

# English *Plus*

**Teacher's Book 1**

**OXFORD**

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## Introducing *English Plus*

### Description of the course

*English Plus* is a four-level course for lower-secondary students. It will give students all the skills they need to communicate with confidence in English. The course has been designed on the basis of extensive research in secondary schools to ensure that it really works in the classroom. 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, communication, and vocabulary 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 unit starts with a clear and detailed summary of the unit contents, recapping the communication, vocabulary and language focus points. It also directs you to the relevant *English Plus* Options section, so you can easily locate the most appropriate ways to extend each lesson.

Each lesson in the Student's 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 learnt.

Each lesson in the Teaching notes starts by clearly stating the aims of the lesson, which extend the *I can ...* statements.

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

If you wish to support or extend the work, the photocopiable resources are all clearly linked to each lesson, so you can find the relevant worksheet straight away.

#### To keep students interested and involved

*English Plus* 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 **Activate** and **About you** 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* 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* 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 Teacher's Photocopiable Resources 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* 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* presents new language both in context and in tables 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 learnt. 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 an **Activate** 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 a **Cumulative review** section follows every two units and there are further opportunities to consolidate and check progress in the Workbook.



### To incorporate the latest developments in teaching methodology

*English Plus* 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 **Cross-curricular extension** sections in the Teacher's Photocopiable Resources will enable you to experiment with Content and Language Integrated Learning (CLIL) in a structured way.

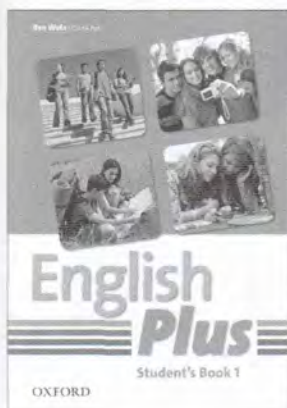
### To be compatible with the Common European Framework

*English Plus* develops **Key competences** as described by the European Reference Framework (see page 29). This Teacher's Book contains optional activities that promote **Key competences** with explanatory notes.

### To provide a comprehensive digital solution

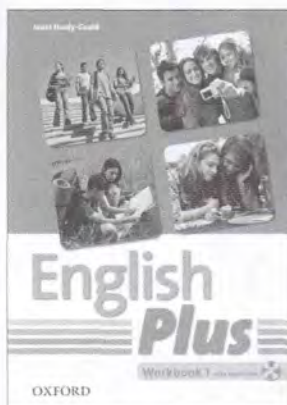
*English Plus* offers the facility to incorporate interactive teaching and learning in the classroom. The **iTools** package contains digital versions of the Student's Book and Workbook, which you can use to bring the Student's Book to life with fully interactive activities on the interactive whiteboard. You can also refer students to the *English Plus* **MultiROM**, which offers self-study exercises tailored to supplement the content of each unit.

## Components of the course



The **Student's Book** contains:

- a **Starter unit** to revise basic vocabulary and grammar.
- eight **teaching units**; each unit has two vocabulary sections, two or more grammar presentations, and three or more communication sections. There is practice of the four skills throughout. Each unit has a whole page devoted to speaking skills and a whole page devoted to writing skills.
- eight **Review** and four **Cumulative review** sections which provide revision of all the language and skills studied up to that point in the book.
- four **Project** pages with quizzes, posters and games which provide a further opportunity for review and consolidation.
- 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.
  - eight **Vocabulary puzzles** pages with fun vocabulary games and activities for each unit.



The **Workbook** contains:

- six pages of **additional practice** for each Student's Book unit. 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.
- a **Reference section** which includes: a **Language focus reference** with additional practice exercises for each grammar point; a **Pronunciation bank** with exercises for each pronunciation point; an alphabetical **Wordlist with illustrations** and a phonetic chart; an **Expression bank** with *Key phrases* from the Student's Book; an **Irregular verbs list**.
- The **Answer key** for the Workbook can be found on the *English Plus* website and on iTools.



The **MultiROM** is an interactive self-study resource that has been designed to give students additional practice, support and consolidation of the language and skills taught in the Student's Book. The MultiROM is divided into units and lessons corresponding to those in the Student's Book.

An **audio CD** element is included, with all the Pronunciation bank listening tasks from the Workbook, which can be played on a CD player.





The three **Audio CDs** contain:

- all the listening material for the **Student's Book**.
- the listening material for the **Drama** sections in the **Teacher's Photocopiable Resources**.



The **Teacher's Book** contains:

- an introduction with **teaching tips**, including information on **mixed ability**, **dyslexia**, **CLIL**, **project work**, **English Plus Key competences**, **evaluation and testing**, and **using technology**.
- photocopiable **Student Self-assessment Checklists**.
- **teaching notes** and **answers** for all the Student's Book material.
- ideas for **extra optional activities** linked to the *Key competences*.
- **background notes**, **cultural information**, and **language notes**.
- the **tapescripts**.

The **Teacher's Photocopiable Resources** at the back of the Teacher's Book contain:

- **language focus and vocabulary worksheets** at three levels: basic, revision and extension.
- **communicative pairwork** activities.
- **drama** worksheets.
- two-page **cross-curricular extension** worksheets for each of the Curriculum extra topics in the Student's Book.



The **iTools software** contains:

- digital versions of **three books**: the Student's Book, Workbook and Culture and Curriculum Extra DVD Book.
- **answer keys**, **audio files**, **interactive grammar tables** that can be launched directly from the pages.
- a wealth of **resources** including wordlists, grammar tables, audio files and scripts, DVD clips, worksheets and flashcards.

For more information about iTools, see page 13.



The separate **Test Bank MultiROM** contains the following tests as editable Word files and PDFs:

- a **Diagnostic test** to be used at the beginning of the year.
- **End-of-unit tests**, including listening, vocabulary, grammar, reading, writing and communication 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.

An **audio CD** element is included, with recordings for all the listening tasks, which can be played on a CD player.



The **DVD** contains **documentaries** that revise the language from all the units, including:

- **culture** documentaries which expand the topics covered in the Culture pages in the Student's Book.
- **cross-curricular** documentaries which explore the Curriculum extra topics covered in the Student's Book.
- interactive on-screen **comprehension questions** for ease of use in the classroom.
- optional **subtitles** in English.
- **worksheets** containing comprehension, language and speaking activities, along with teaching notes for each unit of the DVD.



## Introduction 7



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## Lesson 4

- The **second vocabulary set** is presented and practised.
- A variety of **comprehension** exercises practises the vocabulary.
- One or more **listening activities** contextualize the vocabulary and model grammatical structures which students will study in the following section.

## Lesson 5

- The **second grammar section** presents and practises one or more grammar structures.
- Where relevant a **Key phrases** section provides practice of the grammar in everyday language for communication.

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## Lesson 6

- There is a double page of **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 **Key phrases** box highlights 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** box highlights 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.



### REVIEW UNIT 6

#### Vocabulary

1. Choose the correct word.
2. Complete the dialogue with the alternative or negative form of **was** and **were**.
3. Write affirmative and negative sentences using the past simple.

#### Language focus

1. Complete the dialogue with the alternative or negative form of **was** and **were**.
2. Write affirmative and negative sentences using the past simple.

### CUMULATIVE REVIEW Starter-UNIT 6

#### Listening

1. Look at the photos. Match the places to the box on the right.
2. Listen to the conversation. Which place in the photos is not in Cambridge?
3. Listen again and complete the sentences.

#### Speaking

1. Work in pairs and prepare a conversation. Imagine you are going to visit a friend who lives in your city last weekend. The other person is in charge of the tour. Make notes about the places you will visit and how you will spend the day.

## Lesson 8

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

## Lesson 9

- The **Cumulative review** at the end of every two units deals with **listening, speaking** and **writing** points covered in all the preceding units.
- There is a **Project** lesson at the end of every two units, which includes quizzes, posters and games. It also serves as a **cumulative review** of the language the students have covered up to that point.

## Other features of the Student's Book

### 1 Your interests

#### Start Listening

1. Listen to the audio and check your answers.
2. Work in pairs. Use the five interests. Write a sentence about each one.
3. Complete the table with the words in exercise 1. Add one more word to each list.

#### Finish Listening

1. Listen to the audio and check your answers.
2. Work in pairs. Use the five interests. Write a sentence about each one.
3. Complete the table with the words in exercise 1. Add one more word to each list.

### Questionnaire: Your interests, your future

What are your interests? What will you do in the future?

Interests: Reading, Music, Sports, Travel, Hobbies

Future: Career, Family, Travel, Hobbies

- Every lesson has an explicit learning objective, beginning with **I can ...**
- The **unit aims** section lists all the objectives of the unit and the **English Plus Options** section directs you to the relevant optional lesson making it easy for you to locate the most appropriate ways to extend each lesson.
- The reference to **Pronunciation** takes students to the Pronunciation bank in the Workbook, which has activities for each pronunciation point.
- A final **Activate** 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.

### READING A description of a modern city

#### City in the sky

Read the text and answer the questions.

1. What is the main idea of the text?

2. What are the main features of the city?

3. What are the main problems of the city?

### LANGUAGE FOCUS In there... At there...

#### 1. Complete the sentences with the correct form of the verbs in brackets.

1. I (be) to the city last week.

2. She (go) to the city last week.

3. They (be) to the city last week.

#### 2. Choose the correct answers.

1. I (be) to the city last week.

2. She (go) to the city last week.

3. They (be) to the city last week.

#### 3. Complete the sentences with the correct form of the verbs in brackets.

1. I (be) to the city last week.

2. She (go) to the city last week.

3. They (be) to the city last week.

- The **Study strategy** builds students' study skills and encourages autonomous learning.
- The **Key phrases** sections present and practise communicative and functional language.
- The **Finished?** activity provides support for mixed ability classes.

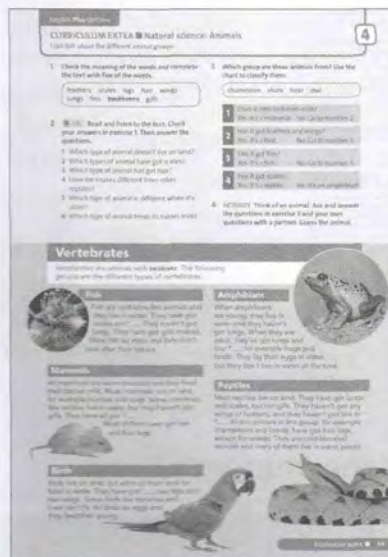


## English Plus Options

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



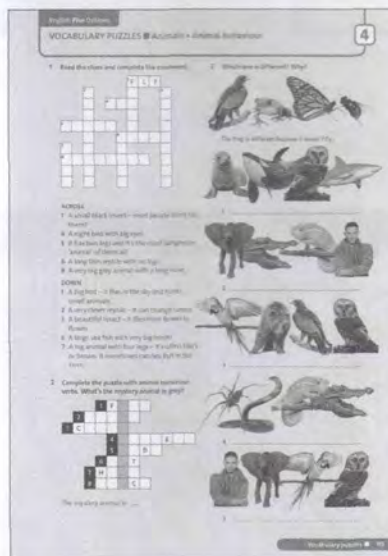
- There are eight **Extra listening and speaking** pages, which give further practice in these skills and focus on natural, functional language.



- There are eight **Curriculum extra** sections linked to the curriculum for other subjects studied in lower secondary schools.
- Subjects such as 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 **Culture** sections, which invite cultural comparisons and get students thinking about similarities and differences with their own culture. Each lesson finishes with a mini-project (**Task**).



- There are also **Vocabulary puzzles** for each unit.
- These provide fun games and activities for each vocabulary point in the Student's Book.



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- PROGRESS REVIEW ■ Unit 1
- 4
- MY EVALUATION** Check your progress. Do the exercises and then complete your own evaluation.
- ☐ ☐ ☐ ☐ I read this first page. ☐ ☐ ☐ ☐ I can sign up for it.  
☐ ☐ ☐ ☐ I liked it. ☐ ☐ ☐ ☐ I don't like it.
- ### VOCABULARY ■ Animals
- #### 1 Complete the words in the sentences.
- A **lion** is a big animal. It has a thin skin and a long mane.
  - There are many **insects** in the garden.
  - It is interesting to see **changes** in nature.
  - There is a **variety** of animals in the zoo.
  - A **lioness** got angry when I was in the cage.
  - It is dangerous to go **hunting** in the mountains.
  - It's best to try and get on with a **kingdom** of people.
  - My cat is **friendly** and it likes to be held.
  - There is a **small** bird and yellow **bird** in the garden.
  - There is a **small** bird in the garden.
- Can describe animals.
- MY EVALUATION
- ### READING ■ The end of the world
- #### 2 Complete the questions with the words in the box.
- active pollution approximately predict uncertain
- Does the future really have a lot of **uncertainty**?
  - It is **uncertain** whether it will pass on.
  - There are **active** problems in the world.
  - There is a lot of **pollution** in the world.
  - There are **active** problems in the world.
  - There are **active** problems in the world.
  - There are **active** problems in the world.
  - There are **active** problems in the world.
  - There are **active** problems in the world.
  - There are **active** problems in the world.
- Can understand an article about animals in danger.
- MY EVALUATION
- ### LANGUAGE FOCUS ■ Present continuous
- #### 1 Complete the sentences with affirmative and negative.
- He **isn't** visiting his parents at the moment.
  - They **aren't** going to the party.
  - She **isn't** going to the party.
  - He **isn't** going to the party.
  - They **aren't** going to the party.
  - He **isn't** going to the party.
  - She **isn't** going to the party.
  - They **aren't** going to the party.
  - He **isn't** going to the party.
  - She **isn't** going to the party.
- Can talk about things happening now.
- MY EVALUATION
- ### VOCABULARY AND LISTENING ■ Weather
- #### 1 Complete the sentences.
- It is **hot** today.
  - It is **hot** today.
  - It is **hot** today.
  - It is **hot** today.
  - It is **hot** today.
  - It is **hot** today.
  - It is **hot** today.
  - It is **hot** today.
  - It is **hot** today.
  - It is **hot** today.
- Can understand an interview about animal behaviour.
- MY EVALUATION
- ### LANGUAGE FOCUS ■ Present continuous
- #### 1 Complete the questions and short answers.
- Are you going to the party? **Yes, I am.**
  - Is she going to the party? **No, she isn't.**
  - Are they going to the party? **Yes, they are.**
  - Is he going to the party? **No, he isn't.**
  - Are you going to the party? **Yes, I am.**
  - Is she going to the party? **No, she isn't.**
  - Are they going to the party? **Yes, they are.**
  - Is he going to the party? **No, he isn't.**
  - Are you going to the party? **Yes, I am.**
  - Is she going to the party? **No, she isn't.**
- Can talk about things that are happening now.
- MY EVALUATION
- ### WRITING ■ Descriptions of a wildlife reserve
- #### 1 Complete the first two for words in the box.
- boring active  
 boring active  
 boring active
- 
- The animal is **active**.  
The animal is **active**.  
The animal is **active**.
- The animal is **active**.  
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The animal is **active**.  
The animal is **active**.
- ### WRITING ■ Planning a Project
- #### 1 Choose the sentence to make a dialogue.
- One day, I will be a doctor.
  - One day, I will be a doctor.
  - One day, I will be a doctor.
  - One day, I will be a doctor.
  - One day, I will be a doctor.
  - One day, I will be a doctor.
  - One day, I will be a doctor.
  - One day, I will be a doctor.
  - One day, I will be a doctor.
  - One day, I will be a doctor.
- Can talk about what will happen now.
- MY EVALUATION
- 10 ■ The wildlife
- The wild side ■

- [illegible]

## Introduction 11



### PRONUNCIATION BANK

**Unit 1: Syllables**

1. Listen to the words and write the number of syllables in each word. Then listen and check.

2. Listen to the words and write the number of syllables in each word. Then listen and check.

3. Listen to the words and write the number of syllables in each word. Then listen and check.

4. Listen to the words and write the number of syllables in each word. Then listen and check.

### PRONUNCIATION BANK

**Unit 2: Vowels**

1. Listen to the words and write the vowel sound in each word. Then listen and check.

2. Listen to the words and write the vowel sound in each word. Then listen and check.

3. Listen to the words and write the vowel sound in each word. Then listen and check.

4. Listen to the words and write the vowel sound in each word. Then listen and check.

- The **Pronunciation bank** contains the pronunciation exercises referred to in the Student's Book. There are pronunciation exercises for each unit of the Student's Book.

### WORDLIST

Unit 1: A-Z

Unit 2: A-Z

Unit 3: A-Z

Unit 4: A-Z

Unit 5: A-Z

Unit 6: A-Z

Unit 7: A-Z

Unit 8: A-Z

Unit 9: A-Z

Unit 10: A-Z

Unit 11: A-Z

Unit 12: A-Z

Unit 13: A-Z

Unit 14: A-Z

Unit 15: A-Z

Unit 16: A-Z

Unit 17: A-Z

Unit 18: A-Z

Unit 19: A-Z

Unit 20: A-Z

Unit 21: A-Z

Unit 22: A-Z

Unit 23: A-Z

Unit 24: A-Z

Unit 25: A-Z

Unit 26: A-Z

Unit 27: A-Z

Unit 28: A-Z

Unit 29: A-Z

Unit 30: A-Z

Unit 31: A-Z

Unit 32: A-Z

Unit 33: A-Z

Unit 34: A-Z

Unit 35: A-Z

Unit 36: A-Z

Unit 37: A-Z

Unit 38: A-Z

Unit 39: A-Z

Unit 40: A-Z

Unit 41: A-Z

Unit 42: A-Z

Unit 43: A-Z

Unit 44: A-Z

Unit 45: A-Z

Unit 46: A-Z

Unit 47: A-Z

Unit 48: A-Z

Unit 49: A-Z

Unit 50: A-Z

Unit 51: A-Z

Unit 52: A-Z

Unit 53: A-Z

Unit 54: A-Z

Unit 55: A-Z

Unit 56: A-Z

Unit 57: A-Z

Unit 58: A-Z

Unit 59: A-Z

Unit 60: A-Z

Unit 61: A-Z

Unit 62: A-Z

Unit 63: A-Z

Unit 64: A-Z

Unit 65: A-Z

Unit 66: A-Z

Unit 67: A-Z

Unit 68: A-Z

Unit 69: A-Z

Unit 70: A-Z

Unit 71: A-Z

Unit 72: A-Z

Unit 73: A-Z

Unit 74: A-Z

Unit 75: A-Z

Unit 76: A-Z

Unit 77: A-Z

Unit 78: A-Z

Unit 79: A-Z

Unit 80: A-Z

Unit 81: A-Z

Unit 82: A-Z

Unit 83: A-Z

Unit 84: A-Z

Unit 85: A-Z

Unit 86: A-Z

Unit 87: A-Z

Unit 88: A-Z

Unit 89: A-Z

Unit 90: A-Z

Unit 91: A-Z

Unit 92: A-Z

Unit 93: A-Z

Unit 94: A-Z

Unit 95: A-Z

Unit 96: A-Z

Unit 97: A-Z

Unit 98: A-Z

Unit 99: A-Z

Unit 100: A-Z

### WORDLIST

Unit 1: A-Z

Unit 2: A-Z

Unit 3: A-Z

Unit 4: A-Z

Unit 5: A-Z

Unit 6: A-Z

Unit 7: A-Z

Unit 8: A-Z

Unit 9: A-Z

Unit 10: A-Z

Unit 11: A-Z

Unit 12: A-Z

Unit 13: A-Z

Unit 14: A-Z

Unit 15: A-Z

Unit 16: A-Z

Unit 17: A-Z

Unit 18: A-Z

Unit 19: A-Z

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Unit 22: A-Z

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Unit 68: A-Z

Unit 69: A-Z

Unit 70: A-Z

Unit 71: A-Z

Unit 72: A-Z

Unit 73: A-Z

Unit 74: A-Z

Unit 75: A-Z

Unit 76: A-Z

Unit 77: A-Z

Unit 78: A-Z

Unit 79: A-Z

Unit 80: A-Z

Unit 81: A-Z

Unit 82: A-Z

Unit 83: A-Z

Unit 84: A-Z

Unit 85: A-Z

Unit 86: A-Z

Unit 87: A-Z

Unit 88: A-Z

Unit 89: A-Z

Unit 90: A-Z

Unit 91: A-Z

Unit 92: A-Z

Unit 93: A-Z

Unit 94: A-Z

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Unit 97: A-Z

Unit 98: A-Z

Unit 99: A-Z

Unit 100: A-Z

- The alphabetical **Wordlist** provides a list of the words used in every unit of the Student's Book.
- A **phonetic chart** provides a summary of the phonetic symbols.

### EXPRESSION BANK

Unit 1: A-Z

Unit 2: A-Z

Unit 3: A-Z

Unit 4: A-Z

Unit 5: A-Z

Unit 6: A-Z

Unit 7: A-Z

Unit 8: A-Z

Unit 9: A-Z

Unit 10: A-Z

Unit 11: A-Z

Unit 12: A-Z

Unit 13: A-Z

Unit 14: A-Z

Unit 15: A-Z

Unit 16: A-Z

Unit 17: A-Z

Unit 18: A-Z

Unit 19: A-Z

Unit 20: A-Z

Unit 21: A-Z

Unit 22: A-Z

Unit 23: A-Z

Unit 24: A-Z

Unit 25: A-Z

Unit 26: A-Z

Unit 27: A-Z

Unit 28: A-Z

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Unit 31: A-Z

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Unit 33: A-Z

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Unit 95: A-Z

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Unit 98: A-Z

Unit 99: A-Z

Unit 100: A-Z

### EXPRESSION BANK

Unit 1: A-Z

Unit 2: A-Z

Unit 3: A-Z

Unit 4: A-Z

Unit 5: A-Z

Unit 6: A-Z

Unit 7: A-Z

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Unit 92: A-Z

Unit 93: A-Z

Unit 94: A-Z

Unit 95: A-Z

Unit 96: A-Z

Unit 97: A-Z

Unit 98: A-Z

Unit 99: A-Z

Unit 100: A-Z

### IRREGULAR VERBS

Infinitive	Past simple	Past participle
begin	began	begun
bring	brought	brought
build	built	built
buy	bought	bought
call	called	called
can	could	could
catch	caught	caught
choose	chose	chosen
climb	climbed	climbed
come	came	come
cost	cost	cost
cut	cut	cut
do	did	done
draw	drew	drawn
drive	drove	driven
eat	ate	eaten
fall	fell	fallen
fight	fought	fought
find	found	found
fly	flew	flown
forget	forgot	forgotten
freeze	froze	frozen
get	got	gotten
give	gave	given
go	went	gone
grow	grew	grown
hang	hung	hung
have	had	had
hear	heard	heard
hide	hid	hidden
hit	hit	hit
hold	held	held
hurt	hurt	hurt
keep	kept	kept
know	knew	known
lay	laid	laid
lead	led	led
learn	learned	learned
leave	left	left
lend	lent	lent
let	let	let
lie	lay	lain
live	lived	lived
lose	lost	lost
love	loved	loved
make	made	made
mean	meant	meant
meet	met	met
move	moved	moved
pay	paid	paid
put	put	put
read	read	read
ride	rode	ridden
ring	rang	rung
run	ran	run
saw	saw	seen
say	said	said
see	saw	seen
sell	sold	sold
send	sent	sent
set	set	set
show	showed	shown
shut	shut	shut
sleep	slept	slept
slide	slid	slid
slow	slowed	slowed
smell	smelled	smelled
speak	spoke	spoken
stand	stood	stood
start	started	started
stop	stopped	stopped
swim	swam	swum
take	took	taken
teach	taught	taught
tell	told	told
throw	threw	thrown
try	tried	tried
turn	turned	turned
use	used	used
wake	woke	woken
walk	walked	walked
want	wanted	wanted
was	was	been
wear	wore	worn
win	won	won
write	wrote	written

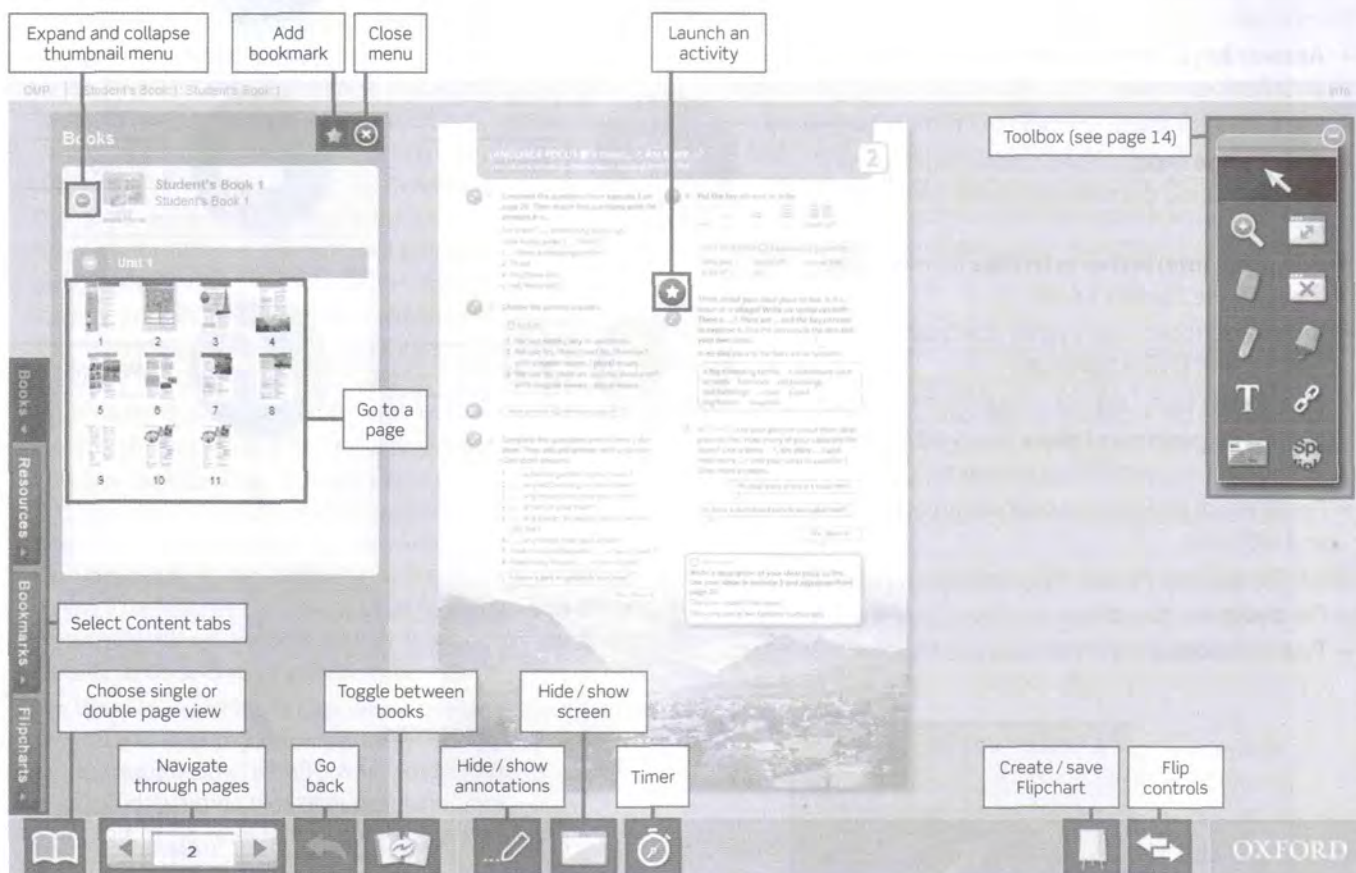
- The **Expression bank** contains a list of **Key phrases** from the Student's Book.

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



## English Plus iTools

**Oxford iTools** is software that allows you to present and manipulate course content: pages from one or multiple books, audio, video, flashcards and other resources in an interactive way. iTools is designed to be projected in class. To take full advantage of its rich interactive content, it should be used on an interactive whiteboard, but may also be used with a computer connected to a screen or a data projector.



Content in **English Plus iTools** is organized into four **tabs**:

- Books
- Resources
- Bookmarks
- Flipcharts

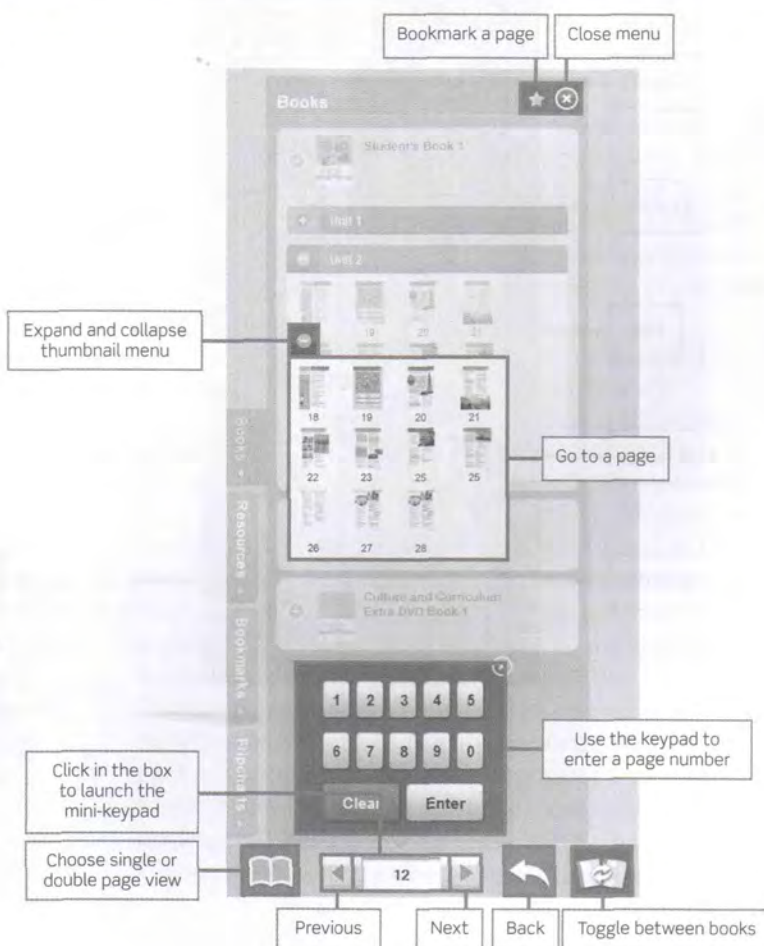
### Books

*English Plus iTools* contains the complete content of **three books**:

- Student's Book
- Workbook
- Culture and Curriculum Extra DVD Book

Once you select a book, you can click on a unit and then the page you want to display on the screen. To move between pages, you can either use the arrows at the bottom of the screen, or just type in the number of the page that you want to open.

The **toggle** button at the bottom of the screen will automatically take you to a corresponding page in the Workbook and back again to the Student's Book.



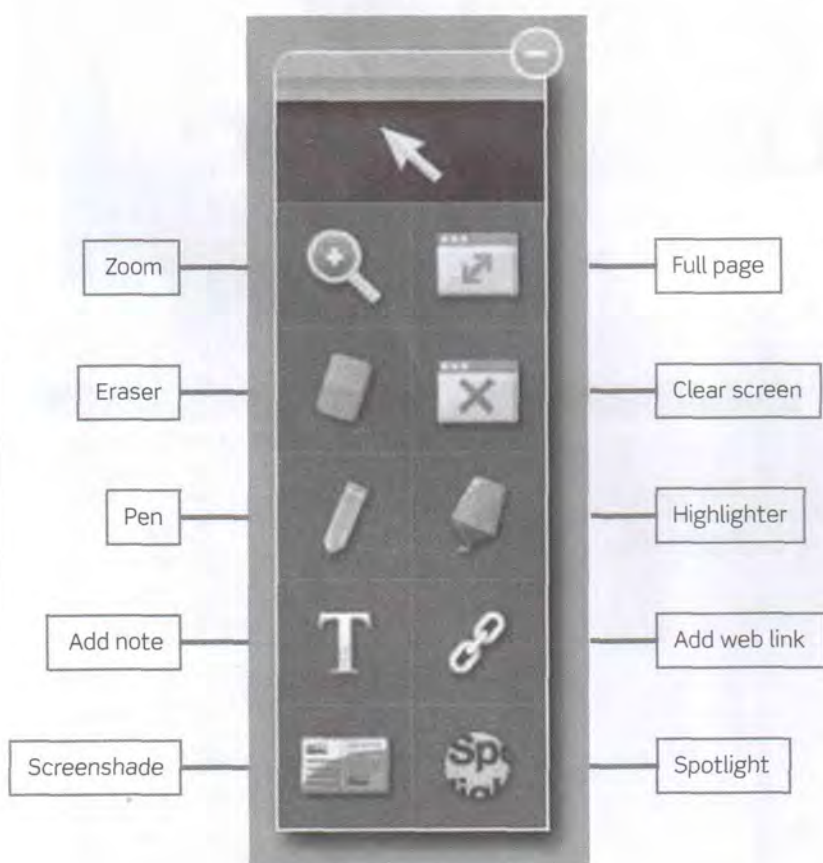


In addition to the standard functions common to interactive whiteboards, every Student's Book, Workbook and DVD Book page includes the following features that can be launched by clicking the icons on the pages:

- **Answer keys** for all Student's Book, Workbook and DVD Book exercises.
- Full **audio** content launched directly from the pages.
- **Quick page links** to the Options pages in the Student's Book, the relevant Workbook and DVD Book pages.
- Additional **interactive activities** for every core lesson in the Student's Book.
- **Videos** launched directly from the Student's Book Options and DVD Book pages.
- **Flashcards** launched from the Workbook Wordlist.
- Interactive **grammar tables** launched from the Workbook Language focus reference.
- Possibility of adding your own documents, notes and web links.

The following features are also available:

- Full **zoom** functionality.
- Floating **toolbox** with the following tools:



## Resources

In this tab you will find a large amount of additional resources that come with iTools. All resources are printable, and can also be projected in class. They include the following additional material:

- A **reference** section with a colour version of the Workbook **Wordlist**, and **interactive grammar tables**.
- All the Student's Book and Workbook **audio files** and **tapescripts**.
- **DVD clips**, worksheets, teaching notes and scripts.
- All the **worksheets** from the **Teacher's Photocopiable Resources**.
- Interactive **alphabet**, **phonetics** and **numbers** charts.
- **Flashcards** with vocabulary items.

## Bookmarks

Bookmarks allow you to plan your lessons by selecting specific pages, exercises or resources that you want to use in the lesson. You can then save them in folders and use in future lessons. All your folders are organized in the Bookmarks tab, where you can manage and edit them.

## Flipcharts

Flipcharts are blank pages for you to create and save your own resources. The Flipcharts tab will allow you to organize and edit your flipcharts.



## English Plus methodology

### Vocabulary

Two vocabulary sets are presented in each unit of *English Plus*. 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 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.

The target vocabulary is recycled and reinforced in texts and exercises throughout the unit, and there are also Cumulative reviews after every two units. In the Options section of the Student's Book, there is a Vocabulary puzzles section that recycles the unit vocabulary through fun games and activities. 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 Photocopiable Resources also provide 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* 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 learnt.

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 either examples or tables, 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.

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 some are more open. Every lesson concludes with an Activate 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 Photocopiable Resources also provide photocopiable Language focus worksheets at three levels.

### Reading

In *English Plus* there is a wide range of text types, including articles, questionnaires, emails, web pages, stories, quizzes and interviews. All texts are carefully graded and aim to provide interesting information in a realistic way. All of the texts are recorded on the 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. The first exercise generally helps students to gain a global understanding of the text and to develop the skill of skimming. Subsequent exercises ask students to read the text more carefully and then ask personalized questions on the same topic. **Build your vocabulary** sections present key language from the reading text.

The texts on the Curriculum extra pages focus on cross-curricular subjects, such as language and literature, technology 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 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* follow the second vocabulary set. They put the new vocabulary in context. They provide a range of speakers in different situations, including radio programmes, interviews, conversations and announcements. The language used in the recordings is carefully graded.

The listening exercises are usually in three stages. Pre-listening warm-up activities are given in the teaching notes in the Teacher's Book. The first listening exercise then helps students to gain a general understanding of the text and develops the skill of listening for gist. 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 Audio CD as students are reading will help them to become familiar with the sound of spoken English.

## Speaking

*English Plus* offers a variety of speaking opportunities which are well guided and supported. The **Key phrases** sections give students language to use in a communicative and functional way. On the speaking page, a dialogue is modelled and the activities range from controlled exercises where students repeat the dialogue with the 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 teaching point in each unit. The reference in the Student's Book will take you to the Pronunciation bank at the back of the Workbook. These exercises cover individual sounds, word stress, sentence stress and intonation. They are recorded on the Audio CD.

## Writing

*English Plus* 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 reports. 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 time expressions, 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 do not 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 Options

Each unit offers four of the following optional pages which can be found at the back of the book:

- Extra listening and speaking
- Curriculum extra
- Culture
- Vocabulary puzzles

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



## Teaching tips

### Teaching vocabulary

**Brainstorming** Check to see what words students already know before presenting the vocabulary set. After presentation, ask students to think of or find more words for the set.

**Modelling and drilling** Students need opportunities to hear and say words. Use the Audio CD or model new vocabulary yourself, and be positive about students' efforts to repeat words. Vary the way in which you drill new words: as a whisper, only boys, only girls, four students together, half the class together.

**Student-made exercises** Ask students to make their own simple exercises, which you can compile and copy. Use activities from the Workbook as models, for example: odd-word-out activities, anagrams, wordsearch puzzles and simple quiz clues, such as *This is the opposite of ... / You can swim here. / French is the language here.*

**Mini-tests and memorization** Start or end a lesson by giving students a quick test of ten words that they have learnt or practised recently. Students can also test each other using the Wordlist. Alternatively, give students five minutes to memorize a short list of words on the board, and then gradually remove the words and test them orally. Then ask students to write down the words from memory.

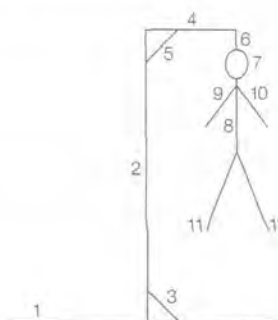
**Vocabulary notebooks** Encourage students to record new words in a notebook. They can group words according to the topic or by part of speech. Encourage them to use a variety of ways to record the meanings, e.g. definitions, translations, example sentences, pictures.

**Collocations** We often learn words in isolation, but a vocabulary item can be more than one word, e.g. *play computer games, read magazines*. Make students aware of this and encourage them to record phrases as well as individual words. You could help students practise this by asking them to give examples of words which often combine with a particular word. This can work well with common verbs, like: *have, go, play, read, etc.*  
*go – shopping, swimming, to the cinema, etc.*  
*have – a shower, breakfast, fun, etc.*

**Revision games** Vocabulary needs constant revision, and it is a good idea to incorporate a game into a class at least once a week. Here are some simple revision games that you can use:

- **Bingo** Choose a set of words you want to work on, e.g. jobs. Ask students to tell you all the words they know and write them on the board. Then draw a grid with six boxes on the board and ask students to copy it and write one word in each box. Call out the words in random order. Students cross out the words when they hear them. The first student to cross out all their words shouts 'Bingo!' and wins the game. To make the game more challenging, instead of simply calling out the words, you could say them in the students' language, or give definitions.

- **Hangman** Choose a word from the set of words that you want to revise. Write a dash for each letter of the word on the board, e.g. \_ \_ \_ \_ \_ (patient). Students try to find the word by calling out letters of the alphabet. If a student guesses a letter correctly, write it in the appropriate place. If a student guesses incorrectly, write the letter at the bottom of the board and draw one line of the Hangman picture below. The class wins the game if they can guess the word before you complete the picture. They can make a maximum of twelve incorrect guesses before the picture is complete.



- **Word tennis** Choose a set of words you want to practise. Draw an imaginary line through the middle of the classroom, so the students are in two teams, left and right. Tell the students what the vocabulary set is, and choose a student in one team, who says an item from the set. Then choose a student from the other team, who says another item. Then choose a different student from the first team, and continue back and forth until a student repeats a word, or can't think of a new one. The other team then scores a point. You could use actual tennis scoring (15–30, etc.) to increase authenticity.

### Teaching grammar

**Modelling and drilling** Just as with vocabulary items, give a clear spoken model of the structures and have the students repeat after you. This allows the students to hear what the new language sounds like and gives them confidence when they're asked to produce it themselves.

**Posters and photos** Make posters with examples of different structures to put on the walls of the class. You might like to take photos of students to illustrate these.

**Practice exercises** The Student's Book exercises usually have around six items, so the majority of the class are not involved if you simply ask six individual students to give the answers. Here are some ideas for involving as many students as possible in an exercise:

- As you go through an exercise, pause before naming the student you want to answer. This will ensure all students think about the answer, in case they are asked.
- Ask students to read through the whole exercise silently and work out the answers before oral feedback.
- Ask students to do the whole exercise orally or in pairs before you check the answers.
- Ask the students to write the answers in their notebooks.



**Personalized reference** Encourage students to keep a list of personalized grammar examples. For each new structure they should make a heading in their notebooks and think of two or three examples which include information about themselves, their family and friends, and their home or home town. When you want to revise a structure, start by asking several students for examples from their personalized notes.

**Spot-the-structure** If you are revising before a test or exam, it is always a good starting point to ask students to find or provide examples of structures from a text or from their notebooks.

**Substitution** Write a sentence on the board and underline one or two words which you want students to change. Let them work in pairs or groups and accept a suggestion from a group if their new sentence makes sense. Put the new sentence on the board and underline one or two more words for students to change. When you have five or six sentences on the board, erase some of the words and ask students to write down the missing words.

Example:

1 Paul is watching tennis with Hannah.

2 Paul isn't watching football with Hannah.

3 Susan isn't playing football with Carl.

4 They aren't playing volleyball with Carl.

**'Open-book' tests and self-correction** For variety, give students a test in which they can use their books. This will give them good practice of using the grammar explanations in the Student's Book and the Language focus reference. Similarly, you can ask students to correct mistakes in their tests, if you indicate where the mistakes are. The incentive could be that you will give them extra points for each mistake they can correct.

**Grammar games** Games can offer invaluable grammar practice, as well as increasing students' motivation and enjoyment. Here are some games you can use:

- **Bingo** See the notes in the *Revision games* section for teaching vocabulary. Instead of vocabulary items, you can put in grammar items, such as prepositions of place, superlative adjectives, interrogative pronouns, etc.
- **Noughts and crosses** Draw a grid on the board with a verb in each space, for example:

see	go	have
eat	teach	sing
drink	do	write

Decide which structure you want to practise, e.g. past simple. Divide the class into two teams, allocating noughts (O) to team A and crosses (X) to team B. One student from team A chooses a verb and writes a sentence with that word in the past simple. If it's correct, they rub out the word and write a nought there. Team B tries to do the same. The winner is the team to get three noughts or crosses in a line, horizontally, diagonally or vertically. You could also use this to practise comparative and superlative adjectives (writing base adjectives in the grid), prepositions of place, interrogative pronouns, etc.

- **Sentence sale** Arrange students in pairs or groups and give each pair or group an imaginary credit of 50 euros. Write sentences on the board, each with a value in euros. Some of the sentences should have grammar mistakes. Look at each sentence in turn, and ask students if they want to buy it. Then tell the students whether the sentence is correct or not. If they buy a correct sentence, they score its value. If they buy an incorrect sentence, they lose the money. Every group must then try to correct a sentence if it is incorrect.

## Teaching reading

**Preparing and predicting** Before starting a Reading section, read the background information about each text and find what vocabulary needs to be pre-taught. It's important to create a desire to read, so encourage students to predict the content by asking questions in their own language or in English. Ask students to look at the pictures and headings, and elicit any information that they already know about the topic. Ask them for information they know a little about, but aren't completely sure about, and anything they don't know, but would like to find out. Write it on the board in a table:

I know this	I'm not sure about this	I don't know this

Then ask students to read and see if the text contains any of the ideas on the board.

**Reading race** When students read a text for the first time, they usually listen to it at the same time. You can vary this approach by setting a time limit for the first comprehension exercise, and asking students to read the text without listening to the Audio CD. You can also set the reading exercise as a team competition. Teams write their answers on a piece of paper, and hand in the paper when they finish. Make a note of the finishing time and give penalty minutes for incorrect answers.

**Autonomy** Encourage students to use the Wordlist in the Workbook, or a dictionary, to check new words. If you can get students into this habit from the beginning, it will save you and them a lot of time and effort. Make sure that students realize, however, that they don't need to understand and learn every word. With extensive reading texts, you may want to put a limit on the number of words which they are allowed to look up.



**Memory game** Ask students to work in pairs and write four sentences about information in the reading text – two true and two false. Then ask students to close their books and choose various students to read their sentences. The rest of the class decide if the sentences are true or false, and try and correct the false ones. You could continue the activity as a whole class, allowing all pairs to read their sentences, or get students to continue in groups of four – two pairs in each group.

**Exploiting the text further** After completing a reading comprehension exercise, leave the answers on the board, ask students to close their books, look at the board, and then work in pairs to remember the questions. Alternatively, when you have finished the comprehension questions, read the text aloud to the students and stop occasionally for them to give you the next word or phrase.

## Teaching listening

**Preparing and predicting** This is an important stage. Listening to something 'cold' isn't easy, so prepare the students well. Here are some things you can do:

- Engage students by asking them to look at the pictures and headings, and to predict content. You could use the same table as the one described in the *Teaching reading* section to record what students know about the topic, aren't sure about, or don't know.
- Pre-teach vocabulary, and record it on the board. Model it for students, so they know in advance how it's pronounced.
- Make sure that students read and understand the questions they have to answer before they start listening.
- Tell students how many people they'll hear speaking, whether they are male or female, adults or teenagers, and roughly what they'll be talking about.

**Playing the recording** It isn't easy to listen, read the exercise and write answers at the same time. Tell students you'll play the recording a number of times and that they shouldn't worry if they don't get the answers immediately. You could insist that they don't write anything the first time they listen, to ensure that they listen carefully to everything.

**Using the tapescript** As a follow-up activity, you may want to prepare a photocopy of the tapescript for students to read while listening. It may be useful to use parts of the tapescript to focus on pronunciation (see below). If less able students are demotivated by listening activities, you may occasionally want to give them a tapescript at an earlier stage. All the tapescripts can be found in the Teacher's Book and on the iTools disc.

**Other sources for listening** Apart from the recorded material on the Audio CD, students should be exposed to English at every opportunity. It is important, therefore, that you use English in class as much as possible, both for instructions and for conversation. It is also important that students pay attention to what their classmates say. Ensure that students listen to their classmates by asking checking questions, such as: *Do you agree?* / *Have you got the same answer?* / *Can you repeat what (Carl) said?*

## Teaching writing

**Time and training** Most students need to be taught the process of writing. Use class time, especially when dealing with the first few writing sections, to show students how they can use the model text and preparation questions to help them with their own piece of writing. For the first term, for example, you could produce a collaborative piece of writing on the board, referring to the model and using answers and ideas from the students. As students become accustomed to the skills of brainstorming and structuring, you will be able to devote less class time to developing writing strategies.

**Team effort** After one or two sessions producing a collaborative piece of writing on the board, ask students to write in pairs. This means that they help each other and also makes it easier for you to circulate round the class.

**Use a model** Ensure that students understand that the text in the Writing lesson serves as a model for their own writing.

**Computer time** If possible, use a session in the computer room for writing. Students may prefer to key in rather than write in long-hand. Also, if they save their work, you can ask them to correct and edit it. They may also be able to add photos to a document, or create material for a web page.

**Correction** There are various ways of assessing written work, but always make it very clear to your students that you will correct and mark it. This is important for students' motivation. Also make it clear to students whether you are assessing them on accuracy or on content. If you want students to self-correct, make sure that you indicate clearly where they have made mistakes, and what type of mistake they have made. You could use the following code to help students identify the mistake:

<b>s</b>	indicates a spelling mistake
<b>L</b>	indicates a missing word
<b>gr</b>	indicates a grammatical error
<b>v</b>	indicates an error of vocabulary
<b>wo</b>	indicates incorrect word order

**Feedback and display** Try to create an atmosphere of appreciation, whereby students are happy to hear you or others read out a piece of written work. It is also very motivating to display students' written work on the walls, and the more effort that goes into the display, the more students will feel that their work is valued. If students are keeping their written work, encourage them to keep it together in one place.



## Teaching speaking

**Motivation** Speaking is often perceived as difficult because students feel that they lack the language or confidence to express themselves in English. Some students, particularly teenagers, feel embarrassed about speaking in front of the class. It is important, therefore, to ensure that the experience of speaking English is successful. Your expectations should be both clear and realistic. You can encourage students to speak by showing them that it is neither impossible nor painful. Tell your students when you expect them to use English: for example, reading aloud from texts, reading out answers to questions, and answering basic questions about themselves. Tell them that it is easy to score points in evaluation by doing this.

**Preparation** Students often need time to think about what they are going to say. All of the speaking activities in *English Plus* are staged and structured in such a way that students should be able to read out answers or prepare a script if necessary. More able students may need less support, and you can encourage them to memorize lines or to look up from a script before speaking. Note that you should not abandon 'free speaking' (see below).

**Modelling** It is helpful for students to have a model when speaking. In *English Plus* the dialogues on the Speaking pages are recorded on the Audio CD. For other speaking exercises, model questions and answers with a strong student, or ask two students to ask and answer while the rest of the class listens.

**Correction** Be careful not to correct students too frequently, if the activity they are doing is designed to improve fluency, such as a discussion or role play. While it's important to correct mistakes, it's also vital that students develop the confidence to speak without interruption. A useful approach is to make a note of errors that students make during the activity, and only address them when they've finished. You could write a selection of errors you heard on the board, and ask students to correct them.

**Conversation** Every class also presents opportunities for 'free speaking' in the form of short conversations: *How are you? / Is this easy or difficult? / How was your weekend? / What do you think?* It is important that you encourage genuine communication of this type. If you think that this type of activity may not work with your class, ask them to dedicate a section in their notebooks to 'Everyday phrases' or 'Conversation', and gradually build up a stock of questions and answers which students should memorize.

## Teaching pronunciation

**Revise** Remind students of previous pronunciation points as they go through the course. In particular, ask students to identify word stress and to practise difficult sounds whenever there is an opportunity.

**Correction** Pronunciation errors are best corrected quickly, but without interrupting. Errors can be corrected by 'echoing' students who mispronounce; in other words, say the word as they did, but with a rising intonation so that they self-correct. Or simply say the sound or word correctly, and ask them to repeat it again.

**Mimicry and body language** Encourage students to mimic the intonation of the characters on the Audio CD. It helps to exaggerate intonation, and students who like acting out will be happy to do this. Also encourage students to use gestures – pointing, shrugging, frowning – when they are practising dialogues. It will help them to express themselves better in English.

**Reading aloud** If students are having problems with pronunciation, ask them to listen to a short piece of text at home, and then to practise reading it aloud. This is a good exercise for listening, speaking and confidence building. If your students are not speaking in class, you could also include a reading aloud exercise as part of an evaluation.

**Further practice** After completing each pronunciation point in the Student's Book, ask students to find more examples of words or phrases with that particular point throughout the book. For example, they could look for words that contain a particular sound or stress pattern, or they could identify weak forms in a sentence.



## Mixed ability

### Introduction

To a certain extent, all classes are mixed ability. Students learn in different ways and at different paces, and they are individuals with different personalities and interests. Some may be quite extrovert and enjoy working in groups, whereas others may be more reserved and prefer to work on their own. One student may be motivated by the topic of sport, while another may be interested in art.

Studies have identified many different learning strategies. Varying your techniques for presenting and practising language to match students' preferred learning styles can help to ensure they benefit more from the lesson and therefore progress more quickly.

### Practical issues

In some cases, teachers may be able to split the class according to their level and have one group work with another teacher in a different room. Another possibility is for different groups to work in different areas of the classroom with material specially adapted for their level. However, these options are not open to the vast majority of teachers, who have to deal with both stronger and weaker students at the same time.

One way of accommodating the needs of weaker students is to encourage them to participate to the best of their ability. Engage them in the lesson before they open their books by playing a memory game to revise the grammar or vocabulary of the previous lesson or by brainstorming the topic of the next unit. Make sure students know classroom language in English, so that they can ask questions using the correct English expression.

With stronger students, it is important to plan what fast finishers can usefully do while they are waiting for other students to finish an activity. You can also encourage them to participate actively in the class by using them as a resource when other students ask questions.

Below are more techniques you can use in the different areas of an English class to deal with students both below and above the average level of your class.

### Students below the level

#### Grammar

- Where possible, elicit an L1 translation of the new grammar structure from students at the end of each presentation.
- Leave a model sentence on the board for weaker students to refer to when practising grammar structures either orally or in writing.
- Complete the first two sentences in a grammar exercise with the whole class, so that students know exactly what they have to do and so feel more confident.
- Encourage students to see how many sentences they can complete within a certain time limit, so that they don't feel obliged to complete the whole exercise.
- If there are several grammar exercises on one page, ask the weaker students to do the easier ones and the stronger students to do the harder ones.

- Allow students to compare their answers before you ask for them.
- Let individual students correct their own mistakes by giving a prompt to indicate the error.
- Encourage peer correction among all the students by using the prompt: *Can anyone help?*

#### Vocabulary

- Make your vocabulary presentations as visual as possible by using pictures from magazines or the internet.
- Make sure that students always make a note of new vocabulary, with a translation in their own language if appropriate.
- Leave the first few letters of new words on the board while students are doing vocabulary exercises. Write blanks for the rest of the letters.

#### Pronunciation

- Make a note of pronunciation mistakes and correct them as a whole class after an activity has finished. First, model the correct pronunciation yourself and then drill the word with the whole class. Finally, ask individual students to say the word; ask a stronger student to go first then ensure that the student who made the mistake also gets a turn.
- Be sensitive when correcting pronunciation. Focus on correcting serious errors which would impede communication by repeating the word correctly yourself and asking students to repeat it.

#### Speaking

- Be prepared to accept one word answers from weaker students as long as they are in English.
- If students have to interview each other, get them to interview you first with the questions.
- Allow students to keep their books open during interviews, so that they can see the questions when they ask and answer them.
- When students have to answer questions about themselves, get them to write their answers first.
- Elicit dialogue phrases and write them on the board and leave some words on the board as prompts.

#### Reading

- Read the article aloud with the class and ask them to underline any new vocabulary. Stop after each paragraph and answer any questions students have. Make sure that students ask about vocabulary using appropriate expressions in English.
- Read through the reading task with students and make sure they understand the questions and what they have to do.
- Encourage students to underline the part of the text which contains the answers to the questions.
- Divide the class in two and ask one half to answer the first half of the questions and the other to answer the second half of the questions.



## Listening

- Ask students to read the task and predict the answers before listening to the text.
- Adapt listening tasks by writing sentences on the board as they appear in the listening script with gaps added in.
- Elicit the sentences where the answers occur in the listening text. Write part of the sentence on the board to help students.
- Give students two or three possibilities for the answers and ask them to listen and tell you the correct answer.
- If students have to respond orally to questions on the CD, get them to write down their responses first.
- After students have listened once for gist and a second time for specific information, get them to listen a third time with the audio script, so that they can finish answering any questions they find difficult.
- If you have enough CD players and copies of the CD, get students to complete the listening task in groups. They can listen to the text as often as they need and replay parts that they find difficult.

## Students above the level

### Grammar

- Do grammar exercises orally.
- Get students to write questions to ask the rest of the class using the new grammar.
- Ask students to make up their own gap fills to exchange with a partner.
- Give students plenty of opportunities to use the new structures in freer practice activities.

### Vocabulary

- Brainstorm vocabulary before getting students to open their books. See how many words they can guess that will come up later in the class.
- Do any vocabulary exercises orally, especially gap fills, and get students to make a record of the new words. They could write their own examples and share these with the rest of the class.
- Get students to make up their own activities, e.g. wordsearches or puzzles to exchange with a partner.

### Pronunciation

- Teach students the phonetic symbols. Use phonetics to present new vocabulary or revise new words from a previous class.
- Get students to organize vocabulary into groups of words with the same sound.

## Speaking

- Insist that stronger students always speak in English. If they don't, ask them to translate what they have said into English.
- Encourage students to use complete sentences when they speak rather than one word answers.
- When stronger students finish a speaking activity, encourage them to invent more questions or a similar dialogue.
- Allow students to chat about things unrelated to the class as long as they are using English and not causing any disruption.

## Reading

- Ask students to choose five new words and prepare example sentences with them to write on the board.
- Get students to write some extra comprehension questions to ask the rest of the class.
- Tell students to find something they agree with and something they disagree with in the text.
- Encourage students to close their books and write a short summary of the text.

## Listening

- Adapt listening tasks to make them more challenging for students. Ask *Wh-* questions instead of using true or false tasks.
- After listening once, get students to tell a partner what they have understood.
- Ask students to make a note of five important words while they're listening, and afterwards get them to tell the class the words and explain why they chose them.
- If the listening is an interview, students could write their own questions on the subject and then act out a role play together.

## Mixed ability and English Plus

*English Plus* caters for mixed ability students in a number of different ways:

- The **Student's Book** contains fast finisher activities.
- Student's Book **Options** can be used with fast finishers, stronger students or students with different interests.
- The **Workbook** has vocabulary, language focus, reading and writing exercises at three levels: basic, standard and higher. For students who need more revision of grammar, the Workbook also contains clear explanations and further practice exercises.
- The **Teacher's Book** contains optional extra activities and tips on how to do the Student's Book activities with stronger and weaker classes, and further tips on extending the exercises for fast finishers.
- The **Teacher's Photocopiable Resources** contain language focus and vocabulary worksheets at three levels.
- The **Test Bank MultiROM** includes end-of-unit, end-of-term and end-of-year tests at three levels.
- The **iTools** provides additional activities for students at different levels of ability and those with different interests.



# Students with dyslexia

It is important to state that research into dyslexia is on-going and sophisticated. This section therefore does not attempt to enter into this discussion, but aims to highlight difficulties and to provide some teaching tips for students who may be disadvantaged in ways described by the term, dyslexia.

Students with dyslexia may have difficulties in the following areas of language learning:

- Reading
- Learning new vocabulary
- Grammar
- Writing
- Speaking
- Confidence

This is because a dyslexic student has problems with processing the phonology of a language. Difficulties arise because these students have problems distinguishing sound differences in a word and in sequencing them thereafter. This difficulty in sequencing elements of language can also impact on understanding and producing grammatical structures.

## Reading

Although most dyslexic students will have developed strategies for reading, they may have difficulties with their speed of reading, comprehension and, crucially, technique. As their teacher, you will need to monitor and support students in the following tasks:

- Scanning for specific detail in dictionaries, reference books and on internet search engines.
- Skimming for gist.
- Reading for detail when answering comprehension questions or following instructions.

## Learning new vocabulary

It is difficult for dyslexic students to remember vocabulary and expressions, and how individual words are formed. Regular and fun activities to revise vocabulary are important. Play whole-class games, for example:

- **Memory board** brainstorm a set of vocabulary or expressions and write them randomly on the board. Check students understand meanings. Allow two minutes for students to memorize the words. Students then close their eyes while you erase a word. Students then tell you the missing word. Repeat the process until all words or expression have gone.

To help with word formation, encourage students to approach words systematically. Draw attention to roots of words, suffixes, prefixes and compound words. This will also help with spelling. Rather than trying to learn words as a whole, dyslexic students will be better able to reproduce words if they have understood how each part of the word has contributed to the whole.

## Grammar

Grammar often causes problems for dyslexic students. As with vocabulary, regular revision is important, and clear explanations of structures will help dyslexic students.

Some helpful things may be:

- Encouraging students to produce grammar tables themselves to demonstrate the patterns in syntax.
- Using 'colour-coding' for various elements of a sentence. Make sure to always use the same colour, for example blue for verbs, green for nouns, red for prepositions, etc.
- Presenting grammar rules step by step: try to divide rules into single, clearly formulated steps.

## Writing

The same systematic and structured approach recommended for vocabulary and grammar also applies to writing. Students should be encouraged to plan their work. *English Plus* writing tasks are all very structured and will provide a clear foundation for all students.

For dyslexic students an additional checklist can be introduced in the planning stage. Not all aspects of the list will be appropriate to every task and students should be aware of this. Ask students to think about the content of their texts as follows:

- **Who?** Describe characters.
- **What?** Arrange ideas into a beginning, middle and end.
- **When?** Decide which tenses need to be used.
- **Where?** Choose locations and describe them.

Spelling can also be problematic for dyslexic students. However, consistent and repeated work on the structure of words when learning new vocabulary will help with this.

## Speaking

Problematic recall of vocabulary items and syntax create difficulties with speaking English. Whole-class activities where nobody is singled out can build confidence in the dyslexic student.

Word games, such as tongue twisters will draw attention to sounds and allow them to be sequenced and practised in a fun way. Reading out words or expressions in amusing ways can also help focus dyslexic learners. For example, the class could pronounce something quietly, loudly, musically, mechanically, etc.

## Confidence

All students need to feel supported if they are to confidently pursue their language learning and this is especially true for the dyslexic student. Without drawing attention to problems in front of their peers, strategies should be introduced into everyday classroom activities. The above ideas are a starting point to build on.



# Introduction to CLIL

## Background

### What is CLIL?

CLIL is Content and Language Integrated Learning. It can involve teachers and learners of content subjects (e.g. science, geography, music or art) using a foreign or second language as the medium of communication and instruction. Alternatively, it can also involve teachers and learners of English using another area of the curriculum (e.g. science, geography, music or art) as the content or subject matter of their English classes.

### Why use CLIL?

CLIL is widely seen as an excellent means of learning a language, not least because it provides opportunities for using English in varied and motivating contexts. English teachers using CLIL methodology are able to engage students with widely different interests and, in this way, foster positive attitudes towards the English language classroom.

CLIL not only draws on the different interests of students, it also exploits their different learning styles, making the most of their abilities, background knowledge and skills from other disciplines.

In addition, CLIL students don't only learn English, they also learn how to use it as a tool for learning. Through CLIL, English teachers can motivate those students who would otherwise struggle to see the relevance of English to their own lives.

CLIL is considered an excellent way of introducing an international aspect into the teaching of content subjects. Secondary students who become accustomed to conducting their studies in English will be at a definite advantage in their future education. Since English is the common language of the internet and many journals and academic papers, a confident command of English is often indispensable for research purposes.

### Tips for using CLIL

#### Be prepared and encourage students to be prepared

Teaching another subject in a foreign language can, of course, be a daunting experience. One of the best ways to gain confidence and make sure your lessons are successful is to be well prepared.

If you are primarily an English teacher with limited experience of teaching another subject, take time to research and understand the content of each lesson in advance.

Learning another subject in a foreign language can also be daunting. One of the most practical ways to help your students to gain confidence is to encourage them to do a little preparation in advance of a lesson, too.

If you are concerned that there may be a lot of new vocabulary in a lesson, you can help students by asking them to find out how to say a set number of key words in English. To do this they can use a dictionary or the internet.

If you are concerned that some students may find the concept of a lesson difficult to grasp, you can encourage them to review the topic in their own language, if they have studied it previously in another subject. You can also direct them towards material which will aid their understanding, for example, a particular website on the internet.

When preparation requires internet research, it is important that you have checked the website recently and in some detail, to make sure that the information is accurate and the website reliable. The preparation students are asked to do must be achievable in terms of cognitive and linguistic level, and the time available.

#### Don't be afraid to say you don't know

If you are primarily an English teacher, there may be times when students ask you questions relating to another subject which you are unable to answer immediately. As an English teacher teaching another subject, this is only to be expected from time to time and is not a problem at all. In this situation it is better to tell the students that you are unsure. You can then opt to either tell the students you'll find out for the next class or ask a teacher of the other subject to come into the next class to answer the question.

#### Be reassured that different kinds of teaching have a lot in common

When teaching another subject in English for the first time, you may believe that the teaching techniques are very different for teaching that subject and English. Please be reassured, however, that there are also lots of similarities between English classes and classes of other subjects. Many activity types are common to both kinds of classes, e.g. sharing ideas, making deductions and predictions, following oral instructions, collecting data and using ICT. Use the teaching techniques you are familiar with, as well as learning from your colleagues.

#### Exploit students' background knowledge

The more motivated and engaged your students are, the easier the lesson will flow for you. In order to motivate the students with the subject, it can help if they are asked to contribute and make a personal investment in the lesson early on.

It is likely that most students will have at least a small amount of knowledge of the subjects you are dealing with, as well as varying levels of English. If the small amount of knowledge of each student in a class is added together, it could result in quite a considerable amount of knowledge before the lesson even begins.

Be sure to make the initial stage of a CLIL lesson fun and motivating, challenging the students to solve conundrums, suggest solutions to problems or guess the answers to general knowledge questions in a quiz.

#### Give plenty of visual support

In the CLIL classroom, meaning is paramount. The students have to be able to grasp the concept of the lesson before anything else. Visual support can take the form of illustrations, photos, realia, sections of a DVD film, PowerPoint presentations, miming and gesture, etc.



### Focus primarily on the content

The principle aim of the CLIL lesson is first and foremost to impart knowledge of the subject area, albeit in English. As long as students understand the key concepts of a lesson, they do not need to understand every single word of the material in English. A passive understanding of some areas of language is sufficient. It is not necessary for students to be able to actively use all the language, especially grammar, which they encounter.

### Build students' confidence

As previously stated, helping students to be prepared for their CLIL lesson will go a long way to making them feel confident about learning another subject in English, and the more confident the students feel, the more confident you as the teacher are likely to feel. There are also many other ways in which teachers can help to reassure students, thereby increasing their confidence.

#### (i) Make aims clear

It is important for students to focus on the right elements of each lesson. It is therefore essential that the teacher makes the objectives of CLIL lessons very clear at the outset. It's sometimes as important for students to know what they don't need to know, as well as what they do need to know.

#### (ii) Find opportunities for recycling

It can be hard for students to retain lots of new information, especially in a different language. For this reason, reviewing key concepts and language whenever they come up naturally in other classes, will be helpful for the students.

#### (iii) Make tasks as easily achievable as you can

It stands to reason that students will only be able to output language and content that they have received as input. It is therefore important to always provide models for the students' own production.

It is also recommended that students are allowed to answer questions in different ways. It is more important that they participate in the lesson, than that they participate only in English, so they may sometimes need to use their first language. You can help them to use English more by making your own language straightforward. It is also important that you take into consideration how easily students will be able to formulate answers to your questions in English. As well as asking questions which require phrases as a response, you can also use questions that they can answer simply with a 'Yes' or a 'No', for example.

#### (iv) Develop useful classroom language

Teachers often need to use the same instructions and classroom phrases again and again. Using these phrases, as well as high-frequency scientific terms in English can help both you and the students feel more confident in the CLIL classroom. In addition, employing English classroom language from the outset can greatly add to the students' passive knowledge and facilitate not only learning the subject matter in English, but learning how to learn, too.

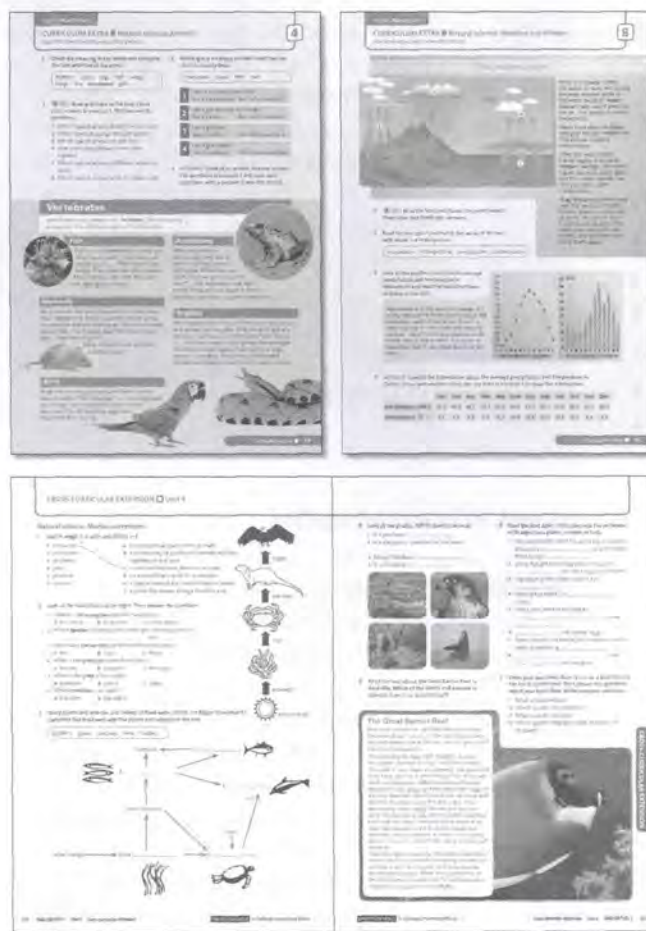
#### (v) Provide other forms of support where necessary

As well as providing visual support, students may sometimes need some support in their first language. Many teachers adopt the successful strategy of switching briefly and naturally from one language to another in order to explain a difficult concept or overcome an unexpected breakdown in communication.

### CLIL and English Plus

English Plus allows you to experiment with CLIL in the English class. Each unit has a **Curriculum extra** section in the **Options** section at the back of the Student's Book. These sections are linked to the curricula of other subject areas, such as natural sciences, language and literature, ICT.

The Teacher's Photocopiable Resources provide a two-page **Extra Curricular worksheet** for each unit.





# Introduction to project work

*English Plus* contains four **Project** lessons, which encourage your students to work in groups and extend their English language learning in engaging and creative ways.

Project work is very motivating for students. It focuses on subjects which they will know a lot about, or have a strong interest in – their hobbies and interests, their families and communities, their dreams, and their pasts and futures.

## Benefits

In addition to being engaging, project work helps develop students' organization and communication skills and their sense of initiative and entrepreneurship. Starting with an idea, students have to plan, organize, manage and present their work. They will need to be self-disciplined and work collaboratively in groups.

Project work provides a very relevant outlet for students' language skills. Students will see that they can use English to communicate information which is important to them. They will employ English more creatively and independently than in some other classroom situations.

Another benefit of project work is the development of a curriculum-wide range of key skills, such as:

- Researching
- Interviewing
- Conducting surveys
- Organizing information
- Writing and editing texts
- Producing or sourcing visuals
- Using ICT
- Designing.

## Group work and mixed ability

Many projects are particularly suited to group work. Cooperative behaviour within the group is essential to complete the work effectively. Students will have to delegate tasks, negotiate and come to agreements.

By dividing the class into groups there is an opportunity to create groups which will benefit from a variety of individuals' strengths. Teachers may fear that weaker students will either be left behind or 'carried' by the stronger ones and will therefore gain little from the experience. However, given the diversity of tasks required, the weaker students may have a different skill they can offer the group, thereby encouraging them to participate confidently. Also, while stronger students are working independently, the teacher will be able to spend time with students who need more help with their English.

## Tips for project work

### Planning

Decide when in the term you want students to do project work and allow plenty of time for preparation: students will not automatically know how to conduct their research, organize their material and present well.

Initially you may need to show the different examples of projects to give students an aim. These might include:

- Posters
- Portfolios of work
- PowerPoint presentations
- Oral presentations
- Short films or audio clips.

## Research

Next you need to explain how to research the chosen topic and suggest resources to exploit. Set the collection of information as homework well in advance of the planned production time. Alternatively, provide resources in the classroom and allow lesson time for students to do research. Suggested resources include:

- Internet
- Magazines in English and students' own language
- Reference books in both languages
- Dictionaries and grammar references.

Students are likely to conduct some initial research in their own language and, if working in groups, will probably not always use English to discuss ideas. This is fine. Eventually they will have to translate their work into English. In turn this will show students the relevance of their previous efforts in studying grammar and vocabulary.

## Organizing ideas

Once information has been collected, students are likely to need help organizing and editing their work. Suggest they collect their ideas under sub-headings and then decide what is essential and non-essential information.

## Writing and editing

Having decided on content, students should work on making their texts interesting and accurate. To check for clarity and accuracy, students could exchange texts and ask for feedback from each other. Encourage use of dictionaries and grammar references.

Suggest that students provide you with a rough draft of their work first, so that you can identify errors. This is preferable to marking their final work as students may be demoralised if your corrections draw attention away from the positive aspects of their finished projects.

## Presentation

Possible presentation materials include:

- Card and paper
- Scissors
- Glue
- Digital camera
- Design packages for computers
- Audio and video equipment
- Portfolios.

Once the project is finished, display or allow students to present their work, as appropriate. Ensure that students are able to take pride in the final outcome. They will have invested a lot of themselves into their work and should take pleasure in seeing the finished work.