should we do?

Mikey: What should you do, you mean? Well, first, you could stop shaking me. And second, you could let me sleep! And third, you could put that noisy cat outside. Then you could go back to sleep and be quiet!



20 Look at 19. Complete the charts.

Should I/you/he/she/it/we/they eat?	What I/you/he/she/it/we/they do?	Yes, we should. No, we shouldn't.
I/you/he/she/it/we/they could go out.	You should stop shaking me. You should put that noisy cat outside. We could tell Mum and Dad.	

21 Read. Make questions and short answers with should/shouldn't.

- A:** I've got an exam tomorrow morning. **B:** ?
- A:** Dad's car isn't working. **B:** ?
- A:** Susan has got a bad toothache. **B:** ?
- A:** It's dinner time. **B:** ?
- A:** Teresa and her sister have got bad coughs. **B:** ?

Grammar

22 Look at 21 again. Make suggestions with could and match.

- Or she (take) a pill.
- But they (do) their school project at home.
- Or he (fix) it himself.
- You (set) your alarm, too.
- You (clean) the table, too.

23 Write the questions in the right order in your notebook.

- It's a rainy weekend in London. **should** **What** **we** **do?**
- It's sunny in Brighton! **Where** **go** **should** **swimming?** **we**
- should** **What** **I** **do** **bad** **stomachache?** **for**
- for** **exams?** **How** **I** **should** **study**
- put** **should** **we** **old** **medicine?** **Where**

24 Look at 23. Ask and answer the questions. Use could and these ideas.

Visit the Barbican Indoor Garden!

SAFE BUT - Put your old medicines in here

Call us for help with revision - Revise Right!

Give your medicine back to us - Caring Chemists

Visit the British Museum - Fun on a rainy day!

I'm Katie Miller. Call me - I can help you with your schoolwork.

Take EasyTum - feel better fast!

66 Unit 4
grammar (Should I sit down? Yes, you should.) Unit 4 67

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

Home Remedies

1 Should you see a doctor every time you're ill? Of course not! Doctors haven't got a cure for everything. In fact, there are many simple illnesses that are difficult for doctors to cure. Sometimes people use different "home remedies" for them.

2 The cold virus is one example. People in many countries don't take medicine for a cold - they make a big pot of hot chicken soup instead. They eat the soup and rest. Many people believe that chicken soup is a natural and healthy cure for a cold. And in fact, it really helps: drinking a lot of water is good when you've got a cold. Also, the hot soup helps you breathe better and eases your sore throat.

3 If you've got a headache, your doctor may give you painkillers. However, in China, it's common to cure a headache with an egg! You boil the egg, take off the shell and rub the egg on your face, head and neck until the egg becomes cool. Some people think this helps you sleep better, too. Rubbing with the egg relaxes you, like a massage. Often headaches are because of stress, so relaxing is a good idea.

4 What about a fever? There are lots of different home remedies but one interesting home remedy uses vinegar. In Russia, people rub vinegar into the skin. The vinegar makes your skin feel cooler and it can help lower your body temperature a little.

5 One of the world's oldest home remedies is tea. You can use herbal teas for all sorts of simple illnesses such as a stomachache or a sore throat. Some popular ingredients in home remedy teas are mint, ginger, garlic, honey and lemon. All of these ingredients make a sore throat feel better and help you relax.

25 Read the problems. What could they do? Discuss with a partner.

BILL: I've got a bad cold. I can't breathe. Yuck!

Tammy: I've got stomachache. It's horrible! What could I eat or drink?

Laura: This headache is really bad but I don't want to take medicine. Can you help me?

Kemat: My throat is really sore! What could I do to feel better?

Bill could drink orange juice. It's got vitamin C in it.

26 Read the article quickly. What does it say? Choose one.

- Home remedies aren't very good.
- Doctors can cure everything.
- Some home remedies help you feel better.
- People should always use home remedies.
- Home remedies are the same around the world.

27 Look again. What are the things in pictures a-d good for?

Problem: Sore throat

What can you use? **Garlic** in warm water.

Where did you find it? **My grandma** uses it.

Why does it work? **It kills bad bacteria** and helps the pain.

Do people use these home remedies in your country? Are home remedies better than doctors and medicine? Why/Why not?

68 Unit 4
culture connection (Home Remedies)

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 Using Commas

30 Read and choose the sentences where commas are used correctly.

We use a comma (,) between items in a list. We don't use a comma before **and** or **or** in a list.
 1 I should rest, take medicine and drink tea.
 2 I should rest, take medicine, and drink tea.
 We use a comma after most **sequence words**. We don't use a comma after **Then**.
 1 First I brush my teeth. Then, I wash my hands.
 2 First, I brush my teeth. Then I wash my hands.
 We use a comma before **too** at the end of a sentence.
 1 He should put a plaster on his cut and go to the nurse, too.
 2 He should put a plaster on his cut and go to the nurse too.

Copy the paragraph in your notebook. Put commas in the correct places.

Here's how I take care of myself and stay healthy. First I exercise every day. I run, play football, ride my bike and do gymnastics. I like skateboarding, too. Next I only eat healthy food. I eat fruit, vegetables and yoghurt. I don't eat unhealthy foods like crisps, doughnuts or chips. I try to protect myself from germs, too. I wash my hands, take showers and brush my teeth. Finally I get enough rest and I go to bed early every night.



32 How do you take care of yourself? Write a paragraph in your notebook.

kn, wr | Phonics

33 Listen, read and repeat.

1 kn

2 wr

34 Listen and find. Then say.



knee



write

35 Listen and blend the sounds.

- | | | | |
|------------|--------|------------|-------|
| 1 kn-ow | know | 2 wr-o-ng | wrong |
| 3 wr-a-p | wrap | 4 kn-o-ck | knock |
| 5 kn-igh-t | knight | 6 wr-i-s-t | wrist |
| 7 kn-o-t | knot | 8 wr-e-ck | wreck |

36 Read aloud. Then listen and chant.

What's wrong, wrong, wrong?
 The knight knocked his
 Knee, knee, knee
 And his wrist, wrist, wrist.
 I know! Wrap his knee
 And wrap his wrist!



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

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.

Values Don't spread germs.

37 Listen and say the letter.



a You should cough or sneeze into the inside of your arm.



b You should wash your hands often.



c You shouldn't share food, cups, forks or spoons.

38 Tell a partner how you can stop spreading germs.



I wash my hands many times a day.

OBJECT

39 Make a Good Hygiene Habits checklist. Compare your checklist with a partner's.

Name _____

Good Hygiene Habits

Wash your hands.

Cough or sneeze into your arm.

Don't share food, cups, forks or spoons.

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.

Review

40 Complete the dialogues.

allergies cold cut exercise plaster
 should shouldn't stomachache sweets themselves

- A: Oh, no. I've got a 🍌.
 B: You should put a 🍌 on it.
- A: They do 🍌 every day.
 B: They take good care of 🍌.
- A: My sister has got 🍌.
 B: She shouldn't eat so many 🍌.
- A: His 🍌 are really bad today.
 B: He 🍌 take some medicine and stay in the house.
- A: I've got a 🍌.
 B: You 🍌 go to school today.



41 Role play giving advice with a partner.



I Can

- talk about illnesses and health problems.
- ask and give advice and make suggestions.
- talk about different kinds of germs.
- use commas correctly.

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.

1 Health problems: allergies, cough, cut...	PAGES 58	😊😊😊😊
2 Remedies: drink some juice, get some rest, take some medicine, see a dentist...	59, 62-63	😊😊😊😊
3 Endangered animals: angler fish, chimpanzee, Komodo dragon, tarsier...	74-81	😊😊😊😊
4 Activities: travel by car/travelled by horse and carriage, have electric lights / had oil lamps...	90-91	😊😊😊😊
5 You should/shouldn't stay in bed. They take good care of themselves.	62-63	😊😊😊😊
6 What should I do? You could call Katie. Or you could ask Mum.	66-67	😊😊😊😊
7 How many chimpanzees were there 100 years ago? There were more than one million.	78	😊😊😊😊
8 Why are Andean flamingos endangered? They're endangered because people are destroying their habitat.	79	😊😊😊😊
9 We were in a jeep, so we could go quite close. Who are they? What could you see? ...	82-83	😊😊😊😊
10 Did people have mp3 players in 1950? No, they didn't. They listened to the radio. Before computers, people used to write letters.	94-95	😊😊😊😊
11 What were you doing at eleven o'clock? I was swimming.	98-99	😊😊😊😊

I Can Do It!

2 Get ready.

Complete the dialogue. Use the phrases in the box. Then listen and check.

could do, did they do, didn't use to, watch, should go out, should watch, used to go out, were watching it

Mum: What's wrong, Kevin?
Kevin: My eyes are sore.
Mum: I know why. You watch too much TV! Look at the time! You're two hours ago and you're still here! You're and get some exercise!
Kevin: Oh, Mum!
Mum: Kevin, I'm right. You spend too much time using technology - watching TV and using your mobile phone.
Kevin: So...?
Mum: Well, that's why your eyes are sore. You're TV for only one hour a day.
Kevin: Only one hour? How can I do that?
Mum: It's easy. A long time ago, children used to watch TV all the time.
Kevin: What? ...?
Mum: They used to play, you know!
Kevin: Oh, OK, Mum. Maybe you're right.

Practise the dialogue in A with a partner.

Ask and answer the questions with a partner.

- What do you think of Kevin's mum's advice?
- Do you think you should watch less TV? Why/Why not?
- What should people do to stay healthy?

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

3 Get set.

STEP 1 Cut out the cards on page 159 of your Activity Book.
STEP 2 Put the cards face down in two piles: green cards and orange cards. Now you're ready to Go!

4 Go!

A Read the dialogues.

Dialogue A	Dialogue B
A: What's wrong? B: I've got stomachache. A: Why? B: I watched too much TV. A: That doesn't make sense.	A: What's wrong? B: I've got stomachache. A: Why? B: I ate too many sweets. A: You should go to the school nurse.

B Now play the game. Pick one green card and one orange card. Use them to make a dialogue with a partner. Does the dialogue make sense? If not, pick another orange card. Keep picking orange cards until your dialogue makes sense. Use the card to give advice to your partner. Then change roles and play again.

C Act out one of the dialogues for your class.

All About Me Date: _____

How Well Do I Know It Now?

6 A Look at page 106 and your notebook. Draw again.
B Use a different colour.
C 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 -

Look at the pictures. What did Fred do last week? Listen and draw a line from the day to the correct picture. There is one example.

	Monday	
	Tuesday	
	Wednesday	
	Thursday	
	Friday	
	Saturday	
	Sunday	

- Part B -

Look at the pictures and read the story. Write some words to complete the sentences about the story. You can use 1, 2 or 3 words.

At the dentist's

My name is Vicki. Last Thursday, my younger brother John wasn't very well. When he got home from school, he had a terrible toothache. Mum called the dentist and we went to see him. The dentist is Dad's friend. His name is Mr Jones and he's got curly black hair and red glasses. He's funny. Mr Jones asked John some questions: "How often do you brush your teeth, John?" John said, "I used to brush my teeth twice a day. I don't always brush them in the morning now."
Then John had to sit in the chair and the dentist looked in his mouth. He asked John, "Do you like sweets?" John eats a lot of sweets. The dentist laughed and said, "You shouldn't eat so many sweets. Now, I want you to brush your teeth after every meal - breakfast, lunch and dinner. OK?" We drove home in our car and when we got home, John said, "Can I brush my teeth now? Mum and I laughed."

Examples

John is younger than Vicki.
John went to the dentist last Thursday.

- John went to the dentist because he had a _____.
- Mr Jones is Dad's _____.
- John used to brush his teeth _____.
- John eats _____ sweets.
- The dentist told him to brush his teeth after _____ meal.
- They travelled home by _____.

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

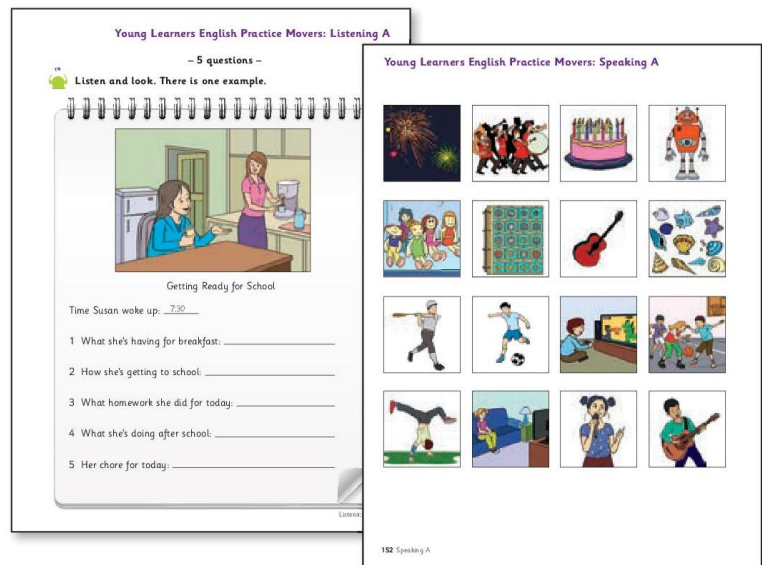
Pupils who plan to take the YLE (Young Learners English) Movers test gain exposure to the YLE exam format in combination with language they have learnt in *Big English Plus* in two ways.

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.