

**Sheila Dignen**

# **English Plus**

**1**

**Teacher's  
Book**

*Second edition*

**OXFORD**  
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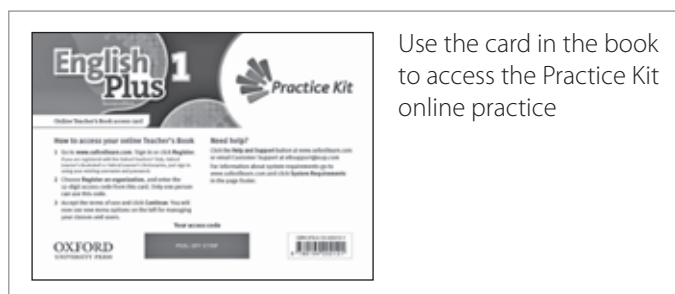
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# Introducing *English Plus* second edition

## Description of the course

*English Plus* second edition is a four-level course for lower-secondary students. It will give students all the skills they need to communicate with confidence in English. The core material covers all the requirements of the secondary school curriculum in a clear unit structure, and the extensive Options section at the back of the book provides further variety and challenge. Extra material covering culture, CLIL, speaking and listening practice will motivate, interest and engage students, and also allow teachers to tailor the course to meet students' different needs and abilities. This variety and flexibility extends to a wide range of supplementary material, carefully designed to build on work done in class and also to address different abilities.

## Aims of the course

### To make planning and preparation easy

Each lesson in the book is designed to fit into one lesson in class, and takes you through the stages of warming up, presenting and exploiting the material, and allowing the students to personalize and apply what they have learned. Each lesson in the Teaching notes starts by clearly stating the aim of the lesson, which mirrors the **I can ...** statement.

Each unit directs you to the relevant *English Plus* Options section, so you can easily locate the most appropriate ways to extend each lesson.

The Student's Book follows a carefully designed system of colour coding in each section, so both you and your students will recognize the vocabulary, language focus and skills lessons from the very beginning.

If you wish to support or extend the photocopiable worksheets on the **Teacher's Resource Disk** are all clearly linked to each lesson, so you can find the relevant worksheet straight away.

### To keep students interested and involved

*English Plus* second edition is a topic-based course and the themes have been carefully chosen to maintain students' interest and motivation throughout the year. The topics and texts are designed both to motivate and to educate teenage learners. The activities are designed to engage students and encourage participation. The **Options** at the back of the Student's Book provide variety and enable you to adapt the course to suit students' interests.

### To give students opportunities to use English in a personal and practical way

The **Use it!** exercises at the end of lessons encourage students to think about English and use it to talk or write about their own ideas. The **Key phrases** sections give students language to use in a communicative and functional way. Students are more likely to learn and remember language if activities are meaningful and realistic, and if they are encouraged to use it in communicative contexts.

### To be flexible and to cater for all learning needs

*English Plus* second edition has been designed to be flexible, so that it can be used in streamed school systems, mixed-ability classes, and varying teaching loads. With *English Plus* second edition you can choose the most appropriate material for your class and for individual students. The **Options** at the back of the Student's Book allow you to give students extra practice of particular skills and introduce variety into your classroom. If you have a range of abilities

in the class, the Workbook, Tests and Photocopiable worksheets contain **three levels** of material, so that you can select the right material for each student.

### To develop effective reading, writing, listening and speaking skills

*English Plus* second edition places equal emphasis on the development of all four skills. Each unit contains reading, writing, listening and speaking sections. A step-by-step approach has been taken to speaking and writing, which will ensure that students of all abilities will be able to produce their own texts and dialogues. There are **Extra listening and speaking** sections at the back of the Student's Book and the **Culture** and **Curriculum extra** pages provide a variety of additional challenging reading material.

### To develop students' ability to understand and apply language rules accurately

*English Plus* second edition presents new language in context to ensure that students fully understand usage as well as form. Each new point is practised in a variety of challenging activities to make students think and apply what they have learned. There is always a **Rules** section, which encourages students to think about and complete language rules themselves.

### To set goals and see outcomes

Every lesson starts with an **I can ...** statement, so the aim is always evident. Lessons finish with a **Use it!** exercise which is the productive outcome as described by the **I can ...** statement. Setting clear, achievable, short-term goals should increase students' motivation.

### To review and recycle language thoroughly and systematically

Language is recycled throughout the course. A **Review** section follows every unit and there are further opportunities to consolidate and check progress in the **Puzzles and games** section and in the **Workbook**.

### To incorporate the latest developments in teaching methodology

*English Plus* second edition follows a tried and tested structure in the presentation and practice of language, but it also gives you the flexibility to introduce newer teaching methods into your class when you are ready. For example, the **Curriculum extra** sections at the back of the Student's Book and the **Curriculum extra worksheets** on the **Teacher's website** will enable you to experiment with Content and Language Integrated Learning (CLIL) in a structured way.

## To be compatible with the Common European Framework

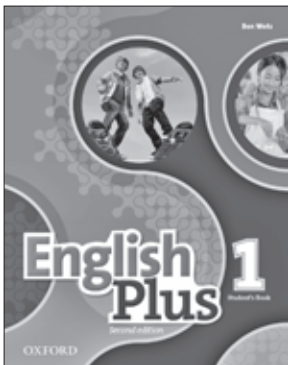
*English Plus* second edition develops **Key competences** as described by the European Reference Framework (see the Teacher's website for more information).

## To provide a comprehensive digital solution

*English Plus* second edition offers the facility to incorporate interactive teaching and learning in the classroom.

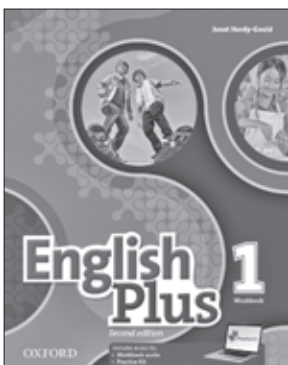
The **iTools** package contains digital versions of the Student's Book and Workbook, which you can use to bring the Student's Book to life with fully interactive activities on the interactive whiteboard. The Workbook also has access to the **Practice Kit**, which offers online self-study exercises tailored to supplement the content of each unit.

## Components of the course



The **Student's Book** contains:

- a **Starter unit** to revise basic vocabulary and grammar.
- eight **teaching units**; each unit has two vocabulary sections, two or more grammar presentations, and two listening and reading sections. There is practice of the four skills throughout. Each unit has a whole page devoted to speaking skills and a whole page devoted to writing skills.
- eight **Review** and eight **Puzzles and games** sections which provide revision of all the language studied up to that point in the book.
- twenty-eight pages of **English Plus Options** which include:
  - eight **Extra listening and speaking** pages to give further practice in these skills.
  - six **Curriculum extra** pages which are linked to topics taught in other subject areas in secondary school.
  - six **Culture** pages with topics that invite cultural comparisons.
  - four **Project** and four **Song** pages which provide a further opportunity for consolidation.



The **Workbook** contains:

- six pages of **additional practice** for each of the Student's Book units. The Starter unit has eight pages. This comprises exercises for vocabulary, grammar, reading and writing at three levels of difficulty.
- a two-page **Progress review** after every unit with **self-assessments** and **I can ...** statements.
- four pages of **Cumulative review** which provide revision of all the language and skills studied up to a particular point in the Student's Book.
- a **Reference section** which includes: a **Language focus reference** with additional practice exercises for each grammar point; an alphabetical **Wordlist** with illustrations and a phonetic chart; a **Key phrases** section with *Key phrases* from the Student's Book; an **Irregular verbs list**.
- a **Student access card** to the online **Practice kit** for additional self-study practice.



The three Class audio CDs contain:

- all the listening material for the **Student's Book**.



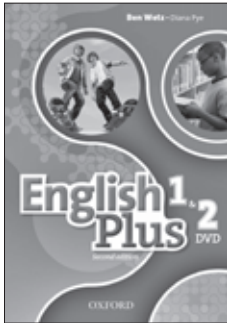
The **Teacher's Book** contains:

- an introduction with information on **English Plus methodology**.
- **teaching notes** and **answers** for all the Student's Book material.
- ideas for **extra optional activities** and mixed-ability classes.
- **background notes, cultural information, and language notes**.
- the **audio scripts** for the Student's Book and the Workbook.
- the Workbook **answer key**.
- a **Teacher access card** to the online **Practice kit**.



The **Teacher's Resource Disk** at the back of the Teacher's Book contains:

- **photocopiable language focus and vocabulary worksheets** at three levels: basic, revision and extension.
- **photocopiable speaking worksheets**
- **diagnostic tests** to use at the beginning of the school year.
- **end-of-unit tests**, including listening, vocabulary, grammar, reading and writing activities at three levels: basic, standard and higher. There is also a **speaking test** for each unit.
- **end-of-term** and **end-of-year tests** at three levels: basic, standard and higher.
- **five-minute tests** covering language from the vocabulary and language focus lessons.
- **parallel (A/B) tests** are also offered to prevent copying.
- All the tests are available as editable Word files and PDFs.
- An **audio CD** element is included, which can be played on a CD or DVD player.



The **DVD** contains:

- **vox pops videos** for all the core units in the Student's Book.
- **functional videos** for all the core units in the Student's Book.
- **grammar animations** for all the core language focus lessons in the Student's Book.
- **culture documentaries** which expand the topics covered in the Culture pages in the Student's Book.
- **cross-curricular documentaries** which explore the Curriculum extra topics covered in the Student's Book.
- optional **subtitles** in English.
- **worksheets** containing **comprehension** and **speaking** activities, along with teaching notes and answers for each of the culture and cross-curricular documentaries.

The **classroom presentation tool** contains:

- digital versions of the Student's Book and Workbook.
- **audio, video** and **interactive exercises** that can be launched directly from the page.
- automatic answer keys that let you display answers all at once or one by one.
- tools that let you zoom and focus on a single activity, highlight, and add notes to the page.

The **Teacher's website** ([www.oup.com/elt/teacher/englishplus](http://www.oup.com/elt/teacher/englishplus)) contains:

- additional photocopiable **Curriculum extra worksheets**.
- photocopiable **Drama worksheets**.
- useful information for teachers such as **Key competences** and the **Common European Framework**.

The **online Practice Kit** contains:

- content carefully aligned to CEFR levels and suitable for self-study.
  - consolidation and extension activities that cover core grammar and vocabulary and further develop the four key skills.
  - extra functional videos, vox pops and animations to engage students' interest.
  - exercises that are automatically marked with instant feedback.
  - modules that consist of a sequence of activities with a clear pedagogic structure, first engaging students' interest, then practising step-by-step and finally allowing them to reflect on their learning.
  - the **audio** for the Workbook.



# Student's Book 1 at a glance

There are **eight units** and a *Starter unit* in the Student's Book. Each unit has **seven lessons**, a **Review** and a **Puzzles and games** section. Each lesson provides material for one classroom lesson of approximately 45 minutes.

## Core teaching units

### Lesson 1

- This lesson occupies two pages although it is still designed for one lesson in class.
- Every lesson has an explicit learning objective, beginning with **I can ...**
- The **Options** section refers to the extra optional material at the back of the Student's Book.
- The **Think!** questions encourage students to start thinking about the unit topic.
- The **first vocabulary set**, which establishes the topic of the unit, is presented and practised.
- A **quiz, questionnaire, puzzle or game** contextualizes the vocabulary set.
- The **vox pop video** contextualizes the vocabulary set and the **Key phrases**. The video also has an **audio version** on the **Class audio CD**.
- The **Key phrases** section provides practice of the vocabulary set in everyday language for communication.

### Lesson 2

- A **reading text** contextualizes the first vocabulary set and models grammar structures which students will study in the following section.
- A variety of **comprehension** exercises practises the vocabulary and develops reading **sub-skills**.
- The **Vocabulary plus** section highlights key new vocabulary from the reading text. This vocabulary is practised in the Workbook.

### Lesson 3

- The **first grammar section** presents and practises one or more grammar structures in a guided inductive way. Students may be asked to complete sentences using examples from the reading text. They then develop rules or answer questions about rules based on the example sentences.
- The optional **grammar animation** allows students to watch the grammar structures being used in context.
- The **grammar practice exercises** are graded and are often topic-based.

**1 VOCABULARY AND LISTENING** • Comparing places

**1** Match adjectives 1-6 with their meanings in the box. Then listen and check.

city, friendly, old, quiet, pretty

1 busy 2 quiet 3 pretty 4 friendly 5 old 6 city

**2** Write example sentences for the adjectives in exercise 1. Then compare your sentences with a partner.

**3** Listen to four short interviews in a radio programme. What do the people talk about? Choose four topics from the box and match them to the people.

New York, restaurants, cafes, schools, trains, the park, buses and taxis

**4** Listen again and write four or five sentences in exercise 1. Then compare your sentences with a partner.

**5** Think of three places that you like in your town or city and three places that you don't like. Write sentences and say why you like or dislike them. Like the park. I don't like the shopping centre.

**6** USE IT! Work in groups. Compare your sentences in exercise 5. Which places does your group like and dislike? Compare with other groups.

**18 Towns and cities**

**1 LANGUAGE FOCUS** • Comparative adjectives

**1** Complete the table with words in exercise 4 on page 18. Then write the comparative form of the adjectives in the box.

| Adjective | Comparative | Adjective  | Comparative     |
|-----------|-------------|------------|-----------------|
| big       | bigger      | small      | smaller         |
| friendly  | friendlier  | quiet      | quieter         |
| old       | older       | city       | city            |
| pretty    | prettier    | busy       | busier          |
| modern    | more modern | convenient | more convenient |

**2** Write sentences using the correct comparative form of the adjectives in brackets. How do you say them in your language?

**3** Look at the restaurant comparison. Write questions with comparative adjectives. Then work in pairs. Ask and answer.

**4** PRONUNCIATION: /d/ sound in some adjectives. Listen and repeat the examples.

**5** USE IT! Work in pairs. Compare your sentences about some of the things in the box. Use the key phrases and comparative adjectives.

**KEY PHRASES**

Comparing options  
Thinking: ... Is it better than ...? ... Is it more ... than ...?  
Deciding: ... I think ... is a better choice than ...

**19 Towns and cities**

**Lesson 4**

- The **second vocabulary set** is presented and practised.
  - A variety of **comprehension** exercises practises the vocabulary and develops listening **sub-skills**.
  - The **listening activities** contextualize the vocabulary set and model grammar structures which students will study in the following section.
- Lesson 5**
- The **second grammar section** presents and practises one or more grammar structures.
  - The optional **grammar animation** allows students to watch the grammar structures being used in context.
  - Where relevant, a **Key phrases** section provides practice of the grammar in everyday language for communication.

**1 SPEAKING** • Asking and saying where places are

**1** You are a tourist in a new town. Where do you look for information and directions?

**2** Complete the dialogue with the phrases in the box. Then watch or listen and check. Ask Chloé and the woman from the same town!

**3** Read the study strategy and follow the instructions.

**4** Work in pairs. Practice and dialogues with How far ...? and places 1-4.

**5** USE IT! Work in pairs. Look at the situation and prepare a role dialogue. Use the dialogue in exercise 1 to help you.

**KEY PHRASES**

Asking and saying where places are

**18 Towns and cities**

**1 WRITING** • A description of a town or city

**1** Check the meaning of the words in the box. Which key phrases do you use?

**2** Read the description of Edinburgh. Which words in the **boxed** section are in the text? What other places are mentioned?

**3** Complete the key phrases with words from the box.

**4** Look at the phrases in the box in the text. Then choose the correct words.

**5** USE IT! Follow the steps in the box to write your text.

**KEY PHRASES**

Describing a town or city

**WRITING GUIDE**

**1 TASK**  
Write a description of a town or city that you like for a website.

**2 THINK AND PLAN**

**3 WRITE**

**4 CHECK**

**19 Towns and cities**

**Lesson 6**

- There is a double page of **productive skills practice** in every unit, which further recycles and consolidates language practised in the unit.
- A whole page is devoted to **speaking skills** with a functional focus.
- The **speaking model** presents the target dialogue and language.
- The **functional video** allows students to watch the speaking model being used. The video also has an **audio version** on the Class audio CD.
- The **Key phrases** section highlights useful structures which students can use in their own speaking dialogue.
- Speaking activities** lead students step-by-step towards producing their own dialogues. This 'presentation, practice and production' approach is suitable for mixed-ability classes and offers achievable goals.

**Lesson 7**

- A whole page is devoted to **writing skills**.
- The lesson always begins by looking at a **writing model** and studying the language, structure and format.
- The **Key phrases** section highlights useful structures which students can use in their own writing task.
- The **Language point** presents and practises useful writing skills and structures, such as punctuation and paragraphs.
- The **Writing guide** encourages students to think and plan before writing a specific task. This supported approach increases students' linguistic confidence.

**1 REVIEW**

**Vocabulary**

- Match the words in the box with pictures 1-6 with their meanings.
- Write comparative sentences. Use the /-er form of the base form. The base form is given in brackets.
- Complete the text about Mark's birthday. Use the words in the box.

**2 PUZZLES AND GAMES**

**1 Complete the crossword.**

**2 Find the adjectives in the puzzles.**

**3 CONVERSATION BINGO** Work in groups of four. Follow the instructions.

**4 Complete the sentences with the words in the box.**

**5 Complete the dialogue with the phrases in brackets.**

**6 Write the comparative sentences.**

**7 Listen to a description of the city of York and write the name in the box.**

**8 Complete the text about Mark's birthday.**

**9 Complete the text about the city of York.**

**10 REVIEW • Theme and cities**

- Lesson 8**
- There is a **revision** lesson at the end of each unit.
  - There are **vocabulary, grammar, speaking and listening** activities on every **Review** page.

- Lesson 9**
- There is a **Puzzles and games** section at the end of each unit.
  - These provide fun games and activities for the vocabulary and grammar structures in each unit.

**Other features of the Student's Book**

**2 READING • A busy day**

**1 Look at the photo, discuss and write a title in the box. Then read the text and check your title.**

**2 Read and listen to the text again and choose the correct words.**

**3 VOCABULARY FOCUS** Use a dictionary to check the meaning of the words in the text. For more practice go to page 38 in the Workbook.

**4 USE IT!** Work in pairs. Talk about the text and your reactions. What are the differences?

**5 Complete the sentences with the verbs in brackets.**

**6 Look at the information in the table. Write affirmative and negative sentences about the people. Use the words in the box.**

**7 USE IT!** Work in pairs. What does each person in your family do at home? Tell your partner. Use verbs from page 24-27 and describe it with adverbs of frequency.

**8 Complete the examples from the text on page 26. Then choose the correct words in the box.**

**9 USE IT!** Work in pairs. Ask and answer the questions in the box. Use the words in the box.

**10 Complete the sentences with the words in the box.**

**11 Listen to the audio and write the name of the person in the box.**

**12 Complete the text about the city of York.**

**13 Complete the text about the city of York.**

**14 Complete the text about the city of York.**

**15 Complete the text about the city of York.**

**16 Complete the text about the city of York.**

**17 Complete the text about the city of York.**

**18 Complete the text about the city of York.**

**19 Complete the text about the city of York.**

**20 Complete the text about the city of York.**

**21 Complete the text about the city of York.**

**22 Complete the text about the city of York.**

**23 Complete the text about the city of York.**

**24 Days**

- The **pronunciation exercises** allow students to practise and improve their pronunciation. There is a pronunciation exercise in each unit of the Student's Book.
- The **Finished?** activity provides support for mixed-ability classes.

**2 VOCABULARY AND LISTENING • Special days**

**1 Complete the questionnaire with the words in the box.**

**2 Read the study strategy. Then look at exercise 1. What is the main purpose of the text? What topics are the text about? What is the main idea?**

**3 STUDY STRATEGY** Read the text and answer the questions in the box. Use the words in the box.

**4 Complete the questionnaire with the words in the box.**

**5 USE IT!** Work in pairs. Ask and answer the questions in the box. Use the words in the box.

**6 USE IT!** Work in pairs. Complete the questionnaire with the words in the box. Use the words in the box.

**7 Listen to the audio and write the name of the person in the box.**

**8 Complete the text about the city of York.**

**9 Complete the text about the city of York.**

**10 Complete the text about the city of York.**

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**21 Complete the text about the city of York.**

**22 Complete the text about the city of York.**

**23 Complete the text about the city of York.**

**24 Days**

- The **Study strategy** builds students' study skills and encourages autonomous learning.
- A final **Use it!** exercise allows students to use the new language in a more productive, personalized, or creative way. This is the **productive aim** of the lesson as described by the **I can ...** statement.



# Workbook 1 at a glance

- The Workbook includes exercises in **grammar**, **vocabulary** and **skills**, which mirror the language and skills work in the Student's Book pages.
- There are **three levels** of practice activities: **one-star** activities provide basic revision and language manipulation; **two-star** activities involve more productive exercises; and **three-star** activities are more open and offer more challenge.

- There is a two-page **Progress review** at the end of each unit.
- The exercises check understanding of all the vocabulary, grammar and skills presented in the unit. They also provide a record of what has been learned in the unit.
- The **Self-evaluation** section encourages students to think about their progress. This type of activity is also very helpful in students' development as learners because it encourages them to take responsibility for their own learning.
- There is a **listening exercise** in every Progress review. The audio for this is available on the **online Practice Kit**.

## Workbook reference section

The **reference section** in the Workbook contains grammar reference material as well as more activities for consolidation and extension. There is a **Language focus** section for each unit, which **reviews** all of the grammar structures in the unit.

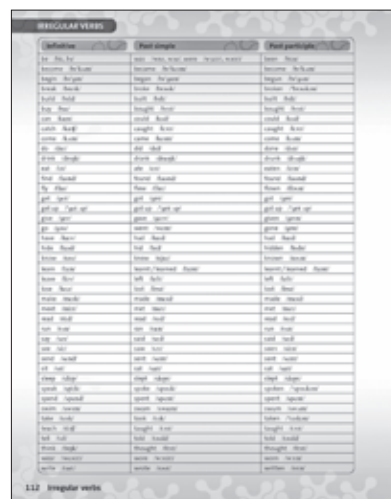
- The left-hand page provides full **grammar explanations**, covering both **form** and **usage**.
- The right-hand page provides corresponding exercises to **check** and **consolidate** understanding of each grammar structure.
- The **Cumulative review** section deals with **listening**, **speaking** and **writing** points covered in all the preceding units.
- There are four Cumulative review sections.



- The alphabetical **Wordlist** provides a list of the words used in each unit of the Student's Book.
- The words in **bold** are the target vocabulary.
- Words with the **Key** are from the Oxford 3000™ list. This is a list of the 3000 most useful words to learn in English.
- The illustrations present **extra vocabulary** for each unit of the Student's Book.
- **Audio** for the Wordlist is available on the online **Practice Kit** as well as on **iTools**.
- A **phonetic chart** provides a summary of the phonetic symbols.



- The **Key phrases** section contains a list of all the **Key phrases** in the Student's Book.



- The **Irregular verbs list** provides a quick reference to the past simple and past participles of irregular verbs used in the Student's Book.



- The online **Practice Kit** provides additional **self-study practice** and **videos**. Students can access the Practice Kit using the **code** on the **Access card** in the Workbook.
- Teachers can access the Practice Kit using the **code** on the **Access card** in the Teacher's book.

# English Plus second edition methodology

## Vocabulary

Two vocabulary sets are presented in each unit of *English Plus* second edition. Both sets are connected with the main topic of the unit, and items have been selected for their frequency, usefulness and relevance to the age group. The vocabulary sets are presented through pictures or photos and / or short texts. They are also contextualized in the Vox pops videos. There is a variety of practice exercise types. Students are often asked to use language either in a personalized or creative way, and some exercises have open answers, so students can complete the tasks according to their ability. Where appropriate, a Key phrases section shows students examples of the vocabulary used in everyday communication and enables them to put this into practice. The target vocabulary is recycled and reinforced in texts and exercises throughout the unit, and there are also Reviews and Puzzles and games after each unit. You could use these puzzles if you have more time as fast finisher activities, or set them for homework.

The Workbook provides three levels of practice. One-star activities provide basic revision and language manipulation; two-star activities involve more productive exercises; and three-star activities are more open and offer more challenge. The vocabulary from each unit is also tested in the Progress review. The Teacher's Resource Disk also provides photocopiable worksheets at three levels to give further consolidation and extension of the vocabulary sets.

The Wordlist in the Workbook provides students with an extensive vocabulary resource, which can be utilized in various ways:

- **For reference:** it can be used as a mini-dictionary.
- **For extension:** additional words are provided in the picture dictionary sections to widen students' vocabulary.

## Language focus

Each unit of *English Plus* second edition has two or more Language focus sections. The syllabus divides grammatical points into manageable chunks to avoid overload, and so that students have time to assimilate and practise what they have learned.

New structures are always previewed in context, either in a listening or reading text, so that students are familiar with the meaning and usage of the grammar before manipulating its form. Students remember rules better if they work them out for themselves. Grammar is therefore presented in a guided-discovery way. Students are asked to analyse examples, based on the listening or reading text, and then they are encouraged to deduce rules. If necessary, these can be checked in the Language focus reference in the Workbook. This inductive method helps students to engage with the language, which in turn should help them to remember it.

Each Language focus section has an optional Grammar animation – either a short story or an animated presentation. These animations allow students to watch the grammar structures being used in context. They should be watched after the grammar presentation.

The grammar presentation is followed by a number of graded practice activities. The activities are topic-based and therefore require students to understand the usage and meaning of the grammatical structures, as well as the form. Some activities are more controlled, and others are more open. Every lesson concludes with a Use it! exercise that allows students to use the new language structures in a more productive, personalized or creative way. Where appropriate, a Key phrases section shows students examples of the structure used in everyday communication and enables them to put this into practice.

There is also a Language focus reference in the Workbook. This includes a more detailed explanation of the grammar point. You can read through the explanation with your class, and use this section for revision.

There are further grammar practice activities in the Workbook. As with the vocabulary exercises in the Workbook, there are one-star activities which provide basic revision and language manipulation; two-star activities which involve more productive exercises; and three-star activities which are more open and offer more challenge. The Teacher's Resource Disk also provides photocopiable language focus worksheets at all three levels.

## Reading

In *English Plus* second edition there is a wide range of text types, including articles, questionnaires, emails, webpages, stories, quizzes and interviews. All texts are carefully graded and aim to provide interesting information in a realistic way. Most of the texts are recorded on the Class audio CD.

Reading texts are used in different ways throughout the book:

**To preview grammar:** the main text in each unit is used to recycle the first vocabulary set and to preview new grammar points. It is graded at a language level which is slightly higher than students have actually reached, but which is easily attainable.

**For integrated skills work:** model texts on the skills pages also provide input for the speaking and writing activities. They present Key phrases for students to use in a communicative and functional way.

**For extensive reading:** texts in the Curriculum extra and Culture sections also recycle language from previous units, but are more challenging in terms of length, lexis and / or structure.

The main reading text in each unit has comprehension exercises which focus on different sub-skills. The first exercise generally helps students to gain a global understanding of the text. Subsequent exercises ask students to read the text more carefully and then ask personalized questions on the same topic. The Vocabulary plus sections present key new language from the reading text.

The texts on the Curriculum extra pages focus on cross-curricular subjects, such as language and literature, geography and natural science. Each topic area has been carefully selected to tie in with the topic of the unit as well as the curriculum for that subject area in lower-secondary schools. While the texts are challenging and introduce new vocabulary, the language has been graded to ensure that students are not faced with too many unfamiliar structures.

The Culture pages offer a longer text with comprehension exercises. To help students cope with a longer text, look at the background information notes in the Teacher's Book so that you can pre-teach vocabulary if necessary, and pre-empt any difficulties. Discuss the photos or pictures with the class, eliciting as much key vocabulary as possible, and elicit some general information about the topic before you begin reading.

There is more reading practice in the Workbook.

## Listening

The listening texts in *English Plus* second edition follow the second vocabulary set. They put the new vocabulary in context, providing a range of speakers in different situations, including radio programmes, interviews and conversations. The language used in the recordings is carefully graded.

The listening exercises focus on a variety of sub-skills and are usually in two stages. The first listening exercise helps students to gain a general understanding of the text. The second exercise asks students to listen for specific information.

There are eight Extra listening and speaking pages at the back of the book which provide additional listening practice in realistic situations. They also provide extra practice in areas that students commonly find challenging, such as understanding longer numbers.

Most of the listening and reading texts have been recorded using a variety of accents. Playing the Class audio CD as students are reading will help them to become familiar with the sound of spoken English.

## Speaking

*English Plus* second edition offers a variety of speaking opportunities which are well-guided and supported. The Key phrases sections give students language to use in a communicative and functional way. On the Speaking page, a dialogue is modelled and the activities range from controlled exercises where students repeat the dialogue with the Functional video or Class audio CD, to a more open follow-up exercise, where students make up their own dialogue following the model. Students can simply 'perform' their own dialogues in pairs, or they can write them down first before reading them aloud.

Before students perform a speaking activity, make sure that they understand the task. Do not expect students to speak immediately. Model an example exchange with a stronger student and give written support on the board. Work on short exchanges around the class by nominating different pairs of students to speak while the rest of the class listen. For longer dialogues, give students time to prepare their conversations in writing before performing in front of the class.

The eight Extra listening and speaking pages at the back of the book offer additional speaking practice with practical outcomes. The page usually culminates in a functional dialogue.

## Pronunciation

There is one pronunciation exercise in each unit. These exercises cover individual sounds, word stress, sentence stress and intonation. They are recorded on the Class audio CD.

## Writing

*English Plus* second edition devotes a page in every unit to guided writing activities. The final writing tasks cover a variety of different text types, such as emails, blogs, articles and profiles. The support given for these final tasks ensures that even the less able students will be able to produce something.

The page begins with a model text showing clear paragraph structure, and uses grammar from the unit in simple sentence patterns. The model text also exemplifies a language point, such as conjunctions or punctuation. There is practice of this language point before students move on to the writing guide, which prepares them for the writing task. Often students don't know what to write, so the Think and plan section gives a list of questions or instructions to help students plan their writing, showing them how to structure their notes into paragraphs, and how to begin each paragraph. Finally, students are encouraged to check their written work.

There is more writing practice in the Workbook.

## English Plus second edition Options

Each unit offers four of the following optional pages which can be found at the back of the Student's Book:

- Extra listening and speaking
- Curriculum extra
- Culture
- Project
- Song

You can choose the options which are best suited to your class, according to the time you have available and the students' level.

## Evaluation and testing

*English Plus* second edition provides a wide range of ways for you to check your students' progress. In addition, this course also takes into account the fact that students in the same class learn at different rates; some students will need more revision and some students will want more challenging activities. Here is a brief summary of what is provided and where you can find it.

### Testing what students have learnt

#### In the Student's Book

**Review sections** Every unit ends with a **Review** page and a **Puzzles and games** page covering the grammar, vocabulary and communication points of the unit.

#### In the Workbook

**Progress review** There is a Progress review for every unit, which focuses on all the lessons from the unit. The Progress review is an opportunity for students and teachers to see what students already know and where more work needs to be done. You can set the Progress reviews for homework, or ask students to do them in class. Students also have the opportunity to evaluate their own progress using the self-evaluation feature and *I can ...* statements.

The **Cumulative review** pages test the skills covered in all the previous units cumulatively. Remind students that activities on these pages are cumulative, so they know that they are being tested on the language from previous units. Suggest that students revise using the **Language focus reference** and **Key phrases bank** in the Workbook before doing these sections.

### Evaluation

A wide range of tests is available on the **Teacher's Resource Disk**. This contains all the tests as editable Word files and as PDFs, the answer keys and the accompanying audio files. The track numbers in the tests refer to the audio on the disk.

The **Test Bank** contains a wide range of material to evaluate your students including: a diagnostic test; unit tests; end-of-term tests; end-of-year tests; speaking tests; and five-minute tests. The unit tests, end-of-term tests and end-of-year tests are at three levels (basic, standard and higher) to allow you to choose which best matches your students' abilities. The standard tests are also available in A and B versions (parallel) to avoid copying.

All the tests (apart from the speaking and five-minute tests) have the same format and include listening, vocabulary, language focus, reading, writing and speaking sections.

The diagnostic test covers language that students will have learnt previously and is a useful tool for measuring your students' level of English before the start of the year.

### Assessing project work

Projects provide a great opportunity for self-assessment. Evaluation of project work is a good group activity. Students may benefit from producing work in groups, but they can also benefit from assessing work together cooperatively and maturely.

As groups, or individuals if appropriate, students can review the process of making their project: Did they plan well? Did they exploit resources effectively? Have they provided too much / too little information? Did they work well as a group? Were tasks evenly distributed? Did they choose the best presentation method? What could they have done better?

Whole-class evaluation could include voting in different categories, for example: the most attractive poster, the most informative text, the most original idea, the most engaging presentation.

An important thing to remember about projects is that they are a means of communication. Just as total accuracy in other forms of communication is not strictly required, neither is it in project work. If students have been able to present their ideas or information in a meaningful and coherent way, they will have achieved the goal.

### Continuous assessment

In addition to using the test material provided, you may also wish to assess your students' progress on a more regular basis. This can be done by giving marks for students' homework and for their performance in class. There are various opportunities to assess students' progress as you are working through a unit. The Speaking and Writing pages in the Student's Book all require students to produce a dialogue or text that could be used for assessment purposes. The Speaking worksheets on the Teacher's Resource Disk could also be used. The online **Practice Kit** has automatic marking, so you will be able to monitor your students' progress online. The Progress review section and the Key phrases bank in the Workbook provide a list of target vocabulary and **Key phrases**, so you can easily check what students have learnt. Make sure that your students know that you are marking their work, as they will respond more enthusiastically to productive tasks if they know that it will influence their final grade.



# Classroom Presentation Tool

Deliver heads-up lessons with the classroom presentation tool.

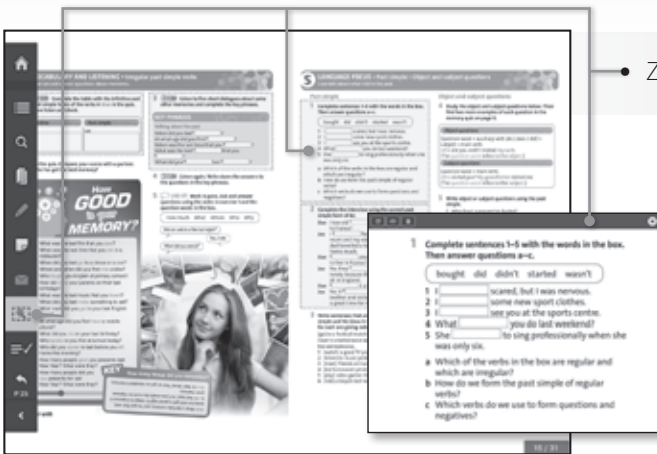
Engage your students in your blended learning classroom with digital features that can be used on your tablet or computer, and connected to an interactive whiteboard or projector.

Play audio and video at the touch of a button and launch activities straight from the page.

These easy-to-use tools mean lessons run smoothly.

Answer keys reveal answers one-by-one or all at once to suit your teaching style and the highlight and zoom tools can be used to focus students' attention.

Take your classroom presentation tool with you and plan your lessons online or offline, across your devices. Save your weblinks and notes directly on the page – all with one account.

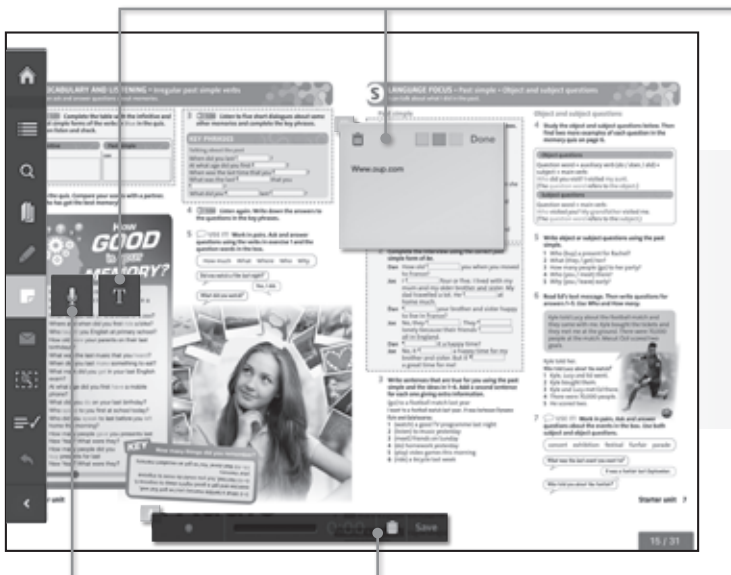
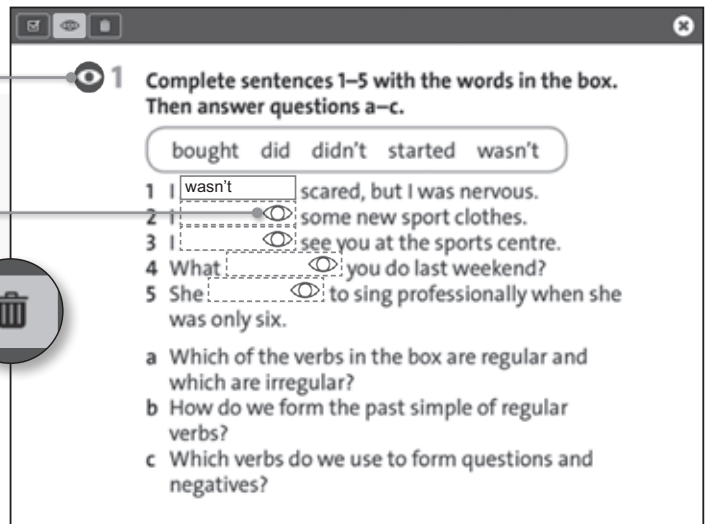


• Zoom in to focus your students' attention on a single activity.

- Play audio and video at the touch of a button.
- Speed up or slow down the audio speed to tailor lessons to your students' listening level.



- Save time in class and mark answers all at once.
- Reveal answers after discussing the activity with students.
- Try the activity again to consolidate learning.



- Save your weblinks and other notes for quick access while teaching. Use across devices using one account so that you can plan your lessons wherever you are.
- Work on pronunciation in class: record your students speaking and compare their voices to *English Plus* Second Edition audio.

# Student's Book contents

| UNIT                         | VOCABULARY  | LANGUAGE FOCUS  |  |   |           |
|------------------------------|---|---|--|---|-----------|
| Starter unit                 | p4 Free time<br><i>video games, music, art, animals, etc.</i><br><b>Key phrases:</b> Talking about hobbies and interests  | p5 <i>be</i> : affirmative and negative<br>Subject pronouns and possessive adjectives<br><b>Key phrases:</b> Introducing people |  |   |           |
|                              | p6 Prepositions and everyday objects<br><i>on, in, under, laptop, bag, coat, phone, etc.</i>  | p7 Possessive <i>'s</i><br><i>be</i> : questions  |  |   |           |
| UNIT                         | VOCABULARY  | READING   | LANGUAGE FOCUS   | VOCABULARY AND LISTENING  |           |
| <b>1</b><br>Towns and cities | p12 Places in a town or city<br><i>restaurant, school, park, etc.</i><br><b>Language point:</b> <i>There's, There are + a, an, some and any</i><br><b>Key phrases:</b> Talking about places           | p14 A description of a cruise ship<br><b>Vocabulary plus:</b> <i>fantastic, comfortable, swimming pool, etc.</i>                | p15 <i>Is there ... ?</i> ,<br><i>Are there ... ?</i> ,<br><i>How many ... ?</i>                                 | p16 Comparing places<br><i>old, quiet, pretty, etc.</i>   |           |
| Review Unit 1 p20            | Puzzles and games p21   |   |  |   |           |
| <b>2</b><br>Days             | p22 Daily routines<br><i>get up, have classes, study, etc.</i><br><b>Language point:</b> Adverbs of frequency<br><b>Key phrases:</b> Comparing answers  | p24 A busy day<br><b>Vocabulary plus:</b> <i>son, daughter, parent, etc.</i>  | p25 Present simple: affirmative and negative<br><b>Pronunciation:</b> Third person <i>-s</i>                     | p26 Special days<br><i>sing, dance, wear, etc.</i><br><b>Study strategy:</b> Preparing to listen                        |           |
| Review Unit 2 p30            | Puzzles and games p31   |   |  |   |           |
| <b>3</b><br>Wild life        | p32 Animals<br><i>camel, butterfly, snake, etc.</i><br><b>Key phrases:</b> Identifying things<br><b>Pronunciation:</b> Sentence stress  | p34 The ugliest animals?<br><b>Vocabulary plus:</b> <i>beautiful, common, dull, etc.</i>  | p35 Superlative adjectives<br><b>Study strategy:</b> Improving your grammar                                      | p36 Amazing animals<br><i>kill, grow, survive, etc.</i>   |           |
| Review Unit 3 p40            | Puzzles and games p41   |   |  |   |           |
| <b>4</b><br>Learning world   | p42 School subjects<br><i>maths, English, history, etc.</i><br><b>Key phrases:</b> Talking about school subjects  | p44 Schools project<br><b>Vocabulary plus:</b> <i>primary school, private school, boarding school, etc.</i>                     | p45 Present continuous: affirmative and negative   | p46 Verbs: Studying a language<br><i>listen, check, repeat, etc.</i><br><b>Study strategy:</b> Thinking about learning  |           |
| Review Unit 4 p50            | Puzzles and games p51   |   |  |   |           |
| <b>5</b><br>Food and health  | p52 Food<br><i>burger, salad, meat, etc.</i><br><b>Study strategy:</b> Organizing and remembering vocabulary<br><b>Pronunciation:</b> Short and long vowels<br><b>Key phrases:</b> Likes and dislikes | p54 Sumo wrestlers<br><b>Vocabulary plus:</b> <i>dish, vitamins, etc.</i>   | p55 Countable and uncountable nouns + <i>some, any, much, many and a lot of</i>                                  | p56 Adjectives: Health<br><i>fit, hungry, etc.</i>  |           |
| Review Unit 5 p60            | Puzzles and games p61   |   |  |   |           |
| <b>6</b><br>Sport            | p62 Sports<br><i>football, athletics, cycling, etc.</i><br><b>Key phrases:</b> Talking about sports   | p64 The Olympics then and now<br><b>Vocabulary plus:</b> <i>winner, competitor, swimmer, etc.</i>                               | p65 <i>there was, there were, was, were</i>  | p66 X Games: Regular and irregular verbs <i>completed, became, etc.</i>   |           |
| Review Unit 6 p70            | Puzzles and games p71   |   |  |   |           |
| <b>7</b><br>Growing up       | p72 Describing people<br><i>short, round, moustache, etc.</i><br><b>Pronunciation:</b> Diphthongs<br><b>Key phrases:</b> Guessing answers   | p74 Childhood photos<br><b>Vocabulary plus:</b> <i>grow, change, give</i>   | p75 Object pronouns<br>Past simple: affirmative and negative   | p76 Life events<br><i>grow up, go to school, etc.</i>   |           |
| Review Unit 7 p80            | Puzzles and games p81   |   |  |   |           |
| <b>8</b><br>Going away       | p82 Things for a holiday<br><i>rucksack, tent, water bottle, etc.</i>   | p84 Summer holidays<br><b>Vocabulary plus:</b> <i>cool, expensive, boring, etc.</i>   | p85 <i>be going to</i> : affirmative, negative and questions<br><b>Pronunciation:</b> Question stress and rhythm | p86 Weather conditions<br><i>windy, stormy, foggy, etc.</i><br><b>Study strategy:</b> Guessing answers before listening |           |
| Review Unit 8 p90            | Puzzles and games p91   |   |  |   |           |
| English Plus Options         | Extra listening and speaking p92  | Curriculum Extra p100   | Culture p106   | Project p112  | Song p116 |