

# 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 life skills	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.

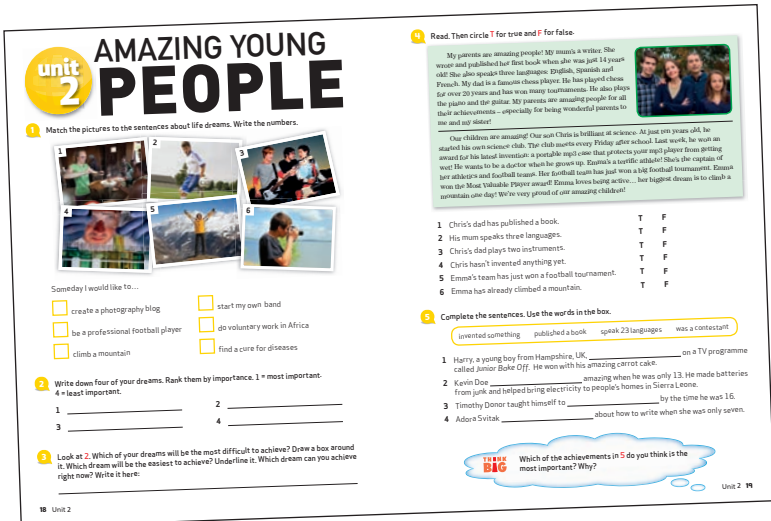
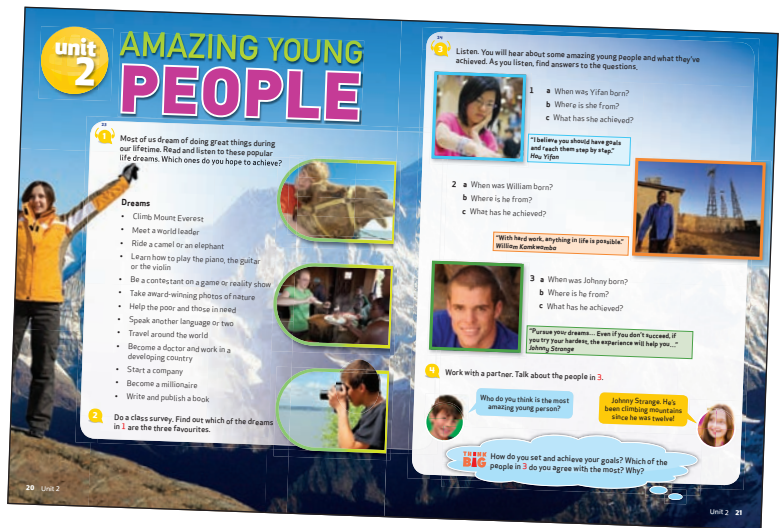
## **It's a digital world.**

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 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.



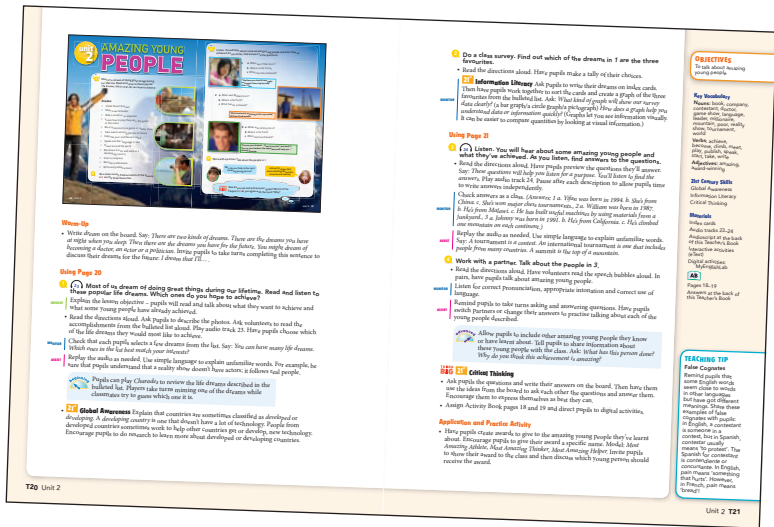
## Activity Book

- 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 audioscripts for using the YLE using the Practice Materials found at the end of the Activity Book.
- Assessment for Learning techniques and ideas for developing 21st Century Skills are incorporated into each Lesson Plan.



## Teacher's eText for IWB

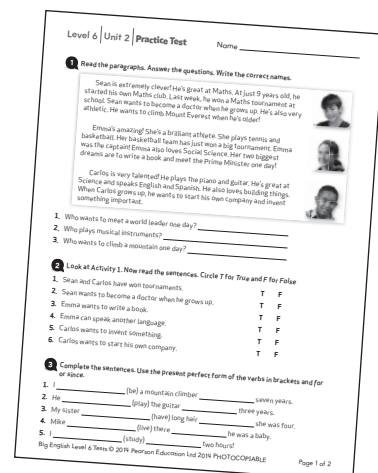
This digital tool includes helpful resources, such as:

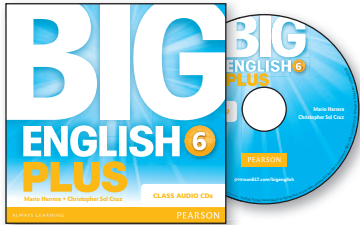
- Interactive versions of Pupil's Book activities for use on a whiteboard or a computer and projector. Includes audio, flexible zoom-ins and vocabulary pop-ups.
- Theme-based CLIL related video with questions.
- Teacher Resources, which include supplementary materials such as games, activities and worksheets,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

1 Read the predictions made by John E. Watkins in the year 1900. Say which predictions you think came true. Then listen to check.  
 J. John E. Watkins, an American civil engineer, predict that in one hundred years from now...

- Trains will travel at speeds of up to 240 kilometres per hour.
- A man in the middle of the Atlantic Ocean will be talking to his family in Chicago. It'll be like his family is sitting next to him!
- People will be buying ready-cooked meals.
- People will be sending photographs from anywhere in the world. Photographs of major events from another continent will be in newspapers in an hour and they'll have the colours of nature.
- People will be eating strawberries as big as apples! Raspberries and blackberries will also be big.
- Americans will be taller by three to five centimetres.

2 Look at the list as you listen to two boys discussing their dreams for the future. Which topics do you hear them talking about?

**DREAMS FOR THE FUTURE**

- I'll be working in my dream job.
- I'll be running my own business.
- I'll be living in another country.
- I'll be married.
- I'll be bringing up a family.
- I'll be working in the music industry.
- I'll be going on adventurous holidays.
- I'll be speaking several foreign languages including English.
- I'll be earning a good salary.
- I'll be famous.

3 Imagine your life in twenty years. Look at the list in 2 and think about each statement. Which do you think you'll be doing?

4 Work with a partner. Ask and answer about what you'll be doing in twenty years.

What will you be doing in twenty years? I'll be working in the music industry and earning a good salary.

**THINK BIG** What do you think the world will be like thirty years from now in terms of:

- education?
- transport?
- everyday life?

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 imaginations and encourage a love of reading.

**Reading Email**

5 On futureme.org, people write to themselves in the future. MeToday has written three emails to her future self. Listen and read. How old will she be ten years from now?

futureme.org

TO MeToday@iMail2014.com  
 CC MeToday@iMail2014.com  
 SUBJECT Ten years from now

Dear FutureSelf:  
 It's 2014. I'm in my Year 7 English class. Ten years from now, I'll be studying at a big university. I'll probably have a lot of classmates from different parts of the country and the world. I won't be making much money yet so I'll be living in a small flat near the university to save money. But I know I'll be successful after I graduate.

MeToday

TO MeToday@iMail2014.com  
 CC MeToday@iMail2014.com  
 SUBJECT Thirty years from now

Dear FutureSelf:  
 It's 2014. Right now, I'm in Year 7. In thirty years, I'll be living in London and learning to speak another foreign language, probably Japanese. I'll be working in a beautiful office with a great view of the Thames and I'll hopefully be running my own business. I won't be bringing up a big family because I'll be working hard. It's OK. I won't work long hours all my life. I really want to have children, a dog and a cat, too.

MeToday

www.futureme.org

TO MeToday@iMail2014.com  
 CC MeToday@iMail2014.com  
 SUBJECT Fifty years from now

Dear FutureSelf:  
 It's 2014. I'm twelve years old this year and I'm in Year 7. Wow, I'll be sixty-two years old fifty years from now! I'll probably be living back home in my country. I definitely won't be working. I'll be living in a small house, enjoying my retirement. My grandchildren will be visiting me often. We'll be taking rides in my flying sports car!

MeToday

**READING COMPREHENSION**

6 What will MeToday be doing in the future? Find and compare with a partner.

- Find two things MeToday will be doing ten years from now. Find one thing she won't be doing.
- Find two things MeToday will be doing thirty years from now. Find one thing she won't be doing.
- Find two things MeToday will be doing fifty years from now. Find one thing she won't be doing.

**THINK BIG** Is there anything about MeToday that you admire? Explain. Do you think MeToday will be successful? Why/Why not?

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





62 Listen and read. Where will people be going on holiday in the future?

**isa:** I'll definitely buy a nice car when I grow up.  
**Javin:** A car? We'll probably be flying around in spaceships when we're older!  
**isa:** You're such a dreamer.  
**Javin:** Well, maybe in twenty or thirty years.  
**isa:** So, do you think we'll be taking a spaceship to work every day?  
**Javin:** Why not? I'll be living in Tokyo and working in Madrid.  
**isa:** But the world is running out of oil. If there's no oil, how will we fly around in spaceships?  
**Javin:** People will discover a new source of fuel so we won't need oil.  
**isa:** But if we've all got spaceships, travelling won't be exciting any more! Where will we go on holiday?  
**Javin:** Maybe we'll be visiting other planets!

Practise the dialogue in 7 with a partner. Change the underlined words.

Listen and match. Then complete the sentences. Use the correct form of the verb.

1 In 100 years, we'll live in a big city.      2 In twenty years, she'll travel to Mars.  
 3 In fifteen years, he'll work on a big project.      4 In forty years, they'll visit other planets.

**a**  **b**   
**c**  **d** 

62 Unit 4

Language in Action

What will you be doing ten years from now? I'll definitely be studying at a big university.  
 Where will you be living in twenty years? I probably won't be living in Europe.

**Tip:** Use the future continuous to talk about what you'll be doing in the future. For degrees of certainty (how likely something is), use either definitely or probably.

10 What will you or won't you be doing forty years from now? Make complete sentences. Use the future continuous of the verbs in brackets and **definitely** or **probably**.

- (live in another country) ?
- (run my own business) ?
- (go on holidays on the moon) ?
- (go on white-water rafting trips) ?
- (teach chemistry at the university) ?
- (make a big archaeological discovery) ?

Will you be running a business?  
 No, definitely not. I definitely won't.  
 Yes, definitely. I definitely will.  
 Probably not. I probably won't.  
 Yes, probably. I probably will.

11 Make Yes/No questions about the future. Use the ideas below or your own ideas. Exchange your questions with a partner. Take turns with your partner to ask and answer your questions.

bring up a family      make huge scientific discoveries  
 live in a big city      earn good money  
 travel around the globe      make a difference to the world  
 work for an environmental organisation      act in films/on TV

Unit 4 63

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

Content Connection Science and Technology

12 Look at some new technologies. What are they? What do you know about them? Collect information with your class.

artificial intelligence    driverless cars    laser surgery    nanotechnology  
 smart glasses    virtual reality    3-D printing

13 Listen and read. How will we be learning new skills in the future?

**CONTENT WORDS**  
 be applied to    futurist    imaginary  
 next    microscopic    nanotechnology  
 revolutionise    treat    virtual reality  
 wireless    3-D

**The Next Big Thing**  
**Futurists' Predictions for the Future**

People whose job it is to look at the future are called futurists. They use their knowledge to say what will happen and what we can prepare for. How will we be learning fifty years from now? How will we treat illness? How will we live and communicate? Let's take a look at three big things futurists are talking about.

**1. Virtual Reality**  
 Virtual reality is an imaginary world and interact with characters as though you were part of it. It doesn't have to be a game – the technology can be applied to other areas, too. You can be anywhere in a virtual reality school of learning where you can socialise and learn with people. You can be anywhere in the world and study at the school of your choice. In order for this to work, a 3-D image linked to your brain will make you feel as though you're actually in the classroom interacting with your virtual teacher and virtual classmates.

**2. Nanotechnology**  
 Nanotechnology is the science of incredibly small things. As a unit of measure, a nanometre is one billionth of a metre! When something is nano size, it's so small it's invisible! With nanotechnology, we'll have microscopic computerised robots called nanobots. Because nanobots can be built into almost anything – even appliances – household chores will be easier. Nanobots could also be used to travel inside your body and treat problems and disease without expensive and painful operations.

**3. Brain-to-Computer Communication**  
 How about this for an amazing prediction: One day, everyone and everything will be linked through wireless technology. Nanocomputers will be in your system, so your brain, just like a computer, will be able to receive downloads and uploads. Would you like to learn a new language or how to tango? As soon as you think the thought, your brain will download the new language or the dance steps and you'll be learning them instantly!

**4.** All these new technologies promise to revolutionise the way we live and experience things. Now perhaps the big question is: are we ready for them?

14 Look at 13. Read and say **yes**, **no** or **doesn't say**.

- Futurists can't predict what the future will definitely be like.
- Virtual reality games are popular all over the world.
- In a virtual-reality school, pupils can live in one country and study in another.
- Nanotechnology could help us do household chores.
- Nanobots could make operations more painful.
- With brain-to-computer communication, robots will teach us to dance.

15 Work with a partner. Match the technologies to their possible applications in the future. Which application do you think is the most important?

- Virtual reality    2 Nanotechnology    3 Brain-to-computer communication

**a** We'll be able to practise a foreign language with people in another country.  
**b** We'll be curing disease by killing only diseased cells in our body.  
**c** We'll be able to see live concerts anywhere in the world without leaving our homes.  
**d** We'll be learning things much faster without any effort.  
**e** We'll be able to interact and spend time with friends and relatives who live far away.  
**f** Household appliances will be more intelligent and efficient.

16 Discuss these questions in groups. Collect ideas, then write about a future technology you find interesting.

- Which future technology in the article is the most exciting in your opinion? Why?
- What other applications can you think of for the technology?
- Are there any disadvantages of these applications?

**THINK BIG** If you could learn something by uploading it to your brain instantly, what would you like to learn? Why? Can you think of any bad things about the technologies in the article?

64 Unit 4

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

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

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

### Grammar

**17** Read the predictions and guess the dates. Then listen and check your answers. Four predictions that didn't come true!

**a** When Henry Ford opened the first Ford car factory in **?**, the president of the bank didn't want to lend him money. The bank president thought that cars were a silly invention. He said that people would always prefer horses to cars.

**b** The French brothers Auguste and Louis Lumière invented the cinema in Paris in **?**. But they said that films wouldn't be popular. They said that cinema was an invention without a future!

**c** Twelve publishers refused to publish the first Harry Potter book! In **?**, a publisher told author JK Rowling that children wouldn't like Harry Potter. This publisher said that children weren't interested in witches and wizards any more. JK Rowling said she would find another publisher.

**d** In **?**, a record company boss said that he didn't like the sound of a group of musicians from Liverpool. He said that the group would definitely fail, because people didn't like four-piece bands with guitars! A few years later, the Beatles were the most successful band in the world.

Look at **17** and complete.

"Cars <b>are</b> a silly invention."	The president <b>said that</b> cars <b>?</b> a silly invention.
"People <b>will always prefer</b> horses to cars."	The president <b>said that</b> people <b>?</b> horses to cars.
"Films <b>won't be</b> popular."	The Lumière brothers <b>said that</b> films <b>?</b> popular.

**Tip:** Use **said** or **said that** to report speech. He **said (that)** he didn't believe me.

**19** Look at **17** and **18**. Complete their actual words.

- The Lumière brothers: "Cinema **?** an invention without a future!"
- The bank president: "Cars are a silly invention. People **?** horses to cars."
- JK Rowling: "I **?** another publisher."
- The record company boss: "The group **?**."
- The publisher: "Children **?** Harry Potter. They aren't interested in witches and wizards any more."

### Grammar

**20** What did they say? Read, match and report the speech. Follow the example.

I'm a scientist!

I'll be late.

They won't be very popular.

I'll do it later.

We are at the beach.

I'm sure it'll rain.

- A:** It's 8 p.m. and David isn't here. Where is he?  
**B:** Don't worry. He said he would be late.
- A:** Erol has some really silly ideas.  
**B:** Yes. He said that he **?** a scientist!
- A:** Jenny's room is messy. Why hasn't she tidied it?  
**B:** She said she **?**
- A:** Where are Mehmet and Anna?  
**B:** Well, they said they **?**
- A:** Everyone around the world knows Harry Potter.  
**B:** Yes, and one publisher said the books **?**!
- A:** This is really bad weather!  
**B:** Yeah. My dad said that he **?**

**21** Work in groups. Look at the instructions and play a game.

First write four things:

- something that you will probably do next week
- something that you probably will not do next week
- something that you like
- something that you don't like

Take turns in the group. Say one thing from your list.

I'll probably go to the shopping centre next week.

No, I said that I would probably go to the shopping centre next week!

Now report the sentences. Correct mistakes about things you said.

Ana said that she would probably go to the cinema next week.

No, I said that I would probably go to the shopping centre next week!

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

### The Future Forum

**Subject: Future predictions: what do you think?**

On 12<sup>th</sup> January, Rick wrote:  
In the world of ideas for the future, we kids have some amazing ideas. Because we're young, we've got a fresher outlook on life than adults. And in some cases, kids' predictions, especially about technology, have already turned out to be true. I found some old videos on the Internet from the 1990s showing children predicting amazing things they didn't have yet, including smartphone technology and the modern Internet. But kids also predict other things, like peace and harmony. I hope they're right about those! What do you think the future will be like? Write and let me know, so I can get ready!

**Comments:**

**I think people around the world will be living happily. There won't be any wars between countries or among the people of the same country. We'll learn to accept and help each other. Everyone will have food and shelter. People will be enjoying life because they won't have to worry about having a roof over their heads or having enough to eat.**

Lisa, Australia

**Hi from India! I think nanobots and nanobots will be living with us. We won't have to do anything. Cool! Our nanobots will move exactly like us and do all our manual work for us. They'll be cleaning our house and doing our shopping and cooking. They'll even play games with us!**

Rajesh, India

**People, no matter what their skin colour, gender, culture or religion, is will be co-existing harmoniously together. We'll all be citizens of the Earth and we'll be taking good care of our planet. The environment will be safe to live in. Plants and animals won't be in danger. In fact, we'll develop the technology to bring back animals that have already become extinct.**

Kat, USA

**There will be a time machine that will show us what we'll look like in the future. We'll be able to use the time machine to see the past, too – like what our parents and grandparents looked like when they were young.**

Shen, China

**In the future, there will be more space travel. We'll be using space shuttles in the same way we use buses now. People may choose to have their home on the moon and catch the shuttle to Earth every morning to go to work.**

Anashe, South Africa

**22** Look at the questions. Answer with a partner, then share your ideas with the class.

- What are some big problems in the world today?
- Do you think we'll be able to solve these problems in the future?
- Do you think life will be easier or more difficult in the future?

**23** Read the web forum quickly. Match one main topic and one detail to each person.

**TOPICS**

- time travel
- world peace
- space travel
- the environment
- robots

**DETAILS**

- We'll be able to see ourselves and our family at different ages.
- We won't need to do any boring jobs.
- There won't be any wars or hunger.
- People will come to Earth easily by shuttle.
- There won't be pollution and the environment will be safe.

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.

X

**Writing | Formal and informal emails**

27 With a partner, read these two emails and decide which is formal and which is informal. Discuss the differences with your partner.

<p>TO teachme123@Mail.com</p> <p>CC</p> <p>SUBJECT Next week's essay</p> <p>Ms Prescott,</p> <p>I'm working on next week's essay this weekend because I've got play rehearsals all day but I need more information about it. I've some questions:</p> <p>What type of essay will we be writing?</p> <p>Am I planning to write about future technology this topic OK?</p> <p>What is the deadline for the essay?</p> <p>Thank you for your help.</p> <p>Mas Brown</p>	<p>TO howcoolisit@Mail.com</p> <p>CC</p> <p>SUBJECT This weekend</p> <p>Hey Leo,</p> <p>Any plans 4 tomorrow? Wanna hang out at my house? I'm staying home all day coz i've got to babysit my little sister. Wanna do homework together?</p> <p>Got the new video game, btw. It's brilliant! Just text me b4 u come over. OK? CU soon.</p> <p>Thomas</p>
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Write two emails: one to a teacher and one to a friend.

<p><b>Formal</b></p> <p>TO</p> <p>CC</p> <p>SUBJECT</p>	<p><b>Informal</b></p> <p>TO</p> <p>CC</p> <p>SUBJECT</p> <p>Hey ?</p>
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**THINK BIG** How can thinking about the past help you make better decisions in the present? Do you think it's good or bad to be thinking about and making plans for the future? Why/Why not?

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

**Make good decisions. | Life Skills**

29 Many young people don't think too much about the future. But they should. Read these statements. Think of a response to each one.

Why do I have to learn English? I don't plan on living abroad so I don't need it.

My parents own a business. I don't need to finish school because I'll be running the business when I'm old enough.

Me? Learn how to do household chores? I don't think so! I'll have maids at home so I won't be doing any chores in the future.

**PROJECT**

30 Make a **FutureSelf** book. Write a letter to yourself fifteen, thirty, even fifty years from now! Make a class book.

Dear FutureSelf,

Today is 4<sup>th</sup> January, 2014 and I'm in Year 7. Fifteen years from now, I'll be living on a tropical island. I'll be teaching at a school there and living near the beach. I won't be married or have children yet. I'll be...

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

**Listening and Speaking**

44 Listen, read and repeat.  
1 eats 2 sings 3 washes

Listen and blend the sounds.

c-o-o-k-s	cooks	2 r-u-n-s	runs
w-a-tc-h-es	watches	4 s-l-e-e-p-s	sleeps
s-w-i-m-s	swims	6 d-a-n-c-es	dances

Listen and chant.

Sol swims in the summer,  
He cooks in the winter,  
He dances on Fridays,  
He sings in the shower  
And he sleeps for hours!



Create class surveys.

Work in groups. Brainstorm a list of predictions. Choose a group leader. The group leader conducts a class survey about one of your predictions.

Will you be working in the fashion industry in thirty years?

Yeah, I probably will be. I'm interested in designing clothes and I love art.

As a group, add up the results and create a graph. Then present your graph to the class.



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.

**Review**

35 Use the words in the box to complete the expressions.

a business a family a foreign language a good salary adventurous holidays children in a dream job in a nice office in another country

- |           |              |
|-----------|--------------|
| 1 run ?   | 2 work ?     |
| 3 earn ?  | 4 bring up ? |
| 5 go on ? | 6 speak ?    |

36 In your notebook, write four sentences about what four of your classmates will be in the future. You can use the expressions in 35 plus **probably** or **definitely**.

37 In your notebook, write answers to the questions. Use complete sentences.

- What will you probably be doing tonight at 7:20?
- What will you be doing this time next year?
- Will you be travelling with friends ten years from now? Why/Why not?
- What will you definitely not be doing in the future?
- Will you be bringing up a family fifteen years from now?
- What will you be doing forty years from now?
- Will you be earning a lot of money twenty years from now?
- Will you be travelling in space fifty years from now?

38 Work with a partner. Role play the actual dialogue.

Ramon said he was very excited about his project's award. Mr Hill said that Ramon would be more excited after he heard the rest of the news. He said that Ramon wouldn't only get an award for his project. He said that he would also present the project to the School Science Competition! Ramon said that that was great news. He said that he was a bit anxious but he was sure he would try his best.

**I Can**

- talk about and make predictions about the future.
- talk about levels of certainty.
- report a speech.

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 prepare 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.

**Dreams** bring up a family, go on adventurous holidays, live in another country... PAGES 59

**Super powers** read people's minds, become invisible... 75

**School subjects** Music, English, Social Science... 90-91

**Things we learn about** democracy, prime numbers... 90-91

**What will you be doing ten years from now?** I'll definitely be studying at a big university in the city. I probably won't be living in Europe. 62-63

**I've got dreams. I'll travel the world!** He said that he had dreams. He said he would travel the world. 66-67

**If I didn't have to go to school, I'd stay at home all day.** If you could go anywhere, where would you go? I'd go to Italy. 78-79

**If I won a lot of money, I might give it to charity.** If I had wings, I could travel for free! 82-83

**I think I got more speakers of English than the USA.** I've got fewer school subjects than my brother. Some teachers give less homework than others. 94-95

**The Amazon rainforest has got the most species of plants and animals on Earth.** Cheltenham is one of the least populated cities in the UK. Antarctica's got the fewest flowering plants. 94-95

**We must be on time. You mustn't eat in the classroom.** I have to help my mum at home. We don't have to get up early tomorrow. 98-99

**I Can Do It!**

2 Get ready.

A Number the lines of the dialogue in the correct order. Then listen and check.

Calvin: Yeah, maybe. But I'd like to try it and see. How about you? If you could have just one kind of food every day, what would it be?

Calvin: Yes! I love pizza! I wish I could eat pizza every day.

Calvin: What's for lunch tomorrow?

Calvin: Yuck. If I only ate salad, I might get really thin! And I'd feel hungry all the time. It's too boring.

Calvin: But I eat vegetables all the time... on pizza!

Hannah: No, you don't. If you ate pizza every day, you'd get sick of it. I asked Tom. He said it would be pizza again.

Hannah: Well, it wouldn't be pizza. I think I'd have a salad every day.

Hannah: Salad isn't boring, and you can't eat fat all the time. We have to eat some vegetables too!

B Practise the dialogue in A with a partner.

C Ask and answer the questions with a partner.

- How does Calvin feel about tomorrow's lunch? How about Hannah?
- Does Calvin like vegetables? Explain.
- If you could choose one food to eat every day, what would it be? Why?
- What do you think would happen if you ate that food every day?

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**

3 Get set.

STEP 1 Cut out the Mystery Classmate card on page 161 of your Activity Book.

STEP 2 Ask one classmate questions about him/her to fill in the card. Be sure to write neatly.

STEP 3 Mix up all the cards in a bag. Then each pupil takes one of the cards from the bag. Make sure it's not your own card. Now you're ready to Go!

4 Go!

A Work in a group. Take turns reading the information (except for the name) on your card aloud. Each group member copies the chart into a notebook and completes it by writing who he or she thinks the other group members are reading about.

Card number	Who read it?	Who do you think it's about?
Example	Andy	Anna
1	?	?
2	?	?
3	?	?
4	?	?

B Talk about your guesses. Give reasons for your choices.

I think Andy's card is about Anna. She loves playing football and she'll be working in a hospital someday.

I'm not sure. I don't think Anna likes chocolate.

C Each pupil says whose card he/she read in Step A. Check your guesses. Which person in your group solved the most mysteries?

5 Write about yourself in your notebook.

- If you could give any present to your best friend, what would it be? Why?
- If you could learn any skill instantly, what might you learn?
- What will you probably be doing twenty years from now?
- What are three important rules at your school?
- What are two things you have to do at home?

**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 in 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 -

What dream does each pupil in Mr Brown's class have about the future?

Listen and write a letter in each box. There is one example.

Vicky  B

Oliver

Susie

Adam

Kate

Justin

A B C D E F G H

- Part B -

Read the letter and write the missing words. Write one word on each line.

Dear Robert,

Last night, I had the strangest dream. I dreamt that I was a superhero with amazing powers! I was flying over cities and doing \_\_\_\_\_ of other things and I felt very happy. The \_\_\_\_\_ interesting part of my dream was when I travelled through time and \_\_\_\_\_ back to the past. Of course, the people back then didn't have the digital technology we've got today. \_\_\_\_\_ I have the same dream again, I'd travel to the future. That would be fun!

Maggie

## 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/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

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 pupils' 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* 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 <i>Big English Plus</i>			
Learning and Innovation 'The 4 C's'	Critical thinking and problem solving Creativity and innovation Communication Collaboration	→	<i>Think Big</i> 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	→	<i>Think Big</i> tasks Content-based research tasks Life skills 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, History and Social Studies, as well as to raise learners' awareness of cultural similarities and differences.

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

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

## Content 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 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 non-fiction, 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

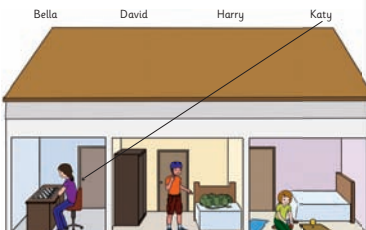
This is consolidated through exam practice materials for the three sections found in the YLE Flyers exam: Listening; Reading and Writing; and Speaking. Notes for the *Big English Plus* YLE Flyers Practice Material are provided in the Teacher's Book.

Young Learners English Practice Flyers: Listening A

– 5 questions –

Listen and draw lines. There is one example.

Bella David Harry Katy



Richard Robert Sarah


146 Listening A

Young Learners English Practice Flyers: Reading & Writing C

– 7 questions –

Look at the picture and read the story. Write some words to complete the sentences about the story. You can use 1, 2, 3 or 4 words.

A Discovery in the Back Garden



My name's Robert and I've got an amazing story to tell. Most people don't believe me when I tell them about it but it's completely true.

One day, my friend Sarah brought a small potted tree to my house. My mum said it was OK for us to plant the tree in the back garden. While I was digging, I found something hard and round.

"What is it?" Sarah asked.

"I'm not sure," I said, "but I think it's a coin."

We brushed it off and looked at it more closely. It wasn't perfectly round and it wasn't very shiny but it was definitely a coin or a token of some kind. On one side was a picture of a man's face. He had a big nose and looked very serious. The word 'Roma' was printed on the other side.

Sarah thought it might be a bus token from Italy. We decided to take it to the museum. An expert looked at the coin. She said it was from ancient Rome. "You've discovered an important piece of history," she said.

"This is very mysterious," I said. "I wonder how it got into my back garden?"

Like I said, most people don't believe me when I tell this story. If you don't believe me, you can go to the museum and see the coin for yourself.

154 Reading & Writing C

## Projects

*Big English Plus* includes a pupil-centred 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**

54 Listen, read and repeat.  
1 nch 2 nth 3 mpt

55 Listen and blend the sounds.  
1 l-u-nch lunch 2 t-e-nth tenth  
3 p-r-o-mpt prompt 4 c-r-u-nch crunch  
5 m-o-nth month 6 t-e-mpt tempt

56 Listen and chant.  
I make lunch  
On the tenth of the month,  
An apple and crisps,  
Do you want any sweets?  
Don't tempt me!  
Crunch! Crunch!



57 Work in groups of three. Choose a situation from the box or create your own. Pupils and 2 role play the situation. Pupil 3 states the right thing to do.

Oh, no! My ball's just broken the window of that house!

If you break something, you should tell the owner.

You:

- lose your friend's CD.
- see someone cheat in a test.
- spill juice on your friend's new shirt.
- see a man drop his wallet.
- break your friend's mobile phone.
- are asked to lie for your brother/sister.
- break a window at home.
- forget mother's day.

You should go up to the front door and talk to the owner.


50 Unit 3

**Listening and Speaking**

54 Listen, read and repeat.  
1 sion 2 tion 3 ation

55 Listen and blend the sounds.  
1 t-e-l-e-v-i-sion television 2 f-i-c-tion fiction  
3 c-e-l-e-b-r-ation celebration 4 d-e-c-i-sion decision  
5 o-p-tion option 6 i-n-v-i-t-ation invitation


56 Listen and chant.  
I've got an invitation  
To a birthday celebration.  
We'll watch science fiction  
Films on television.  
Now that's a good decision!



57 Work with a partner. Copy and complete this chart for yourself. Then write your partner's answers.

What's your favourite...?	Me	My partner
animated film		
action film		
comedy film		
comic book		
video game		
actor		
singer		
song		
album		

58 With your partner, talk about three of the items on the list. Why are those your favourites?



Krypton Kid is my favourite animated film. The animation is brilliant. The ending is amazing!

158 Unit 9

# 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.