

English *Plus*

Teacher's Book 4

OXFORD

Sheila Dignen • Helen Casey • Christina de la Mare

OXFORD
UNIVERSITY PRESS

Sheila Dignen

Helen Casey • Christina de la Mare

English **Plus**

Teacher's Book 4



Contents

Introduction

| | |
|---------------------------------|-------|
| Introducing <i>English Plus</i> | iv |
| Components of the course | v |
| Student's Book 4 at a glance | vii |
| Workbook 4 at a glance | xi |
| <i>English Plus</i> iTools | xiii |
| <i>English Plus</i> methodology | xv |
| Teaching tips | xvi |
| Mixed ability | xix |
| Students with dyslexia | xxi |
| Introduction to CLIL | xxii |
| Introduction to project work | xxiii |
| Using technology | xxiv |
| Evaluation and testing | xxv |
| Student's Book Contents | xxvi |

Teaching notes

| | |
|-----------------------------|------|
| Starter unit | T4 |
| Unit 1 | T8 |
| Unit 2 | T18 |
| Unit 3 | T28 |
| Unit 4 | T38 |
| Unit 5 | T48 |
| Unit 6 | T58 |
| Unit 7 | T68 |
| Unit 8 | T78 |
| Review | T88 |
| <i>English Plus</i> Options | T96 |
| Tapescripts | T128 |

Introducing *English Plus*

Description of the course

English Plus is a four-level course for gimnazjum 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 gimnazjum schools to ensure that it really works in the classroom. The core material covers all the requirements of the gimnazjum 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. 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 recognize the vocabulary, language focus and skills lessons from the very beginning.

If you wish to support or extend the work, the Online Teacher's 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 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 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, Online Tests and Online Teacher's Photocopiable Resources are graded at three levels of difficulty, 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 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, but it also gives you the flexibility to introduce newer teaching methods into your class. For example, the **Curriculum extra** sections in the Student's Book and the **Cross-curricular extension** sections in the Online 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

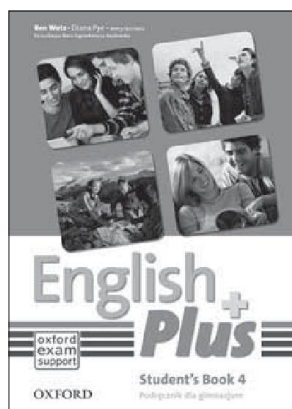
The European Framework *Key Competences for Lifelong Learning* were introduced into education legislation with the aim of identifying and promoting specific areas which individuals need to develop in order to maximise their long-term educational and career development. Students develop transferable skills, and learn to apply knowledge, skills and attitudes to solve problems in a range of contexts. *English Plus* develops **Key competences** as described by the European Reference Framework. The Teacher's Book contains optional activities with explanatory notes that promote **Key competences**.

Further information, along with students' self-assessment checklists can be downloaded from our website; www.oxford.pl.

To provide a comprehensive digital solution

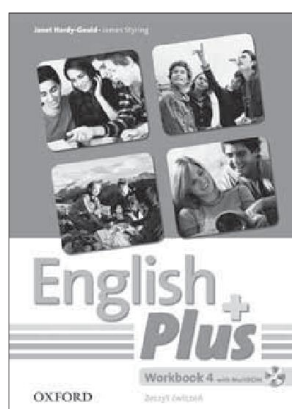
English Plus offers the facility to incorporate interactive teaching and learning in the classroom. The **iTools** package contains digital versions of the Student's Book and Workbook, which you can use to bring the Student's Book to life with fully interactive activities on the interactive whiteboard. 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, three 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** pages, which provide revision of all the language covered in the unit.
- eight two-page **Exam preparation sections** which consolidate the language of the unit, whilst focusing on developing students' exam skills, including useful tips in Polish and exam practice tasks.
- thirty-two pages of **English Plus Options** which include:
 - eight **Extra listening and speaking** pages to give further practice in these skills.
 - eight **Curriculum extra** pages which are linked to topics taught in other subject areas in secondary school.
 - eight **Culture** pages with topics that invite cultural comparisons.
 - four **Project** pages with quizzes, posters and games which provide a further opportunity for review and consolidation.
 - four **Cumulative review** sections which provide revision of all the language and skills studied up to that point in the book.



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.
- eight pages of **Exam preparation** activities and tasks.
- a **Reference section** which includes: a **Language focus reference in Polish** and additional practice exercises for each grammar point; a **Pronunciation bank** with exercises for each pronunciation point; an alphabetical **Wordlist with illustrations, Polish translations** 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 our website (www.oxford.pl) and on iTools.



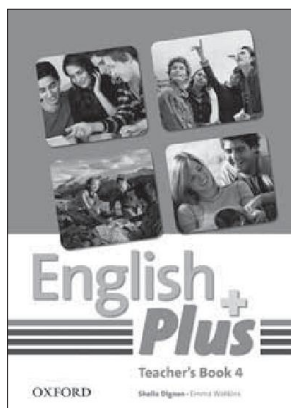
The **MultiROM** is an interactive self-study resource that has been designed to give students additional practice, support and consolidation of the language and skills taught in the Student's Book. The MultiROM is divided into units and lessons corresponding to those in the Student's Book.

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



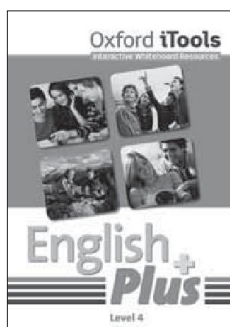
The three **Audio CDs** contain:

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



The **Teacher's Book** contains:

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



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 xiii.

The **Online Test Bank** is available to be downloaded from our website, www.oxford.pl, as editable Word files and PDFs, and includes:

- 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.
- **Audio** with recordings for all the listening tasks.

The **Online Teacher's Photocopiable Resources** are available to be downloaded from our website, www.oxford.pl, and include:

- **language focus and vocabulary worksheets** at three levels: basic, revision and extension.
- **communicative pairwork** activities.
- **drama** worksheets and audio.
- two-page **cross-curricular extension** worksheets for each of the Curriculum extra topics in the Student's Book.
- Common European Framework student **self-assessment checklists** and notes on the Common European Framework Key Competences.

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

[illegible]

- The **unit aims** summarize the language and skills that students are going to study in the unit. The **Start thinking** questions encourage students to start thinking about the unit topic and the **English Plus Options** refer to the extra optional material at the back of the Student's Book.
- The **first vocabulary set**, which establishes the topic of the unit, is presented and practised.
- A **quiz, questionnaire, puzzle** or **game** contextualizes the first vocabulary set.
- A variety of **comprehension** exercises practises the vocabulary. Where relevant a **Key phrases** section provides practice of the vocabulary in everyday language for communication.
- The **first grammar section** is presented and practised on the second page.

- A **reading text** contextualizes the first vocabulary set and models grammatical structures which students will study in the following section.
- A **Build your vocabulary** section highlights key vocabulary from the reading text. This vocabulary is practised further in the Workbook.
- **Your opinions** questions provide more personalized practice of the vocabulary.

- The **second grammar section** presents and practises one or more grammatical structures in a guided inductive way. Students may be asked to complete sentences or grammar tables using examples from the readings or listenings. Then they develop rules or answer questions about rules based on the example sentences.
- A **reference** to the Workbook shows students where they can find further practice activities.
- The **grammar practice exercises** are graded and are often topic-based.

VOCABULARY AND LISTENING ■

Phrasal verbs

Look at the phrasal verbs.

1 Match the phrasal verbs with meanings a–f.

- a start
- b move from
- c sell
- d leave
- e reduce
- f stop

The eight-point health plan

1 Give up smoking

2 Cut down on sugar

3 Move to a quieter environment

4 Try to stretch or sport

5 Work out as often as possible

6 Turn off your TV and computer monitor

7 Eat on family and friends together

8 Use the phone, if it can help you to lose your problems.

2 Listen to the audio track for the first longer letter for Jodie. Then listen. What is a comment?

3 **SCENARIO** Listen again and write one sentence.

- 1 The speaker really hasn't stopped eating.
- 2 James has to take up swimming.
- 3 Some of the people in the clinic aren't.
- 4 We should give up chocolate.
- 5 Sharing your problems helps you to feel good.
- 6 All of the people have a similar attitude to life.

4 **ACTIVITY** Work in groups. Talk about how you can improve your life-style. Think about the topics in the box and use the phrasal verbs in exercise 1.

Sport and exercise Work Social life
Family Food Hobbies

(Don't just make one.)

(We don't have to do everything or remember it.)

LANGUAGE FOCUS ■

Past modals

Look possible about the past.

1 Study the modal forms in box 1 in sentences 1a–5. Then answer questions a–h.

1a The modal form had a healthy lifestyle. The modal could have been a hindrance.

2 We can't have found a car accident, we haven't yet.

3 The modal must have got a parking mark. I can't have lost it. I don't have a lot of weight.

4 We probably might have come when he was young. More people would be in those days.

5 **Check** of the past modal verbs.

- expresses a strong possibility that something is true?
- expresses an opinion probability that something is true?
- expresses a possibility that something is true?

6 When we speculate about the past, we make sentences with a modal verb + *have* + past participle of the main verb.

(Don't just make one.)

7 Work in pairs. Take turns reading and responding to situations 1a–using past modals and the words in brackets.

1a I really wasn't at school yesterday (be ill)

2 Individuals phoned (be nervous / good news)

3 I was feeling for the first time (be) and he was crying (be) (be up there)

4 Max has been in hospital for a long time. (have an operation)

5 Peter paid sugar into his bag (be down on sugar)

6 Michelle has taken up sport and the locals must have felt (be) (be up to speed)


(Don't have to do it.)

(The eight have been it.)

STUDY STRATEGY ■


Predicting the questions

1 Before you listen, read sentences 3–6 carefully and underline any words. This will help you to understand the dialogue more easily. It will also help you to focus on the answers while you are listening.



Live longer, live better

How can you live longer? This week's special news item looks at longer lifespans from around the world.



2 Rewrite these sentences in the past form. She must live in the USA.

She must have been in the USA.

1 They could be 70 years old.

2 He must be a hundred years old. He's not working.

3 The medical data on chocolate.

4 He must not eat a lot.

5 The couple go without exercise.

6 They might take up basketball.

3 Choose the correct word.

1 James couldn't have the long distance run. He might / can't have had any injury.

2 My grandma played tennis until she was 80. She can't / must have been very fit.

3 I must have seen who phoned. I couldn't have been in the state.

4 Sophia is early today. She must / can't have overslept.


5 Jack took his sport. He must / can't have done badly in his test.

6 There is a song on holiday at the moment. You can't / could have been very handy.

4 **Finish?**

5 Listen again. Is it correct. Does she mention about people's lives, diet and health using past modals?

6 The focus was on how people live. Does she talk together.



10 Health matters

(Don't have to do it.)

(The eight have been it.)

10 Health matters

(Don't have to do it.)

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 **third 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.

[illegible]

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.

EXAM PREPARATION Unit 5

1 Work in pairs. Describe the photos. Which of the outfits do you like most / least? How important do you think fashion is?

2 **EXAMINER** Read the text about the fashion designer. Which of the outfits do you like most / least? How important do you think fashion is?

3 **EXAMINER** Read the text about the fashion designer. Which of the outfits do you like most / least? How important do you think fashion is?

4 **EXAMINER** Read the text about the fashion designer. Which of the outfits do you like most / least? How important do you think fashion is?

5 **EXAMINER** Read the text about the fashion designer. Which of the outfits do you like most / least? How important do you think fashion is?

EXAM PREPARATION Unit 5

6 **EXAMINER** Read the text about the fashion designer. Which of the outfits do you like most / least? How important do you think fashion is?

7 **EXAMINER** Read the text about the fashion designer. Which of the outfits do you like most / least? How important do you think fashion is?

8 **EXAMINER** Read the text about the fashion designer. Which of the outfits do you like most / least? How important do you think fashion is?

9 **EXAMINER** Read the text about the fashion designer. Which of the outfits do you like most / least? How important do you think fashion is?

10 **EXAMINER** Read the text about the fashion designer. Which of the outfits do you like most / least? How important do you think fashion is?

Lessons 8 and 9

- The **Exam preparation** lesson at the end of each unit focuses on developing exam skills and includes exam tasks and tips in Polish.
- These lessons also recycle the language from the previous unit and link with the unit topic.
- In levels 3 and 4 there are exercises to practise **Exam writing** activities, focusing on developing skills for the writing part of the Exam.
- There is a **revision** lesson at the end of every unit. The **Review page** features **vocabulary, grammar, communication and listening** activities.

Other features of the Student's Book

Image and identity

Start thinking

1 Do you wear jewelry?
2 What is it?
3 What is it for?

Aims

Communication Task

1. to discuss jewelry
2. to understand a text about identity in fashion
3. to understand and react to a presentation about ethical fashion
4. to use the lexical items about products, design something in a shop
5. to use the lexical items about products, design something in a shop

Exam preparation

1. to discuss jewelry
2. to understand a text about identity in fashion
3. to understand and react to a presentation about ethical fashion
4. to use the lexical items about products, design something in a shop
5. to use the lexical items about products, design something in a shop

English Plus Options

1. to discuss jewelry
2. to understand a text about identity in fashion
3. to understand and react to a presentation about ethical fashion
4. to use the lexical items about products, design something in a shop
5. to use the lexical items about products, design something in a shop

VOCABULARY AND LANGUAGE FOCUS

1 Complete the table with the words in the box. Which of the things are you wearing? Add more words that you know to the table.

| | | | | | | | | |
|----------|--------|----------|--------|----------|--------|--------|--------|--------|
| necklace | chain | earrings | brooch | bracelet | watch | ring | brooch | brooch |
| brooch | brooch | brooch | brooch | brooch | brooch | brooch | brooch | brooch |

2 **EXAMINER** Read the text about the fashion designer. Which of the outfits do you like most / least? How important do you think fashion is?

3 **EXAMINER** Read the text about the fashion designer. Which of the outfits do you like most / least? How important do you think fashion is?

4 **EXAMINER** Read the text about the fashion designer. Which of the outfits do you like most / least? How important do you think fashion is?

5 **EXAMINER** Read the text about the fashion designer. Which of the outfits do you like most / least? How important do you think fashion is?

- 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.
- There are references to **Exam topics and tasks** covered in 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.

VOCABULARY AND LISTENING

1 Complete the diagram with the words in the box. Use the words in the box to complete the diagram.

2 **EXAMINER** Read the text about the fashion designer. Which of the outfits do you like most / least? How important do you think fashion is?

3 **EXAMINER** Read the text about the fashion designer. Which of the outfits do you like most / least? How important do you think fashion is?

4 **EXAMINER** Read the text about the fashion designer. Which of the outfits do you like most / least? How important do you think fashion is?

5 **EXAMINER** Read the text about the fashion designer. Which of the outfits do you like most / least? How important do you think fashion is?

LANGUAGE FOCUS

1 Complete the questions with the correct form of the verb in the box.

2 **EXAMINER** Read the text about the fashion designer. Which of the outfits do you like most / least? How important do you think fashion is?

3 **EXAMINER** Read the text about the fashion designer. Which of the outfits do you like most / least? How important do you think fashion is?

4 **EXAMINER** Read the text about the fashion designer. Which of the outfits do you like most / least? How important do you think fashion is?

5 **EXAMINER** Read the text about the fashion designer. Which of the outfits do you like most / least? How important do you think fashion is?

- 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.

Student's Book 4 at a glance

Extra listening and speaking, Curriculum extra, Culture and Cumulative review / Project pages.

English Plus: Options

CURRICULUM EXTRA ■ Physics and Chemistry: Satellites and spacecraft

Learn about the future of space-based and applications

4

Check the meaning of the words in the box. Then match them with 1-8 in the photos.

| | |
|---------------|-----------------|
| space station | weightlessness |
| space shuttle | Earth satellite |

1-8 Complete the text with the words in exercise 1. Then read and listen to the text and check.

- Read the text again and write the first adjective. Correct the false sentences.
- The Soviet Union put the first artificial satellite into orbit.
- Swedish research created the first natural satellite.
- American satellites are used in the US space.
- Thames of engineers have been inventing in space since 1960.
- Charles Young has been on our trip into space.
- Sub-orbital spacecrafts are spacecrafts which travel into space.
- People can experience weightlessness on sub-orbital spacecraft.

Out of this world

A satellite is an object that orbits another object in space. There are natural satellites like the moon, which orbits Earth. There are also artificial satellites. Artificial satellites are man-made objects that orbit in space. In 1957 the Soviet Union launched the first artificial satellite, Sputnik 1, and today there are now about thousand artificial satellites in orbit around Earth. We use them to receive phone calls and TV signals and also to monitor the weather, to navigate and to control the military, and to study the universe.

The largest artificial satellite is called the International Space Station (ISS). The Americans, who started sending men into space to build the ISS there in 1968, 1970s, and different teams of countries have formed it over continuously since November 2000. The ISS was also the destruction of the world's first space stations. One of them, the Hungarian-American Inflatable Cosmos, crashed in the sea which he put 13 years after it was launched. During his visit to space, he helped with research projects and started to study the life in the USA was a video link.

Space tourism will be more popular in the future, because the development of all orbital spacecraft, leading to attitudes of our own human kind, those with each the boundaries of space, at the edge of the Earth's horizon from the seas, among that a breathtaking view of Earth, and also experience a... Prices start at \$200,000 for a few hours but the flight will certainly become cheaper in the future. Scientists hope that one day a space station will help to ensure the future of space tourism will

- ACTIVITIES Read questions 1-8. Mark in them what you think is possible in the future. Write your answers in the space, or write as possible.
- Hotels will appear in space.
- People will still often be able to fly other planets.
- People will have their own personal space station.
- People will be able to experience weightlessness in their own home.
- People will get governments in space.
- There will be weight flights for the moon coming about 420.

Master Teacher

Curriculum extra ■

- There are eight **Curriculum extra** sections linked to the curriculum for other subjects studied in gimnazjum.
- 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.

English Test Options

▶ PROJECT ■ An information leaflet, health and well-being

3

1 Read the leaflet. Match paragraphs A–E with questions 1–4.

| | |
|--|-------------------------|
| 1 What are the benefits of it? | 5 How popular is it? |
| 2 What is it and how do people use it? | 6 How did it originate? |

AROMATHERAPY

A People around the world have used products from plants and trees for over 4,000 years. Many ancient cultures, such as the Ancient Greeks, Romans and Egyptians, used these. The French chemist René-Maurice Gattefossé invented the name 'aromatherapy' in 1910, after he had treated a woman with lavender oil.

B Aromatherapy uses essential oils, which are concentrated liquids from plants and trees. People burn the essential oils and inhale the aroma, or they dilute the oil and massage it into their skin. You can also put a couple of drops of oil into your hair.

C Not everyone thinks that aromatherapy works. Thinkable before this aromatherapy can relax the body and brain, and that some essential oils are also anesthetic. On the other hand, some scientists say that there is no clear evidence of this.

D Aromatherapy is popular in many countries, especially in France. The essential oils are initially expensive and hard to buy. You don't have to stop a treatment to benefit from it.

2 Make an information leaflet about another type of treatment. Follow the steps in the project checklist.

PROJECT CHECKLIST

| | |
|--|--|
| 1 Choose a health or well-being treatment. Use one of the ideas below as your topic. | 2 Answer questions 1–4 in exercise 1 about the treatment. Find information on the internet as in a book. |
| 3 Write a short paragraph on the internet as in a magazine. | 4 Write a short paragraph for the school paper. |
| 5 Draw the photos and text in your leaflet. | |

3 Exchange your leaflet with the rest of the class. Which treatment do you think is best?

122 Project

Answer

- 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**).
- At the end of every two units, there is a **Cumulative review** or **Project** lesson.
- The Project lesson includes quizzes, posters and games.

[illegible]

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

[illegible]

- There is a page of **Exam preparation** for every unit which provides additional Exam preparation in the form of practice activities and Exam tasks.
- These activities also recycle the language from the previous unit and link with the topic.

[illegible]

UNIT 1 ■ LANGUAGE REFERENCE

UNIT 1 ■ LANGUAGE REFERENCE

used to

| English | Polish |
|------------------------|-------------------------|
| I used to play tennis. | Używam do gry w tenisa. |

| English | Polish |
|--------------------------------------|--|
| You used to play tennis, didn't you? | Ty używałeś do gry w tenisa, nie używałeś? |

| English | Polish |
|--|---|
| He used to play tennis, but he doesn't any more. | On używał do gry w tenisa, ale teraz nie używa. |

| English | Polish |
|---------------------------|--|
| Did you ever play tennis? | Czy kiedykolwiek używałeś do gry w tenisa? |

| English | Polish |
|-----------------------------|--------------------------------|
| Yes, I used to play tennis. | Tak, używałem do gry w tenisa. |

| English | Polish |
|----------------------------------|--|
| No, I never used to play tennis. | Nie, nigdy nie używałem do gry w tenisa. |

| English | Polish |
|----------------------------------|---|
| Why did you stop playing tennis? | Dlaczego przestałeś używać do gry w tenisa? |

| English | Polish |
|--|---|
| I used to play tennis, but I don't any more. | Używałem do gry w tenisa, ale teraz nie używam. |

| English | Polish |
|-------------------------------|---|
| Used to play tennis, did you? | Używałeś do gry w tenisa, nie używałeś? |

| English | Polish |
|-----------------------------|--------------------------------|
| Yes, I used to play tennis. | Tak, używałem do gry w tenisa. |

| English | Polish |
|----------------------------------|--|
| No, I never used to play tennis. | Nie, nigdy nie używałem do gry w tenisa. |

| English | Polish |
|----------------------------------|---|
| Why did you stop playing tennis? | Dlaczego przestałeś używać do gry w tenisa? |

| English | Polish |
|--|---|
| I used to play tennis, but I don't any more. | Używałem do gry w tenisa, ale teraz nie używam. |

| English | Polish |
|-------------------------------|---|
| Used to play tennis, did you? | Używałeś do gry w tenisa, nie używałeś? |

| English | Polish |
|-----------------------------|--------------------------------|
| Yes, I used to play tennis. | Tak, używałem do gry w tenisa. |

| English | Polish |
|----------------------------------|--|
| No, I never used to play tennis. | Nie, nigdy nie używałem do gry w tenisa. |

| English | Polish |
|----------------------------------|---|
| Why did you stop playing tennis? | Dlaczego przestałeś używać do gry w tenisa? |

| English | Polish |
|--|---|
| I used to play tennis, but I don't any more. | Używałem do gry w tenisa, ale teraz nie używam. |

| English | Polish |
|-------------------------------|---|
| Used to play tennis, did you? | Używałeś do gry w tenisa, nie używałeś? |

| English | Polish |
|-----------------------------|--------------------------------|
| Yes, I used to play tennis. | Tak, używałem do gry w tenisa. |

| English | Polish |
|----------------------------------|--|
| No, I never used to play tennis. | Nie, nigdy nie używałem do gry w tenisa. |

| English | Polish |
|----------------------------------|---|
| Why did you stop playing tennis? | Dlaczego przestałeś używać do gry w tenisa? |

| English | Polish |
|--|---|
| I used to play tennis, but I don't any more. | Używałem do gry w tenisa, ale teraz nie używam. |

| English | Polish |
|-------------------------------|---|
| Used to play tennis, did you? | Używałeś do gry w tenisa, nie używałeś? |

| English | Polish |
|-----------------------------|--------------------------------|
| Yes, I used to play tennis. | Tak, używałem do gry w tenisa. |

| English | Polish |
|----------------------------------|--|
| No, I never used to play tennis. | Nie, nigdy nie używałem do gry w tenisa. |

| English | Polish |
|----------------------------------|---|
| Why did you stop playing tennis? | Dlaczego przestałeś używać do gry w tenisa? |

| English | Polish |
|--|---|
| I used to play tennis, but I don't any more. | Używałem do gry w tenisa, ale teraz nie używam. |

| English | Polish |
|-------------------------------|---|
| Used to play tennis, did you? | Używałeś do gry w tenisa, nie używałeś? |

| English | Polish |
|-----------------------------|--------------------------------|
| Yes, I used to play tennis. | Tak, używałem do gry w tenisa. |

| English | Polish |
|----------------------------------|--|
| No, I never used to play tennis. | Nie, nigdy nie używałem do gry w tenisa. |

English: I used to play tennis, but I don't any more.

Polish: Używałem do gry w tenisa, ale teraz nie używam.

English: Did you ever play tennis?

Polish: Czy kiedykolwiek używałeś do gry w tenisa?

English: Yes, I used to play tennis.

Polish: Tak, używałem do gry w tenisa.

English: No, I never used to play tennis.

Polish: Nie, nigdy nie używałem do gry w tenisa.

English: Why did you stop playing tennis?

Polish: Dlaczego przestałeś używać do gry w tenisa?

English: I used to play tennis, but I don't any more.

Polish: Używałem do gry w tenisa, ale teraz nie używam.

English: Used to play tennis, did you?

Polish: Używałeś do gry w tenisa, nie używałeś?

English: Yes, I used to play tennis.

Polish: Tak, używałem do gry w tenisa.

English: No, I never used to play tennis.

Polish: Nie, nigdy nie używałem do gry w tenisa.

English: Why did you stop playing tennis?

Polish: Dlaczego przestałeś używać do gry w tenisa?

English: I used to play tennis, but I don't any more.

Polish: Używałem do gry w tenisa, ale teraz nie używam.

English: Used to play tennis, did you

Workbook reference section

The **reference section** in the Workbook contains grammar and vocabulary reference material, as well as more activities for consolidation and extension.

- There is a **Language focus** section for each unit, which **reviews** all of the grammar points in the unit.
- The left-hand page provides full grammar explanations in Polish, covering both **form** and **usage**.
- The right-hand page provides corresponding exercises to **check** and **consolidate** understanding of each grammar point.

PRONUNCIATION BANK

PRONUNCIATION BANK

Unit 1: Past tense of endings

1. **48** Listen and repeat.

| | | | | | |
|--------|-----|----------|-----|------------|-----|
| called | 'ed | finished | 'ed | celebrated | 'ed |
|--------|-----|----------|-----|------------|-----|

2. **49** Listen to the words. Is it /r/ or /t/? Then listen again and repeat.

- 1 finished /r/
- 2 we finished /r/
- 3 she phoned /r/
- 4 I had to offer /t/
- 5 I really enjoyed /t/
- 6 we showed /r/
- 7 what attracted you /t/
- 8 we reacted /t/

3. **50** Listen and circle the word which has got a different sound.

- 1 talked /treated/ washed /wanted/
- 2 walked /improved/ learned /improved/
- 3 cleaned /stained/ borrowed /marked/
- 4 dressed /introduced/ laid /cooked/
- 5 borrowed /produced/ played /united/
- 6 walked /washed/ happened /looked/

4. **51** Listen and check your answers. Then listen again and repeat.

Unit 2: Word stress

1. **52** Listen and repeat the words. Notice the word stress.

| | |
|---------------|-----------|
| 1 awful | ● |
| 2 hilarious | ● ● ● |
| 3 exciting | ● ● ● ● |
| 4 fascinating | ● ● ● ● ● |

2. **53** Listen to the words. How many syllables have they got? Write 1, 2 or 4.

- 1 angry
- 2 terrifying
- 3 famous
- 4 exhausting
- 5 gorgeous
- 6 unforgettable
- 7 memorable
- 8 fascinating

3 Write the words from exercise 2 in the table.

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |
| | | | | | | | |
| | | | | | | | |

4. **54** Listen and check your answers. Then listen again and repeat.

5. **55** Listen to the words. Have they got the same /s/ or different /D/ (different number of syllables)?

| | |
|-----------------|----------------|
| 1 gorgeous | 1 boring |
| 2 awful | 2 nice |
| 3 excellent | 3 exhausting |
| 4 interesting | 4 funny |
| 5 unforgettable | 5 outstanding |
| 6 unpleasant | 6 good-looking |

6 Draw the stress patterns for these adjectives. Use a dictionary to help you.

| | |
|---------------|---------------|
| 1 lovely | 6 frightening |
| 2 official | 7 worried |
| 3 complicated | 8 outstanding |
| 4 perfect | 9 stupid |
| 5 funny | 10 popular |

Unit 3: Weak forms

1. **56** Listen to the weak forms in the sentence.

We can go home at three thirty.

| | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|----|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| | | | | | | | | | |

2 Listen and repeat. Circle the weak form(s) in each sentence.

- 1 I forgot to get a toothbrush.
- 2 You'll be able to speak Spanish one day.
- 3 We might have to live in it.
- 4 I'm having tea with a famous scientist.
- 5 I was going to France next summer.
- 6 They were experimenting with new instruments.
- 7 They should have been more careful.

3 Circle the weak form in each sentence.

- 1 I'm going to go swimming this weekend.
- 2 We can speak French.
- 3 I think they should apologise.
- 4 She's been to the dentist.
- 5 They could live in Paris.
- 6 They did it in the classroom.

4 Listen and check your answers. Then listen again and repeat.

Unit 4: Third person singular

1. **57** Listen to the words with the third person singular endings /s/ and /s/ in the sentences. Write the word you hear.

- 1 /s/ The bus is late.
- 2 The teacher is late for his lesson.
- 3 The train is late for five minutes.
- 4 The teacher is late for his lesson.

2 Listen again to exercise 1 and repeat the sentences.

3 Listen to the words and repeat the word in the box. Complete the table.

finishes goes leaves starts loses meets plays sets off watches

| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
|---|---|---|---|---|---|---|---|---|----|
| | | | | | | | | | |
| | | | | | | | | | |

4 Listen and check your answers. Then listen again and repeat.

5 Listen to the pairs of words. They both have the same sound at the end. What is it? Circle s or ss or ss. Then listen and repeat.

| | |
|-----------|------------|
| 1 visits | 11 takes |
| 2 watches | 12 travels |
| 3 catches | 13 laughs |
| 4 catches | 14 wishes |
| 5 names | 15 boards |
| 6 stops | 16 books |

Unit 5: Diphthongs

1 Listen and repeat the diphthongs, /eɪ/ and /aɪ/.

| | | | |
|---|---|---|---|
| 1 | 2 | 3 | 4 |
| 1 | 2 | 3 | 4 |
| 1 | 2 | 3 | 4 |

2 Listen to the words in the box. Then complete the table.

had passing eye wore tribe partial appeared chair year name new light

| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
|---|---|---|---|---|---|---|---|---|----|
| | | | | | | | | | |
| | | | | | | | | | |

3 Listen to the words and check your answers. Then listen again and repeat.

4 Listen to the words and circle the word which has got a different sound.

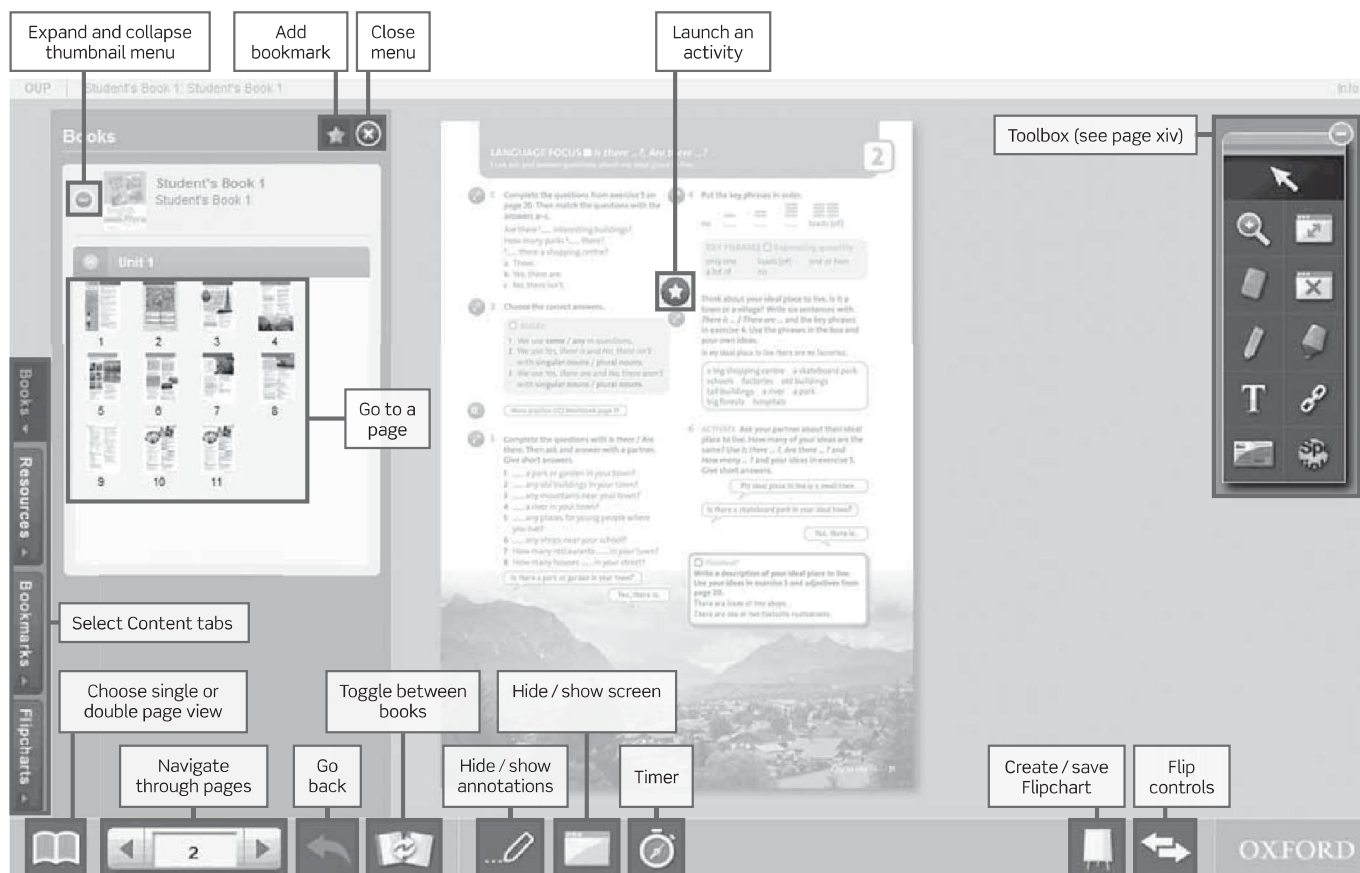
- 1 play they boy say
- 2 late time air height
- 3 bear ear clear
- 4 why low rise noise
- 5 fair white there here
- 6 right wait night make
- 7 say high iron train

[illegible]

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

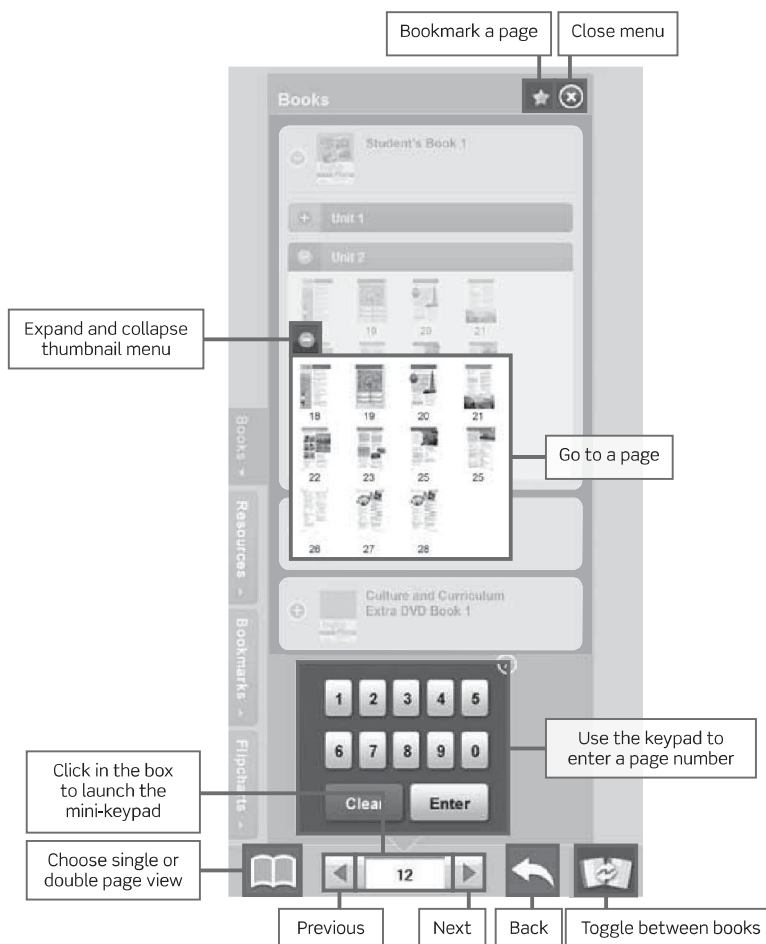
Books

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:

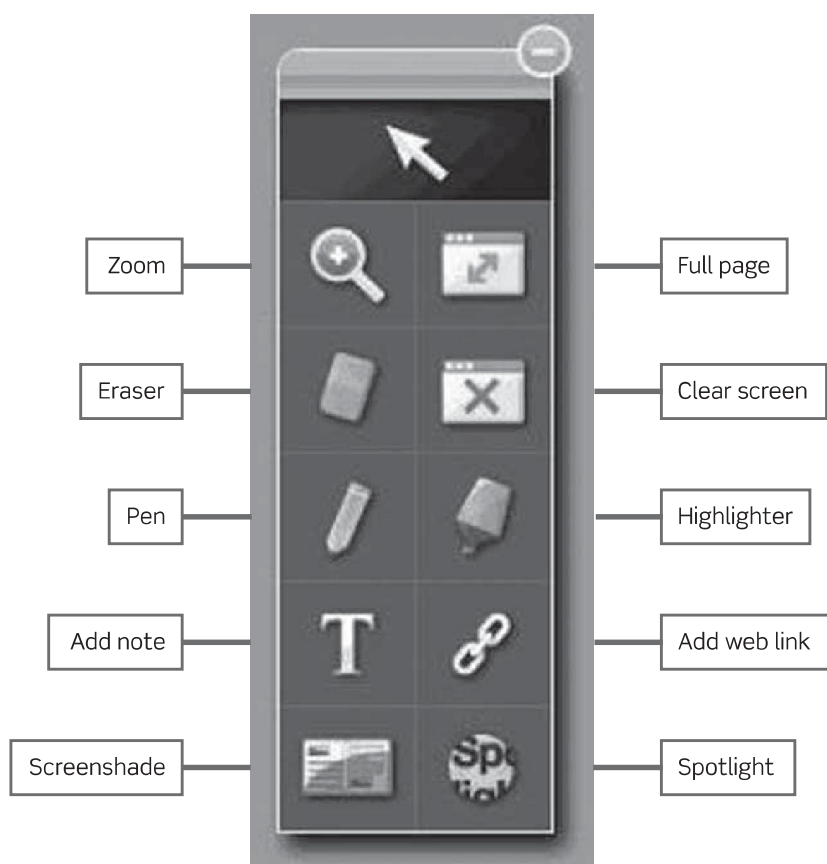
- A **reference** section with a colour version of the Workbook **Wordlist**, and **interactive grammar tables**.
- All the Student's Book and Workbook **audio files** and **tapescripts**.
- **DVD clips**, worksheets, teaching notes and scripts.
- All the **worksheets** from the **Online Teacher's Photocopiable 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 in the Options section after every two units.

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 Online 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 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 Online Teacher's Photocopiable Resources also provide photocopiable Language focus worksheets at three levels. 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 the practice activities for revision.

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 gimnazjum. 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 preempt 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.

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. Teaching notes and an answer key can be found on our website; www.oxford.pl.

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
- Project / Cumulative review

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.*

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.

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 aren't 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.

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

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 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.

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.

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.

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.
- 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 hand out copies 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.

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. After one or two sessions producing a collaborative piece of writing on the board, ask students to write in pairs.

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:

| | |
|------------|----------------------------------|
| s | indicates a spelling mistake |
| L | indicates a missing word |
| gr | indicates a grammatical error |
| v | indicates an error of vocabulary |
| w o | 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. 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, for example, reading aloud from texts, reading out answers to questions, and answering basic questions about themselves.

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.

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. 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.

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 a 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 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 Language focus reference section also contains clear explanations in Polish 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 **Online Teacher's Photocopiable Resources** contain language focus and vocabulary worksheets at three levels.
- The **Online Test Bank** includes end-of-unit, end-of-term and end-of-year tests at three levels.
- **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 expressions 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, 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, or art) as the content 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 and motivate students with widely different interests. Through CLIL, English teachers can motivate those students who would otherwise struggle to see the relevance of English to their own lives.

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.

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. 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. You can also encourage them to review the topic in their own language, if they have studied it previously in another subject. Or you could 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, to make sure that the information is accurate and the website is reliable.

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.

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.

Make tasks as easily achievable as you can

It is 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.

Provide other forms of support where necessary

In the CLIL classroom, meaning is paramount. The students have to be able to grasp the concept of the lesson before anything else. It is therefore vital to give plenty of visual support, in the form of illustrations, photos, realia, sections of a DVD film, PowerPoint presentations, miming and gesture, etc.

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** lesson in the **Options** section at the back of the Student's Book. These lessons are linked to the curricula of other subject areas, such as natural sciences, language and literature, ICT.

The **Online Teacher's Photocopiable Resources** provide a two-page **Extra Curricular worksheet** for each unit. These worksheets serve as an extension of the material in the Student's Book lesson.

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.

Using technology

Introduction

Recent advances in technology have opened up new possibilities in all fields of life, not least in English language teaching. There are now many more opportunities to use technology in the classroom, and increasing numbers of students have access to their own computers and to the internet independently. Below is a list of some of these new technologies, together with an explanation of what they are, their potential benefits and how they might be used in the English class.

Interactive whiteboards

Interactive whiteboards are large touch-sensitive boards connected to a digital projector and a computer. They are usually at the front of the class, in place of a blackboard. The teacher and students can work with the interactive whiteboard to move and change images, text and objects. You use a special wireless pen, or in some cases your finger, to act like a mouse, controlling the computer from the board itself. Everything that can be displayed on a computer can be projected onto the whiteboard.

Benefits of use

- They are an excellent visual resource, which can help teachers present lessons in lively and engaging ways.
- They allow the whole class to interact with the same content at the same time.
- They help to maintain a good pace in the lesson, as the resources are instantly available during the class.
- Functionality, such as hide and reveal allows you to focus students' attention and makes it easy to check answers or do activities involving prediction.
- As interactive whiteboards can be used to access the internet, teachers can focus the whole class on educational websites and online resources.

Ideas for use

- Use the digital versions of the Student's Book, Workbook and DVD Book (provided on *iTools*) on the interactive whiteboard to engage students and motivate them actively to participate in the class.
- Show how to do an activity by working through an example on the interactive whiteboard. Alternatively, you could ask one of your students to come to the board and demonstrate an activity.
- Present grammar using the interactive grammar presentations on *iTools*.
- Ask students to predict the topic of reading and listening activities by highlighting the picture or title and hiding the rest.
- Focus on listening tasks with the whole class and click on the listening icon to hear the audio.
- Show the course videos and accompanying activities on the interactive whiteboard.
- Display the answers to the exercises so that students can check their answers quickly and accurately.

The web

Benefits of use

- It helps to engage and motivate students in the class as many are used to using it in their free time.
- It gives teachers and students access to a huge amount of information and resources beyond the content of the course book.
- Web-based activities require students to use English in activities that reflect real life and are therefore highly motivating.
- Teachers can share their own activities and benefit from resources prepared by other colleagues.
- If you have access to a virtual learning environment or learning management system, it can be used to mark students' work automatically and track their progress.

Ideas for use

- Download images and diagrams to use for presenting the target language of the lesson.
- Get students to consult given websites to research different topics. With a bit of advance planning, you can ask students to carry out a webquest activity. This will develop their skills in searching for specific information and reading for gist.
- Use the web as a resource for students to find the answers to their own questions.
- Show relevant online videos in class to supplement a certain topic or situation.

Blogs

Blogs are web pages created by individuals or groups and stored online. They usually contain texts and images. Blogs are often used like an online diary, giving regular updates on what is happening. Each new entry in the 'diary' is called a post. Readers can add comments to existing posts.

Benefits of use

- Blogs are really easy to create and publish.
- They teach students to express and defend their ideas and opinions with a real audience.
- Students can use blogs to develop a topic of interest.
- They allow teachers to explain difficult concepts students may not have grasped in class. A teacher can offer support and guidance while the learner can ask further questions.
- They motivate students to practise writing in what is perceived as a 'cool' format.

Ideas for use

- Provoke a debate by posting a controversial statement about your topic on your class blog. Students write their own opinions about the statement, and also give their opinion on what other members of the class have written.
- Create a class diary by asking one student in each class to write up their notes for the class on the blog. This will prove really useful for students who have been absent.

Evaluation and testing

Testing what students have learnt

In the Student's Book

Review sections Every unit ends with a **Review** page, covering the grammar, vocabulary and communication points of the unit. There is a **Cumulative review** after every two units which tests the skills covered in all the previous units. Suggest that students revise using the Language focus reference and Expression bank in the Workbook before doing these sections.

In the Workbook

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

Evaluation

A wide range of tests is available in the **Online Test Bank**. You can download the tests from our website (www.oxford.pl) as editable Word files and as PDFs, along with the answer key and the accompanying audio files.

The Online Test Bank contains a wide range of material to evaluate your students including: a diagnostic test; end-of-unit tests; end-of-term tests; end-of-year tests; speaking tests; and five-minute tests. The unit tests, end-of-term tests and end-of-year tests are at three levels (basic, standard and higher) to allow you to choose which best matches your students' abilities. The standard tests are also available in A and B versions (parallel) to avoid copying. All the tests for levels 1 and 2 are available with Polish rubrics.

Assessing Speaking and Writing

Speaking

The speaking tests in *English Plus* are in three parts:

- 1 **About you** (suggested weighting: 20%)
Students respond to personal questions about themselves, their experiences, their likes and dislikes, etc. The questions recycle vocabulary from the units and use a variety of tenses.
- 2 **Role play** (suggested weighting: 40%)
This part of the test assesses students' ability to use the communicative expressions taught in the Speaking section of each unit. Students complete a dialogue with the target expressions, and then practise the dialogue. There is an extension section, which provides an alternative format for students of higher ability.
- 3 **Photo description** (suggested weighting: 40%)
Students are given one of two photographs and asked to describe general and detailed aspects of the image or images, and also to give their opinions in response to what they see. There is an extension section, which includes some more general opinion-based questions, or questions comparing the two photos.

For the diagnostic speaking test, the suggested weighting is:

About you – 40%; **Photo description** – 60%.

The following criteria can be used to assess students' performance in the speaking tests:

Content: How well did students complete each task? Did they answer the questions and add relevant opinions?

Fluency: How natural did the students sound? Did they manage to speak without hesitating too much?

Interaction: How well did students interact with you or their partner? To what extent did they have a real conversation?

Language: Did students use appropriate vocabulary and grammar? For the unit tests, did they use new vocabulary and grammar taught in the unit? How rich / varied was their language?

Accuracy: How many errors were there, especially basic errors?

Writing

The writing section of each test in *English Plus* asks students to produce a written text of a similar type as in the corresponding unit in the Student's Book. The following criteria can be used to assess each piece of writing:

Content: Have students completed the task successfully? Have they included all the information specified in the instructions?

Appropriacy: Have students used language appropriate to the task type, for example informal expressions in an email to a friend?

Organization: Is the writing appropriately organized into paragraphs, and appropriately laid out?

Language: Have students used appropriate vocabulary and grammar? How rich / varied is the language used?

Linking: Are linking words and expressions used appropriately to give the text cohesion?

Accuracy: How many errors are there in lexis and grammar?

Assessing project work

Projects provide a great opportunity for self-assessment. Suggest that students evaluate their projects for overall design, relevant content, interest and accuracy. Evaluation of project work is a good group activity. Students benefit from producing work in groups, but they can also benefit from assessing work together cooperatively and maturely.

Exam preparation

English Plus prepares students for the final exam by providing specific exam focus throughout all levels of the course. There is a page dedicated to Exam preparation and practice after each unit in the Student's Book and the Workbook. Levels 3 and 4 provide additional Exam Writing practice, to prepare students for the writing part of the exam. Students have the opportunity to practise Exam task types in the main body of the unit. In this way, students become familiar with the tasks they might encounter in the exam. In addition, exam tips provide advice on how to tackle them. By providing students with thorough exam training throughout gimnazjum, students become more motivated, more confident and more skilled exam-takers.

CONTENTS

| UNIT | VOCABULARY | LANGUAGE FOCUS | |
|---------------------|--|---|--|
| Starter unit | p4 Verb collocations <i>spend time, do exercise, pass exams, etc.</i> | p5 Present tenses Verbs + <i>-ing / to</i> Key phrases: Talking about your interests | |

| UNIT | VOCABULARY AND LANGUAGE FOCUS | READING | LANGUAGE FOCUS | VOCABULARY AND LISTENING | |
|--|---|--|--|---|--|
| 1 Generations | p8–9 Past decades <i>economy, crisis, poverty, etc.</i> <i>used to</i> | p10 Comparing generations Build your vocabulary: Adjectives + prepositions | p11 Past perfect and past simple | p12 Uses of <i>get</i> <i>get married, get upset, etc.</i> | |
| Exam Preparation: Szkoła, Człowiek, Życie społeczne • Rozumienie ze słuchu <i>Dobieranie</i> • Rozumienie tekstów pisanych <i>Dobieranie</i> | | | | | |
| 2 Happy together | p18–19 Relationships <i>make friends, get to know someone, fall out with someone, etc.</i> Present perfect + <i>just, still, already</i> and <i>yet</i> | p20 Marriage Study strategy: Reading for gist Build your vocabulary: Verbs + prepositions | p21 Present perfect + <i>for</i> and <i>since</i> | p22 Extreme adjectives <i>awful, outstanding, exhausting, etc.</i> | |
| Exam Preparation: Życie rodzinne i towarzyskie • Rozumienie tekstów pisanych <i>Dobieranie</i> • Rozumienie ze słuchu <i>Wielokrotny wybór</i> | | | | | |
| 3 Health matters | p28–29 Medical science <i>operate, transplant, cure, etc.</i> <i>could, can, will be able to</i> | p30 Alternative therapy Build your vocabulary: Noun suffixes | p31 <i>may, might, could, must, can't</i> | p32 Phrasal verbs <i>give up, cut down, take up, etc.</i> Study strategy: Previewing the questions | |
| Exam Preparation: Zdrowie, Nauka i technika • Rozumienie tekstów pisanych <i>Dobieranie</i> • Rozumienie ze słuchu <i>Dobieranie</i> | | | | | |
| 4 Let's go! | p38–39 Travel: nouns <i>guidebook, travel agent, return ticket, etc.</i> Study strategy: Extending your vocabulary <i>be going to</i> | p40 Holiday advice Build your vocabulary: Words which are often confused | p41 <i>will</i> and <i>be going to</i> | p42 Travel: verbs <i>board, check in, set off, etc.</i> | |
| Exam Preparation: Podróżowanie i turystyka • Rozumienie ze słuchu <i>Dobieranie</i> • Rozumienie tekstów pisanych <i>Dobieranie</i> | | | | | |
| 5 Image and identity | p48–49 Body decoration <i>beard, chain, dreadlocks, etc.</i> Key phrases: Appearance Reflexive pronouns; <i>each other</i> | p50 Fashion Build your vocabulary: Negative prefixes | p51 Active or passive: introduction | p52 Commerce <i>grower, exporter, importer, etc.</i> Study strategy: Prediction | |
| Exam Preparation: Człowiek, Zakupy i usługi • Rozumienie ze słuchu <i>Dobieranie</i> • Rozumienie tekstów pisanych <i>Dobieranie</i> | | | | | |
| 6 A perfect world | p58–59 Nations and government <i>borders, citizens, currency, etc.</i> <i>make</i> and <i>let</i> | p60 Micronations Study strategy: Guessing meaning from context Build your vocabulary: Prepositions + nouns | p61 First conditional + <i>if</i> or <i>unless</i> | p62 Government policies <i>ban, elect, invest, etc.</i> | |
| Exam Preparation: Elementy wiedzy o świecie i krajach anglojęzycznych, Życie społeczne • Rozumienie ze słuchu <i>Dobieranie</i> | | | | | |
| 7 Ups and downs | p68–69 Attributes and personality <i>anxiety, confidence, generosity, etc.</i> Comparing adjectives and adverbs | p70 The Yes Man Build your vocabulary: Antonyms | p71 Third conditional | p72 Feelings <i>astonished, fascinated, horrified, etc.</i> Study strategy: Dictionary skills | |
| Exam Preparation: Człowiek • Rozumienie ze słuchu <i>Wielokrotny wybór</i> • Rozumienie tekstów pisanych <i>Wielokrotny wybór</i> | | | | | |
| 8 Honestly! | p78–79 Morals <i>break a promise, hurt someone's feelings, tell a lie, etc.</i> Indirect requests Key phrases: Requests | p80 Honesty Build your vocabulary: Collocations with <i>make</i> and <i>do</i> | p81 Reported speech: tense changes | p82 Reporting verbs <i>invite, order, refuse, etc.</i> Study strategy: Learning verb patterns | |
| Exam Preparation: Życie społeczne, Życie rodzinne i towarzyskie • Rozumienie ze słuchu <i>Dobieranie</i> • Znajomość funkcji językowych <i>Dobieranie</i> | | | | | |
| Review: Units 1–8 p88; English Plus Options + p96 Extra listening and speaking; p104 Curriculum extra; p112 Culture; p120 Project / Cumulative review | | | | | |

| VOCABULARY | | LANGUAGE FOCUS | |
|---|---|--|--|
| p6 Irregular verbs Key phrases: Asking about the past | | p7 Past simple Object and subject questions | |
| LANGUAGE FOCUS | SPEAKING | WRITING | ENGLISH PLUS OPTIONS |
| p13 Past simple and continuous Study strategy: Highlighting of tenses Key phrases: Memories | p14 Talking about past events Key phrases: Talking about a past event | p15 Describing a decade Key phrases: Describing a past decade Language point: Giving examples | p88 Review p96 Extra listening and speaking: Talking about a family likeness p104 Curriculum extra: History: The Berlin Wall p112 Culture: Britain in the 1960s p120 Project: An interview summary: teenage years |
| • Znajomość funkcji językowych Dobieranie • Znajomość środków językowych Uzupełnianie luk • Wypowiedź pisemna Wiadomość p16–17 | | | |
| p23 Present perfect and past simple Present perfect simple and continuous | p24 Invitations Key phrases: Making and responding to invitations | p25 An email to a friend Key phrases: Inviting a friend Language point: both and neither | p89 Review p97 Extra listening and speaking: Changing a plan p105 Curriculum extra: Language and literature: The realist novel p113 Culture: Getting married in the UK p121 Cumulative review: Starter–Unit 2 |
| • Znajomość funkcji językowych Wielokrotny wybór • Znajomość środków językowych Tłumaczenie fragmentów zdań • Wypowiedź pisemna E-mail p26–27 | | | |
| p33 Past modals | p34 Exchanging opinions Key phrases: Exchanging opinions Language point: should, must, have to | p35 A discussion essay Key phrases: Presenting arguments Language point: Discourse markers | p90 Review p98 Extra listening and speaking: Joining a health club p106 Curriculum extra: Biology: Healthy eating p114 Culture: Snack culture in the UK p122 Project: An information leaflet: health and well-being |
| • Znajomość funkcji językowych Wielokrotny wybór • Znajomość środków językowych Dobieranie • Wypowiedź pisemna E-mail p36–37 | | | |
| p43 Present simple and continuous for future Key phrases: Asking about times and timetables | p44 Asking for and giving information Key phrases: Asking for and giving information Language point: will for spontaneous decisions | p45 An email about a visit Key phrases: Presenting plans Language point: Linkers | p91 Review p99 Extra listening and speaking: Buying a coach ticket p107 Curriculum extra: Physics and chemistry: Satellites and spacecraft p115 Culture: Volunteer holidays p123 Cumulative review: Starter–Unit 4 |
| • Znajomość funkcji językowych Wielokrotny wybór • Znajomość środków językowych Dobieranie • Wypowiedź pisemna E-mail p46–47 | | | |
| p53 Passive: past, present and future Passive: questions | p54 Changing something in a shop Key phrases: Changing clothes | p55 A formal letter Key phrases: Formal letters Language point: Adverbs of degree | p92 Review p100 Extra listening and speaking: Discussing music p108 Curriculum extra: History: Child labour p116 Culture: Punks p124 Project: A webpage: an urban tribe |
| • Znajomość funkcji językowych Wielokrotny wybór • Znajomość środków językowych Parafrazowanie zdań • Wypowiedź pisemna Notatka p56–57 | | | |
| p63 Second conditional First and second conditionals | p64 Apologizing and expressing regrets Key phrases: Apologizing and expressing regrets Language point: Regrets about past and present | p65 An opinion essay Key phrases: Opinions Language point: References and pronouns | p93 Review p101 Extra listening and speaking: Doing an interview p109 Curriculum extra: Language and literature: Word building: adjectives p117 Culture: High school elections p125 Cumulative review: Starter–Unit 6 |
| • Rozumienie tekstów pisanych Dobieranie • Znajomość funkcji językowych Wielokrotny wybór • Znajomość środków językowych Tłumaczenie fragmentów zdań • Wypowiedź pisemna Zaproszenie p66–67 | | | |
| p73 Defining and non-defining relative clauses | p74 Reacting to news and sympathizing Key phrases: Sympathizing | p75 An experience Key phrases: Describing a personal experience Language point: Modifying comparatives | p94 Review p102 Extra listening and speaking: Telling an interesting story p110 Curriculum extra: Biology: The brain p118 Culture: The British sense of humour p126 Project: A personality game |
| • Znajomość funkcji językowych Wielokrotny wybór • Znajomość środków językowych Dobieranie • Wypowiedź pisemna List p76–77 | | | |
| p83 Reported and indirect questions | p84 Explaining and clarifying situations Key phrases: Explaining and clarifying | p85 A narrative Key phrases: Telling a story Language point: Punctuation in dialogues | p95 Review p103 Extra listening and speaking: Dealing with money p111 Curriculum extra: Civic and ethical education: Moral values p119 Culture: Boot camps in the USA p127 Cumulative review: Starter–Unit 8 |
| • Rozumienie tekstów pisanych Dobieranie • Znajomość środków językowych Uzupełnianie luk • Wypowiedź pisemna Wiadomość p86–87 | | | |