

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 personalize new language in these domains and helps develop pupils' communicative language competence.

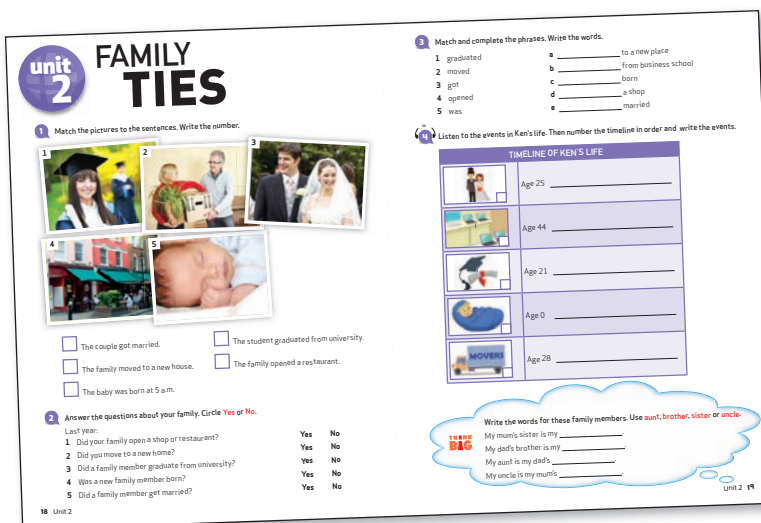
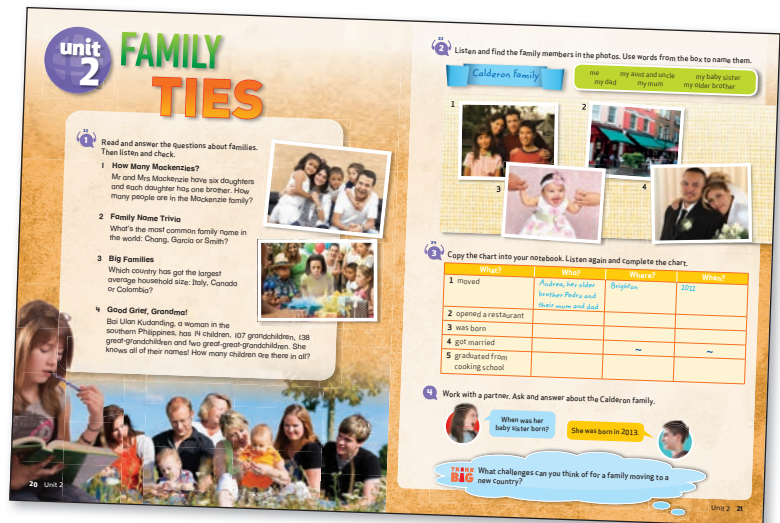
It's a digital world.

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 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 fun facts, stories, phonics, content language and writing lessons.
- Think Big activities help pupils develop 21st Century Skills.
- Content Connection lessons integrate use of learning strategies into content-based learning.
- Culture Connection lessons give pupils an insight into different cultures and countries around the world.
- Life Skills lessons and Projects help build character through creative and collaborative activities.
- Three 4-page Checkpoints focus on Assessment for Learning and provide opportunities for pupils to assess their own progress.
- YLE preparation every three units helps familiarise pupils with exam task types.



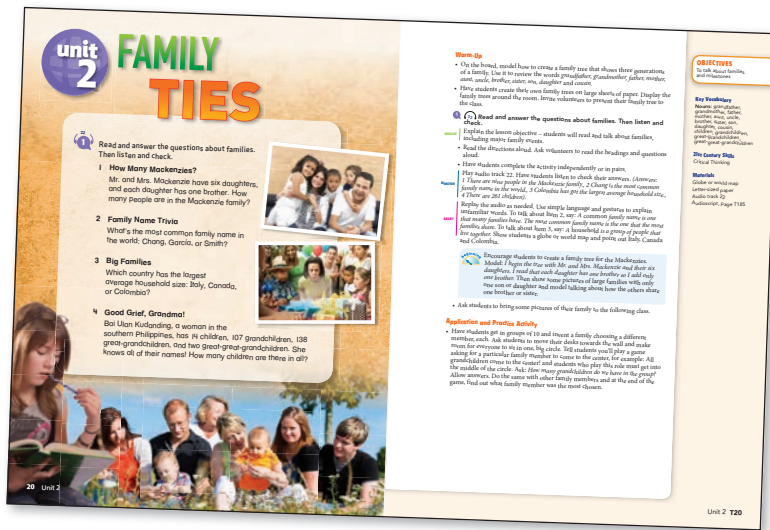
Activity Book

- 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

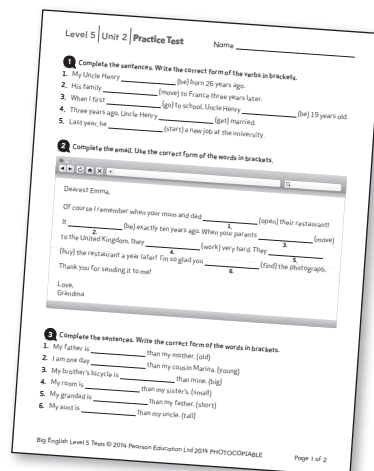
This digital tool includes helpful resources, such as:

- Interactive versions of the Pupil's Book activities for use on a whiteboard or a computer and projector. Includes audio, flexible zoom-ins and vocabulary pop-ups.
- Theme-based CLIL related video with questions.
- Teacher Resources, which include supplementary materials such as games, activities and worksheets, a Grammar Handbook for pupils and interactive classroom games.



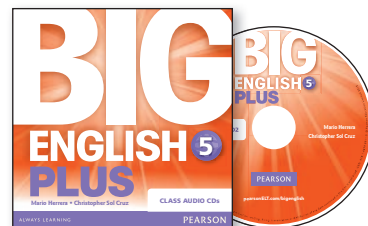
Assessment Pack

- 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.



Class Audio CD

- Listening activities for the Pupil's Book and Activity Book
- Unit stories and CLIL 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



A Pupil's Book Unit

Each unit opens with a trivia-based quiz or fun facts to introduce the unit theme in an appealing context.

unit 4 SHOPPING AROUND

1 Read. Guess the answer to each question. Then listen and check.

- What's an oniomaniac?
 - Someone who shops too much.
 - Someone who is afraid of shopping.
 - Someone who eats too many onions.
- People in Banjarmasin, in Indonesia, get up early to buy their food. The market is open from 5:00 to 9:00 in the morning. The market sells fresh fruit, vegetables, fish, cakes and many other things. Why is this market more interesting than others?
 - There are no shops.
 - The sellers are all in boats!
 - Both a and b.
- The Dubai Mall in Dubai, United Arab Emirates, is the largest shopping centre in the world and has got the world's biggest sweet shop. It's also one of the most popular shopping centres in the world. How many people visited this shopping centre in 2011?
 - 12 million
 - 51 million
 - 97 million

2 Michelle and Dylan are talking about buying presents. What do they decide to buy? Listen and choose.

a beaded bracelet a turquoise necklace silver earrings

balloons a picture frame a bouquet of flowers

3 Listen again and take notes. Then choose the correct answers.

- Michelle is going to buy her present at **7** in the shopping centre.
 - a clothes shop
 - a jewellery shop
 - a department store
- Dylan is going to buy his present at **7**.
 - a card shop
 - a flower shop
 - a craft fair

4 Work with a partner. Ask and answer. Use your notes.

What does Michelle say about the silver earrings? They're less expensive than the bracelet and they're beautiful.

THINK BIG Why do you think people give presents on Mother's Day? How else can you celebrate Mother's Day?

Key unit vocabulary is presented.

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

Intriguing stories and other texts in a variety of genres engage learner's imagination and encourage a love of reading.

Reading Product reviews

1 Listen and read. What's wrong with the earphones?

REVIEWS BY KIDS THE WEBSITE BY AND FOR KIDS

Click on any category. Read a review or write a review. It's up to you!

EAR PALS \$10.99
Average Rating ★★★★★

REVIEWS
★★★★★ **Never again!**
By Tamsin (Norwich)

My mum gave me a gift voucher for an online shop. I decided to use it to buy a pair of these headphones. They're called Ear Pals. I don't like them! The cords are too long and there's no case like the one they showed online. They aren't as good as they looked, that's for sure! Plus, the Ear Pals keep falling out of my ears. Maybe my ears are the wrong shape? Or maybe the wrong size? I don't know. These 'earphones' are definitely NOT my pals! [Read more reviews...](#)

CAMO-PHONES \$20.95
Average Rating ★★★★★

REVIEWS
★★★★★ **Fantastic!**
By muzik freak (Sheffield)

Good sound and great design. The camouflage design helps you hide when you're on a secret mission. They're a little expensive, it's true. But to me, they're worth the money. Used to buy less expensive headphones but they never lasted very long. Well, I learnt my lesson. Camo-Phones are the best. [Read more reviews...](#)

BIG SOUND WRAP-AROUNDS \$5.50
Average Rating ★★★★★

REVIEWS
★★★★★ **Good for the price!**
By Danny

OK, maybe these aren't the best headphones in the world. They're definitely not as good as my old ones but at least they work. And they're the least expensive ones I know. The sound is just OK. Not good, not bad. But they're really cheap. [Read more reviews...](#)

READING COMPREHENSION

6 Answer the questions with a partner.

- Which headphones are the most expensive?
- Which headphones are the least expensive?
- Which headphones got the best review?
- Which headphones got the worst review?

THINK BIG Which headphones do you think give the best value for money? Why? Which headphones would you buy? Why? Why do you think people read product reviews?

Reading comprehension questions develop comprehension strategies and critical thinking.

On the Language in Action pages, grammar is taught in context through dialogues and listening activities and supported on the facing page by clear grammar charts.

Language in Action

12 Listen and read. Which game shop has got the cheapest prices?

Karen: What are you going to buy with your gift voucher?

Josh: A new game called Tunnel Island. I played it at Jack's house. It's really fun.

Karen: Great. So, where are you going to buy it?

Josh: That's what I'm trying to work out. I'm looking at prices online.

Karen: Good idea. Try looking at Game Time. No, wait. Look at Chester's. They're usually less expensive than Game Time.

Josh: Let me see... yes, you can find it at Chester's and it's only €25.00. I'm going to ask my mum to drive me there. Want to come?

Karen: OK.

Practise the dialogue in **7** with a partner.

Listen and find. Then choose a phrase from the box.

a friend has got it

read an online review

saw it in a magazine

saw it on TV

a
mp3
8GB
€70
FREE

b
SALE
mp3
8GB
€40

c
mp3
16GB
€100

d
mp3
8GB
€75

Language in Action

The blue shoes are **expensive**.


The red shoes are **more expensive than** the blue shoes.

The black shoes are **the most expensive of all**.

The red shoes are **not as expensive as** the black shoes.

The white shoes are **less expensive than** the blue shoes.

The white shoes are **the least expensive of all**.



10 Complete the sentences. Use the adjective in brackets and more... than or the most.

- 1 *Summer's End* looks **?** (interesting) *The Boys Are Back*.
- 2 *The Winning Game* is **?** (interesting) book in the shop.
- 3 *Up the Stairs* is **?** (exciting) of all the films here.
- 4 *Brain Power* is **?** (exciting) *Mountain Rescue*.
- 5 *Great Escape* is **?** (popular) *Find the Weasel*.
- 6 *Mind Bender* is **?** (popular) video game of all.
- 7 *Super Invaders* is **?** (expensive) *Spot the Alien*.
- 8 *Cowgirls* is **?** (expensive) DVD here.

11 Look at **10**. Use **as... as**.

- 1 *The Boys Are Back* doesn't look **?** *Summer's End*.
- 2 *Mountain Rescue* isn't **?** *Brain Power*.
- 3 *Find the Weasel* isn't **?** *Great Escape*.
- 4 *Spot the Alien* isn't **?** *Super Invaders*.

The price of those trainers is **too high**. The price isn't **low enough**.

Those jeans are **too baggy**. The jeans aren't **tight enough**.

12 Make sentences in your notebook. Use **too** or **enough** and a word from each box.

board game

coat

curry

sandals

comfortable

expensive

spicy

warm

Activities reinforce understanding of the new language and enable pupils to manipulate language to build meaningful sentences.

In Content Connection, pupils learn additional language and engage with topics from curriculum areas such as Science, Art, History and Maths.

Content Connection History

13 Is money more important than other things in life? Discuss in groups.

Listen and read. When were the first coins used?

CONTENT WORDS
bartering, bronze, coin, currency, exchange, grain, livestock, seal, trade

Money, Money, Money!

- 1 Most people today use coins, paper money or credit cards to buy things. However, shopping wasn't always as easy as that.
- 2 About 10,000 years ago, people farmed and grew the food they needed. They raised livestock, like cows and goats, and grew grain, like rice and wheat. During that time, people used bartering. This means they exchanged goods between them. They mostly used livestock and grain instead of money in many different parts of the world. It must have been quite tricky to decide the price of things. If we still used bartering, how many goats or sacks of grain would you have to give for a video game?
- 3 Over the years, things changed and, about 3,000 years ago, people started to use other things as money. Shells from the sea, for example, such as the cowrie shell, were traded as money in places like China, Thailand, India and some countries in Africa.
- 4 It wasn't until about 2,000 years ago when the first coins appeared. China, Greece and India were probably the first places to use metal coins. Most coins were made of expensive metals like bronze, silver or gold. They were made by heating small amounts of metal and then putting a seal on them (Greece) or putting a hole in the middle (India and China).

But carrying around a lot of heavy coins wasn't very practical. That's probably why paper money started to be used in China, almost 1,000 years ago. In Europe, paper money began bank notes. The first bank notes were made in Sweden, in 1661.

Almost every country has got its own currency (a specific kind of money). For example, the USA has got American dollars and the United Kingdom has got British pounds. We can all how much one unit of a certain currency is worth in another currency. This is a very useful thing when you want to travel abroad!

14 As you see, what we use for money has changed quite a few times up to now and it's very likely to change in the future, too.

THINK BIG How do you think we'll pay for things in the future?

15 Look at **14**. Complete the sentences.

- 1 When people used **?**, they gave what they had and took what they didn't have.
- 2 When people **?** goods between them, it wasn't possible to know exactly how much things cost.
- 3 Metal coins in **?** had a picture stamped on them.
- 4 The first **?** were made in Sweden.
- 5 When you travel abroad, you change your money into the other country's **?**.

16 Complete the table with information from **14**.

History of Money Timeline		
when	what	where
10,000 years ago	1 ?	different places around the world
2 ?	cowrie shells	3 ?
4 ?	5 ?	China, Greece, India
6 ?	paper money	7 ?
8 ?	9 ?	Sweden

17 Look at the table. It shows the average cost of things in the UK in 1955. Discuss with partner how much you think the same things cost now. Check the answers at the bottom of the page.

	1955	Now
House	£2,000	?
Car	£410	?
Cinema ticket	8p	?
Pair of shoes	£2.50	?
Loaf of bread	5p	?
Normal bike	£18	?

I think a pair of shoes costs about £50 now.

Yes, I think so, too.

Pupils reinforce understanding and application of Content Words learnt in an interesting and fun way. Pupils keep learning about the world around them as they work on critical thinking skills.

A Pupil's Book Unit (continued)

Grammar is taught in context through dialogues and listening activities and supported by clear grammar charts.

Grammar

18 Look, listen and read. Which bag does Belinda want, the red one or the blue one?

Belinda is shopping for a bag.

Shop assistant: Hello, can I help you?

Belinda: Yes, please. I'm looking for a light blue bag. My mum bought it from your shop two months ago. It looked like the red and white ones in the window. Only in blue, of course...

Shop assistant: Do you mean this one?

Belinda: Yes! That's it! That's the one! How much is it?

Shop assistant: It's €49.90.

Belinda: I'll take it.

Shop assistant: Would you like it gift wrapped?

Belinda: No, thanks, but... could you make it look less... new?

Shop assistant: I'm afraid I don't understand.

Belinda: Well, you see, I borrowed my mum's bag without asking her but I lost it. I want to replace it before she finds out. This one is exactly like it, only it looks brand new!

Read and complete.

one/ones
Do you mean this bag?
Do you mean this ?
It looked like the red and white bags in the window.
It looked like the red and white in the window.

Can I ? you?/Could you help us, please?
We're looking a light blue bag.
How is it?
It's €49.90 (forty nine euros and fifty cents).
We take it./I'll take this one.
Do you like to try it on?
What size is this?
Do you have a bigger/smaller ?
Which model is it?
What's it made of?

Grammar

20 Complete with *one/ones*.

- Both cars are the same model. The blue has leather seats as an extra feature.
- Your trainers are too shabby. You need to buy new .
- My new phone can do a lot more things than the old .
- We've got two books by the same author. Which would you like?
- Which sunglasses look better on me? The black or these ?
- How much are the earphones? The next to the mobile case?

21 Work with a partner. Make comparisons. Use *one/ones*.

- white mp3 player: €59 - 2GB
black mp3 player: €110 - 6GB
- flowery dress: €50 - not elegant
black and white dress: €150 - very elegant
- black boots: trendy - uncomfortable
brown boots: not trendy - very comfortable


22 Put the dialogue in the correct order.

Juana is shopping for shoes.

- They're a size 6. Would you like to try them on?
- I'll get them for you. Here you are.
- No, thanks. I'll take the pink ones.
- Of course, miss. What would you like?
- Could you help me please?
- They're €32.99. We've got them in brown, too.
- Yes, thank you.
- I think they're a little too small for you.
- They fit perfectly! How much are they?
- What size are these shoes?
- I'll take them to the cash register for you.
- Yes, I need one size bigger, I think.

The white mp3 player is cheaper than the black one.

Yes, but the black one has more gigabytes than the white one.



66 Unit 4 Unit 4 67

Activities reinforce understanding and encourage pupils to practise and use the language accurately.

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

Culture Connection Around the World

Shop Till You Drop

For those who enjoy shopping, every country can offer a different shopping experience. Let's find out about some of the world's most exciting shopping adventures!

1 ? Chiatichak Weekend Market in Bangkok, Thailand, is one of the biggest in the world and one of the most famous. The market is huge - it covers 155 acres in all. It's got more than 15,000 vendors and about 200,000 more visit it every weekend. Here you can find everything your heart desires: a designer pair of jeans, books, coffee makers or a sweet little basket of fresh fruit.

2 ? In Tokyo, Japan, one of the most popular places for young people is called Akihabara. Akihabara isn't a shop. It's a whole neighbourhood that's known as 'Electric Town'. Young people come from all over the world to buy the latest electronics, video games, animation, computers and more. If you visit and you want to buy something, make sure you ask for the international model that's got the correct features for use in your country, plus a user's manual in English - it's not fun going home to find everything's in Japanese!

3 ? It's a rainy morning and you're in London. The sky is grey and you want something interesting to do. Why not head to Camden Market? Although it used to be a weekend market, you'll find lots of vendors during the week, too. Fortunately, the market is largely indoors, so you can browse comfortably. With fine arts, traditional crafts, jewellery, clothes, good food and music, there's something here for everyone!

4 ? You enjoy shopping? Do you think it's fun and relaxing or does it make you feel anxious? Do you like browsing at market stalls or looking in shop windows? Discuss with a partner.

5 ? Read and match the titles A-C to the paragraphs 1-3.

Everything you need
The Thai experience
Excitement in Electric Town

CONTENT WORDS
browse experience features haggle products user's manual vendor

25 Look at 2-4 and say which market the statements are about. Say C (Chiatichak), A (Akihabara) or CM (Camden Market).

- Make sure you buy the right product for you.
- Always ask the vendor to lower the price.
- You won't get wet there.
- It's only open on Saturdays and Sundays.
- You'll find all the latest models here.

26 Discuss with a partner. Which of the three markets would you like to visit? What would you buy?

I would like to visit Electric Town. I would buy video games.

I would like to visit Camden Market. I would buy clothes and jewellery.

27 Write an online review.

You're writing for a travel information site that gives useful tips to tourists visiting your country. Write about a popular market, area, shopping centre or department store in your town. Say where it is and how easy it is to get there. Describe what visitors can do there to expect and give a few useful tips.

www.MontagueMarketReviews.com

If you're looking for something to do on a Saturday, then why not head to Montague Market? Situated on the corner of West Street and the High Street, this market is an easy walking distance of the city centre. Whether you're looking for a new pair of jeans to eat or just a cool place to hang out, Montague Market has got something for everyone!

68 Unit 4 Unit 4 69

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 | Product review

28 Read the product review.

I saved my pocket money for a long time. Then finally, I decided what I wanted to buy. My dad and I bought my remote-controlled robot at Talfords. I brought the box home and opened it. I read the instructions. I put in the batteries. Then I turned the robot on. It made a strange sound and fell over! My new robot didn't work.

So we took it back to the shop and they gave me another robot. I took that one home and it worked fine. I wasn't happy about the first robot but I'm very happy now. This robot is really great. It's more expensive than my other gadgets but it was worth the money. I definitely recommend it.

My Rating ★★★★★



Look at the word web. Ask and answer with a partner. Find the answers in 28.



Choose your own product. Copy the word web in 29 into your notebook. In each circle, write answers to the questions. Then use the word web to write your own product review.

Share your product reviews with the class. How many good reviews were there? How many bad reviews were there?

Develop good money habits. | Life Skills

32 What do you do with your money? Copy, read and ✓. Then ask a partner.

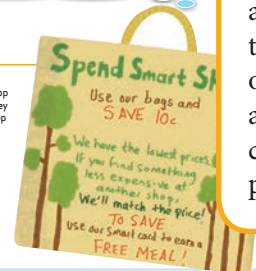
	always	usually	sometimes	never
1 I spend all my money straight away on things I want.				
2 I like to save my money to buy the things I need.				
3 I use my money to buy presents for other people.				
4 I put my money in a bank. Then I forget about it.				

THINK BIG Do you think you've got good money habits? Why/Why not? Do you think it's important to have good money habits only when you're older? Why/Why not?

PROJECT

33 Design a shopping bag for a shop that helps you spend your money wisely. Be sure to give your shop a name!

34 Work in small groups. Talk about your shopping bags.



Pupils reflect on a life skill related to the theme of the unit and apply this in a collaborative project.

Listening and Speaking

31 Listen, read and repeat.

- 1 s-c sc 2 h-o ho

Listen and blend the sounds.

- m-u-s-c-le muscle 2 e-c-ho echo
h-o-n-e-s-t honest 4 sc-i-e-n-c-e science
g-h-o-s-t ghost 6 sc-e-n-e scene

Listen and chant.

An honest ghost
Made an echo
In our science class.
Wow! What a crazy scene!



Work in pairs. What can you buy or see at a shopping centre? Complete the sentences with your own answers. Then play **More or Less**.

- ☞ are delicious.
- ☞ are expensive.
- ☞ is an interesting book.
- ☞ is an exciting film.
- ☞ is an amazing shop.
- ☞ is a useful gadget.



Review

39 Look, copy and complete. Use **more** or **less**.



- 1 The bike is ☞ expensive ☞ the skateboard.
- 2 The calculator is ☞ the game.
- 3 The jeans are ☞ the jacket.
- 4 The watch is ☞ the necklace.

40 Look at 39. Role play with a partner.

Hello, can I help you? Yes please. I'm looking for a skateboard.

I Can

- talk about shopping.
- make comparisons.

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

Pupils learn about letters and their corresponding sounds in a systematic way, then revise the language learnt in the unit through a game-style group activity.

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 progress.

A Pupil's Book Unit (continued)

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

Pupils review key language from the units and consider 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.

Places to shop:	mail, craft fair...	PAGES	59
Things to buy:	silver earrings, picture frame...	59	
Holiday-related items:	map, sunglasses, anorak...	75	
Holiday activities:	kayaking, camping, hiking...	75	
Electronic devices:	mp3 player, smartphone, tablet...	91	
This camera is more expensive than that one.			
It's the most expensive one in the shop.			
That helmet is too small/not big enough .			
I like this bag. The one with the stripes .			
I lost my ring while I was swimming .			
Was he cycling when he fell? Yes, he was / No, he wasn't .			
Why were you singing loudly?			
We'll use mobile phones 15 years from now.			
We won't have televisions 15 years from now.			
Everyone/Everybody will use email.			
No one/Nobody will use pen and paper.			
Will we live on a different planet? Yes, we will / No, we won't .			

I Can Do It!

2 Get ready.

A Rewrite the dialogue in the correct order. Then listen and check.

Luke: Hey, look at this!

Luke: Well, yes, I suppose that's true. Someone should invent sunglasses that you can't lose.

Luke: Scientists are working on some amazing new sunglasses. Soon, with these glasses, you'll be able to make phone calls, search for things online, take photos and do all kinds of things!

Luke: Really? Why?

Danielle: Because I always lose my sunglasses. I lost some last week while I was hiking. And I guess these amazing new glasses will be more expensive than normal sunglasses.

Danielle: That sounds like a bad idea to me.

Danielle: What?

Danielle: Now that sounds like a better idea!

B Practise the dialogue in A with a partner.
C Ask and answer the questions with a partner.

- What do you think of sunglasses that work like a smartphone? Are they a good idea or not? Explain.
- Luke describes two kinds of sunglasses. Which kind would you like to have?
- Do you think technology will make our lives more interesting in the future or more complicated? Explain.

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

4 Get set.

STEP 1 Cut out the cards on page 161 of your Activity Book.

STEP 2 Arrange the cards facedown in two piles: yellow cards and green cards. Now you're ready to Go!

4 Go!

A Pick one card from each pile and make up a sentence following the example.

Last weekend while I was camping, I got a lot of mosquito bites.

B Now give advice. What should your partner do differently next time? Then switch roles.

Next time, remember to put on insect repellent!

5 Write about yourself in your notebook.

- What do you think you'll be doing 20 years from now? Where will you be living? What kind of electronic device will you be using?
- Which holiday sounds more interesting to you: going to the beach or going camping in the mountains? Why?

All About Me Date: _____

How Well Do I Know It Now?

6 Look at page 106 and your notebook. Draw again.

- Use a different colour.
- 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 in the 'How Well Do I Know It Now?' section.

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 and tick the box. There is one example.

What shops did Sally go to today?

1 What did Sally buy at the shops today?

2 Which tablet is the most expensive?

3 Which cafe did Sally have lunch in?

4 How did Sally come home from the shops?

5 What is Sally going to take camping?

- Part B -

Look and read. Write yes or no.

Examples

No one is wearing shorts. no

There are more than three people swimming in the sea. yes

Questions

- Five people are kayaking and the tallest person who is kayaking is wearing a life jacket. _____
- The man who is in the forest is hiking. _____
- The woman who is reading her book is wearing sunglasses. They aren't big enough for her. _____
- All the girls who are lying on the beach have got water bottles. _____
- One of the boys who is riding a horse is wearing a helmet. _____
- The woman who is walking on the beach and eating an apple has got a big yellow bag on her back. _____
- The man in the blue hat and brown shorts is talking on his mobile phone. _____

Learner-Centered 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/kinesthetic learners through the inclusion of illustrations, photos, graphic organisers (visual learners); opportunities to hear and repeat key learning targets (auditory learners); and routines and games using touch and movement (tactile/kinesthetic learners).

Furthermore, care has been taken to provide activities that capitalize 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 in *Big English Plus*

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, 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 Package, 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* course 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 *Big English Plus*

Learning and Innovation 'The 4 C's'	Critical thinking and problem solving Creativity and innovation Communication Collaboration	→	Think Big tasks Personalization 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 content areas – for example, Science, Maths and History – 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 Connection

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 Connection

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 quiz/fun facts 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. Pupils 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, 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 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) Flyers 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 Flyers exam: Listening; Reading and Writing; and Speaking. Notes for the *Big English Plus* YLE Flyers Practice Material are provided in the Teacher's Book.

Young Learners English Practice Flyers: Reading & Writing C

- 8 questions -

Read the text. Choose the correct words and write them on the lines.

Costa Rica – Land of Adventure!



Costa Rica is a country in Central America. Costa Rica is _____ for its many beautiful beaches, mountains and forests. It's _____ by millions of people every year. People go to Costa Rica _____ see amazing animals and to be close to nature. But there are many _____ activities in Costa Rica, too. Have you _____ heard of ziplining?

Example 1 _____ of metal. A zipline is used _____ travelling from one place to another, high above the ground. You can ride on a zipline in the forest. _____ go from tree to tree. Are you _____? Maybe ziplining is for you!

Example know knew known

1	visit	visiting	visited
2	in	for	to
3	unusual	spicy	delicious
4	done	ever	had
5	did	made	invent
6	to	then	for
7	doing	for	to
8	terrible	different	adventurous

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Reading & Writing C 155

Projects

Big English Plus includes a pupil-centered project linked to the life skill 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 life skill 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.

Games and Activities

Big English Plus includes a variety of games and activities to sustain pupils' interest and motivation in the language classroom. They help sustain learners' interest through the hard work of understanding, reproducing and manipulating newly learnt language. Games and/or activities provide enjoyable contexts for communication and 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.

Listening and Speaking


35 Listen, read and repeat.
 1 c-e ce 2 c-i ci 3 c-ir cir

36 Listen and blend the sounds.

1 c-e-ll cell	2 c-i-t-y city
3 c-ir-c-u-s circus	4 c-i-n-e-m-a cinema
5 c-e-n-tre centre	6 c-ir-c-le circle

37 Listen and chant.

Have fun in the city!
 Go to the cinema.
 Have fun in the city!
 Go to the centre.



38 Work with a partner. Read the directions, listen to the model and play.

- Partner A numbers the School Club or Group Cards from 1-6 in any order in their notebook. Partner B numbers the Interest Cards from 1-6 in any order.
- Partner A makes a suggestion and Partner B answers, using an Interest Card with the same number.
- If Partner B's interests don't match Partner A's suggestion, Partner A offers another suggestion. Partners cross out each card in their notebook as it is used.

School Club or Group Cards

chess club	school orchestra	drama club	school newspaper	football team	tae kwon do club
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Interest Cards

sing	play board games	do martial arts	play the trumpet	play sports	write
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Listening and Speaking


39 Listen, read and repeat.
 1 l-f lf 2 l-p lp 3 l-m lm

40 Listen and blend the sounds.

1 g-o-lf golf	2 h-e-lp help
3 f-i-lm film	4 e-lf elf
5 e-lm elm	


41 Listen and chant.


School clubs are fun clubs!
 Golf clubs,
 Film clubs
 And best of all,
 Help Others clubs!



42 Work in small groups. Talk about places you know and what they're known for.


- Write the names of the places on slips of paper.
- Write what the places are famous for or known for on other slips of paper.
- Put the slips into separate bags - one labelled 'Place' and the other labelled 'What It's Known For'.
- Work with another group. Swap bags.
- Take turns drawing slips of paper and guessing the place or what it's known for.
- Continue until all are guessed or revealed.





Oranges are grown here.

Is it Spain?



The First Day

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 Song* (see page xix).

Getting Acquainted Activities

A fun and simple way to begin is to tell pupils you're going to find out what kinds of things they have in common with one another. Tell them you're going to ask them to do something (like stand up or raise a hand) based on a series of sentences. Here are some examples:

Raise your hand/Stand up if ...
your first name starts with a(n) ____.
you [walk/take a bus/ride a bike] to school.
you've got a pet [cat/dog/bird].
you like to eat [apples/spicy food/pizza].
you like to play [basketball/chess/the piano].
you've got more than one brother or sister.
your favourite subject is [Maths/Art/English].

You may wish to vary the content depending on the level of comfort of the class and the age of the pupils. Another variation is to change the command from *raise your hand/stand up* to things like: *shake your hands in the air, hop on one foot, shake your head* and so on.

Classroom Language Brainstorm

List on the board key classroom expressions that pupils may hear or need to use frequently in their English class, such as the following:

1. *Open your Pupil's Book to page ____.*
2. *Who can tell me the answer to number ____?*
3. *For this exercise, I want you to work with a partner/in a small group.*
4. *Has anybody got any questions?*
5. *Can you please say that again?*
6. *What are we supposed to do for this activity?*
7. *I'll be Pupil A.*
8. *What's our homework for the next lesson?*

Have the pupils listen and repeat all of the classroom language so they can get used to saying each line. Here are some ideas for practising the lines:

- Have pupils work in pairs or groups. Ask them to take turns miming or acting out each line of classroom language. Their partners have to guess the line.
- Photocopy the lines onto a large sheet of paper. Cut each sentence in half and mix up all the pieces. Have pupils work in pairs to put the lines back together.