

Sheila Dignen



English Plus

Second edition

Starter

**Teacher's
Book**

OXFORD

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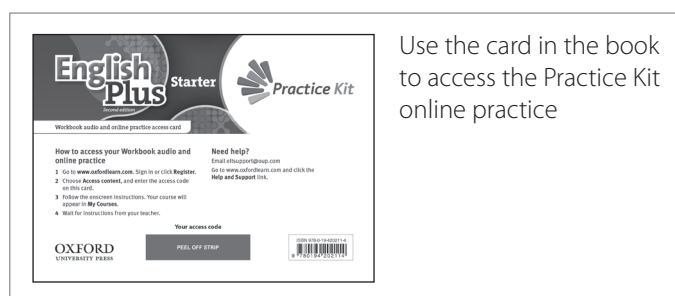
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Use the card in the book to access the Practice Kit online practice

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.

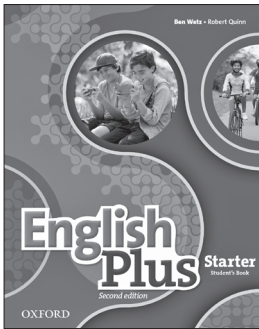
In the classroom

The **Classroom Presentation Tool** provides digital versions of the Student's Book and Workbook, with fully interactive activities to use on the interactive whiteboard.

At home

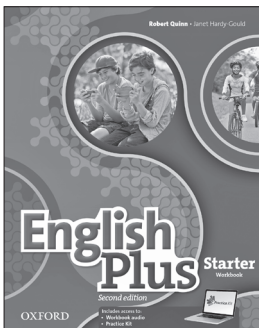
The **Practice Kit** offers students online self-study activities which teachers can monitor and track. Carefully aligned to CEFR levels, it is designed to consolidate and extend the four skills, grammar and vocabulary relevant to the level. The **Practice Kit** also provides access to the Workbook audio.

Components of the course



The **Student's Book** contains:

- a **Starter unit** to revise basic vocabulary and grammar.
- six **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.
- six **Review** sections which review all the language studied so far in the book.
- six **Puzzles and games** sections which provide engaging language consolidation.
- twenty-four pages of **English Plus Options** which include:
 - six **Extra listening and speaking** pages to give further practice in these skills.
 - six **Project** pages which provide an opportunity for collaborative work.
 - six **Curriculum extra** pages which are linked to topics taught in other subject areas in secondary school.
 - three **Culture** pages with topics that invite cultural comparisons.
 - three **Song** pages which provide a further opportunity for consolidation.



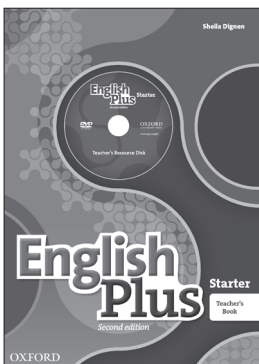
The **Workbook** contains:

- 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.
- six 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.
- a **Student access card** to the online **Practice Kit** for additional self-study practice and access to the Workbook audio.



The two 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 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 **classroom presentation tool** provides:

- 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.



Starter Student's Book at a glance

There are **six 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

1 I'm into that!
VOCABULARY • Adjectives
 I can describe people, places and things.

THINK! Look at the photos. What can you see?
 1 Read and listen to the clues in the Secret sentence puzzle. Match clues 1-10 with photos A-I to find the secret sentence letters.
 2 Complete the secret sentence with the secret letters from exercise 1. Then finish the sentence so that it is true for you.
 3 Match 1-5 with opposite adjectives a-e. Then listen and repeat.
 1 cheap a bad
 2 new b easy
 3 boring c expensive
 4 good d old
 5 difficult e interesting
 4 Ask and answer to test your partner.
 (What's the opposite of 'interesting'?) 'Boring!'

SECRET SENTENCE!

Language points: a / an
 5 Study the rules.
RULES
 We use **a** before vowels (e, e, o and u),
 an apple an old book
 We use **an** before consonants (b, c, d, f, g, etc.),
 and apply a book.
 6 Complete 1-6 with a or an.
 a new singer
 1 an old film
 2 cheap car
 3 boring colour
 4 expensive phone
 5 interesting actor
 6 difficult book
 7 USE IT! Work in pairs. Think of examples for 1-6 in exercise 6. Compare with your partner.
 (Francis is an old film.)
 (Auntie is an old film, too.)

Finished?
 Think of more examples:
 • a bad actor • an expensive watch
 • an old singer • a good film
 • an easy book • a difficult word in English

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.

1 READING • Favourite things
 I can predict the content of a text from photos.

THINK! What are your interests?
 X X X X

WHAT ARE YOU INTO?
 Tell us about your favourite people and things.

1 Hello there! I'm into computer games. My favourite is Minecraft. It isn't easy, but it's a lot of fun! I'm also into football. My favourite team are Manchester United. They're excellent!
 Eric

2 Hi Eric! I'm not into computer games or football. I'm into pop music. My favourite pop singer is Katy. Ariana Grande. She's from Florida, in the USA. Her songs are amazing!
 Katy

3 You're right, Katy. Ariana is good, but she isn't my favourite singer. I'm into Bruno Mars. His music is cool! I'm also into the Star Wars films. My favourite is The Force Awakens.
 Mike

4 I'm into films and my favourite actor is Jennifer Lawrence. She's fantastic! I'm also into pop music. My favourite band are Years & Years. They're from London and their music is excellent.
 Lily

1 Look at the photos. What are the people's interests?
 2 Read the messages in the online forum. Match people 1-4 with photos A-D.
 3 Write four or five.
 1 Eric is into computer games and football.
 2 Minecraft is a difficult game for Eric.
 3 Katy and Mike are into music.
 4 Mike's favourite singer is Ariana Grande.
 5 Lily's favourite band are from Florida.

4 VOCABULARY PLUS Use a dictionary to check the meaning of the words in blue in the text. For more practice go to page 96 in the Workbook.

5 USE IT! Work in pairs. What are you into? Are you into the same things as Eric, Katy, Mike and Lily?
 (I'm into football, too. My favourite team are Chelsea. That's amazing!)

1 LANGUAGE FOCUS • be: affirmative and negative • Possessive adjectives
 I can talk about people's interests.

be: affirmative and negative
1 Study the table. Then write the short forms.

| | |
|--------------------|--|
| Affirmative | into computer games, excellent! amazing! |
| Negative | into computers. from London. my favourite. |

is = 's 3 are =
 I'm not 4 am not =
 He / She / It isn't 5 is not =

2 Choose the correct words.
 Computer games is / are fun.
 1 We 's / 're good at computer games.
 2 Eric and his friends are / is into football.
 3 I aren't / I'm not into pop music.
 4 The new Star Wars film is / are amazing!
 5 You isn't / aren't in Paul's class.
 6 Our teacher isn't / aren't from the UK.

3 Complete the sentences with the affirmative (✓) or negative (X) forms of be.

Bruno Mars is a singer. ✓
 1 Ariana Grande is from Florida. ✓
 2 I am in the UK now. X
 3 You are a famous actor. X
 4 Ariana Grande is at school today. ✓
 5 I am a student. ✓
 6 We are eighteen years old. X

4 Write true sentences with affirmative and negative forms of be.

I / from London. I'm not from London.
 Minecraft / difficult. Minecraft is difficult.
 1 Football / a boring sport.
 2 My friends / into computer games.
 3 English / an easy language.
 4 Old films / interesting.
 5 One Direction / my favourite band.

Possessive adjectives
 5 Complete the table with the words in the box.
 her his its my our their your your

| subject | I | you | he | she | it | we | you | they |
|------------|----|------|-----|-----|-----|-----|------|-------|
| possessive | my | your | his | her | its | our | your | their |

6 Complete the sentences with the correct possessive adjectives.
 You're in my class. What's your name?
 1 I'm into music. favourite band are Coldplay.
 2 Eric's into football. It's favourite sport.
 3 They're British. names are Katy and Lily.
 4 We're from the UK. capital city is London.
 5 My brother and I are French, but family name is English.

7 USE IT! Play a game. Write three sentences about a friend in the class using be. Read them to the class. The other students guess the person.
 My friend is into ... her favourite ... / are ...
 She isn't into ... What's her name?

Finished?
 Write sentences about two other friends.

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 • After school
I can ask and answer questions in a dialogue.

THINK! Look at the photos. How many activities can you name?

SPORTS **CLUBS**

1 **Match** the activities in the box with photos 1-8. Then listen and repeat.

art athletics basketball chess
drama football gymnastics music
science swimming

2 **Listen** and write the activities. (1 person)

3 **Read** and answer the questions in the After-school activities survey.

AFTER-SCHOOL ACTIVITIES SURVEY

1 What's your name? _____
2 How old are you? _____
3 Are you in any clubs at school? (/)
 drama art chess
 science music

4 Are you into sports? (/ N)
 swimming athletics gymnastics
 basketball football

5 What's your favourite sport? _____
6 What's your favourite sportsperson? _____

16 I'm into that!

1 LANGUAGE FOCUS • be: yes / no questions and short answers
I can ask and answer questions.

be: yes / no questions and short answers

1 **Study** the questions and answers.

| Questions | Answers |
|-----------------------|------------------|
| Are you in any clubs? | Yes, I am. |
| Is he into sports? | No, he isn't. |
| Are clubs fun? | Yes, they are. |
| | No, they aren't. |

2 **Match** questions 1-6 with answers a-f. Then listen and check.

1 Is basketball an interesting sport?
2 Is Jennifer Lawrence an actor?
3 Are we in English class now?
4 Are you from the USA?
5 Are your friends in the drama club?
6 Is Bruno Mars an English actor?

a Yes, we are.
b No, I'm not.
c Yes, they are.
d No, they aren't.
e Yes, she is.
f No, he isn't.

3 **Complete** the questions and answers. Then listen and check.

A Is the music club boring?
B No, it isn't.

4 **Match** the questions with the answers in the box. Then complete the rules with the question words.

At 10:00 a.m. Football
He's thirteen In my bag Mrs Baker

What's your favourite sport? Football.
1 How old is Tom?
2 Who is your teacher?
3 Where are your books?
4 When is maths class?

RULES

We use _____ for people 4 _____ for things.
2 _____ for age 5 _____ for times.
3 _____ for places.

5 **Choose** the correct question words. Then write true answers.

(How) / Where old are you?
1 From / you / are / when? /
2 When / Who is your English class?
3 Who / What is your favourite actor?
4 How / What is your favourite colour?
5 Your / what / food / favourite / is / ?

6 **Order** the words to make questions. your / is / name / what / / What is your name?
1 From / you / are / when? /
2 you / did / are / how? /
3 is / favourite / your / when? /
4 favourite / is / who / person / your? /
5 your / what / food / favourite / is / ?

7 **USE IT!** Work in pairs. Imagine you are Emma people. Take turns to interview each other. Ask and answer the questions in exercise 6.

What's your name?
My name's Lionel Messi.

Finisher?
Write five **yes / no** questions for your partner. Guess your partner's answers. Ask your partner and check.
Is green your favourite colour? No, it isn't.

17 I'm into that!

- 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 • Giving personal information
I can ask and answer questions about personal information.

THINK! Are you in a club or team?

Mr Green Hello. What's your name?
Adam My name's Adam Leary.
Mr Green Sorry? Adam...?
Adam Leary.
Mr Green Can you spell that, please?
Adam Yes, it's L-E-A-R-Y.
Mr Green That's great, thanks. How old are you?
Adam I'm eleven.
Mr Green OK. What's your address?
Adam It's 10 Walton Road, Oxford.
Mr Green And what's your home phone number?
Adam It's 01865 7946 0381.
Mr Green Fantastic! Welcome to the football club!

1 **Watch** or listen. How old is Adam?
2 **Watch** or listen again. Then practice the dialogue in pairs.
3 **Read** the dialogue again. Complete the key phrases.

KEY PHRASES

Questions about personal information

1 What's your _____?
2 Can you _____ that, please?
3 What's your _____?
4 What's your _____ phone number?

4 **PRONUNCIATION**: The alphabet
Listen and practise the sounds.

| Sound | Letter names |
|-------|---------------|
| /eɪ/ | A H K |
| /i:/ | B C D G P T V |
| /eɪ/ | F L M N S X Z |
| /i:/ | I Y |
| /əʊ/ | O |
| /i:/ | Q U W |
| /eɪ/ | R |

5 **Listen** to the spellings and write the names.
1 _____ 4 _____
2 _____ 5 _____
3 _____ 6 _____

6 **USE IT!** Work in pairs. Use the information on the cards to prepare a new dialogue. Use the dialogue in exercise 1 to help you. Then practise the dialogue.

Name: Ellie Jones
Age: 11
Address: 39 Winton Road, Manchester
Home phone number: 020 4674 5277

Name: Galia Miles
Age: 12
Address: 45 London Street, Oxford
Home phone number: 0865 5426 1873

18 I'm into that!

1 WRITING • An email
I can write an email about myself.

THINK! What is your email address?

1 **Read** Ana's email to Marie. What sport is Ana into?

YOUR SCHOOL E-FRIEND!

Your new e-friend is a French girl. Her name is Marie Dubois and she's from Paris. She's eleven years old.

2 **Send** an email to your new friend.

Hi Marie,
How are you? My name's Ana Rivera. I'm from Oxford, in England, but my family is from Madrid, in Spain. I'm eleven years old. I'm into pop music and Taylor Swift is my favourite singer. My favourite band are One Direction. They're British. I'm also into sports. I'm in the basketball team at school. What about you? Who are your favourite singers or bands? What sports are you into? Are you in any teams or clubs at school? Please write soon! Bye for now.
Ana

3 **Read** the email again and complete the key phrases.

KEY PHRASES

An informal email

1 Hi _____
2 _____ are you? 5 _____ for now.
3 What _____ you?

Language points: Capital letters

3 **Match** 1-5 with the words with capital letters in Ana's email.

1 a person Maria, Ana Rivera, Taylor Swift
2 a country
3 a band One Direction
4 the first word of a sentence
5 a language or nationality

4 **Read** the study strategy and correct Sam's email. There are ten more mistakes.

STUDY STRATEGY

Checking your work
Check your writing before you give it to your teacher. Read carefully and look for mistakes. You can ask a friend to check your work, too.

4 **Read** the study strategy and correct Sam's email. There are ten more mistakes.

Hi Adam, Sam
How are you? My name's Sam. I'm twelve years old and I'm from Glasgow, in Scotland. I'm into films and my favourite actor is Chris Hemsworth. I'm also into football. My favourite team are Chelsea. Bye for now.
Sam

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

WRITING GUIDE

A **TASK**
Write an email to a new e-friend.

B **THINK AND PLAN**

1 What's your name?
2 Where are you from?
3 How old are you?
4 What are you into?
5 What are your favourite things?
6 Are you in any teams or clubs at school?
7 Write questions for your friend.

C **WRITE**
Start the email:
Hi _____
Give your information:
My name's _____
Ask your questions:
What about you?
Finish the email:
Please write soon.

D **CHECK**
- spelling mistakes - capital letters

19 I'm into that!

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

- Complete the adjectives.
 - This exercise isn't **...**
 - This exercise isn't **...**
 - This is a very **...** film.
 - These bags are **...**
 - This art book is **...**
 - Those new phones are **...**
 - That computer game isn't **...**
- Match the words in the box with pictures 1-9.

| | | | | |
|---------------|-----------|----------|----------|-------|
| art | athletics | baseball | chess | drama |
| computer game | music | science | swimming | |

Speaking

6 Complete the dialogue with the words in the box. (address club name number please spell)

Brad: Hi there. What's your **...** ?
Lisa: It's Lisa Tiger.
Brad: Sorry, can you **...** that.
Lisa: Yes, it's Y.A.G.E.E.
Brad: What's your home phone **...** ?
Lisa: It's 020 6478990.
Brad: And what's your **...** ?
Lisa: 22 Newton Road, Liverpool.
Brad: Great! Welcome to the **...** !

Language focus

3 Write sentences with the correct forms of be.

- I / be / a good student.
- You / not be / from Brazil.
- Sally / be / in my class.
- My friends / not be / at home now.
- We / not be / into team sports.
- The art club / be / on Thursday.

4 Write the correct pronouns or possessive adjectives.

- He / into sports. Our favourite is football.
- It / a student. My favourite subject is art.
- That / get my friend. Name is Ana.
- They're British, but **...** family is from India.
- Wales is in the UK. **...** capital city is Cardiff.
- ...** is an actor. His name is Will Smith.
- ...** is into music. Which your favourite singer?

20 REVIEW • I'm into that!

1 PUZZLES AND GAMES

1 Find five adjectives in the grid. Each adjective is in a different colour. Then match the adjectives with the opposites below.

| | |
|---------------|-------------|
| expensive | cheap |
| 1 new | 3 bad |
| 2 interesting | 4 difficult |

2 THESE IN A ROW. Complete the grid with the phrases in the box. The first person in the class to finish is the winner.

| | | |
|---------------|----------------|------------------|
| bad actor | difficult work | easy game |
| expensive car | good film | interesting book |
| new phone | old band | pop singer |

3 BOLL THE DICE! Work in groups. Follow the instructions.

- Take turns.
- Roll the dice. Look at the number on the dice.
- Find five verb forms with the same number.
- Make a true sentence with the verb.
- The first person to say six correct, true sentences is the winner.

4 SET DOWN! Work in groups. Follow the instructions.

- Choose a leader.
- Everybody stands up.
- The leader asks the questions below.
- The group listen to the questions and answer 'Yes, I'm not' and sit down, or say 'Yes, I am' and get ready for the next question.
- The winner is the last person standing.
- When you finish, write six new questions and play the game again.
- Take turns to be the leader.

5 GUESS THE ACTIVITY. Work in groups. Choose an activity in sport from the box. Act it out in front of your group. Don't speak! The other students guess the activity.

6 SIT DOWN! Work in groups. Follow the instructions.

- Choose a leader.
- Everybody stands up.
- The leader asks the questions below.
- The group listen to the questions and answer 'Yes, I'm not' and sit down, or say 'Yes, I am' and get ready for the next question.
- The winner is the last person standing.
- When you finish, write six new questions and play the game again.
- Take turns to be the leader.

PUZZLES AND GAMES • I'm into that! 21

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 sections provide fun and engaging activities to consolidate the language learned in the unit.

Other features of the Student's Book

2 Family and friends

VOCABULARY • Families

1 THINK! How many people are there in your family?

2 Complete the table with the words in the box. Listen and check. Then listen again and repeat.

| | | | | | |
|-------|---------|--------|--------|---------|--------|
| uncle | brother | mother | father | brother | sister |
|-------|---------|--------|--------|---------|--------|

3 PRONUNCIATION: /əf/ Listen and repeat.

4 STUDY STRATEGY

5 Read the study strategy. Then find the words in the box in a bilingual dictionary. Add the words to the table in exercise 1.

6 Look at Victoria's family tree. Listen and read the clues on page 23. Then write the correct names in the family tree.

My family tree

by Victoria

Clues

My parents are great. Their names are David and Amanda.

My sister's name is Julia. She's into swimming. My brother's name is Michael. He's into music.

I've got one aunt. Her name is Susan and she's into tennis. Her husband's name is Peter and he's a big football fan.

Kyle is my favourite cousin. He's into art and he's cool. Lisa and Maggie are Kyle's little sisters. They're twins!

My grandad's name is Greg. He's from Scotland. My grandma's name is Mary. She's from Boston in the USA.

My grandad and grandma have got two children. My dad's their son and my aunt Susan is their daughter.

22 Family and friends

Family and friends 23

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

2 READING • A report about a circus

1 THINK! What is a circus? What are clown's?

2 Read the magazine report. What is the best title?

3 VOCABULARY PLUS Use a dictionary to check the meaning of the words in blue in the text. For more practice go to page 24 in the Workbook.

4 USE IT! Work in pairs. It's the Zoppo Circus. You're in a class. You're a great team!

5 LANGUAGE FOCUS • Have got: affirmative and negative

6 Complete the sentences with the correct forms of have got from the table in exercise 1.

7 Write sentences with her got or have got.

8 Work in pairs. Which sentences in exercise 3 are true for you?

9 Write true sentences with the words in the box. Use the affirmative or negative forms of have got.

10 USE IT! Write true sentences about your family and possessions. Read your sentences to a partner. Then sit the class about your partner.

11 FINISHED? Look at the classroom objects on page 24. Which things have you got in your bag? Write affirmative and negative sentences with have got.

24 Family and friends

Family and friends 25

- 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**, **Project**, **Curriculum extra**, **Culture**, and **Songs**.

EXTRA LISTENING AND SPEAKING - Asking and telling the time
I can ask for and tell the time.

After-School Clubs

MUSIC CLUB BASKETBALL CLUB FILM CLUB BASKETBALL CLUB PHOTO CLUB

1 Match the times in the box with clocks 1-6. Then say the times.

eight o'clock five past eleven
half past three quarter past two
quarter to ten twenty to six

2 Listen and draw the times you hear. Then listen again and repeat.

3 Listen to a conversation. What activity is Lily interested in?

4 Study the key phrases. Then listen to the conversation again and complete the timetable.

KEY PHRASES

Talking about days and times
When's the art club? What time is it?
It's on Monday. At half past three.

| Music club | Basketball | Film club |
|------------|------------|-----------|
| Day: 1 | 4 | Thursday |
| Time: 2 | 5 | 5.00 |
| Day: 3 | 6 | Friday |
| Time: 4 | 7 | 4.30 |

5 Listen and repeat the dialogue. What activity is Jim interested in?

Jim: Here's the Activity Centre timetable for the different clubs.
Flora: When's the film club?
Jim: It's on Thursday.
Flora: What time is it?
Jim: At five o'clock.
Flora: Great! Are you interested in it?
Jim: No, I like sport. I'm in the basketball club. It's on Friday at six o'clock.

6 USE IT! Work in pairs. Prepare a new dialogue. Change the words in blue in exercise 5 using information in the timetable. Then practice your new dialogue.

72 EXTRA LISTENING AND SPEAKING

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

CULTURE - Youth groups
I can talk about youth groups and activities.

YOUTH GROUPS AROUND THE WORLD

Hi! My name's Lucy and I'm thirteen. I'm from the UK and I'm from the Woodcraft Folk. My group is on Thursday evenings. Woodcraft is popular here. The activities are fun. My favourite activity is camping. In the photo, I'm at a summer camp with my friends.

Hi! I'm Cole and I'm thirteen. I'm from Australia and I'm a scout. This is a photo of the World Scout Jamboree in Sweden. A jamboree is a big meeting of scouts. I'm here with 40,000 scouts from 140 different countries. It's great!

Hello! I'm Dan and I'm fourteen. I'm from Brazil. In Canada, climbing, canoeing and walking are popular activities for young people here. Climbing is my favourite sport. It's amazing in the photo. I'm at a weekend camp with my climbing group.

1 Look at the photos and answer the questions.

1 What youth groups do you think the people are in?
2 What countries do you think the people are from?

2 Read and listen to the website article. Then check your answers to exercise 1.

3 Read and listen again. Answer the questions.

1 What day is Lucy's Woodcraft Folk group?
2 What is Lucy's favourite activity?
3 What are popular activities for young people in Brazil?
4 What is Dan's favourite activity?
5 Where is Cole in the photo?
6 What is a Scout jamboree?

4 YOUR CULTURE Answer the questions.

1 What youth groups are popular in your country?
2 Are you in a youth group?
3 What activities are popular with young people in your country?

5 USE IT! Work in small groups. Do a survey about favourite activities. Complete the chart for your group.

| Youth group | Jan | Feb | Mar | Apr | May | Jun | Jul | Aug | Sep | Oct | Nov | Dec |
|-------------|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|
| Sports | | | | | | | | | | | | |
| Interests | | | | | | | | | | | | |

Are you in a youth group or club?
What are your favourite sports?
What are your other interests?

90 CULTURE

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

PROJECT - A club poster
I can make a poster about a club.

1 Read Jamie's poster. What information is on the poster?

a number of club members e cost
b number of groups f place
c age of instructor g time
d age of club members

2 Read the poster and answer the questions.

1 Who is the club for?
2 When is the club?
3 What time is it?
4 Where is the club?
5 Who is the instructor?
6 What is the cost?

3 Make a poster for a club. Follow the steps in the project checklist.

PROJECT CHECKLIST

1 Choose an activity for your club.
2 Answer the questions in exercise 2 for your club.
3 Find some photos for your poster.
4 Make a poster with your text and photos.
5 Put all the posters on the wall.

4 Look at the other posters. What activities are popular?

PHOTOGRAPHY CLUB

New activity!

Are you interested in photography?
Yes? This new club is for you.
Photography is an exciting new activity of the youth centre.
Photography is fun and it's fun to do. The club is for young people from ten to sixteen years old.
It's on the youth centre on Bolton Road. It's on Tuesdays from four to seven o'clock.

This is the instructor, Josh with his camera. He's a professional photographer and a fantastic person.

Cost: £25 a year
Equipment: none

78 PROJECT

- There are six **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.

CURRICULUM EXTRA - Physical education: Getting fit
I can talk about PE.

Physical education around the world

Physical education (PE) is a compulsory subject in many countries, for example, the UK and Canada.

The recommended amount of exercise for children and teenagers is only minutes per day. Sport is good for everyone. Active people are fit and healthy. They are more energetic and positive, too.

The average number of hours of PE per week is 1.5.

The most popular sports at school are team sports, like football, basketball, volleyball and hockey. Sports like athletics, swimming and gymnastics are also very popular.

1 Read the introduction to the website article. What is the meaning of compulsory?

2 Match photos A-D with the words in the box.

basketball hockey
swimming volleyball

3 Read and listen to the article. Match questions A-D with sections 1-4.

A Which sports are popular in PE lessons?
B In which countries is PE compulsory?
C What is your opinion?
D Why is sport good for you?

4 Read the article again. Write *true* or *false*. Correct the false sentences.

1 PE isn't compulsory in Canada.
2 Sport is good for your health.
3 Volleyball and hockey are team sports.
4 There are swimming classes in all schools.
5 Emma Jones is from the UK.

5 Read the article again. Check the meaning of the adjectives in blue. Which adjectives describe people? Which adjectives describe sports?

6 USE IT! Work in pairs. Discuss the questions. Then write your own post for the website.

1 How many hours of PE are there each week at your school?
2 What sports and activities are there at your school? Are they popular?
3 Which sport is your favourite? Why?

64 CURRICULUM EXTRA

- There are six **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.
- Alternate lessons are supported by documentary video. If there is a video with the lesson, it is indicated by a video icon and title in the header.

SONG - Fred the Robot
I can understand a song about robots.

1 Match the words in the box with pictures 1-5.

camera chest head robot speaker

2 Listen and choose the correct words in the song.

3 Listen to the song again. When you hear robot, click your fingers. When you hear Fred, clap your hands.

4 Look at the song again. What has the robot got? What hasn't it got? Write sentences.

a camera a head a name
a speaker a telephone

The robot's got a camera.

5 Read the description of a new robot. Complete the song.

| Robot's name | Sex |
|--------------------|---------------|
| Colour | blue and grey |
| Speaker in chest? | no |
| TV in chest? | yes |
| Camera on head? | no |
| Telephone on head? | yes |

the Robot

I've got a _____ robot.
The robot's name is _____.
It's got a _____ in its chest.
And a _____ on its head.
The robot runs around the house.
The _____ rings all day.
Put your ear next to the _____.
You can hear _____ say.
I've got a _____ robot.

6 USE IT! Work in pairs. Design a robot for your school. Draw a picture of your robot. Then write a poem about it. Read the poem to the class.

SONG 93

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

Starter Workbook at a glance

1 I'm into that!
VOCABULARY • Adjectives

1 Label the pictures with the words in the box.
bad boring cheap difficult easy expensive good interesting new old

2 Listen to the pictures with or an and the words in the boxes.
bad boring difficult expensive new old
book car computer game phone singer

3 Write sentences using the words in the box and the adjectives in exercise 1.
actor book car city country film game phone singer
Japan is an exciting country.
Drake is a good singer.

18 I'm into that!

- 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.

1 PROGRESS REVIEW

MY EVALUATION Check your progress. Do the exercises and then complete your own evaluation.

VOCABULARY Adjectives

1 Complete the sentences with the opposites of the bold words. Use the words in the box.
difficult expensive good interesting new

2 Complete the words in the sentences.
1 That new James Bond film is ... o-o ...
2 Football is ... it's my favourite sport.
3 Our music teacher is an ... c-c ...
4 LeBron James is an ... b-b ... basketball player.
5 It's Saturday! That's ... a-a ...

READING Favourite things

2 Complete the words in the sentences.
1 That new James Bond film is ... o-o ...
2 Football is ... it's my favourite sport.
3 Our music teacher is an ... c-c ...
4 LeBron James is an ... b-b ... basketball player.
5 It's Saturday! That's ... a-a ...

18 I'm into that!

- 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.

1 LANGUAGE FOCUS REFERENCE • Unit 1

be: affirmative and negative

Possessive adjectives

be: yes / no questions and short answers

Language Focus Practice • Unit 1

be: affirmative and negative

Possessive adjectives

be: yes / no questions and short answers

68 LANGUAGE FOCUS • UNIT 1

1 CUMULATIVE REVIEW • Starter unit - Unit 2

Speaking

1 Study the photos on this page. What are the after-school activities? Which ones are interesting for you?

Reading

2 Read the posters. Which clubs have got meetings on Wednesdays?

See you there!

3 Read the posters again. Then correct the mistakes in the sentences.

4 Answer the questions.

60 CUMULATIVE REVIEW • Starter unit - Unit 2

- 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 three Cumulative review sections.

WORDLIST

Phonetic symbols

Starters unit

day (deɪ) desk (desk) English (ɪŋɡlɪʃ) American (əˈmerɪkən) Argentine (ɑːrʒənˈteɪn) Australian (ɔːstreɪliən) British (brɪtɪʃ) Canadian (kəˈnædɪən) Chinese (ˈtʃaɪniːz) French (frenʃ) German (dʒɜːmən) Greek (ɡriːk) Indian (ɪˈndiːən) Italian (ɪˈtaliən) Japanese (dʒəˈpænɪz) Korean (kəˈriːn) Mexican (meksɪˈkæn) New Zealand (njuːˈziːlənd) Russian (rʌʃən) Spanish (spænɪʃ) Swiss (swɪs) Thai (taɪ) Turkish (ˈtɜːkɪʃ) Vietnamese (viːjətˈnaɪm) Chinese (ˈtʃaɪniːz) Japanese (dʒəˈpænɪz) Korean (kəˈriːn) Mexican (meksɪˈkæn) New Zealand (njuːˈziːlənd) Russian (rʌʃən) Spanish (spænɪʃ) Swiss (swɪs) Thai (taɪ) Turkish (ˈtɜːkɪʃ) Vietnamese (viːjətˈnaɪm)

Comments

90 Wordlist

In the classroom

WORDLIST

Illustrations of classroom items: bag, pen, chair, pencil case, notebook, ruler, book, pencil, desk, rubber, poster, bin.

people (piːpl) person (pɜːsn) personal (pɜːsnəl) photo (fəʊto) phrase (frez) photo (fəʊto) second (sekənd) still (stɪl) stand up (stænd ʌp) please (pliːz) present (preznt) practice (præktɪs) purple (pɜːpl) quiet (kwaɪət) read the text (riːd ðə tekst) recognise (rekəɡnɪz) red (red) repeat (riːpiːt) the USA (ðə ˈjuːs əˈleɪt) thing (θɪŋ) time (taɪm) Turkey (ˈtɜːki) week (wiːk) welcome (welkəm) What does this mean? (wɒt ðɪz miːn) white (waɪt) write (raɪt) write sentences (raɪt ˈsentənsɪz) you (juː) you're (jə) You're welcome. (jə ˈwelkəm) the USA (ðə ˈjuːs əˈleɪt) thing (θɪŋ) time (taɪm) Turkey (ˈtɜːki) week (wiːk) welcome (welkəm) What does this mean? (wɒt ðɪz miːn) white (waɪt) write (raɪt) write sentences (raɪt ˈsentənsɪz) you (juː) you're (jə) You're welcome. (jə ˈwelkəm)

WORDLIST 81

- 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 the key vocabulary of the Student's Book.
- Audio** for the Wordlist is available on the online **Practice Kit**.

KEY PHRASES

Starters unit

Meeting people

See you later. Bye!

Hello

I'm fine, thanks. This is my friend.

How are you?

Asking for personal information

What's your name?

Where are you from?

How old are you?

Unit 1

Questions about personal information

What's your name?

Can you spell that, please?

What's your address?

What's your home phone number?

An informal email

Hi Maria,

How are you?

What about you?

Please write soon!

Bye for now

Unit 2

Talking about a photo

That's a nice photo. Who's that boy on the left? Is that your mum on the right? She looks nice!

Who's that in the middle?

Talking about likes

I like...

He's keen on...

She likes...

She's a fan of...

Unit 3

Talking about your home

My home is in London. It's new/old. I don't like it. My home's got... it hasn't got...

Asking where things are

Where's my school bag?

Is it in your wardrobe?

Are you sure?

Maybe it's under your bed.

Here it is!

Giving updates

It's ideal for my family. I think my mum's good. I'm happy with my bedroom. I'm not keen on my bed.

Unit 4

How expensive

From... to... at 130... at least time

in the morning/afternoon/evening on Wednesday/Thursday

after dinner before go to bed

enjoying a friend

Good idea!

What's that?

Let's study at my house.

Unit 5

Changing options

I like... I think... I don't like that because... in my opinion...

Unit 6

Making plans

What do you want to do (at the weekend)?

Why don't we go swimming?

Sorry I'm busy (on Saturday morning, but I'm free in the afternoon).

Let's meet (at the café) at (two o'clock). See you then!

Talking about free time

during the week at the weekend on weekdays on your free time

Unit 6

Giving holiday advice

Travel there in (July/Aug). Go with your family.

You can visit (the Dubai Mall). Don't miss (the Eiffel Tower).

Many visitors (buy souvenirs) there. It's a good place to go (swimming).

Is a shop

Can I help you?

I'm looking for (a shirt).

They're over there, next to (the door). How much is this (T-shirt), please?

OK, here you are. Here's your change.

enjoying a holiday

It's (great) with (my mum). Our hotel isn't very (big), but it's quite (modern).

It's very busy here. We want to (go) to the (old town) later. There are lots of (really cool) buildings.

Key phrases 93

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

Practice Kit

| | Practice Kit Vocabulary practice | Practice Kit Grammar practice | Practice Kit Skills practice |
|-----------------|----------------------------------|---|---|
| Starters | | | |
| Unit 1 | Vocabulary 1 Adjectives | Grammar 1 (to, nouns and subject pronouns + am / is / are) | Listening 1 My favourite sport Speaking 1 Asking and answering personal questions |
| Unit 2 | Vocabulary 2 Families | Grammar 3 (to, affirmative, negative, yes / no questions) | Reading 1 A family blog Speaking 2 Describing photos |
| Unit 3 | Vocabulary 3 Places at home | Grammar 4 (to, affirmative, negative, some / any with countable nouns) | Listening 2 Who's the owner of this house? Speaking 3 Looking for things |
| Unit 4 | Vocabulary 4 in class | Grammar 5 Present simple affirmative, including 3 rd person singular | Reading 2 My school diary Speaking 4 Making suggestions |
| Unit 5 | Vocabulary 5 in town | Grammar 6 Present simple negative, including 3 rd person singular | Listening 3 What's the frequency? Speaking 5 Making plans |
| Unit 6 | Vocabulary 6 Clothes | Grammar 7 Present continuous affirmative and negative | Reading 3 My photo diary Speaking 6 Buying prices |

95

- The activities available on the online **Practice Kit** are listed in the **Practice Kit** contents.

English Plus second edition ...

Practice Kit

Content | Tracking | Class Tools | Communication | Resources | Advanced Tools

Contents > Skills Module A > Speaking 1: I'd like a pizza, please > I'd like a pizza, please: Engage

I'd like a pizza, please: Engage

Speaking I'd like a pizza, please.

Look at the menu. Choose the foods you like.

1 2 3 4 5 6 7 ENGAGE

pizza fish

pasta chicken

hamburger salad

Reset Submit

Powered by Desire2Learn Inc.

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. 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 used for reference as a mini-dictionary.

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 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