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Eyes Open

TEACHER'S BOOK

1



BE CURIOUS



Garan Holcombe

Eyes Open

TEACHER'S BOOK

Garan Holcombe



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Welcome to *Eyes Open*

Eyes Open is a four-level course for lower-secondary students, which will give you and your students all the tools you need for successful and enjoyable language teaching and learning. Teaching secondary students can be challenging, even for the most experienced of teachers. It is a period of great change in young teenagers' lives and it sometimes seems that their interests lie anywhere but in the classroom. It is the teacher's demanding task to engage students in the learning process, and *Eyes Open's* mission is to help them as much as possible to achieve this. After extensive research and investigation involving teachers and students at secondary school level, we've come to a clear conclusion: sparking students' curiosity and desire to learn is one of the main driving forces which can enhance and facilitate the learning process. The aim of *Eyes Open* is to stimulate curiosity through interesting content via impactful video, visual images and 'real world' content on global themes.

How *Eyes Open* will benefit you and your students

Engaging real world content

Eyes Open contains a wealth of fascinating reading texts and informative Discovery Education™ video clips. The two-page *Discover Culture* sections bring global cultures to the classroom, greatly enhancing the students' learning experience whilst simultaneously reinforcing target language. The texts and three Discovery Education™ video clips per unit often revolve around teenage protagonists, such as a boy at the Kung Fu school in China, in Unit 3. The wide variety of themes, such as natural history, inspiring personal stories, unusual lifestyles, international festivals and customs teach students about the world around them through the medium of English, whilst also promoting values such as cultural awareness and social responsibility. Each unit also has an accompanying *CLIL* lesson (with accompanying Discovery Education™ video) which contains a reading text and activities. Each unit's texts, together with the videos, encourage the students to reflect on, discuss and explore the themes further. For more information on culture in *Eyes Open* go to page 19. For more information on the *CLIL* lessons please go to page 25. For specific extension activity ideas please see the relevant video lesson pages of the Teacher's Book.

Easier lesson preparation

Everything you need to prepare your lessons is available on the *Presentation Plus* discs which, once installed, allow you to access everything easily and from one place. The package contains digital versions of the Student's Book and Workbook, with interactive activities for class presentation, all audio (Student's Book, Workbook and tests), video clips, tests and additional practice activities, which include video worksheets, grammar, vocabulary, communication activities and a link to the Cambridge Learner Management System for the Online Workbook and Online Extra.

Clear goals to build confidence

Eyes Open has been designed to provide a balance between exciting, real world content and carefully guided and structured language practice to build both confidence and fluency.

Students of this age also need to know exactly what their learning goals are if they are to become successful learners. In *Eyes Open*, this is addressed in the following ways:

- The unit presentation page at the beginning of each unit clearly lays out the contents and objectives of the unit, so students know from the beginning what they will be studying in the coming lessons. More detailed objectives, together with CEFR relevance, are given in the relevant opening page of the Teacher's Book notes.
- Clear headings guide students to key content. Target language is displayed in easy-to-identify tables or boxes.
- Each page builds to a carefully controlled productive stage, where students are asked to use relevant language and often expand on the topics and themes of the lesson.

Extra support for Speaking and Writing

Most learners find speaking and writing particularly challenging, and so the Speaking and Writing pages in the Student's Book and the Workbook are structured in such a way as to lead the students step by step through the tasks necessary to reach the final goal of that page. This approach has been designed to help build students' confidence and fluency. In addition, the guided *Your turn* sections at the end of lessons give students the opportunity to activate new language. For more information, see page 20.

Visual impact

Youth culture today is visually orientated and teenagers are easily bored by material that is not visually attractive. In addition to the video content, images in *Eyes Open* have been chosen to appeal to young students. Each unit begins with a large impactful image designed to attract the students' attention and encourage them to engage with the content of the unit. Reading texts are accompanied by artwork which draws the students into the page and stimulates them to want to know what the text is about. For more information on use of visuals in *Eyes Open* see page 18.

A personalised approach

Secondary students also need to see how the world they are reading about, watching or listening to relates to them and their own world in some way. They also need ample opportunity to practise new language in a safe environment. *Eyes Open* offers multiple opportunities for students to personalise the topics via the carefully structured *Your turn* activities which appear at the end of lessons. These sections add a relevance to the subjects and themes which is central to their successful learning. In *Eyes Open* students are encouraged to talk about themselves and their opinions and interests, but care is taken to avoid them having to reveal personal information which they may be uncomfortable discussing.

Graded practice for mixed abilities

Teaching mixed ability classes creates more challenges for the busy teacher, and with this in mind we've provided a wealth of additional practice activities, including:

- Two pages of grammar and vocabulary activities per unit available to download from *Presentation Plus*. These are graded to cater for mixed abilities, 'standard' for the majority of students and 'extra' for those students who need or want more challenging practice.
- Graded unit progress and end and mid-year tests ('standard' and 'extra' as above). Available from *Presentation Plus*.
- Graded exercises in the Workbook, with a clear one to three star system.
- Additional grammar and vocabulary practice in the *Vocabulary Bank* and *Grammar reference* section at the back of the Student's Book.
- Suggestions for alternative approaches or activities in the Teacher's Book notes for stronger / weaker students.

Common European Framework compatibility

The content in *Eyes Open* has also been created with both the Common European Framework (CEFR) and Key Competences in mind. Themes, topics and activity types help students achieve the specific objectives set out by The Council of Europe. These have been mapped and cross-referenced to the relevant parts of the course material. More information on this can be found on pages 32–36, and on the first page of each unit in the Teacher's Notes.

Relevant content

For *Eyes Open*, research was carried out on the language syllabus using the Cambridge Learner Corpus. The results of this research became the starting point for the selection of each error to be focused on. By using the Cambridge Learner Corpus, we can ensure that the areas chosen are based on real errors made by learners of English at the relevant levels. In addition, the authors of *Eyes Open* have made extensive use of the English Vocabulary Profile to check the level of tasks and texts and to provide a starting point for vocabulary exercises. For more information on the Cambridge Learner Corpus and English Profile please see pages 23 and 32.

Thorough recycling and language reinforcement

New language is systematically recycled and revised throughout the course with:

- A two-page *Review* section every two units in the Student's Book,
- A two-page *Review* after every unit in the Workbook, plus a Cambridge Learner Corpus informed *Get it Right* page, with exercises focusing on common errors,
- Unit progress tests,
- Mid and End of Year progress tests.

In addition, the *Vocabulary Bank* at the back of the Student's Book provides further practice of the core vocabulary.

For more information on the review sections, including ideas for exploitation please go to page 30.

Flexibility for busy teachers

Eyes Open is designed to be flexible in that it can meet the needs of teachers with up to 150 hours of class time per school year, but is also suitable for those with less than 90 hours. (There are also split combo editions with half of the Student's Books and Workbooks for those with less than 80 hours of class time, please see www.cambridge.org/eyesopen for a full list of components). If you're short of time, the following sections can be left out of the Student's Books if necessary, without affecting the input of core grammar and vocabulary which students will encounter in the tests. However, it's important to note the video activities in particular are designed to reinforce new language, and provide a motivating and enjoyable learning experience:

- The Starter Unit (the diagnostic test will allow you to assess your students' level of English before the start of term, please see page 31 for more information).
- *Review* pages: these could be set for homework if need be.
- The *Discover Culture* video pages: though we believe this is one of the most engaging features of the course, no new grammar is presented and the content of these pages doesn't inform the tests.
- The *CLIL* pages at the back of the Student's Book.
- The *Project* pages at the back of the Student's Book, and on the Cambridge Learner Management System (please see page 26 for more information).
- The *Vocabulary Bank* at the back of the Student's Book: many of the activities can be set for homework, or can be done by 'fast finishers' in class.
- The video clips on the *Language Focus* and *Speaking* pages: though these are short and there are time-saving 'instant' video activities available in the Teacher's Book (see pages 124 to 139).
- The additional exercises in the *Grammar reference*: these can be set for homework if need be.

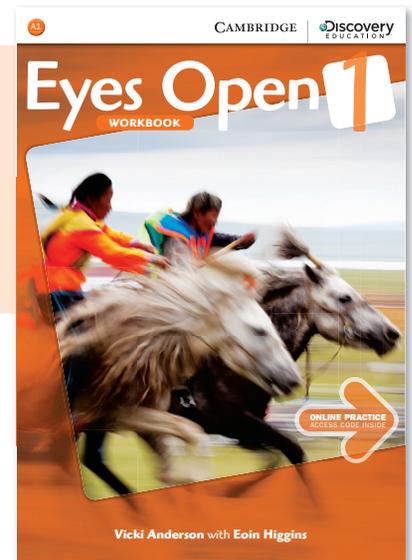
Course Components

Eyes Open provides a range of print and digital learning tools designed to help you and your students.



Student's Book

The Student's Book contains eight units, plus a Starter section to revise basic grammar and vocabulary. High interest topics, including 24 Discovery Education™ video clips and additional vox pop-style videos, motivate learners and spark their curiosity. Each lesson is accompanied by guided, step-by-step activities and personalised activities that lead to greater fluency and confidence.



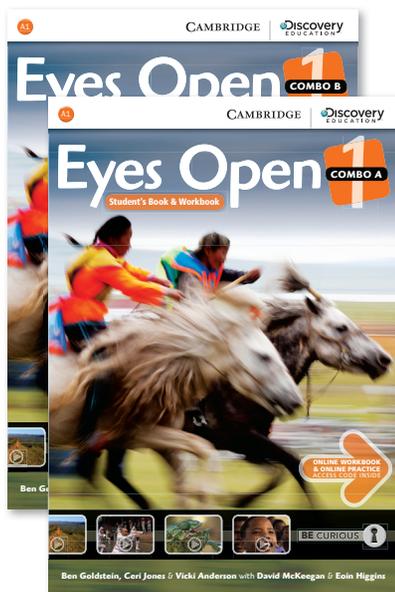
Workbook with Online Practice

The Workbook provides additional practice activities for all the skills presented in the Student's Book. The Workbook also includes free online access to the Cambridge Learning Management System for Workbook audio, wordlists, extra writing practice, vocabulary games and interactive video activities.



Student's Book with Online Workbook and Online Practice

The Student's Book with Online Workbook provides access to full workbook content online, with all audio content. It also provides online access to the Cambridge Learning Management System so teachers can track students' progress.



Digital Student's Book with complete video and audio programme

Digital Student's Books and Workbooks are available for iOS and Android devices and include activities in interactive format, as well as full video and audio content for each level. The Digital Books can be downloaded to a computer, tablet or other mobile device for use offline, anytime.



Student Book Combo A and B Editions with Online Workbooks and Online Practice

Student's Books are available as split combos, with the entire contents of the combined Student's Book and Workbook for Units 1–4 (Combo A) and 5–8 (Combo B). The Combos include access to the Cambridge Learning Management System with Online Workbooks, embedded audio and video content and access to Online Practice.

Teacher's Resources



Teacher's Book

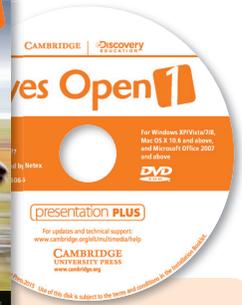
The Teacher's Book includes full CEFR mapping, complete lesson plans, audio scripts, answer keys, video activities, optional activities, tips for mixed ability classes and a *Games Bank*.

Cambridge/Discovery Education™ Video DVD

Compelling, high interest Discovery Education™ video clips spark students' interest and help develop language abilities.

32 videos per level, including 24 Discovery Education™ clips, reinforce each unit's target language through a variety of video types:

- Engaging explorations of cultures, people, and locations from around the globe
- Interviews with native language speakers discussing topics of interest to teens
- CLIL-based content to accompany the eight-page *CLIL* section.

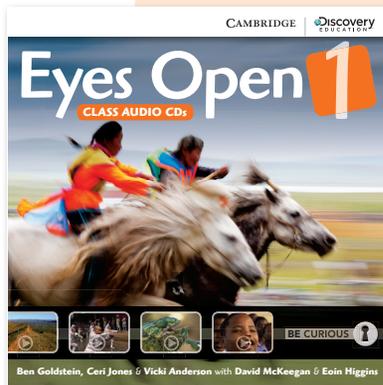


Presentation Plus Digital Classroom Pack

Presentation Plus is a complete planning and presentation tool for teachers. It includes class presentation software, fully interactive Student's Book and Workbook, answer keys and full video and audio content, with scripts for each level. The digital Teacher's Book and Teacher's Resources, including the Test Centre, and additional graded practice activities, allow easy and fast lesson planning. A link to the online learning management platform enables teachers to track pupils' progress.

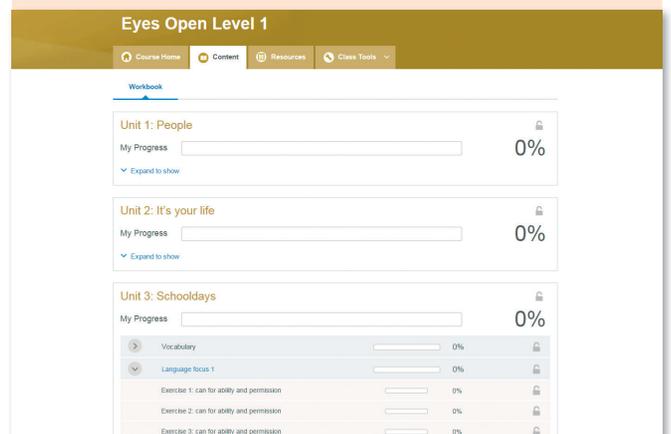
Class Audio CDs

The Class Audio CDs include the complete audio programme of the Student's Book and Workbook to support listening comprehension and build fluency.



Cambridge Learning Management System

The CLMS is a simple, easy-to-use platform that hosts complete course content, materials, and progress monitoring in one user-friendly system. Students can access their online workbooks and extra online practice and receive instant feedback, while teachers can track student progress. There is also a free online Professional Development module to help teachers take advantage of the latest classroom techniques.



Unit tour

Student's Book

Each unit starts with an impactful image designed to spark curiosity and discussion, and introduce the unit topic.

The four unit video clips are summarised on this page.

The second page of each unit focuses on vocabulary, which is presented in a memorable way.

Your turn activities at the end of every lesson give students the opportunity to practise new language in a personalised, communicative way.

Vocabulary, grammar and unit aims are clearly identified so that students and teachers can easily follow the syllabus progression and record achievement.

A short *Be Curious* task encourages students to speak and engage with both the image and with the theme of the unit.

Through the listen, check and repeat task, students are given the opportunity to hear how the target vocabulary is pronounced and to practise it themselves.

The third page of each unit features a reading text which provides a natural context for the new grammar. All reading texts are recorded.

The *Language Focus* pages in *Eyes Open* highlight examples that are contextualised in the preceding reading and listening passages. Students are encouraged to find the examples for themselves.

The grammar is presented in a clear, easy-to-read format.

A short *Fact Box* imparts a snippet of interesting information related to the topic of the reading text.

The *Reading* pages include *Explore* features where students are encouraged to notice vocabulary from the text. Other times, collocation or word formation is focused on.

Many *Language Focus* pages contain a *Say it Right* feature, where common pronunciation difficulties associated with the *Language Focus* are dealt with.

A Discovery Education™ video complements the reading topic, and provides further exposure to the target grammar, in the context of a fascinating insight into different cultures around the world.

The *Grammar reference* at the back of the book contains more detailed examples and explanations, plus additional practice exercises.

Many of the *Language Focus* pages include a *Get it Right* feature, where common learner errors are highlighted.

The listening passage provides a natural context for the new grammar and vocabulary items.

The Language Focus 2 page features examples from the preceding listening passage.

Listening A podcast

- Look at the New Bank School website. How is it different from your school?
- Listen to Tom talking about the school. What's his favourite lesson?
- Listen again. Complete the information.
 - grant
 - Tom thinks his teachers are ...
 - The school day starts at 9 am and finishes at ...
 - They have three lessons in the morning and ... lessons in the afternoon.
 - On Saturday, they only have lessons in the ...
 - Tom wants to be a professional ... when he leaves school.

THE NEW BANK SCHOOL OF PERFORMING ARTS

TRAINING PERFORMERS FOR THE FUTURE!
HOME ABOUT EVENTS

Language focus 2 Object pronouns

- Complete the examples from the listening on page 36.
 - That's ... in the blue shirt!
 - It's a really good school and I love ...!
 - I like ... but I prefer Dance.
 - I practice with ... on Saturday afternoons.
 - Our teachers tell ... it's really important to do our academic schoolwork.
- Match the object pronouns in the box with the subject pronouns.

me	us	him	it	her	you	them	you
----	----	-----	----	-----	-----	------	-----

I - me you - ... it - ... he - ... she - ... we - ... they - ... you - ...
- Look at the sentences from the listening on page 36. What do you notice about the form of the second verb in a-c?
 - I don't mind working this hard.
 - I really don't like getting up early on Saturday mornings!
 - I like the lessons, but I'm really tired at the end of the week.

Use verbs ending in -ing after (don't) like, don't mind, love, and hate.

love	like	don't mind	don't like	hate
------	------	------------	------------	------

Vocabulary School subjects

- Match the school subjects in the box with the pictures (a-i). Then listen, check and repeat.

Science	Geography	Maths	ICT
PE	History	French	English
Music			

Your turn

- Complete the sentences for you. Then work with a partner. Ask and answer questions.

My favourite subjects are Maths and Science.

I don't like ...
I don't study ...
I'm good at ...

What are your favourite subjects? Maths and Science. What about you?
- Write sentences about you and your partner.

My favourite subjects are ... I don't like ...
I'm good at ... My partner likes ...

The next page focuses on Listening and Vocabulary from the Listening. Sometimes this second Vocabulary section pre-teaches vocabulary before the students listen.

Your turn sections at the end of every lesson provide speaking practice and enable students to revise, personalise and activate the language taught, for more effective learning.

New language is clearly highlighted.

The Discover Culture spread expands on the unit topic and provides a motivating insight into a variety of cultures around the world.

Discover Culture

- Look at the map and the picture. Who is the man in the photo? Where was he from?
 - Where is she?
 - How old is she?
 - Where is she from?
- Find out about a school in South Africa.
 - South African schoolgirl
- Watch the video up to 0:38 and check your answers to Exercise 2.
 - Are the sentences true (T) or false (F)? Correct the false ones.
 - The school children wear white shirts.
 - They have pasta for lunch.
 - The children sing and dance in a field.
 - Both boys and girls play netball.
 - Tobilly does her homework at school.
 - Watch the video again and complete Tobilly's profile.

Tobilly is ... years old. She walks ... to school every morning. School starts at ... o'clock. Every morning she ... the national song with her classmates. In the afternoon she studies Zulu ... and learns traditional South African ... and ... She loves ... In the evening she does her ... writes in her ... and reads her ... book class. This evening she's got a lot of ...

Reading A profile

- Look at the map and photos. Where's Wales? What extra activities do you think students do in Wales? Read Gareth's blog and check your answers.
 - Read the profile again and complete the sentences about Gareth and his friends. Listen and check.
 - Gareth speaks two languages, ... and ... He speaks ... with his family. He goes to the ... club. He can ... He loves ...
 - Isabel goes to the ... club. She loves ...
 - Darren goes to the ... club. He can ...
 - Find these adjectives in the text. Which ones mean "very good"? Which ones mean "very bad"?

a) interesting	g) terrible
b) great	h) fast
c) boring	i) slow
d) brilliant	
 - Find the opposites for these adjectives in Exercise 3.

a) interesting	b) brilliant
c) fast	
- Write a description of your usual day at school. Compare it to Tobilly's.

Does it make us nervous? Early here. Our school doesn't start at 8.30 am.

A Welsh school

All My name's Gareth and I'm a student at Peniarth Comprehensive School in Aberystwyth, a small town in Wales. In my school we study both English and Welsh. At home, Welsh is our first language but I usually speak Welsh with my parents and grandparents. I like listening to my grandfather tell interesting stories in Welsh. Our school is great because we've got lots of different clubs. There's a guitar club on Thursdays. Students can learn how to play the guitar. My friend Isabel goes to this club. She really loves playing music and singing and she's really good. I'm terrible at singing!

We also have a hip-hop group. Students can learn hip-hop music and dance and sometimes they have concerts. My friend Darren goes to Rugby Club. He can run very fast but I'm really slow! Lots of Welsh people love playing and watching rugby but I think it's boring!

I go to Surf Club every Tuesday after school. We can surf and swim. I love surfing and I can swim fast. Our teacher is an expert surfer. He's brilliant but he shouts a lot!

FACT! The Welsh alphabet doesn't have the letters K, Q, V or Z.

Your turn

- Compare your school with Tobilly's and Gareth's schools. Copy and complete the chart.

	Tobilly's school	Gareth's school	My school
Languages			
Activities / Clubs			
Likes / Loves			
- Write sentences. Then work with a partner and compare your sentences.

In Tobilly's school they speak a lot of languages.
In Gareth's school they speak ... in my school ...

Discovery Education™ video clips throughout the course bring high-interest global topics to life for students.

The second lesson in the Discover Culture spread focuses on a reading text which is thematically linked to the cultural angle of the video.

The Your turn sections on these pages encourage learners to compare their lives with the lives of the people featured in the reading texts and video clips.

Speaking and writing skills are carefully developed through a progression of easy-to-follow activities which guide students towards written and spoken fluency.

The optional *Real Talk* video features English and American teenagers answering a specific question linked to the language or unit topic.

All *Writing* pages include a model text from the featured genre.

After a short comprehension activity, students are encouraged to answer the same question as the teenagers in the clip.

Both *Speaking* and *Writing* lessons present *Useful Language* in chunks to develop fluency.

A clear model is provided for the speaking task.

Useful Language sections on these pages highlight specific linguistic features from the model writing text and dialogue which will help build students' writing and speaking skills.

There are two pages of *Review* after every two units. The exercises are grouped under *Vocabulary* and *Language focus* (grammar). These can be set for homework if time is short in class.

Language builder sections revise the target grammar from all the previous units.

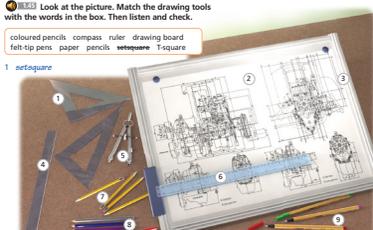
Each CLIL lesson is linked to the topic of the corresponding unit. They give students the opportunity to study other subjects through the medium of English.

3 CLIL

Design and Technology Drawing tools

1 Look at the picture. Match the drawing tools with the words in the box. Then listen and check.

coloured pencils compass ruler drawing board felt-tip pens paper pencils set-square T-square



2 Complete the table about the drawing tools with the words in the box.

angles circles colour straight paper parallel

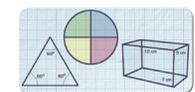
1 paper	
2 drawing board	We put ... on this.
3 T-square	We draw ... lines with this.
4 set-square	We draw ... of 90°, 45°, 30° and 60° with these.
5 compass	We draw ... and curved lines with these.
6 ruler	We draw ... lines and calculate the length of a line with this.
7 felt-tip pens	We ... our design with these.

3 Listen to the conversation and check your answers.

4 Which drawing tools in Exercise 1 do you use ...

- in Math?
- in both?
- in Art?

5 Look at the shapes. Copy them. What drawing tools do you need?



Your turn

6 Work with a partner. Describe the drawing tools in Exercise 1. Your partner guesses what they are.

We draw angles with these. A set square?

Find out about Leonardo da Vinci's designs for a car!



The third Discovery Education™ video clip brings high-interest global topics to life for students.

Grammar reference

Unit 3

can for ability and permission

1	You/He/She/It/We/They	can		sing
2	You/He/She/It/We/They	can't		sing
3	Can	You/He/She/It/We/They		sing?
4	Yes,	You/He/She/It/We/They		can't
5	No,	You/He/She/It/We/They		can't

love, (don't) like, don't mind, hate + -ing

- We use the -ing form of the verb after love, (don't) like and hate.
- She loves playing with her little sister.
- I don't mind doing homework.

4 Complete the sentences with the -ing form of the verbs in the box.

do walk go paint sing watch play learn

- He loves ... to school.
- I don't like ... homework.
- Karen loves ... DVDs.
- We like ... English.
- They don't like ... pictures.
- He doesn't mind ... with the baby.
- My brother hates ...
- They don't mind ... to school.

Object pronouns

subject pronoun	I	you	he	she	it	we	you	they
object pronoun	me	you	him	her	it	us	you	them

- We can use object pronouns to replace nouns that follow verbs.
- I love Maths lessons → I love them.
- I don't like cooking → I don't like it.

5 Complete the sentences with the correct object pronoun.

- Our teacher always tells us to sit down.
- It's a great film. Watch it.
- She's got exams. She needs to study for them.
- Brad goes to Art classes. I can go with him.
- Katie knows the answer. I can email her tomorrow.
- My best friend always tells me her secrets.

The Grammar reference provides more detailed explanations with clear examples.

Additional grammar exercises provide even more practice.

The Vocabulary Bank contains all the new vocabulary from each unit. Activities revise and consolidate the language.

Vocabulary Bank

Jog your memory!

Look at the pictures. Cover the rest of the page. How many places in a school can you remember?



Think again

Places in school (page 33)

canteen	library	science lab
classroom	main hall	sports hall
IT room	playing field	

School subjects (page 38)

English	History	Music
French	ICT	PE
Geography	Maths	Science

1 Work with a partner. Look at the words in the box. Choose a room. Don't tell your partner. Say three things you can find in the room. Can your partner guess which room it is?

A: You find books, computers and pens in this room.
B: Is it the IT room?
A: Yes, it is!

2 Explore nouns and verbs (page 36)

exercise	practise	study	training
practice	studies	train	

1 Complete the chart with words from the list.

verb	noun
exercise	

2 Can you add three more nouns and two more verbs to the chart?

3 Explore adjectives (page 39)

boring	great	terrible
brilliant	interesting	
fast	slow	

1 Look again at page 34. Can you find three more adjectives in the Kung-fu text?

2 Think of a word for each adjective.

Forming -shypping

Study tip

Write the part of speech next to new words in your vocabulary notebook. It helps you to use them correctly in your work.

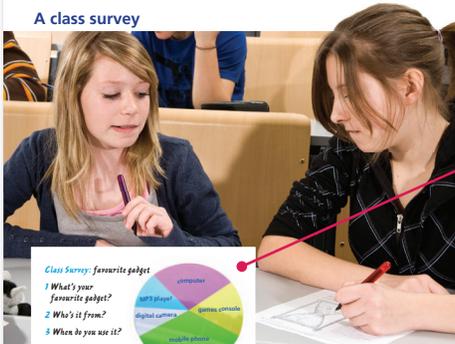
Vocabulary Bank 109

Each page includes a study tip to help students record and remember new words and encourage autonomy.

There are three optional projects in the Student's Book, and more ideas for additional projects available via Presentation Plus.

Project 1

A class survey



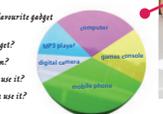
Class Survey: favourite gadget

1 What's your favourite gadget?

2 Who's it from?

3 Where do you use it?

4 When do you use it?



Look

1 Look at the class survey and the pie chart. Which 'gadget' is the most popular?

2 Answer the questions in the survey for you.

Prepare

3 Work in groups of three or four. Choose one of the topics for a class survey.

- after school activities
- daily routines
- family members
- languages

4 Write questions about the topic in Exercise 3. Use the question words below.

What ...? Where ...? Who ...? When ...? Which ...? How many ...?

5 Ask your classmates the questions in your survey.

Present

6 Draw a pie chart like the one in Exercise 1 to show your results. Present your results to the rest of the class.

Project 123

Students are given a clear model to guide them.

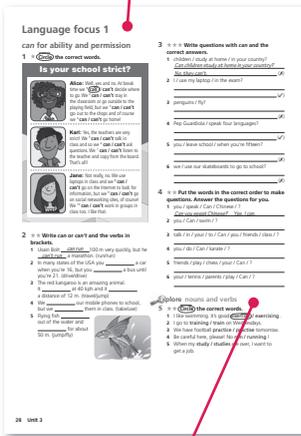
Three clearly laid out stages provide clear guidance.

Workbook

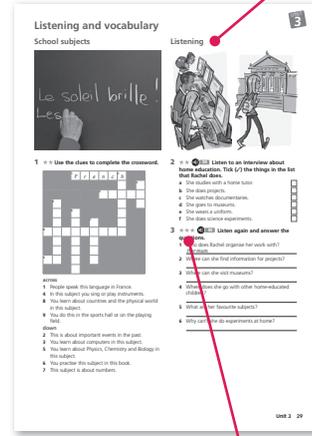
The first page of each unit practises the vocabulary from the opening pages of the unit in the Student's Book.



The second page practises the first Language Focus section.



Every unit contains a listening activity.



The vocabulary from the Explore sections on the Student's Book reading pages is practised here

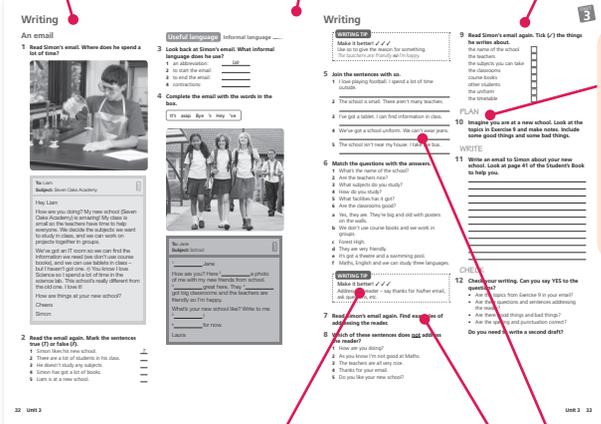
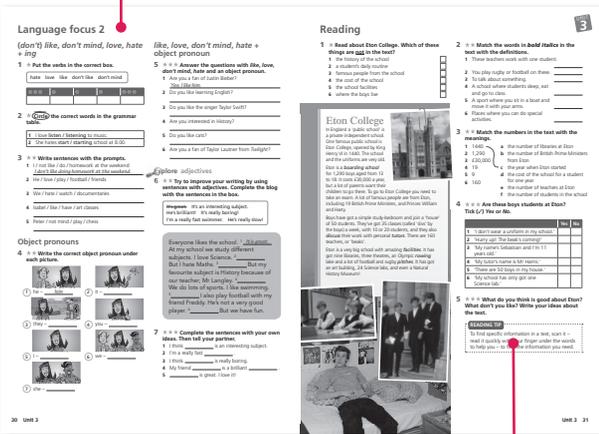
Activities are given one to three stars, depending on the level of difficulty.

Language Focus 2 provides further practice of the target grammar from the Student's Book.

The model writing text includes more useful language, which is extended from the Student's Book.

There is double-page Writing section in every unit.

The organisation and contents of the model text are highlighted.



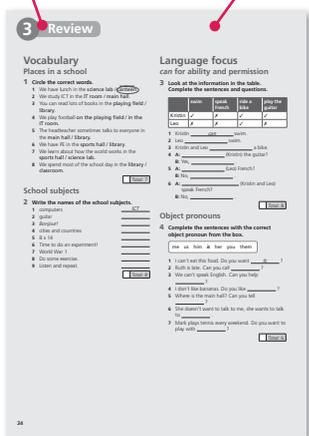
A broad process writing model is followed, as in the Student's Book

At level 1, the reading pages include a reading tip to help students at this early stage.

Each unit includes Writing Tips.

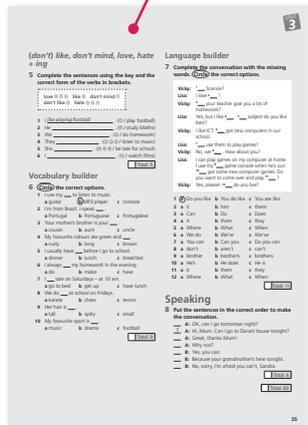
Other features of the genre are presented.

Each unit is followed by a two-page Review section.

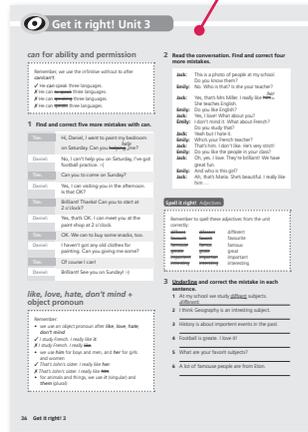


The first page of the Review section focuses on the grammar and vocabulary of the unit.

The second page revises the grammar, vocabulary and functional language from all units to this point.

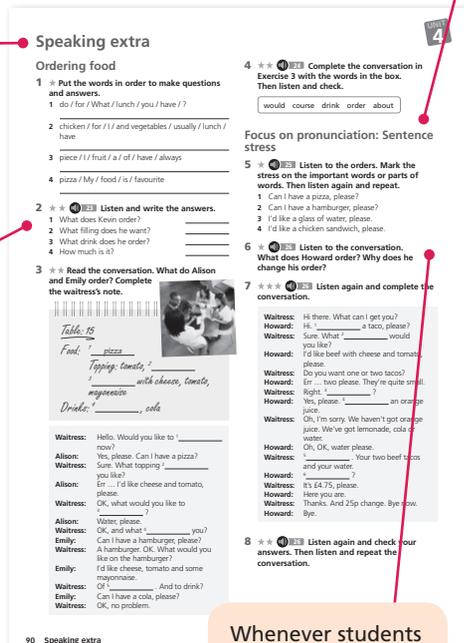


Each unit finishes with a Get it Right page where common learner errors are focused on, including spelling errors. The errors are informed by the Cambridge Learner Corpus.



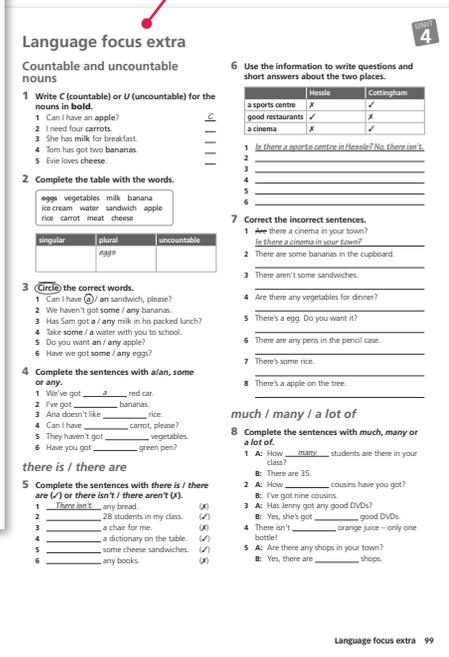
Focus on pronunciation sections provide more extensive practice of pronunciation features such as word and sentence stress and intonation.

The Speaking extra pages practise the Useful Language from the Speaking pages in the Student's Book.



There is plenty of listening practice to contextualise the language.

The Language focus extra pages provide even more practice of the grammar in the Student's Book.



Whenever students are asked to listen, they are given an opportunity to listen for gist first.

Fast Finishers boxes help with class management.

Audio and video scripts are embedded within the teacher's notes.

Listening and Vocabulary

Objectives

- Listen to a long talking about school
- Learn vocabulary for school subjects
- Match the school subjects

Pre-listening

Warm-up

- Discuss school. What performing arts school on the board?
- Collect ideas for a performing arts school from acting, dancing and singing.
- Ask: Would you go to a performing arts school?

1 Ask students to look at the photos on page 26 and think about the question: What school subjects do you like to do?

2 Read out the questions. Ask students to guess what school subjects the speaker likes to do.

3 Play the recording. Encourage students to listen for key words in the recording.

Answers

1. I like... 2. I like... 3. I like... 4. I like... 5. I like...

4 Match the school subjects to the photos on page 26.

5 Ask students to write a short paragraph about their favourite school subject.

Fast Finishers

Answers

1. I like... 2. I like... 3. I like... 4. I like... 5. I like...

Language focus 2 Object pronouns

Objectives

- Learn about object pronouns
- Learn about the use of object pronouns
- Learn about the use of object pronouns

Warm-up

- Discuss object pronouns. What are they?
- Collect ideas for a performing arts school from acting, dancing and singing.
- Ask: Would you go to a performing arts school?

1 Ask students to look at the photos on page 26 and think about the question: What school subjects do you like to do?

2 Read out the questions. Ask students to guess what school subjects the speaker likes to do.

3 Play the recording. Encourage students to listen for key words in the recording.

Answers

1. I like... 2. I like... 3. I like... 4. I like... 5. I like...

4 Match the school subjects to the photos on page 26.

5 Ask students to write a short paragraph about their favourite school subject.

Fast Finishers

Answers

1. I like... 2. I like... 3. I like... 4. I like... 5. I like...

Teaching notes include 'off the page' activities with Student's Books closed.

Homework suggestions point teachers to the relevant workbook pages, but also offer creative, learner-centred alternative ideas.

Where the teacher needs to prepare before the class, this is clearly highlighted at the start of the lesson notes.

Discover Culture

South African schoolgirl

Objectives

- Learn about a schoolgirl from South Africa
- Learn about the school subjects

Preparation

Background

Warm-up

- Discuss South Africa on the board.
- Ask: What do you know about the geography of South Africa?

1 Ask students to read the text on page 27.

2 Read out the questions. Ask students to guess what school subjects the speaker likes to do.

3 Play the recording. Encourage students to listen for key words in the recording.

Answers

1. I like... 2. I like... 3. I like... 4. I like... 5. I like...

4 Match the school subjects to the photos on page 26.

5 Ask students to write a short paragraph about their favourite school subject.

Fast Finishers

Answers

1. I like... 2. I like... 3. I like... 4. I like... 5. I like...

Reading A profile

Objectives

- Learn about a school in Britain
- Learn about the school subjects

Warm-up

- Discuss school. What performing arts school on the board?
- Collect ideas for a performing arts school from acting, dancing and singing.
- Ask: Would you go to a performing arts school?

1 Ask students to look at the photos on page 26 and think about the question: What school subjects do you like to do?

2 Read out the questions. Ask students to guess what school subjects the speaker likes to do.

3 Play the recording. Encourage students to listen for key words in the recording.

Answers

1. I like... 2. I like... 3. I like... 4. I like... 5. I like...

4 Match the school subjects to the photos on page 26.

5 Ask students to write a short paragraph about their favourite school subject.

Fast Finishers

Answers

1. I like... 2. I like... 3. I like... 4. I like... 5. I like...

The Discover Culture video lesson contains step-by-step lesson notes, as well as the video script. Video self-study activities for students are available on the Cambridge Learning Management System (CLMS), accessible via the Workbook.

There are suggestions for dealing with stronger or weaker students throughout the notes.

Speaking Asking and giving permission

Objectives

- Learn about asking and giving permission
- Learn about the school subjects

Warm-up

- Discuss school. What performing arts school on the board?
- Collect ideas for a performing arts school from acting, dancing and singing.
- Ask: Would you go to a performing arts school?

1 Ask students to look at the photos on page 26 and think about the question: What school subjects do you like to do?

2 Read out the questions. Ask students to guess what school subjects the speaker likes to do.

3 Play the recording. Encourage students to listen for key words in the recording.

Answers

1. I like... 2. I like... 3. I like... 4. I like... 5. I like...

4 Match the school subjects to the photos on page 26.

5 Ask students to write a short paragraph about their favourite school subject.

Fast Finishers

Answers

1. I like... 2. I like... 3. I like... 4. I like... 5. I like...

Writing An email

Objectives

- Learn about writing an email
- Learn about the school subjects

Warm-up

- Discuss school. What performing arts school on the board?
- Collect ideas for a performing arts school from acting, dancing and singing.
- Ask: Would you go to a performing arts school?

1 Ask students to look at the photos on page 26 and think about the question: What school subjects do you like to do?

2 Read out the questions. Ask students to guess what school subjects the speaker likes to do.

3 Play the recording. Encourage students to listen for key words in the recording.

Answers

1. I like... 2. I like... 3. I like... 4. I like... 5. I like...

4 Match the school subjects to the photos on page 26.

5 Ask students to write a short paragraph about their favourite school subject.

Fast Finishers

Answers

1. I like... 2. I like... 3. I like... 4. I like... 5. I like...

Answer keys are embedded within the notes, in the appropriate place.

Presentation Plus digital classroom software

Engage students with lively multimedia content including easy access to all the videos with subtitles

Extra teacher's resources such as the Teacher's Book, tests and photocopiable activities.

A link to the Cambridge Learner Dictionary

The zoom feature allows you to zoom anywhere on the page.

Access this content via the *Presentation Plus* DVD-ROM, available separately

Presentation Plus gives you easy access to digital versions of all the teaching resources you need in one place.

Fully interactive Workbook

Fully interactive Student's Book

Check students' answers with the answer key

Listen to the audio with the option to show the script.

Each page in each unit features interactive activities.

Online Workbook with Online Practice on the Cambridge Learning Management system

Click on the Resources tab to open the Online Practice.

The Cambridge Learning Management system gives students extra language practice with even more games and activities.

Click on the Content tab to open the Online Workbook.

You and your students can see how much of each unit, section or exercise has been attempted

The Workbook gives free access to the Resources area, where students will find the Workbook audio and Wordlists.

The teacher view also has access to a full online teacher training programme

In the gradebook, students and teachers can see scores by unit or section for individual students or the whole class

The teacher decides when to unlock content

Using video in *Eyes Open*

Using video in the classroom can often appear to be something of a challenge, especially if the necessary equipment isn't always available. But teachers who use video report increased levels of motivation and enthusiasm in students.

Eyes Open offers four video clips per unit, a total of 32 sequences in the course. These high-quality clips have been produced in collaboration with Discovery Education™. The Discovery Education™ footage has been edited by Cambridge University Press to meet the needs of the secondary classroom and the audio has been specially written to fit the syllabus and level of the students.

The clips maintain the appeal and exciting content of all Discovery Education™ videos, featuring a wide variety of countries from around the world (both English and non-English speaking). The themes have been carefully selected to appeal to learners in the target age range. They often focus on aspects of teenagers' lives around the world and inspire learners to continue to explore the topics in the videos outside the classroom.

The videos can be used as much or as little as the teacher chooses. In the Teacher's Book, each video is accompanied by a number of suggested exercises which can be completed in a short time within the course of a normal class. The Student's DVD-ROM, which accompanies the Student's Book, contains all 32 videos from the course as well as interactive exercises which students can complete while watching the videos. Extra ideas for building on the content and themes of the videos are provided in the Teacher's Book. If the teacher prefers to make a full lesson out of the video, he/she can print out the corresponding worksheets from the *Presentation Plus* software.

Video in the classroom: Ben Goldstein

Why video?

Video is becoming the primary means of information presentation in digital global media. Recent statistics suggest that 90% of Internet traffic is video-based. Because of this, teaching a language through text and image alone may not completely reflect how many of today's teenagers communicate and receive and transmit information. Due to the increasing prevalence of video in all walks of life, being visually literate and knowing how to process visual data is an increasingly necessary skill in today's digital world. So why not use video in the language classroom?

How to exploit video

Video can be exploited in a variety of ways in the language classroom. Primarily teachers may use video for listening skills practice. Video is an ideal tool for practising listening comprehension. The obvious advantage it has over audio alone is the visual support it can offer the viewer. Students are sometimes able to see the speaker's mouth, facial expressions and gestures, as well as being able to see the context clearly and any visual clues which may aid comprehension. All of the essential micro-skills such as listening for specific information, predicting and hypothesising can be taught very effectively through this medium.

Video can also act as visual stimulus. Here the moving image acts as a way to engage interest and is a catalyst for follow-up classroom tasks, such as summarising the video content or post-viewing discussions. Teachers can also make use of the visual image alone to practise prediction or encourage students to invent their own soundtrack based on what they see rather than what they hear.

Finally, video can be a great source of information and provides learners with the content for subsequent tasks such as project work. The factual nature of Discovery Education™ provides a very useful tool when teaching CLIL (Content and Language Integrated Learning), in which students learn academic subjects in English. For more detailed information about use of videos in *Eyes Open* and extra worksheets, see pages 124–139.

Videos in *Eyes Open*

Our approach to integrating video into Cambridge's new secondary course, *Eyes Open*, was to adapt authentic material from Discovery Education™. The content and subject matter of these videos is ideal for the secondary school classroom. Learners of this age are curious about the world and keen to learn about different cultures, natural history and people of their own age around the globe. Many teenagers also watch similar documentary-style programmes outside the classroom. The videos in *Eyes Open* are short and fast-paced, with plenty to engage the teenage viewer without overloading them with information.

The voiceovers in the videos are delivered in a clear, concise manner with language specially graded to match the syllabus and to reflect what students have learned up to each point on the course. By providing subtitles in a simplified storyboard format, we have added an extra aid to student comprehension which teachers can make use of should the need arise.

There are four videos in each unit of *Eyes Open*. Video sections can be found on the *Language focus 1* page, the *Discover Culture* page, the *Speaking* page and the *CLIL* page at the back of the book. Discovery Education™ video supplements and extends the unit themes throughout the course. With a strong cultural focus and a variety of topics from countries around the world, these videos act as a way to encourage intercultural awareness and lead students to seek out similarities and differences between their own culture and other cultures around the world.

The videos which accompany the *CLIL* pages at the back of the book are an ideal complement to the content being taught in class. Subjects such as Science, Maths and History are brought to life in informative and highly-educational videos which are a natural progression from the lesson on the page.

Of the four videos, the only one not to feature documentary material is on the *Speaking* page. These *Real Talk* videos include interviews with British, American and Australian teens in which the young people talk to camera on a variety of subjects both relevant to the topic on the page and to teenagers' own lives. These voices are fresh and act as sympathetic role models for the learners.

The future of video in class

Who knows where we will end up with video? New video genres are being born all the time. Software is being developed constantly which offers the latest innovations in interactive video work and, before long, it will be possible to show a video in class that your students will be able to change as they watch.

We are living in an age in which digital video reigns supreme. For this reason, try to make video a central part of your lessons, not just an added extra. Hopefully, courses with integrated video content such as *Eyes Open* will make it easier for teachers to do this. It's hoped that working with video in this way will bring the classroom world a little closer to the world our learners are experiencing outside the classroom walls. That must surely be something motivating.