

Sheila Dignen

English Plus

3

**Teacher's
Book**

Second edition

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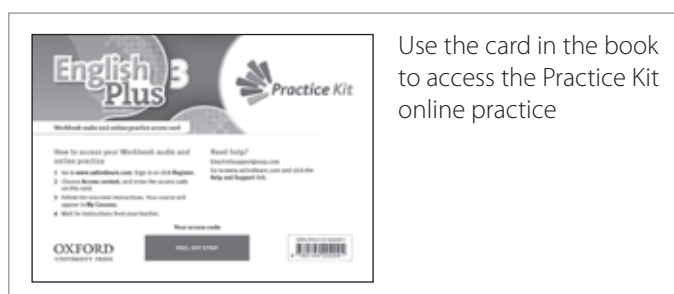
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Introducing *English Plus* second edition

Description of the course

English Plus second edition is a five-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 work, 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 Resource Disk** 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 and at home.

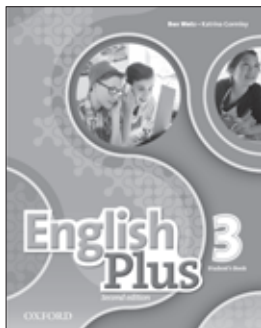
In the classroom

The **classroom presentation tool** 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.

At home

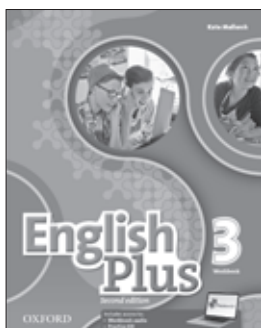
The **Practice Kit** offers students online self-study activities which teachers can monitor and track. Carefully aligned to CEFR levels, it is designed to consolidate and extend the four skills, grammar and vocabulary relevant to the level. The **Practice Kit** also provides access to the Workbook audio.

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** sections which review all the language studied so far in the book.
- eight **Story in English** sections which provide an engaging eight-part story.
- thirty-two pages of **English Plus Options** which include:
 - eight **Extra listening and speaking** pages to give further practice in these skills.
 - eight **Curriculum extra** pages which are linked to topics taught in other subject areas in secondary school.
 - eight **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 four 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 and access to the Workbook audio.



The three Class audio CDs contain:

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



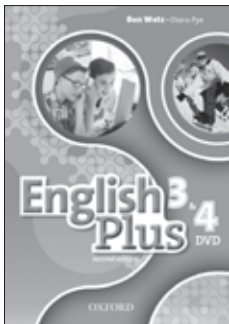
The **Teacher's Book** contains:

- 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, curriculum extra and drama 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 for the tests, which can be played on a CD or DVD player.
- **How to ... guides** offer practical advice on common classroom management issues such as teaching mixed ability classes and getting your students to talk.



The **DVD** contains:

- **vox pops videos** for the opening lessons in the Student's Book.
- **functional videos** for the Speaking lessons in the Student's Book.
- **grammar animations** for the language focus lessons in the Student's Book.
- **cross-curricular and culture documentaries** which explore and expand the Curriculum extra and Culture topics 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 eight 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) contains:

- 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:

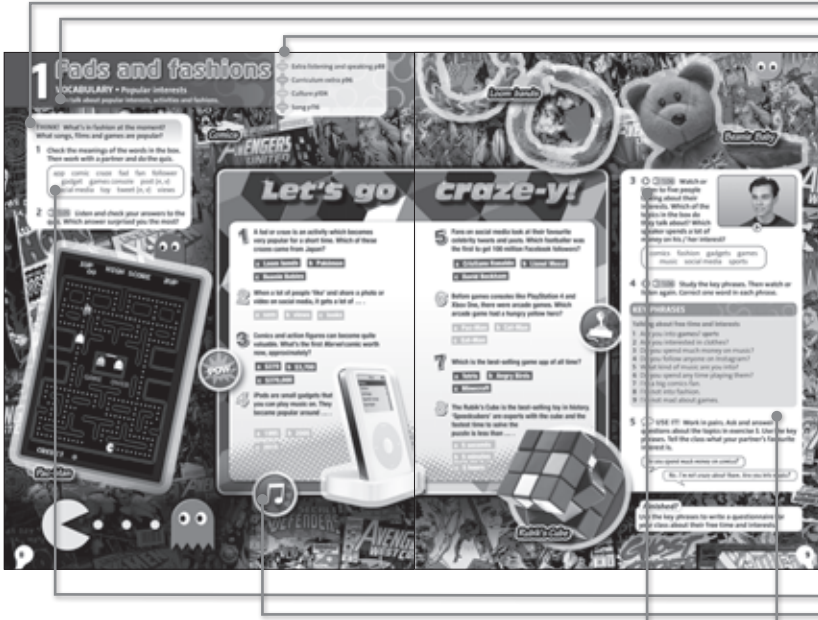
- content carefully aligned to CEFR levels and suitable for self-study.
- consolidation and extension activities that cover core grammar and vocabulary and further develop the four key skills.
 - extra functional videos, vox pops and animations to engage students' interest.
 - exercises that are automatically 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 3 at a glance

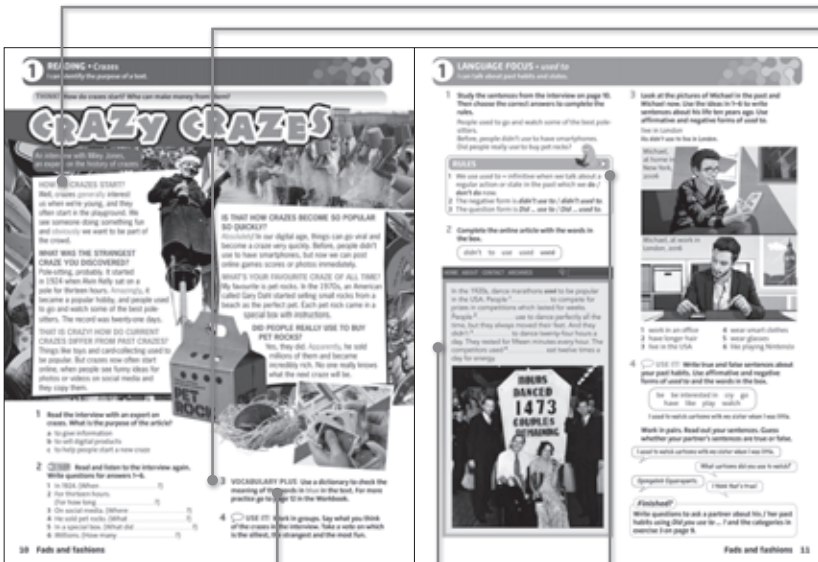
There are **eight units** and a *Starter unit* in the Student's Book. Each unit has **seven lessons**, a **Review** and a **Story in English** section. Each lesson provides material for one classroom lesson of approximately 45 minutes.

Core teaching units



Lesson 1

- This lesson occupies two pages although it is still designed for one lesson in class.
- The **Think!** questions encourage students to start thinking about the unit topic.
- 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 **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 models 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 lesson.
- A **comprehension** exercise practises the vocabulary and develops reading **sub-skills**.
- The **Vocabulary plus** section highlights key new vocabulary from the reading text and encourages dictionary use. 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 often topic-based.

1 VOCABULARY AND LISTENING • Past simple and past continuous of past clothes

1. Copy and complete the word web with the words in the box.

2. Listen and check your answers to questions 1. Think of more words to add to the web.

3. Work in pairs. Use the words in exercise 1 to describe the clothes of people in photos A-C. Where are they?

12 Fads and fashions

1 LANGUAGE FOCUS • Past continuous • Past simple and past continuous

1. Complete the sentences from the listening on page 12 with the words in the box. Then choose the correct option in the box.

2. Listen to the audio and check your answers to questions 1 and 2.

3. Listen to the audio and check your answers to questions 3 and 4.

4. Listen to the audio and check your answers to questions 5 and 6.

13 Fads and fashions

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.

1 SPEAKING • Expressing preferences

1. Listen to the audio and check your answers to questions 1 and 2.

2. Listen to the audio and check your answers to questions 3 and 4.

3. Listen to the audio and check your answers to questions 5 and 6.

4. Listen to the audio and check your answers to questions 7 and 8.

5. Listen to the audio and check your answers to questions 9 and 10.

6. Listen to the audio and check your answers to questions 11 and 12.

14 Fads and fashions

1 WRITING • A fact file

1. Read the fact file. What things were popular in the 1950s? Work in pairs. Tell your partner what was popular in the 1950s using the phrases.

2. Read the fact file again and find the words in the box. Write the words in the box.

3. Complete the sentences with the words in the box. Use the words in the box to complete the sentences.

4. Listen to the audio and check your answers to questions 1 and 2.

5. Listen to the audio and check your answers to questions 3 and 4.

6. Listen to the audio and check your answers to questions 5 and 6.

15 Fads and fashions

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

1 Complete the sentences with the words in the box.

1. I think there's a ... in the film.
2. My favourite ... is ...
3. I'm interested in a ...
4. I ... to show photos and that with ...
5. The ... with this road ...
6. I could be ... when I see ...

2 Complete the adjectives and adverb words.

1. That ... to my ...
2. This ... to ...
3. The ... in the ...
4. I ... to ...
5. The ... is ...

Language focus

3 Complete the sentences with *to* and *the* words.

1. What ... to ...
2. ... to ...
3. ... to ...
4. ... to ...

4 Write sentences using the past continuous.

1. What ... at ...
2. ... at ...
3. ... at ...
4. ... at ...

16 REVIEW • Fads and fashions

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 **Story in English** section at the end of each unit.
- These sections provide an engaging eight-part story to motivate students to read in English.

1 STORY IN ENGLISH • The Swiss Family Robinson by Johann David Wyss

STORIES IN ENGLISH Read stories in English to improve your reading skills. Use the glossary to help you understand the story.

REMEMBER!

1 **BEFORE YOU READ** Look at the pictures of the family Robinson in the photos in the story. Which do the Swiss family think are they doing?

Chapter 1 • The storm

1 The Robinson family were on a ship in the Pacific Ocean. The ship was hit by a storm and sank. The family had to survive on a small island.

2 **READING CHECK** Check in pairs. Cover the text and tell your partner the story. Use these words.

3 **WHAT DO YOU THINK?** Think in pairs. Talk about the family's life on the island. What do you think the family do next?

Other features of the Student's Book

2 READING • The importance of smell

Follow your nose ...

1 Read the article. Then complete the headings for paragraphs A-E with the words in the box.

2 Read and listen to the article again and write notes in your notebook.

3 **DISCUSS** Read and listen to the article again and write notes in your notebook.

LANGUAGE FOCUS • Present perfect, affirmative and negative

1 Cover the article on page 21. Complete the sentences with the words in the box. Then check your answers.

2 Read the sentences in exercise 1 again. Then choose the correct words to complete the sentences.

3 **COMPREHENSION** Read the article and answer the questions.

4 **WRITING** Write a paragraph about the importance of smell.

- The **Finished?** activity provides support for mixed-ability classes.
- The **Study strategy** builds students' study skills and encourages autonomous learning.

1 SPEAKING • Expressing preferences

2 WRITING • A Fact File

Fads and fashions of the fifties

1 Read the fact file. What things were popular in the 1950s? Write in pairs. Put your partner and you in the 1950s using the photos.

2 Read the fact file again and read the words for the phrases in the box.

3 Complete 1-4 with the words and phrases from the box in exercise 1 and your own ideas.

4 **USE IT!** Follow the steps in the writing guide.

- The **pronunciation exercises** allow students to practise and improve their pronunciation. There is a pronunciation exercise in each unit of the Student's Book.
- 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.

English Plus Options

The **English Plus Options** section at the back of the Student's Book provides a wealth of optional extra material. There are extra lessons for each unit which review and extend the language: **Extra listening and speaking, Curriculum extra, Culture, Projects and Songs.**

1 Write the words in the correct place.

2 Listen to Sam, who is shopping for some football shirts with his friend, Amy. Does Sam buy anything in the shop?

3 Listen again and answer the questions. Write A for Amy and S for Sam.

4 Choose the correct words in the key phrases. Then listen again and check.

5 Complete the conversation with the key phrases. Listen and check. Then listen again and repeat.

6 Work in groups of three. Imagine you are in a shop. Look at the phrase boxes. Prepare and practice a short dialogue using the models in exercise 5 and the key phrases.

1 Check the meaning of the words in the box. Which are nouns or adjectives? What do they usually describe?

2 Read the article. What are the advantages and disadvantages of the different types of fabric? Read the text again and complete the table.

3 Read and listen to the article again. Write *Yes*, *No*, or *Maybe*.

4 Write sentences about the types of fabric you can use for different types of clothes. Give reasons for your choice.

- There are eight **Curriculum extra** sections linked to the curriculum for other subjects studied in lower secondary schools.
- Subjects such as maths, language and literature, natural science and geography are addressed through motivating texts and activities.
- These pages allow you to introduce CLIL into your classroom in a structured way.

- There are eight **Extra listening and speaking** pages, which give further practice in these skills and focus on natural, functional language.

1 Read the advert and match sections A-D with the types of information in the box. Which information is in the advert?

2 Would you like to buy the XG StyleSounds? Why? Why not? If yes, which colour would you choose?

3 Design and write an advert. Follow the steps in the project checklist.

4 Read the other adverts. Which advert would you like to buy? Which advert would you like to buy if it were for a different product?

- There are four **Project** sections, which allow students to work collaboratively to explore and personalize topics in the Student's Book. Each project also serves as a cumulative review of the language the students have covered up to that point.

1 Look at the photos. Then read the article. Which hairstyle matches each description?

2 Read and listen to the article again and answer the questions.

3 Read the article and answer the questions. Write in your notebook.

4 Write a short paragraph about the hairstyle you like best. Use the key phrases in the box.

- There are eight **Culture** sections, which invite cultural comparisons and get students thinking about similarities and differences with their own culture.
- If there is a documentary video with the lesson, it is indicated by a video icon and title in the header.

1 Listen to the song. Match the lyrics in the box with the pictures of the clothes.

2 Read the song lyrics and choose the correct words in the box. Then listen again and check.

3 Cover the song lyrics. Match 1-4 with a-e to make sentences from the song.

4 Read the song lyrics again and write true or false. Correct the false sentences.

5 Work in groups. Ask and answer the questions.

- There are four **Song** sections, which review the language the students have covered up to that point.

Workbook 3 at a glance

1 Facts and fashions
VOCABULARY + Popular interests

1 Choose the correct verb to complete the sentences.

2 Complete the sentences with the words.

3 Complete the words for the definitions.

4 Complete the grid with words on this page. They may be more than one answer.

LANGUAGE FOCUS + used to

1 Choose the correct words to complete the text.

2 Complete the sentences using the correct form of 'used to'.

3 Write sentences to compare you and your friend in the past and present.

14 Progress Review

1 Complete the crossword.

2 Read the text and answer the questions.

3 Listen to the audio and write the missing words.

4 Write a short story using the words.

LANGUAGE FOCUS + Past continuous, Past simple and past continuous

1 Complete the sentences using the correct form of 'used to'.

2 Write sentences to compare you and your friend in the past and present.

3 Write a short story using the words.

- 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.

76 LANGUAGE FOCUS REFERENCE + UNIT 1

1 Use the past simple to talk about a finished action in the past.

2 Use the past continuous to talk about an action in progress in the past.

79 LANGUAGE FOCUS PRACTICE + UNIT 1

1 Complete the sentences using the correct form of 'used to'.

2 Write sentences to compare you and your friend in the past and present.

72 CUMULATIVE REVIEW + Starter - UNIT 2

Speaking

1 Look at the photos below. What are they doing? Are you general?

2 Read the text and answer the questions.

3 Write a short story using the words.

4 Listen to the audio and write the missing words.

5 Write a short story using the words.

- 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.

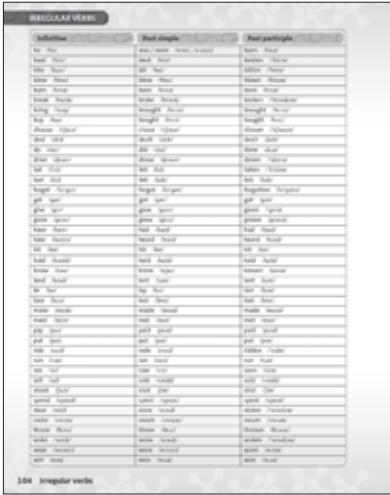
- The **Cumulative review** section deals with **listening, speaking and writing** points covered in all the preceding units.
- There are four Cumulative review sections.



- 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**.



- 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:
- A specially designed set of online materials provide flexible and systematically-developed skills practice, and consolidate and extend the Grammar and Vocabulary syllabus.
 - Structured activities reflect the themes and topics in the Student's Book and Workbook.
 - Media-rich content makes it a stimulating self-study resource for students.
 - The codes in the access cards at the back of the Workbook and Teacher's Book allow separate access for students and teachers.
 - Activities in the **Practice Kit** are marked automatically and graded so the teacher can check students' progress online.
 - **Practice Kit** activities are suggested at the end of each lesson in the teacher's notes.
 - The Workbook audio is available via the **Practice Kit** link.

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

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.

Methodology support

Teaching methodology resources to support the teacher in the classroom are included in the **Teacher's Resource Disk**. These include general *teaching tips*, an *Introduction to CLIL*, and an *Introduction to project work*. There are also eight new **How to... guides** which focus on classroom management skills such as *How to teach students with SEN*, and *How to teach mixed ability classes*.

Key competences

A mapping grid of **Key competences*** is available on the **Teacher's Site**. These show how the competences that have been identified as suitable for development in the English classroom are developed in *English Plus* second edition.

* The European Framework for Key Competences for Lifelong Learning was introduced into education legislation at the end of 2006.

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 learned

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 learned 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 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 learned. 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.

Self-assessment and monitoring progress

The **Practice Kit** allows teachers to track students' progress as they study.

- Automatic marking means you can monitor your students' progress online.
- A tests function, which is only available with teacher's access, lets you create unique tests for your students.





Classroom Presentation Tool

Deliver heads-up lessons with the classroom presentation tool.

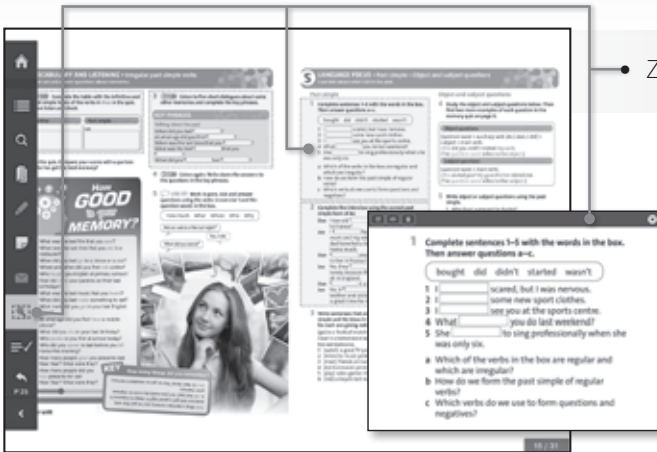
Engage your students in your blended learning classroom with digital features that can be used on your tablet or computer, and connected to an interactive whiteboard or projector.

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.

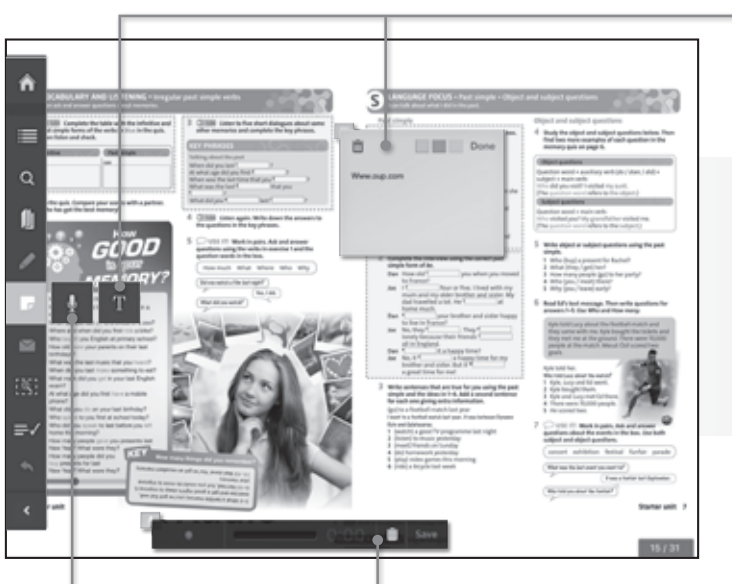
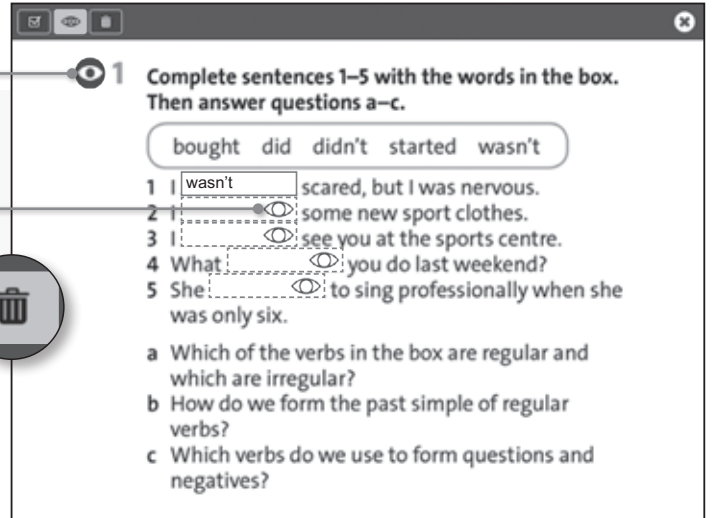


Zoom in to focus your students' attention on a single activity.

- 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 Routines <i>cook, do my homework, finish school, etc.</i>	p5 Present simple and present continuous

UNIT	VOCABULARY	READING	LANGUAGE FOCUS	VOCABULARY AND LISTENING
1 Fads and fashions	p8–9 Popular interests <i>fad, craze, social media, etc.</i> Key phrases: Talking about free time and interests	p10 Crazes Vocabulary plus: <i>generally, obviously, amazingly, etc.</i>	p11 <i>used to</i>	p12 Fashion <i>baggy, blouse, boots, etc.</i> Study strategy: Listening for specific information

Review Unit 1 p16 Story in English: *The Swiss Family Robinson*, chapter 1 p17

2 Sensations	p18–19 Senses <i>hearing, sight, smell, etc.</i> Key phrases: Talking about likes and dislikes	p20 The importance of smell Vocabulary plus: <i>odour, scent, perfume, etc.</i>	p21 Present perfect: affirmative and negative; <i>for</i> and <i>since</i> Study strategy: Learning irregular verbs	p22 Sensations and experiences <i>delicious, disgusting, wonderful, etc.</i>
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Review Unit 2 p26 Story in English: *The Swiss Family Robinson*, chapter 2 p27

3 Adventure	p28–29 Natural features <i>valley, river, mountain, etc.</i> Key phrases: Talking about preferences	p30 An epic adventure Vocabulary plus: <i>set off, leave behind, stop off, etc.</i>	p31 Present perfect simple and present perfect continuous Pronunciation: /æ/ and /ə/	p32 Extreme adventures <i>jump out of, parachute down, sail around, etc.</i> Study strategy: Learning through English
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Review Unit 3 p36 Story in English: *The Swiss Family Robinson*, chapter 3 p37

4 Material world	p38–39 The environment and consumerism <i>pollute, damage, produce, etc.</i> Key phrases: Expressing opinions	p40 The future of food Vocabulary plus: <i>solution, convince, persuade, etc.</i>	p41 Quantifiers	p42 Adjectives: describing objects <i>automatic, digital, ecological, etc.</i> Study strategy: Marking word stress Key phrases: Expressing purpose
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Review Unit 4 p46 Story in English: *The Swiss Family Robinson*, chapter 4 p47

5 Years ahead	p48–49 Uses of <i>get</i> <i>get a driving licence, get a degree, get rich, etc.</i> Key phrases: Making predictions about the future	p50 Future humans Vocabulary plus: <i>adapt, destroy, process, etc.</i>	p51 First conditional with <i>if</i> and <i>unless</i> ; <i>might</i> vs. <i>will</i> Pronunciation: Linking	p52 Lifestyle choices <i>enjoy myself, earn money, travel around, etc.</i> Study strategy: Remembering new vocabulary Language point: Reflexive pronouns
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Review Unit 5 p56 Story in English: *The Swiss Family Robinson*, chapter 5 p57

6 Learn	p58–59 Schools and exams <i>go to lessons, get good marks, obey rules, etc.</i> Key phrases: Expressing opinions	p60 Reviews Vocabulary plus: <i>creative, ordinary, unusual, etc.</i>	p61 <i>can, could, be able to</i>	p62 Courses and careers <i>construction, engineering, entertainment, etc.</i>
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Review Unit 6 p66 Story in English: *The Swiss Family Robinson*, chapter 6 p67

7 Big ideas	p68–69 Verbs: taking action <i>donate, volunteer, sign, etc.</i> Key phrases: Suggesting changes	p70 Being kind Study strategy: Finding specific information Vocabulary plus: <i>award, reward, benefit</i>	p71 <i>can / may / might / could; must / can't; perhaps</i>	p72 Talking about personal qualities <i>brave, clever, confident, etc.</i> Pronunciation: /ə/ and /e/
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Review Unit 7 p76 Story in English: *The Swiss Family Robinson*, chapter 7 p77

8 On screen	p78–79 Film and book genres <i>adventure, comedy, animation, etc.</i> Key phrases: Talking about films and books	p80 Film trivia blog Vocabulary plus: <i>terrible, classic, unbelievable, etc.</i> Study strategy: Reading out loud	p81 Present and past passive: affirmative and negative	p82 Films and books: verbs and nouns <i>director / directed, award / awarded, etc.</i> Pronunciation: /ɔ:/ and /ɑ:/
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Review Unit 8 p86 Story in English: *The Swiss Family Robinson*, chapter 8 p87

English Plus Options: p88 Extra listening and speaking p96 CLIL p104 Culture p112 Project p116 Song