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# BIG ENGLISH



**2ND EDITION**  
**TEACHER'S EDITION**



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# Welcome to Big English!

This new edition of Big English builds on the firm foundations and big ideas of the first edition but brings a whole host of new features and components to help young learners make progress and communicate confidently.

## Why Big English?

### **Learning happens in context, not in isolation.**

We believe that learners are best motivated by intriguing content that is relevant to their lives and puts English in the context of the world that surrounds them.

### **Three big ideas that build on established and proven methodologies.**

Three of the central bases for the Big English program philosophy are: 21st century skills, Content and Language Integrated Learning (CLIL), and Assessment for Learning (AfL) techniques.

### **Multiple experiences all in one book.**

Kids learn best when they engage with the language in a variety of ways. Big English provides multiple and varied opportunities for success, including singing, role-playing, watching videos, reading fiction and nonfiction texts, project work, and conducting research.

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

Today's students are digital natives who have never known a world without computers and the Internet. Big English comes with new digital learning tools, the use of which reflect learners' reality and expectations.

## So what's new in Big English?

New components and features to engage your learners.

- A completely new digital offering which includes teacher digital resources with the Teacher Presentation Tool, and student digital resources with assignable interactive activities.
- New content including welcome units to bridge any gaps between the levels and serve as a quick review to the previous level, giving the pupils the foundations and confidence to start the next level.
- New Content Connection and Culture Connection pages.
- Additional Big TV videos supported by a video workbook.
- Big English has a fresh new look with a simplified design which helps learners to focus on content and the activities. Plus we have great new signposting to help you really get the most of all the Big components.
- A refreshed approach to Assessment for Learning with students and teachers given plenty of opportunities to review their progress in both the Student's Book and the Workbook.

## Global Scale of English

At the start of every unit you also get an overview of the GSE reading, listening, speaking, and writing objectives covered by the content of that unit. End of unit *I can* statements directly relate to the vocabulary, grammar, and skill descriptors within the Global Scale of English. They appear in the review sections of the Student's Book and are also highlighted in the unit openers of the Teacher's Edition.

The Global Scale of English (GSE) is a standardized, granular scale which measures English language proficiency. Unlike some other frameworks which describe attainment in broad bands, the GSE identifies what a learner can do at each point on the scale across speaking, listening, reading, and writing skills. The scale is designed to motivate learners by giving more granular insight into learning progress.

The badging on the back of your coursebook shows the range of objectives that are covered within the content. Knowing this range helps you select materials with the right level of support and challenge for your students to help them progress. It does not mean that students need to have mastered all objectives below the range before starting the course, or that they will all be at the top of the range by the end.

For more information about how using the GSE can support your planning and teaching, your assessment of your learners, and in selecting or creating additional materials to supplement your core program, please go to [www.english.com/gse](http://www.english.com/gse).

# COMPONENT

## Walk-through

1 PLAN > 2 TEACH > 3 PRACTICE > 4 ASSESS

## 1 PLAN: Before class

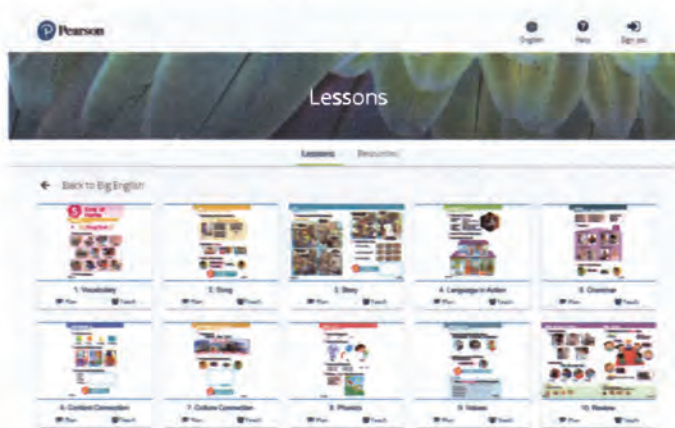
### Teacher's Edition

The Teacher's Edition is the place where you can find everything you need to know to teach with Big English. It includes comprehensive and easy to follow visuals of Big English lesson flows, activities and ideas, and supporting material such as a Game Bank, audio scripts as well as full assessment support including Cambridge English Young Learners practice materials.



### NEW Teacher Presentation Tool

Step-by-step lesson flows follow the same learning path as those in the Teacher's Edition.



## 4 ASSESS: After class

### Assessment Pack

Comprehensive suite of assessment materials including Diagnostic Pre-Tests, Practice Tests, Unit Tests, Mastery Tests (every three units), Final Exams, and materials for oral assessment.



## 2 TEACH: In class

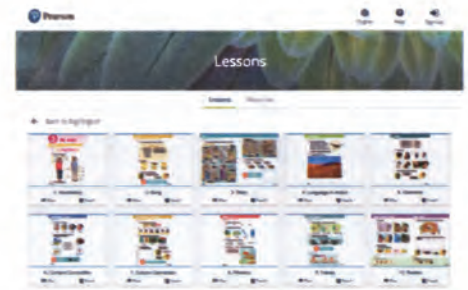
### Student's Book



### Workbook



### NEW Teacher Presentation Tool



### Audio CDs, Documentary and Dramatic videos



### NEW Big TV videos and Video Workbook



### Flashcards



### Posters



## 3 PRACTICE: Out of class

### Workbook

Workbook activities correlate exactly with the learning objectives in the Student's Book. These activities are flexible and they can be carried out in class or set as homework.



# BIG ENGLISH

## Course Pedagogy

**Big English** is based on a number of pedagogical approaches which are critical to effective learning. These are all explained below, along with examples of how to deliver successful lessons using the course.

## 21<sup>st</sup> Century Skills

### What are 21<sup>st</sup> century skills?

21<sup>st</sup> century skills are the skills and competencies that learners need to be successful in the increasingly complex life and work environment of today's rapidly changing, digital world. These skills include critical thinking, communication, collaboration, creativity and innovation, and social and cross-cultural interaction.

Big English combines rich, real-life content, a variety of tasks, and specific teaching guidance to ensure ample coverage of these skills.

### Why are 21<sup>st</sup> century skills important?


It is important that students are encouraged and motivated to think deeply about issues, to develop critical thinking skills and to solve problems creatively. These skills paired with a communicative approach provide a foundation that learners can build on throughout their studies.

### How do I use 21<sup>st</sup> century skills whilst teaching with Big English?

21<sup>st</sup> century skills are embedded throughout Big English. You will find clearly sign-posted sections in the teaching notes to show you how to best enhance 21<sup>st</sup> century skills on a regular basis.

A key element of our approach to support critical thinking is the regular *Think BIG* feature which is included in all units and which is integrated across all components. The *Think BIG* feature offers young learners the opportunity to discuss, analyze, collaborate, and be creative. The Teacher's Edition includes detailed guidance on how to manage the *Think BIG* questions, as well as set up other communicative, collaborative, or creative tasks, such as projects.

An important method to embedding this approach into your teaching is questioning. In order to develop analytical skills, questions in class should be, as much as possible, open-ended. For example, rather than "Do you want to be a doctor?", you can ask "What do you want to be?" and, critically, "Why?". Even if the students cannot answer open-ended questions fully in English, any attempt should be praised.

**Warm-up** 

**Materials:** World map or globe, kite

**21<sup>st</sup> Century Global Awareness**

- Display a world map or globe. Point to and name *Mexico, New Zealand, and Malaysia*. Have students repeat the country names.
- Bring in a kite and show it to students. Point to the kite and say: *This is a kite*. Have students repeat. Explain that a kite is a toy and that people all over the world fly kites. Show a video or internet clip of a person flying a kite. If possible, choose a video that shows how to get the kite into the air.
- Check answers from the HW in the last lesson.



**Do people wear traditional clothes in your country? What do they wear?**

# Content and Language Integrated Learning (CLIL)

## What is CLIL?

Content and Language Integrated Learning (CLIL) is an approach where the students are learning a subject, for example math, science, or art through the medium of English. This helps deepen their understanding of both the curriculum material and the English language. This enhanced comprehension places them far beyond where they would be by studying only non-academic, everyday English.

The CLIL lessons in Big English help increase learners' motivation and confidence in their acquisition of key language and expand their content knowledge.

## Why is CLIL important?

Learning other subjects through English gives students a reason to learn – to understand and discuss the subject matter. This is motivating for young learners.

By teaching relevant subjects that reflect the world around them, for example science, students are likely to become more engaged and curious about the world in general, and about the English they need to describe it.

CLIL also includes learning about other cultures, which provides insights into how people around the world have similarities and differences and helps to develop global citizens.

## How do I use CLIL whilst teaching with Big English?

CLIL lessons appear in every unit of Big English. The learning objective of these Content Connection and Culture Connection lessons are clearly signposted on the Student's Book page. This is shared with the class at the start of each lesson.

Key content words can be pre-taught prior to listening or reading the presentation text. These are extra words that might be useful when discussing the text rather than being key vocabulary items.

Subject material is presented through listening and/or reading activities, which is followed by spoken and/or written practice of the content, including using some of the key vocabulary.

Workbook practice activities are provided for these lessons which can be carried out in or out of class, and which further reinforce the concepts and key language.

There is always a *Think BIG* feature included in these lessons – a question or activity which encourages learners to think deeply about the content.

Each unit also includes an engaging video for either the Content Connection or Culture Connection lesson which brings the subject to life. To support the teacher, there is a Video Guide which contains pre-, while, and post-watching activities.

**Content Connection | Social Science**

I will learn about weather and clothes.

**1** Look, listen, and repeat. Then say.

 hot	 wet	 cold	 dry
 mountains	 desert	 jungle	<div style="border: 1px solid red; border-radius: 10px; padding: 2px; display: inline-block;">It's cold.</div> <div style="border: 1px solid green; border-radius: 10px; padding: 2px; display: inline-block;">The mountains.</div>

**2** Listen and point. Is it wet in the desert?

It isn't ...    It is ...

# Assessment for Learning

## What is Assessment for Learning?

As opposed to traditional, summative assessment tools that measure what has been learnt, formative assessment or Assessment for Learning takes a different approach. It is based on three key principles: having students participate in setting learning objectives, performing ongoing assessment, and helping students to learn how to set their own goals and self-assess.

Using this approach, the ongoing assessment that a teacher makes informs the teaching of the next lesson or module to ensure all students, whatever their starting point, make clear progress.

## Why is Assessment for Learning important?

When Assessment for Learning strategies are integrated in the lesson, students take an active role in their own learning and seek out help they need to meet their goals.

Assessment for Learning can include a variety of activities, for example classroom discussions, peer or group work, homework, and traditional quizzes. The important thing to remember about formative assessment is that the method of assessment is not what makes it useful, but the way in which the results are used. Formative assessment is most successful when results are analyzed to determine the current state of student understanding. Results are folded into the classroom experience as teachers take specific actions to improve any deficiencies or correct misunderstandings.

Another key aspect of formative assessment is sharing clear targets with the class. Discussing learning objectives at the start of the lesson helps students to focus. Reviewing these objectives at the end starts to develop self-awareness of the progress they are making, and what they need to do to improve.

Performing ongoing assessment means that gaps in learning are filled early, so that every child reaches their full potential. Training young learners to set their own goals and be aware of progress develops reflective learners, which is a quality of paramount importance for their later studies.

## How do I use Assessment for Learning whilst teaching with Big English?

Assessment for Learning techniques are embedded in all lessons in Big English. Lesson objectives are given on every page in the Student's Book, focusing learners on the learning goal at the start and end of every lesson.

A self-assessment feature is built into each Review lesson at the end of each unit. This requires students to think about the key learning objectives of the unit, and to what extent they have met them. This raises awareness about their own progress. It is also a useful tool for the teacher to gauge who has any learning gaps that need to be filled.

In addition to that, every Checkpoint section (after every three units) contains both self-assessment and peer assessment, further developing awareness of the students' own progress.

The Teacher's Edition is a rich resource for embedding Assessment for Learning into your lessons, and follows a clearly signposted process through all teaching notes.

### INVOLVE

This feature provides opportunities to engage students in the learning objective and help them to develop self-awareness of their English progress.

### MONITOR

This feature creates opportunities to assess how well students are learning the material and identify gaps to inform teaching.

### ASSIST

This feature provides guidance to immediately resolve a gap in learning that has been identified. For example, through presenting the material in another context.

### CHALLENGE

This feature goes beyond the page by getting students to personalize, analyze, and apply the language. This is often a more productive task requiring greater fluency. It can be given to a group of students or a whole class.

This process aims to help teachers to see which students need more of a challenge and which ones need remediation in order to keep all learners progressing appropriately.



# Systematic Vocabulary Development

## What is systematic vocabulary development?

Systematic vocabulary development means explicitly presenting the key vocabulary; teaching the form, meaning, and pronunciation of the word so that students understand all aspects of a target word or phrase; giving students multiple opportunities to encounter the word, to make it memorable and meaningful.

## Why is systematic vocabulary development important?

Presenting and practicing vocabulary in a systematic way gives students exposure to the right amount of new vocabulary in any one lesson, preventing overload. Knowing a small number of words at a time, and knowing them well engenders motivation in learners.

Careful scaffolding through visuals and audio support means that young learners feel secure and confident in the early stages of learning.

## How do I teach vocabulary in a systematic way with Big English?

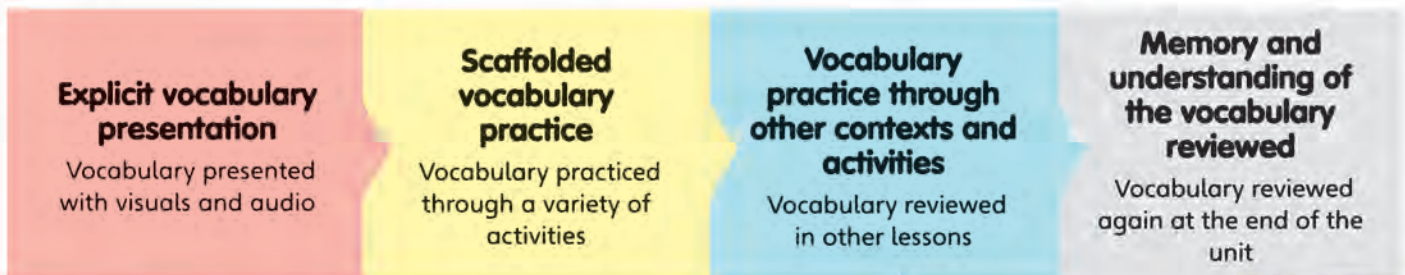
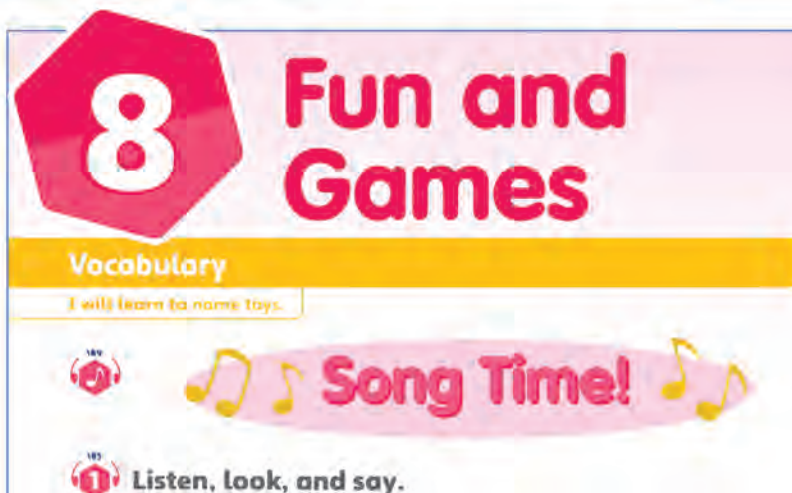
In Big English, the Vocabulary lessons always start with sharing the lesson objective with the class and reminding students what they already know about the topic.

Then, new vocabulary items are introduced through a song, then presented individually with audio and visuals. New vocabulary can be presented or reinforced with Flashcards at any stage of the lesson.

The vocabulary is practiced using a variety of skills – through listening, speaking, reading, and writing in the Student's Book and Workbook. Engaging practice activities are carefully scaffolded to ensure that children feel secure in learning the target words. Activity types include games, matching, drawing, acting out, choosing, etc.

Extra practice is provided in the Workbook, a flexible component which gives students an opportunity to reinforce the new language in class or at home.

Key vocabulary is also recycled throughout the unit in the Story and Review lessons and the Checkpoint sections, providing a wealth of practice. This results in increased exposure to the target language, developing familiarity and mastery of the language.

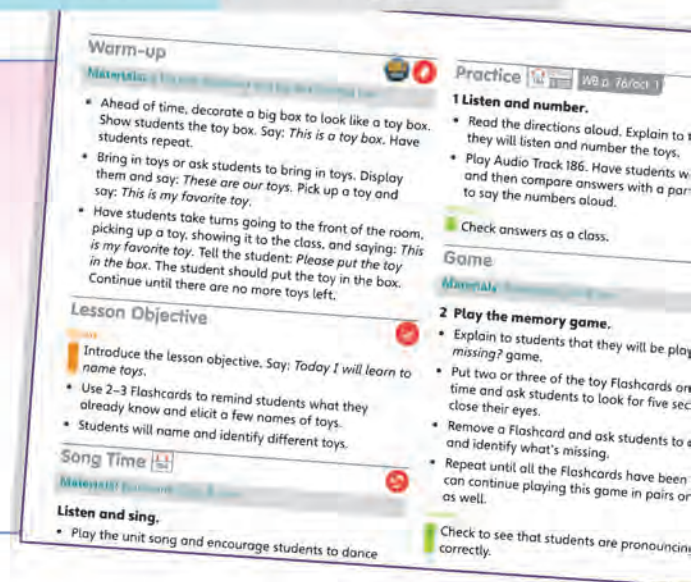



**8 Fun and Games**

**Vocabulary**  
I will learn to name toys.

**Song Time!**

**1 Listen, look, and say.**



**Warm-up**

**Materials:** Toy box, Flashcards and Toy Box worksheet

- Ahead of time, decorate a big box to look like a toy box. Show students the toy box. Say: *This is a toy box.* Have students repeat.
- Bring in toys or ask students to bring in toys. Display them and say: *These are our toys.* Pick up a toy and say: *This is my favorite toy.*
- Have students take turns going to the front of the room, picking up a toy, showing it to the class, and saying: *This is my favorite toy.* Tell the student: *Please put the toy in the box.* The student should put the toy in the box. Continue until there are no more toys left.

**Lesson Objective**

**Introduce** the lesson objective. Say: *Today I will learn to name toys.*

- Use 2-3 Flashcards to remind students what they already know and elicit a few names of toys.
- Students will name and identify different toys.

**Song Time**

**Materials:** Flashcards and Toy Box worksheet

**Listen and sing.**

- Play the unit song and encourage students to dance.

**Practice**

**1 Listen and number.**

- Read the directions aloud. Explain to them they will listen and number the toys.
- Play Audio Track 186. Have students write the numbers and then compare answers with a partner to say the numbers aloud.

**Check answers as a class.**

**Game**

**Materials:** Flashcards and Toy Box worksheet

**2 Play the memory game.**

- Explain to students that they will be playing a 'missing' game.
- Put two or three of the toy Flashcards on the table and ask students to look for five seconds and close their eyes.
- Remove a Flashcard and ask students to identify what's missing.
- Repeat until all the Flashcards have been removed. Students can continue playing this game in pairs or groups.

**Check to see that students are pronouncing correctly.**

# Grammar Instruction

## Why is grammar instruction important?

At a young age, it is not always appropriate to present new grammar structures to learners as a set of rules that require analysis and manipulation. Instead, they should be made aware of these structures by teaching them as chunks of grammar which they see and hear again and again until they start using them in a natural way. As children become older and begin to think more analytically, they are able to remember and apply rules to language structures.

The careful scaffolding through charts, visuals, and audio support in the grammar presentation and practice stages means that young learners feel secure and confident in the early stages of learning. This should give them a solid foundation on which to build further English language learning.

## How do I teach grammar with Big English?

In addition to the four skills and vocabulary development, Big English recognizes that learners need systematic and repeated exposure over time to language structures if they are to make the new language their own. As with other lessons, the Grammar and the Language in Action lessons always start with sharing the learning objective with the class and reminding students what they already know about the topic.

Big English gives students the opportunity to consider structures in such devices as grammar boxes in their books. But Big English never abandons the necessity of presenting language structures in meaningful contexts, and highlights differences and similarities in language use to encourage students to work out the grammatical principle. This makes the grammatical rule more meaningful and memorable.

The Workbook also provides a variety of extra grammar practice activities to help students understand and eventually produce the target grammar.

Big English contains a wealth of recycling of structures throughout the course. This results in increased exposure to the target language, developing familiarity and mastery of the language. Students gain further opportunities to review the structures in the Review lessons at the end of each unit, as well as the Checkpoint sections that feature after every three units. This is crucial to mastering the target language.

**Grammar**

I will learn to use *Where's the...? It's in/on/under the...*

<b>Where's the ball?</b>	It's <b>in</b> the toy box. It's <b>on</b> the shelf. It's <b>under</b> the table.
<b>Where are the skates?</b>	They're <b>under</b> the desk. They're <b>on</b> the couch.

**11 Listen and ✓.**

1

a

b

2

a

b

3

a

b

4

a

b

**12 Look at 11. Ask and answer.**

Where's the doll?

It's on the shelf.

Unit 8 101

**Grammar**

<b>Where's the ball?</b>	It's <b>in</b> the toy box. It's <b>on</b> the shelf. It's <b>under</b> the table.
<b>Where are the skates?</b>	They're <b>under</b> the desk. They're <b>on</b> the couch.

**11 Listen and circle in, on, or under.**

1 in on

2 on under

3 on under

4 in on

5 on in

6 under on

80 Unit 8 How did I do? ☆☆☆

# th Systematic Phonics Development

## What is systematic phonics development?

This approach to phonics development means an explicit and focused presentation of a small number of letter-sound correlations at any one time. The teacher follows a carefully planned sequence of sounds, and students build up to producing whole words by first listening to the separate key sounds, blending them, and finally attempting to produce a whole word which contains the target sound.

## Why is systematic phonics development important?

Presenting the sounds of English in a systematic way means that all children will feel secure in what they need to do in these lessons. Students are given plenty of auditory support which acts as exposure to the spoken language. This is especially important for children with little exposure to English outside of class.

Having plenty of opportunities for practice, either receptively or productively, builds confidence in understanding spoken English. This will, in turn, build confidence in and mastery of using those sounds while speaking.

## How do I teach phonics in a systematic way with Big English?

In this new edition, Big English now contains a dedicated Phonics lesson within each unit. As with other lessons, the Phonics lessons always start with sharing the learning objective with the class and reminding students what they already know about the topic.

Each Phonics lesson follows a highly-structured sequence. The target sounds are presented with clear audio and illustrations. Students are then given supported receptive practice to do. This is followed by an opportunity to listen and blend the target sounds in complete words. The target sounds are then practiced in context, through an engaging chant.

The Workbook provides yet another opportunity for practice, which can be used in class or at home, with the learner practicing the new sounds with their family.

The Teacher's Edition contains comprehensive and highly supportive teaching notes. Target sounds are presented with audio to support teachers with the modeling of the sounds.

**Phonics | qu, x, y**

I will learn to use the sounds qu, x, y.

**18 Listen, look, and repeat.**  
1 qu    2 x    3 y

**19 Listen and find. Then say.**

yell
quick
six

**20 Listen and blend the sounds.**

1 qu-a-ck	quack	2 b-o-x	box	3 y-e-s	yes
4 o-x	ox	5 f-o-x	fox	6 y-u-m	yum

**21 Underline qu, x, and y. Then listen and chant.**

Six quick foxes,  
In a yellow box!

**Phonics Lesson**

**Lesson Flow**

Warm-up
Lesson Objective
Preparation
Practice 1
Practice 2
Practice 3
Practice 4
Practice 5
Practice 6
Lesson Objective
Homework

**Lesson Objective**  
I will learn to use the sounds qu, x, y.

**Phonics | qu, x, y**

I will learn to use the sounds qu, x, y.

**18 Listen, look, and repeat.**  
1 qu    2 x    3 y

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yell
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4 o-x	ox	5 f-o-x	fox	6 y-u-m	yum

**21 Underline qu, x, and y. Then listen and chant.**

Six quick foxes,  
In a yellow box!


**Warm-up**  
• Play Relay Race. (See Game Bank, page T33, for details.) Spell out a word and ask individual students to come to the board and write the word. This can also be played as a team game. Review the sounds and letters from the previous units.

# UNIT

## Walk-through

### Vocabulary and Song Lessons

**Theme-based units** encourage deeper understanding of concepts and language.

 Learning objectives on the page help to focus learners and make them aware of the progress they're making.

A high-energy **song** introduces the key vocabulary for the unit.



**1 Good Morning, Class!**

**Vocabulary**

**Song Time!**

Listen, look, and say.

1 yellow desk 2 green book 3 red marker 4 blue chair

5 crayon 6 eraser 7 pen

8 pencil

**1. Vocabulary**  
Plan Teach

**Song**

Listen and sing. Then look at 1 and find.

**The Classroom Song**

Good morning, class. Good morning to you! How are you? I'm fine, thank you. What is it? It's an eraser. What is it? It's a ruler. What is it? It's a pencil. What is it? It's a crayon.

Now pick up your pen and open your book. Say the words. And write with the pen's point now. 1, 2, 3!

Chorus

1 Listen and number.


2 Look at 4. Ask and answer.

**2. Song**  
Plan Teach

Key unit vocabulary is presented in context. The vocabulary is practiced in a kinesthetic way through games and similar engaging activities.

Think **BIG** questions prompt students to use critical thinking skills, personalize language, collaborate, and use key vocabulary in context.

### Story Lesson

 Comprehension strategies and critical thinking are developed through frequent reading practice.



**Story**

Listen and read. What color is the marker?

**Classroom Colors**

Look, Tim. What is it? It's a pen.

They're pencils.

Yes, they're yellow pencils.

And what is it? It's a marker. A red marker.

Yes! Good, Tim.

They're red.

No, look! They're red erasers.

Red? No, Tim. They're green erasers.

Tim

Look at the story. Then circle.

1 a b

2 a b

3 a b

**3. Story**  
Plan Teach

Target vocabulary is practiced through an engaging, visual story.

# Language in Action and Grammar Lessor

A dialog is presented and practiced to increase students' communicative competence.

Following an **integrated approach**, students read, listen, speak, and write all in one lesson.

**Language in Action**

1 I will learn to use: What is it/are they? It's/They're...

1 Listen and read. Then say.

Linda: Hi! What's your name?  
Bobby: My name is Bobby.  
Linda: What is it?  
Bobby: It's a yellow pencil.

2 Look at 2. Role-play with a partner.

3 Listen and circle.

**Grammar**

1 I will learn to use: What is it/are they? It's/They're...

What is it? It's a ruler.  
What are they? They're crayons.

It is = It's  
They are = They're

1 Listen and stick.

2 Work with a partner. Look at 11. Ask and answer.

It's...  
They're...

4. Language in Action

Plan Teach

5. Grammar

Plan Teach

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

# Content Connection and Culture Connection Lessons

In Content Connection lessons, students encounter texts from academic areas such as social studies, science, and math. Content vocabulary is clearly signposted.

**Content Connection | Math**

1 I will learn to count to ten.

1 Listen and trace. Point and say.

1 2 3 4 5  
one two three four five  
6 7 8 9 10  
six seven eight nine ten

2 Listen. Count and color.

**Culture Connection | Around the World**

1 I will learn about classrooms around the world.

1 Look, listen, and repeat.

1 Kenya 2 The United States of America 3 China

2 Listen. Match the desk with the person above.

a b c

3 What do you have on your desk? Draw and say.

It's a... They're...

Can you find in everywhere?

6. Content Connection

Plan Teach

7. Culture Connection

Plan Teach

In Culture Connection lessons, students learn about other cultures and countries.

Video enriches the learning experience, reinforcing target language and bringing culture lessons to life.

# Phonics and Values Lessons

**th** The sounds of English are presented in a systematic, supported way.

**Phonics | a, t, p, n**

I will learn to use the sounds a, t, p, n

1 Listen and point. Then say.  
a b c d e f g h i  
j k l m n o p q r  
s t u v w x y z

2 Listen, look, and repeat.  
1 a 2 t 3 p 4 n

3 Listen and find. Then say.  
pan ant nap tap

4 Listen and blend the sounds.  
1 a-n an 2 p-a-t pat  
3 t-a-n tan 4 a-t at

5 Underline a, t, p, and n. Then listen and chant.  
Put the ant.  
Has a tan.  
Put the ant.  
Takes a nap.

**Values | Be polite.**

I will learn to use polite phrases

1 Listen and find the picture. Then listen and repeat.  
a Please sit down. Thank you. b Thank you. You're welcome.

2 Look at 23. Role-play with a partner.  
How can you be polite in class?

**Project**  
Make a Be Polite poster

8. Phonics

Plan Teach

9. Values

Plan Teach

Students reflect on a core value related to the theme of the unit and apply this in a collaborative project.

Projects promote collaboration and creativity.

# Review Lesson

Vocabulary and grammar from the unit is practiced again in the context of game-style activities, language exercises, and through a dramatic video.

**Review | Vocabulary and Grammar**

1 Listen. Look and match.  
1 It's an eraser.  
2 It's a book.  
3 It's a desk.  
4 It's a crayon.  
5 It's a chair.

2 Listen and circle.

I can use words for objects in the classroom.

**Review | Speaking**

1 Look and find the differences. Then listen and check.  
Picture A  
Picture B

2 Listen and play a game.

10. Review

Plan Teach

Self-assessment activities and I can statements aligned to the GSE allow students to reflect on their progress.

# Checkpoint

There are four Checkpoint lessons after every third unit.

**Do I know it?** Students reflect on what they know and don't know from the unit.

The **Get ready** task helps identify gaps in learners' knowledge of the key language points so that teachers can provide a review as needed.

**Vocabulary** from the unit is practiced again in the context of an activity using cut-out cards.

**Target grammar** is recycled in the context of a dialog.

Students use the language they know to carry out a mini-portfolio task.

The **Do I know it now?** feature prompts further self-assessment which raises students' awareness of the progress they're making.



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**Big English 2nd edition** builds on the firm foundations and big ideas of the first edition and brings exciting new features and components to help young learners progress and communicate confidently.

Three academic pillars prepare students for the challenges they will find in today's world:

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LEVEL 5	A2/B1	26-44	Flyers
LEVEL 6	A2+/B1	29-47	Flyers

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