Contents

Introducing *English Plus*

Description of the course

English Plus is a five-level course for lower-secondary students. It will give students all the skills they need to communicate with confidence in English. The course has been designed on the basis of extensive research in secondary schools to ensure that it really works in the classroom. The core material covers all the requirements of the secondary school curriculum in a clear unit structure, and the extensive **Options** section at the back of the book provides further variety and challenge. Extra material covering culture, CLIL, communication, and vocabulary practice will motivate, interest and engage students, and also allow teachers to tailor the course to meet students' different needs and abilities. This variety and flexibility extends to a wide range of supplementary material, carefully designed to build on work done in class and also to address different abilities.

Aims of the course

To make planning and preparation easy

Each unit starts with a clear and detailed summary of the unit contents, recapping the communication, vocabulary and language focus points. It also directs you to the relevant *English Plus* **Options** section, so you can easily locate the most appropriate ways to extend each lesson.

Each lesson in the Student's Book is designed to fit into one lesson in class, and takes you through the stages of warming up, presenting and exploiting the material, and allowing the students to personalize and apply what they have learnt.

Each lesson in the Teaching notes starts by clearly stating the aims of the lesson, which extend the *I can...* statements. The Student's Book follows a carefully designed system of colour coding in each section, so both you and your students will recognize the vocabulary, language focus and skills lessons from the very beginning.

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

To keep students interested and involved

English Plus is a topic-based course and the themes have been carefully chosen to maintain students' interest and motivation throughout the year. The topics and texts are designed both to motivate and to educate teenage learners. The activities are designed to engage students and encourage participation. The **Options** at the back of the Student's Book provide variety and enable you to adapt the course to suit students' interests.

To give students opportunities to use English in a personal and practical way

The **Activate** and **About you** exercises at the end of lessons encourage students to think about English and use it to talk or write about their own ideas. The **Key phrases** sections give students language to use in a communicative and functional way. Students are more likely to learn and remember language if activities are meaningful and realistic, and if they are encouraged to use it in communicative contexts.

To be flexible and to cater for all learning needs

English Plus has been designed to be flexible, so that it can be used in streamed school systems, mixed-ability classes, and varying teaching loads. With *English Plus* you can choose the most appropriate material for your class and for individual students. The **Options** at the back of the Student's Book allow you to give students extra practice of particular skills and introduce variety into your classroom. If you have a range of abilities in the class, the Workbook, Tests and Teacher's Photocopiable Resources contain **three levels** of material, so that you can select the right material for each student.

To develop effective reading, writing, listening and speaking skills

English Plus places equal emphasis on the development of all four skills. Each unit contains reading, writing, listening and speaking sections. A step-by-step approach has been taken to speaking and writing, which will ensure that students of all abilities will be able to produce their own texts and dialogues. There are extra listening and speaking sections at the back of the Student's Book and the **Culture and Curriculum extra** pages provide a variety of additional challenging reading material.

To develop students' ability to understand and apply language rules accurately

English Plus presents new language both in context and in tables to ensure that students fully understand usage, as well as form. Each new point is practised in a variety of activities to make students think and apply what they have learnt.

To set goals and see outcomes

Every lesson starts with an *I can...* statement, so the aim is always evident. Lessons finish with an **Activate** exercise which is the productive outcome as described by the *I can...* statement. Setting clear, achievable, short-term goals should increase students' motivation.

To review and recycle language thoroughly and systematically

Language is recycled throughout the course. A Review section shows every unit and there are further opportunities to consolidate and check progress in the Workbook.

To incorporate the latest developments in teaching methodology

English Plus follows a tried and tested structure in the presentation and practice of language, but it also gives you the flexibility to introduce newer teaching methods into your class when you are ready. For example, the **Curriculum extra** sections at the back of the Student's Book and the **Cross-curricular extension** sections in the Teacher's Photocopiable Resources will enable you to experiment with Content and Language Integrated Learning (CLIL) in a structured way.

To be compatible with the Common European Framework

English Plus develops **Key competences** as described by the Common European Framework (see page 34). This Teacher's Book contains optional activities that promote **Key competences** with explanatory notes.

To provide a comprehensive digital solution

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

Components of the course

The **Student's Book** contains:

- a **Starter unit** to introduce basic vocabulary and grammar.
- six **teaching units**; each unit has two vocabulary sections, two or more grammar presentations, and three or more communication sections. There is practice of the four skills throughout. Each unit has a whole page devoted to speaking skills and a whole page devoted to writing skills.
- seven **Review** sections which provide revision of all the language and skills studied in the book.
- seven **And finally ...** pages with a song, a poem, jokes, and cartoons to provide students with engaging and fun activities to practise and review the language.
- 24 pages of **English Plus Options** which include:
- six **Extra listening and speaking** pages to give further practice in these skills.
- six **Project** pages with quizzes, posters and games which provide further opportunity for review and consolidation.
- three **Curriculum extra** pages which are linked to topics taught in other subject areas in schools.
- three **Culture** pages with topics that invite cultural comparisons.
- six **Vocabulary puzzles** pages with fun vocabulary games and activities for each unit.
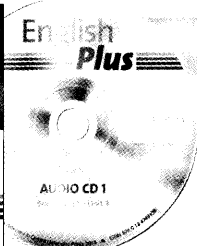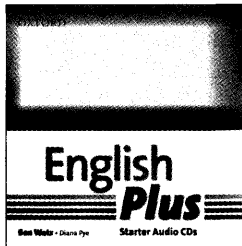
The **Workbook** contains:

- six pages of **additional practice** for each Student's Book unit. This comprises exercises for vocabulary, grammar, reading and writing at three levels of difficulty.
- a two-page **Progress review** after every unit with **self-assessments** and **I can ...** statements.
- a **Reference section** which includes: a **Language focus reference** with additional practice exercises for each grammar point; a **Pronunciation bank** with exercises for each pronunciation point; an alphabetical **Wordlist with illustrations** and a phonetic chart; an **Expression bank** with Key phrases from the Student's Book; an **Irregular verbs list**.
- The **Answer key** for the Workbook can be found on the English Plus website and on iTools.

The **MultiROM** is an interactive self-study resource that has been designed to give students additional practice, support and consolidation of the language and skills taught in the Student's Book. The MultiROM is divided into units and lessons corresponding to those in the Student's Book.
An **audio CD** element is included, with all the Pronunciation bank listening tasks from the Workbook, which can be played on a CD player.

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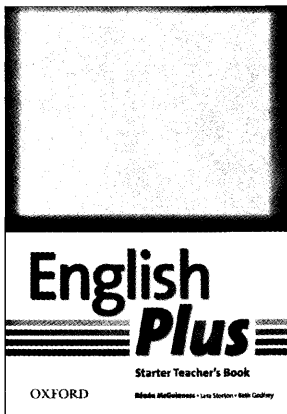
The **Teacher's Book** contains:
* an introduction with **teaching tips**, including information on **mixed ability, dyslexia, CLIL, project work,** *English Plus* **Key competences, evaluation and testing,** and **using technology**.
* photocopiable **Student Self-assessment Checklists**.
* **teaching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

The **Teacher's Photocopiable Resources** at the back of the Teacher's Book contain:
* **grammar focus and vocabulary worksheets** with activities at three levels: basic, revision and extension.
* **communicative pairwork** activities.
* **drama** worksheets.
* **cross-curricular extension** and **culture** worksheets for each of the Curriculum extra and Culture topics in the Student's Book.

The **iTools software** contains:
* digital versions of the Student's Book and Workbook.
* **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, worksheets and flashcards.
For more information about iTools, see page 13.

The separate **Test Bank MultiROM** contains the following tests as editable Word files and PDFs:
* **End-of-unit tests**, including listening, vocabulary, grammar, reading, writing and communication activities at three levels: basic, standard and higher. There is also a **speaking test** for each unit.
* **End-of-term** and **End-of-year tests** at three levels: basic, standard and higher.
* **Five-minute tests** covering language from the vocabulary and language focus lessons.
* **Parallel (A/B) tests** are also offered to prevent copying.
  An **audio CD** element is included, with recordings for all the listening tasks, and the listening material for the **Drama** sections in the **Teacher's Photocopiable Resources,** which can be played on a CD player.

Starter Student's Book at a glance

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

Core teaching units

Lesson 1

- This lesson occupies two pages although it is still designed for one lesson in class.
- The **unit aims** explain 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 variety of **comprehension** exercises practises the vocabulary. Where relevant a **Key phrases** section provides practice of the vocabulary in everyday language for communication.
- A **quiz**, **questionnaire**, **puzzle** or **game** contextualizes the first vocabulary set.

Lesson 2

- 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.
- **About you** questions provide more personalized practice of the vocabulary.

Lesson 3

- The **first 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.
- The **grammar practice exercises** are graded and are often topic-based.

Lesson 4

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

Lesson 5

- The **second grammar section** presents and practises one or more grammar structures.

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.

Lesson 8

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

Lesson 9

- The **And finally ...** lessons include a **Bob and Betty** cartoon at the end of every two units, which is a fun way for students to practise reading and listening skills and can be used to bring drama in the classroom.
- The **And finally ...** lessons also include a song, a poem and some jokes to help students practise and consolidate their English in a fun and engaging way.

Other features of the Student's Book

- Every lesson has an explicit learning objective, beginning with **I can ...** .
- The **unit aims** section lists all the objectives of the unit and the **English Plus Options** section directs you to the relevant optional lesson making it easy for you to locate the most appropriate ways to extend each lesson.
- The reference to **Pronunciation** takes students to the Pronunciation bank in the Workbook, which has activities for each pronunciation point.
- A final **Activate** exercise allows students to use the new language in a more productive, personalized, or creative way. This is the productive aim of the lesson as described by the **I can ...** statement.
- The **Key phrases** sections present and practise communicative and functional language.
- The **Finished?** activity provides support for mixed ability classes.

English Plus Options

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

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

- There are six **Project** lessons which include quizzes, posters and games.

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

- These pages allow you to introduce CLIL into your classroom in a structured way.

- There are three **Culture** sections, which invite cultural comparisons and get students thinking about similarities and differences with their own culture. Each lesson finishes with a mini-project (**Task**).

- There are also **Vocabulary puzzles** for each unit.

- These provide fun games and activities for each vocabulary point in the Student's Book.

Starter Workbook at a glance

- The Workbook includes exercises in **grammar**, **vocabulary** and **skills**, which mirror the language and skills work in the Student's Book pages.
- There are **three levels** of practice activities: **one-star** activities provide basic revision and language manipulation; **two-star** activities involve more productive exercises; and **three-star** activities are more open and offer more challenge.

- There is a two-page **Progress review** at the end of each unit.
- The exercises check understanding of all the vocabulary, grammar and skills presented in the unit. They also provide a record of what has been 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.

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, covering both **form** and **usage**.
- The right-hand page provides corresponding exercises to **check** and **consolidate** understanding of each grammar point.

Starter Workbook at a glance

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

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

- A **phonetic chart** provides a summary of the phonetic symbols.

- The **Expression bank** contains a list of **Key phrases** from 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.

Expand and collapse thumbnail menu

Add bookmark

Close menu

Launch an activity

Toolbox (see page 14)

Go to a page

Select Content tabs

Choose single or double page view

Toggle between books

Hide / show screen

Navigate through pages

Go back

Hide / show annotations

Timer

Create / save Flipchart

Flip controls

Bookmark a page

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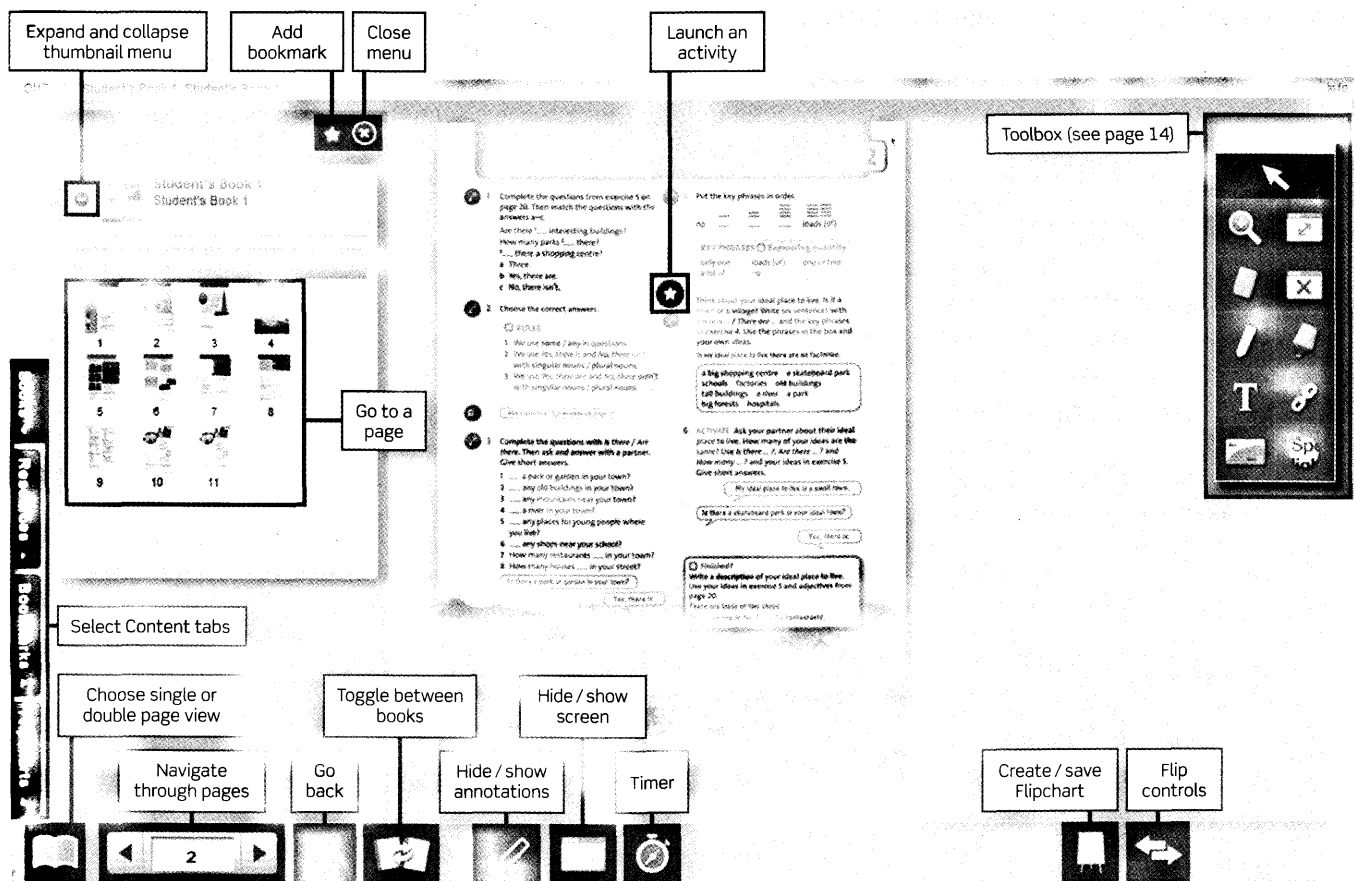
Content in **English Plus iTools** is organized into four **tabs**:

- Books
- Resources
- Bookmarks
- Flipcharts

Books

English Plus iTools contains the complete content of:

- Student's Book
- Workbook

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.

Expand and collapse thumbnail menu

Go to a page

Use the keypad to enter a page number

Click in the box to launch the mini-keypad

Choose single or double page view

Previous

Next

Back

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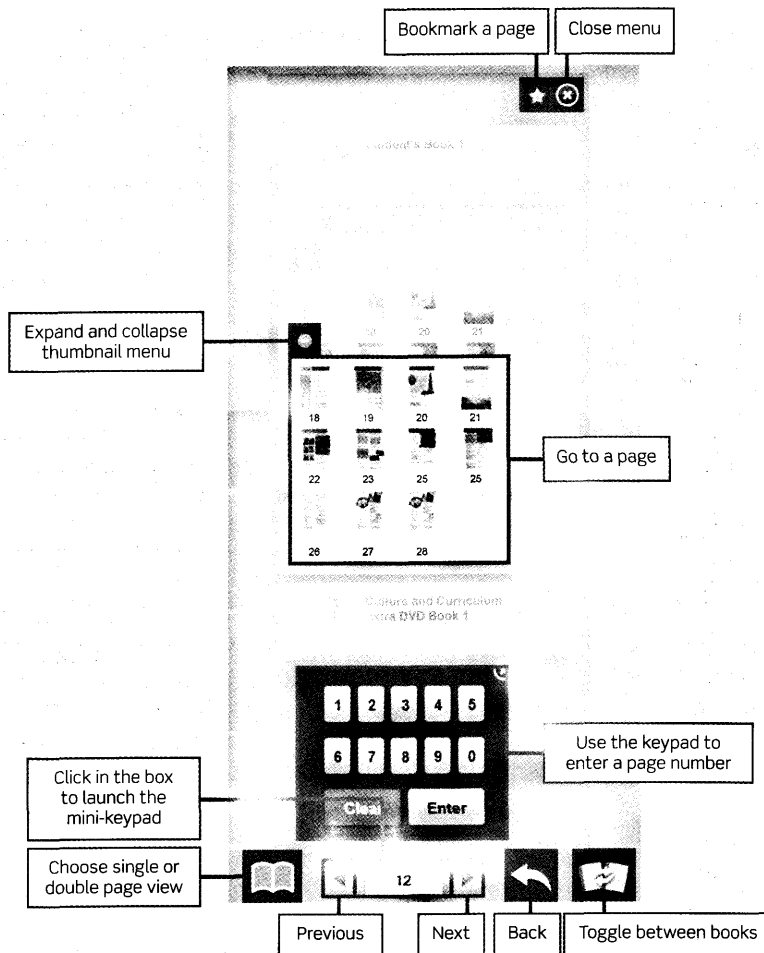
In addition to the standard functions common to interactive whiteboards, every Student's Book and Workbook page includes the following features that can be launched by clicking the icons on the pages:

- **Answer keys** for all Student's Book and Workbook exercises.
- Full **audio** content launched directly from the pages.
- **Quick page links** to the Options pages in the Student's Book and the relevant Workbook pages.
- Additional **interactive activities** for every core lesson in the Student's Book.
- **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:

Answers	Interactive activity
Audio	Video
Page link	Web link

Zoom — Full page
Eraser — Clear screen
Pen — Highlighter
Add note — Add web link
Screenshade — Spotlight
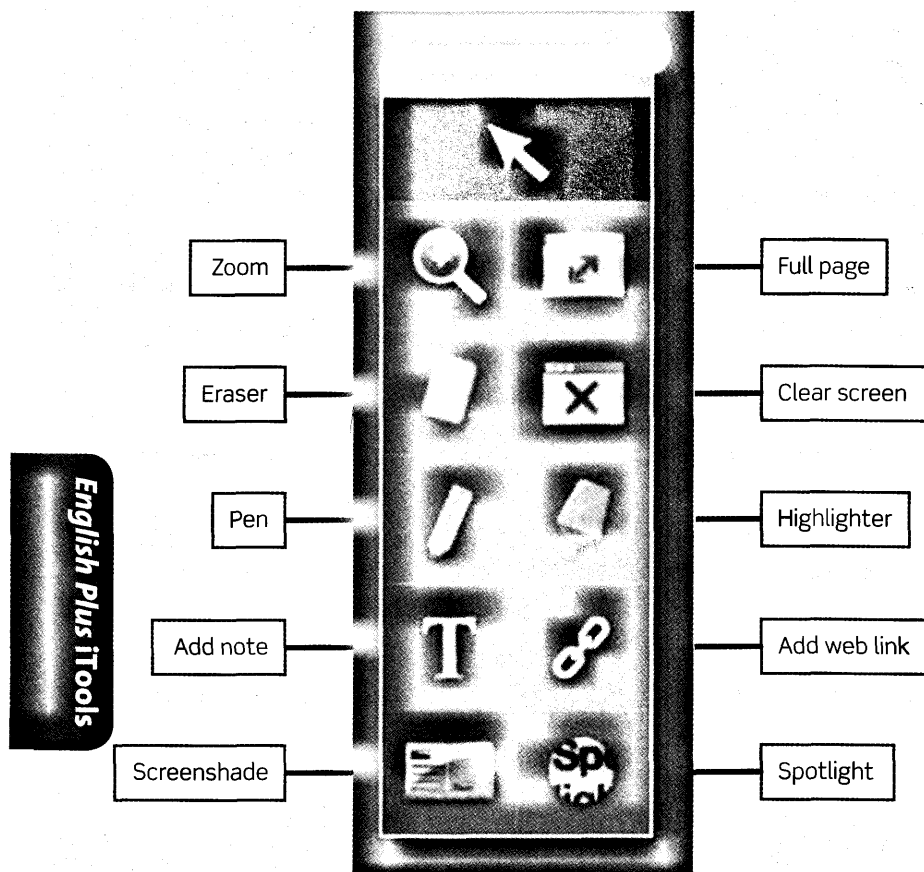
Resources

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**.
- All the **worksheets** from the **Teacher's Photocopiable Resources**.
- Interactive **alphabet, phonetics** and **numbers** charts.
- **Flashcards** with vocabulary items.

Bookmarks

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

Flipcharts

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

English Plus iTools

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. In the **Options** section of the Student's Book, there is a **Vocabulary puzzles** section that recycles the unit vocabulary through fun games and activities. You could use these puzzles if you have more time as fast finisher activities, or set them for homework.

The Workbook provides three levels of practice. One-star activities provide basic revision and language manipulation; two-star activities involve more productive exercises; and three-star activities are more open and offer more challenge. The vocabulary from each unit is also tested in the **Progress review**. The Teacher's Photocopiable Resources also provide photocopiable worksheets at three levels to give further consolidation and extension of the vocabulary sets.

The **Wordlist** in the Workbook provides students with an extensive vocabulary resource.

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 Teacher's Photocopiable Resources also provide photocopiable grammar and vocabulary worksheets with activities at three levels and an additional pairwork speaking activity for each unit.

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 music, maths 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 schools. While the texts are challenging and introduce new vocabulary, the language has been graded to ensure that students are not faced with too many unfamiliar structures.

The **Culture** pages offer a longer text with comprehension exercises. To help students cope with a longer text, look at the background information notes in the Teacher's Book so that you can pre-teach vocabulary if necessary, and pre-empt any difficulties. Discuss the photos with the class, eliciting as much key vocabulary as possible, and elicit some general information about the topic before you begin reading.

There is more reading practice in the Workbook.

Listening

The listening texts in *English Plus* follow the second vocabulary set. They put the new vocabulary in context. They provide a range of speakers in different situations, including radio programmes, interviews, conversations and announcements. The language used in the recordings is carefully graded.

The listening exercises are usually in three stages. Pre-listening warm-up activities are given in the teaching notes in the Teacher's Book. The first listening exercise then helps students to gain a general understanding of the text and develops the skill of listening for gist. The second exercise asks students to listen for specific information.

There are six **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.

Most of the listening and reading texts have been recorded using a variety of accents. Playing the Audio CD as students are reading will help them to become familiar with the sound of spoken English.

Speaking

English Plus offers a variety of speaking opportunities which are well guided and supported. The **Key phrases** sections give students language to use in a communicative and functional way. On the speaking page, a dialogue is modelled and the activities range from controlled exercises where students repeat the dialogue with the Audio CD, to a more open follow-up exercise, where students make up their own dialogue following the model. Students can simply 'perform' their own dialogues in pairs, or they can write them down first before reading them aloud.

Before students perform a speaking activity, make sure that they understand the task. Do not expect students to speak immediately. Model an example exchange with a stronger student and give written support on the board. Work on short exchanges around the class by nominating different pairs of students to speak while the rest of the class listen. For longer dialogues, give students time to prepare their conversations in writing before performing in front of the class.

The six **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.

The three **Drama** lessons in the Teacher's Book are a great way to get students speaking. Each drama lesson includes a short play with six or seven speaking parts, warm up activities and notes on directing and staging the performance in a classroom. The dramas are light-hearted, fun, and will give students plenty of opportunities to speak and get involved. Dramas are especially good for use with younger students who might struggle expressing themselves in their own words.

Pronunciation

There is one pronunciation teaching point in each unit. The reference in the Student's Book will take you to the **Pronunciation bank** at the back of the Workbook. These exercises cover individual sounds, word stress, sentence stress and intonation. They are recorded on the Audio CD.

Writing

English Plus devotes a page in every unit to guided writing activities. The final writing tasks cover a variety of different text types, such as emails, blogs, articles and reports. The support given for these final tasks ensures that even the less able students will be able to produce something.

The page begins with a model text showing clear paragraph structure, and uses grammar from the unit in simple sentence patterns. The model text also exemplifies a language point, such as time expressions, conjunctions or punctuation. There is practice of this language point before students move on to the **Writing guide**, which prepares them for the writing task. Often students do not know what to write, so the **Think and plan** section gives a list of questions or instructions to help students plan their writing, showing them how to structure their notes into paragraphs, and how to begin each paragraph. Finally, students are encouraged to check their written work.

There is more writing practice in the Workbook.

English Plus Options

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

* Extra listening and speaking
* Curriculum extra or Culture
* Projects
* Vocabulary puzzles

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

Teaching tips

Teaching vocabulary

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

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

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

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

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

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

go – shopping, swimming, to the cinema, etc.

have – a shower, breakfast, fun, etc.

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

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

- **Hangman**   Choose a word from the set of words that you want to revise. Write a dash for each letter of the word on the board, e.g. _ _ _ _ _ _ _ (*patient*). Students try to find the word by calling out letters of the alphabet. If a student guesses a letter correctly, write it in the appropriate place. If a student guesses incorrectly, write the letter at the bottom of the board and draw one line of the Hangman picture below. The class wins the game if they can guess the word before you complete the picture. They can make a maximum of twelve incorrect guesses before the picture is complete.
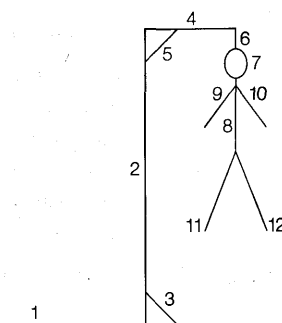
- **Word tennis**   Choose a set of words you want to practise. Draw an imaginary line through the middle of the classroom, so the students are in two teams, left and right. Tell the students what the vocabulary set is, and choose a student in one team, who says an item from the set. Then choose a student from the other team, who says another item. Then choose a different student from the first team, and continue back and forth until a student repeats a word, or can't think of a new one. The other team then scores a point. You could use actual tennis scoring (15–30, etc.) to increase authenticity.

Teaching grammar

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

Posters   Make posters with examples of different structures to put on the walls of the class.

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

- As you go through an exercise, pause before naming the student you want to answer. This will ensure all students think about the answer, in case they are asked.

- Ask students to read through the whole exercise silently and work out the answers before oral feedback.

- Ask students to do the whole exercise orally or in pairs before you check the answers.

- Ask the students to write the answers in their notebooks.

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

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

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

Example:

> 1 Paul _is_ watching _tennis_ with Hannah.
>
> 2 _Paul_ isn't _watching_ football with _Hannah_.
>
> 3 _Susan_ isn't playing _football_ with Carl.
>
> 4 They aren't playing volleyball with Carl.

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

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

- **Bingo**   See the notes in the **Revision games** section for teaching vocabulary. Instead of vocabulary items, you can put in grammar items, such as prepositions of place, superlative adjectives, interrogative pronouns, etc.

- **Noughts and crosses**   Draw a grid on the board with a verb in each space, for example:

see	go	have
eat	teach	sing
drink	do	write

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

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

Teaching reading

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

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

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

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

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

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

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

Teaching listening

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

- Engage students by asking them to look at the pictures and headings, and to predict content. You could use the same table as the one described in the Teaching reading section to record what students know about the topic, aren't sure about, or don't know.

- Pre-teach vocabulary, and record it on the board. Model it for students, so they know in advance how it's pronounced.

- Make sure that students read and understand the questions they have to answer before they start listening.

- Tell students how many people they'll hear speaking, whether they are male or female, adults or teenagers, and roughly what they'll be talking about.

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

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

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

Teaching writing

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

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

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

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

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

s	indicates a spelling mistake
⌐	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, and the more effort that goes into the display, the more students will feel that their work is valued. If students are keeping their written work, encourage them to keep it together in one place.