

Ben Wetz • Robert Quinn



# English Plus

**Starter**  
Student's Book

*Second edition*

OXFORD



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 Guide for Classroom Presentation Tool

# English Plus

**Starter**  
Student's Book

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UNIT	VOCABULARY	LANGUAGE FOCUS
Starter unit	p4 Classroom language; greetings; everyday phrases; instructions	
	p5 Classroom language; days and months; the alphabet	
	p6 In the classroom <b>Key phrases:</b> Meeting people; classroom objects; colours	p7 <i>be</i> : singular affirmative

UNIT	VOCABULARY	READING	LANGUAGE FOCUS	VOCABULARY AND LISTENING
<b>1</b> I'm into that!	p12–13 Adjectives <i>cheap, new, bad, boring</i> , etc. <b>Language point:</b> <i>a / an</i>	p14 Favourite things <b>Vocabulary plus:</b> <i>cool, amazing, fantastic</i> , etc.	p15 <i>be</i> : affirmative and negative Possessive adjectives	p16 After school <i>basketball, football, athletics</i> , etc.
Review Unit 1 p20 Puzzles and games p21				
<b>2</b> Family and friends	p22–23 Families <i>aunt, brother, cousin</i> , etc. <b>Language point:</b> Possessive 's <b>Study strategy:</b> Using a bilingual dictionary <b>Pronunciation:</b> /ə/	p24 A report about a circus <b>Vocabulary plus:</b> <i>dancer, helper, leader</i> , etc.	p25 <i>have got</i> : affirmative and negative	p26 Describing people <i>tall, short, chatty</i> , etc.
Review Unit 2 p30 Puzzles and games p31				
<b>3</b> My home	p32–33 Places at home <i>bedroom, bathroom, basement, balcony</i> , etc. <b>Key phrases:</b> Talking about your home	p34 Small homes <b>Vocabulary plus:</b> <i>bright, comfortable, tiny</i> , etc.	p35 <i>there is / there are</i> : affirmative and negative, <i>some</i> and <i>any</i>	p36 An ideal bedroom <i>bed, bookcase, curtains</i> , etc. <b>Study strategy:</b> Using pictures to learn new words
Review Unit 3 p40 Puzzles and games p41				
<b>4</b> At school	p42–43 School day <i>chat with friends, do my homework, finish school, have a break</i> , etc. <b>Key phrases:</b> Time expressions	p44 Unusual schools <b>Vocabulary plus:</b> <i>event, lesson, subject</i> , etc. <b>Study strategy:</b> Making notes about new words	p45 Present simple: affirmative <b>Language point:</b> Third person singular spelling rules <b>Pronunciation:</b> Third person singular forms	p46 A good student <i>ask questions, copy, raise my hand</i> , etc.
Review Unit 4 p50 Puzzles and games p51				
<b>5</b> Free time	p52–53 Free time <i>do martial arts, go cycling, go shopping</i> , etc. <b>Key phrases:</b> Playing a game	p54 A talented young musician <b>Vocabulary plus:</b> <i>record, talented, instrument</i> , etc.	p55 Present simple and adverbs of frequency <b>Language point:</b> Adverbs of frequency	p56 Places to go <i>bookshop, climbing centre, cinema, museum</i> , etc. <b>Study strategy:</b> Making connections
Review Unit 5 p60 Puzzles and games p61				
<b>6</b> On holiday	p62–63 Holiday activities <i>camp, buy, explore, visit</i> , etc. <b>Key phrases:</b> Giving holiday advice <b>Language point:</b> Imperatives	p64 A holiday blog <b>Vocabulary plus:</b> <i>excited, awesome, yummy</i> , etc.	p65 Present continuous: affirmative and negative <b>Pronunciation:</b> <i>-ing</i> forms	p66 Clothes <i>boots, dress, hat, jeans</i> , etc.
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	p8 Countries and nationalities	p9 <i>be</i> : singular and plural
	p10 Numbers	p11 <i>there is / there are</i>

	LANGUAGE FOCUS	SPEAKING	WRITING	ENGLISH PLUS OPTIONS
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	p27 <i>have got</i> : questions and short answers	p28 Describing people <b>Key phrases:</b> Talking about a photo	p29 A blog <b>Language point:</b> Punctuation <b>Key phrases:</b> Talking about likes	p73 <b>Extra listening and speaking:</b> Talking about your family p79 <b>Project:</b> My family p85 <b>Curriculum Extra:</b> Biology: The eye p93 <b>Song:</b> Fred the robot
	p37 <i>Is there ... ?</i> , <i>Are there ... ?</i> , <i>How many ... ?</i> <b>Language point:</b> Prepositions of place	p38 Asking where things are <b>Key phrases:</b> Asking where things are <b>Pronunciation:</b> Question intonation	p39 A description of your home <b>Key phrases:</b> Giving opinions <b>Language point:</b> <i>and</i> and <i>but</i>	p74 <b>Extra listening and speaking:</b> Asking for things and describing where they are p80 <b>Project:</b> My dream home p86 <b>Curriculum Extra:</b> Language and literature: <i>The Bottle Imp</i> p91 <b>Culture:</b> British homes
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	p67 Present continuous: questions <b>Study strategy:</b> Practising grammar outside class	p68 In a shop <b>Key phrases:</b> In a shop <b>Language point:</b> Saying prices	p69 An email about a holiday <b>Key phrases:</b> Writing about a holiday place <b>Language point:</b> Modifiers	p77 <b>Extra listening and speaking:</b> Buying a train ticket p83 <b>Project:</b> A tourist information poster p89 <b>Curriculum Extra:</b> Maths: Recording and presenting data p95 <b>Song:</b> Followers of fashion

# Starter unit

## VOCABULARY • Classroom language

### Greetings

- 1 1.02 Listen and read the dialogues. Then choose the correct words.

Mr Ross is a student / ~~teacher~~.

1 Sally is a student / teacher.

2 Tom and Rosa are friends / teachers.



Mr Ross Hello, **Sally**.

Sally Hello, **Mr Ross**.

Mr Ross How are you today?

Sally I'm fine, thanks. And you?

Mr Ross I'm good, thanks.



Tom Hi, **Sally**.

Sally Hi, **Tom**.

Tom This is my friend, **Rosa**.

Sally Hi, **Rosa**. Nice to meet you.

Rosa Nice to meet you.

- 2 1.02 Work in pairs. Listen again. Then practise the dialogues.

- 3 Work in pairs. Change the words in **blue** in the dialogues. Then practise the new dialogues.

### Everyday phrases

- 4 1.03 Listen and repeat the everyday phrases. Then practise the phrases with your partner.

1 Excuse me.

6 What's this in English?

2 Please ...

7 Can you repeat that?

3 Thank you.

8 Can you spell that?

4 You're welcome.

9 What does this mean?

5 I don't understand.

10 Can I go to the toilet?

### Instructions

- 5 1.04 Match instructions 1–8 with pictures A–H. Then listen and check.

1 Stand up.

2 Sit down.

3 Open your book.

4 Close your book.

5 Read the text.

6 Write sentences.

7 Listen and repeat.

8 Talk with a partner.



- 6 **USE IT!** Work in pairs. Play a game. Act out and guess the instructions in exercise 5.

## Days and months

- 7 1.05 Write the days of the week in the correct order. Listen and check. Then listen again and repeat.



- 1 Monday
- 2 .....
- 3 .....
- 4 .....
- 5 .....
- 6 .....
- 7 .....

- 8 1.06 Listen. Say the next day.  
1 Thursday.

- 9 1.07 Complete the calendar with the months in the box. Then listen and repeat.

April August December  
February June October

<b>January</b>	February	<b>March</b>
1 .....	<b>May</b>	2 .....
<b>July</b>	3 .....	<b>September</b>
4 .....	<b>November</b>	5 .....

## The alphabet

- 10 1.08 Listen and repeat the letters.



- 11 **USE IT!** Work in pairs. Play a game. Ask your partner to spell the days and months.

Can you spell 'Friday'?

Yes. F-R-I-D-A-Y.

Can you spell 'July'?

Yes. J-U-L-Y.

**THINK!** How many people are in your class?

**1** 1.09 Complete the dialogue with the key phrases. Then listen and check.

### KEY PHRASES

#### Meeting people

See you later. I'm fine, thanks.  
Bye! This is my friend ....  
Hello Hello How are you?



Rosa Hello, Tom.  
Tom Hi, Rosa.  
Rosa 1..... Mario. He's from Italy.  
Tom Hi, Mario. 2.....?  
Mario 3....., ..... And you?  
Tom Good, thanks.  
Rosa Oh! It's time for class.  
Tom OK. 4.....  
Rosa Bye!  
Mario 5....., Tom!

**2** Read the dialogue again. Complete the sentences with the words in the box.

friends Italy school

Rosa and Tom are friends.  
1 Mario is from .....  
2 The students are at .....

**3** 1.09 Work in groups of three. Listen again. Then practise the dialogue. Change the names in blue.

**4** 1.10 Match classroom objects 1–12 with pictures A–L. Then listen and repeat.

- |          |               |             |
|----------|---------------|-------------|
| 1 pen    | 5 pencil case | 9 ruler     |
| 2 rubber | 6 desk        | 10 pencil   |
| 3 bag    | 7 poster      | 11 notebook |
| 4 bin    | 8 book        | 12 chair    |



**5** 1.11 Listen. Then practise the dialogue.

Rosa What's this in English?  
Tom It's a pencil.  
Rosa Oh, yes. Thank you.  
Tom You're welcome.



**6** Change the word in blue and practise the dialogue again. Use other objects in exercise 4.

**7** 1.12 Listen and repeat the colours.



**8** **USE IT!** Work in pairs. Play a game. Say a colour. Your partner guesses the correct object. Use the classroom objects in exercise 4.



# S LANGUAGE FOCUS • *be*: singular affirmative

I can talk about people and classroom objects.

1 Study the table. Then complete the sentences with the short forms of *be*.

Singular affirmative	
Long form	Short form
I am	I'm
You are	You're
He is	He's
She is	She's
It is	It's



I'm a student.



1 You..... a student.



2 He / She..... a student.



3 It..... an alien!

2 Choose the correct words.

The student are / am / is at school.

- Mario are / is / am Rosa's friend.
- I 's / 'm / 're in English class now.
- This am / is / are my pencil case.
- Mr Ross are / am / is a teacher.
- You 's / 're / 'm welcome!

3 Complete the sentences with the words in the box.

I'm is is #s What's You

It's a pencil case.

- '..... your name?'
- Kathy..... in this class.
- 'Hello, John. ....'re in class 4C.'
- Joe..... from London.
- 'Hello. .... your English teacher.'

4 Follow the lines. Match 1–6 with a–f. Then write sentences with the correct forms of *be*.

She's from Italy.



1	She	a	green
2	You	b	a ruler
3	I	c	from Italy
4	The bag	d	a nice boy
5	He	e	at school
6	It	f	my friend

5 **USE IT!** Work in pairs. Make sentences about the people and objects on page 6.

Mario is from Italy.

The ruler is yellow.