

A2

CAMBRIDGE

Discovery
EDUCATION

Eyes Open 2

TEACHER'S BOOK



BE CURIOUS

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. 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 oriented 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.

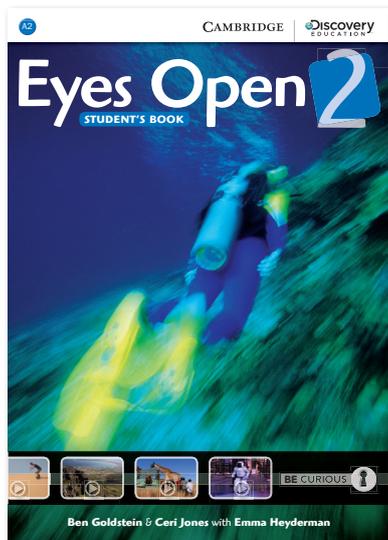
Flexibility for busy teachers

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 fewer than 90 hours. (There are also split combo editions with half of the Student's Books and Workbooks for those with fewer 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 122–137).
- The additional exercises in the *Grammar reference*: these can be set for homework if need be.

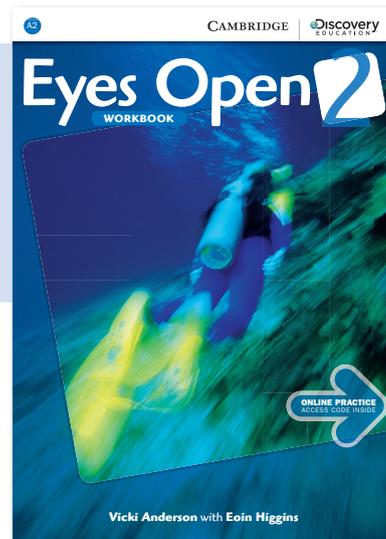
Course Components

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



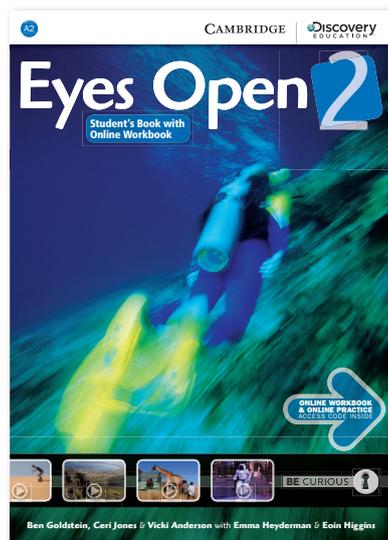
Student's Book

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.



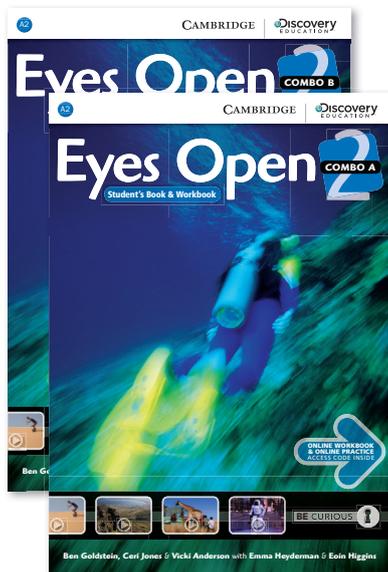
Workbook with Online Practice

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

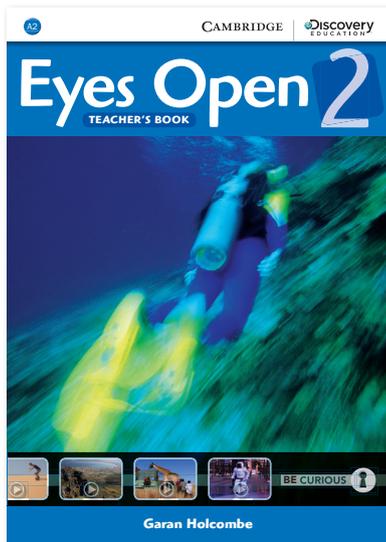
Digital Student's Books and Workbooks are available for iOS and Android devices and include activities in interactive format, as well as full video and audio content for each level. The Digital Books can be downloaded to a computer, tablet or other mobile device for use offline, anytime.



Combo A and B Student's Books 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



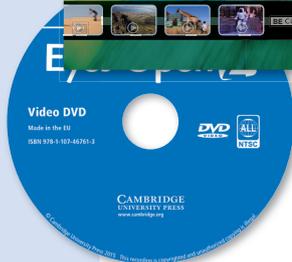
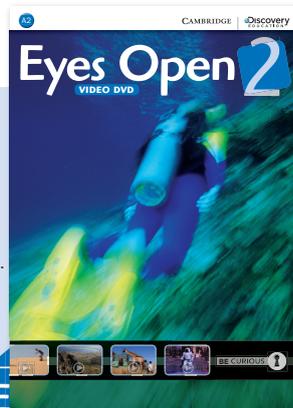
Teacher's Book

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.

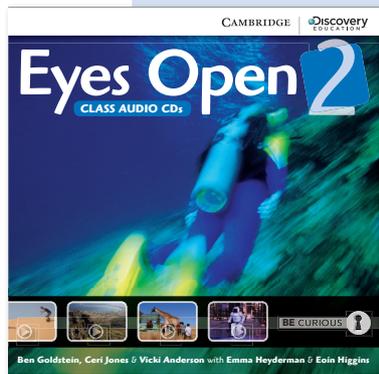


Presentation Plus Digital Classroom Pack

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.

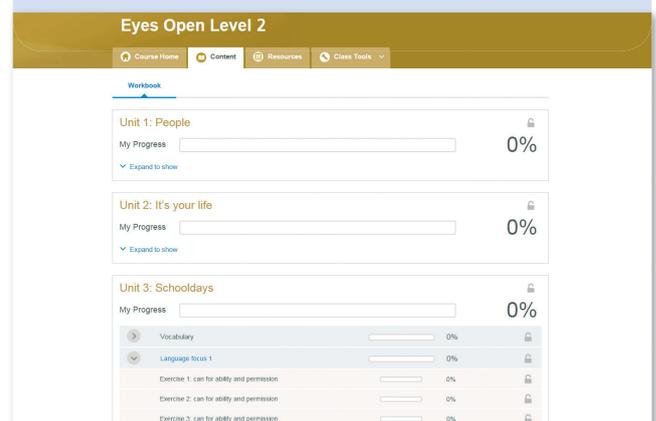
Class Audio CDs

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 the Online Workbook, extra Online Practice resources for students and teachers, 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 and manage content. 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.

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.

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

The *Reading* pages include *Explore* features where students are encouraged to notice vocabulary from the text. Often the focus is on lexico-grammatical sets. Other times, collocation or word formation is focused on. In levels 3 & 4, students are also encouraged to understand the meaning of above-level words.

Reading An online forum

- Look at the photos and read the introduction to the online forum. What's a long weekend? Which plan do you think you would prefer?
- Read the article and check your ideas to Exercise 1.
- Read the text again and write M (Michele), R (Rohun) or S (Suzi).

Explore expressions with have

- Look at the text again. Find three expressions with have.

Write sentences about you with have and one of the words in the box.

a good time a shower a rest a problem a meal a party

Your turn

- What can you do in your town on a long weekend? Write three ideas. You can meet your friends at the shopping centre and you can have a drink in the cafe.
- Compare your ideas with a partner. Then write a short paragraph for the online forum.

Language focus 1 one/ones

- Complete the examples from the text on page 86.
- Complete the conversations with one or ones. Then listen and check.

Get it right!

- Use the verb in the negative with any.
- I haven't had anything to eat.
- I haven't had anything to sleep.

Replace the words in bold with an indefinite pronoun.

- I think there's a person at the door. **someone**
- Where's Jack? He's in a room in the school.
- I've looked for my bag in all the places in the house. I can't find it in any place.
- There's no food in the fridge.
- Quinn's **found** a small object in my shoe.
- There's not one place we can buy milk.

Your turn

- Write this information on a piece of paper in a different order.
 - someone famous you have met.
 - somewhere you've never been.
 - someone famous you would like to meet.
 - something you're aware that you really enjoyed.
 - somewhere you've been that was amazing.
 - something you've never done that you'd like to do.

Read your partner's information from Exercise 5. Can you guess what it means?

Is New York somewhere you've never been?

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.

PLANS FOR THE LONG WEEKEND

No school on Monday so this weekend's going to be a long one! Post your plans for the weekend below.

MICHELE GREEN, YEAR 9
Lunch with my grandparents on Saturday but the next day I'm going to meet my friends at the open-air swimming pool. There's something for everyone there and we always have a good time. It's a swim, the water's warm. If you're not up in the sun, there's always something to put your towel. And if you get thirsty, you can have something to drink on the cafe.

SUZI POLOWITSKY, YEAR 9
I'm going to the library on Saturday with my classmates. Not to read books! There's an exhibition for students to show their photos and Mike's taken some amazing ones of our school trip. We're having a party afterwards in the cafe. Why don't you come?

ROHUN PATEL, YEAR 10
I play the guitar in a band with three friends. If you haven't got anything better to do, we're playing two concerts this weekend. The first one is on Saturday at 6 pm in the school hall and tickets are free. Come and join us!

FACT! The world's largest open-air swimming pool is in Chile. It's more than 1 km long. That's the size of 20 Olympic swimming pools.

Many *Language Focus* pages contain a *Say it Right* feature, where common pronunciation difficulties associated with the *Language Focus* are dealt with. In levels 2–4, these appear at the back of the book.

Learn about having a meal in New York.

What can you eat at Katz's Delicatessen?
Does Sylvia's Restaurant have Chinese food?
What does everyone enjoy at Kenji's?

Discovery Education

8.1 A New York City food tour

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 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 radio interview

1 Look at the photos of three school trips. Where did the pupils go? What did they do there?

2 Listen to the radio interview and check your ideas to Exercise 1.

3 Listen again and answer the questions.

- Did Hannah and her friends take off their coats? Why/Why not?
- How did Hannah and her classmates feel about the teacher?
- What did Toby think about the Spanish lesson?
- Did Toby have fun in the dancing class? Why/Why not?
- Did Kate have a good time?
- Why did the little monkey feel sad?

Vocabulary Adjectives of feeling

4 Match the pictures a-f with the words in the box. Then listen, check and repeat.

angry bored excited tired afraid upset interested embarrassed surprised

Say it right + page 97

Your turn

5 Look at the adjectives in Exercise 4. What usually makes you feel this way? Write sentences with the words in the box or your own ideas.

long weekend spiders going on a school trip losing an important game or competition a very sad book or film my brother or sister

I feel excited before a long weekend. I feel afraid when ...

6 Work with a partner. Ask and answer questions about your sentences in Exercise 5. Do you feel the same way about the same things?

Who do you feel excited?

I feel excited before a long weekend.

Vocabulary bank + page 115

Language focus 2 too + adjective

1 Complete the examples from the listening on page 88.

It was ... to take off our coats.
I was ... to look.

Grammar reference + page 107

2 Complete the sentences with too + adjective + infinitive. Use the adjectives in the box.

hot need late small old young

- I'm not going into the sea. It's ... to swim.
- It's time for bed. It's ... to watch TV.
- I'm sorry, but the children are ... to play tennis.
- My brother is ... to go to the party. He must wait until he's 18.
- My grandfather is ... to play football, but he still enjoys watching it.

(not) adjective + enough

3 Complete the examples from the listening on page 88.

The test was easy ... for everyone to pass.
One of the little monkeys wasn't ... to get to the table.

Grammar reference + page 107

4 Complete the sentences with (not) enough and the adjectives in brackets.

- We can't eat in the garden because it ... to swim.
- You can't go to the disco because you ... to get in.
- We don't need to go by car because it ... to walk.
- You mustn't go in the water because it ... to eat a big meal.
- I only want a snack because I ... to eat a big meal.
- We can drive all of you to the match because our car ... to take seven people.

Set it right!

Use too before the adjective.
I'm too young to see the film.
Use enough after the adjective.
I'm not old enough to see the film.

5 Choose the correct words to complete the sentences.

- Don't go in the sea. It's not dangerous enough / too dangerous to swim today.
- You can't move that box on your own. You're not strong enough / too strong to carry it.
- My sister's staying at home today. She's not well enough / too well to go to school.
- I'm going to bed. I'm not tired enough / too tired to watch the film.
- I wanted to go to the concert but the tickets were not expensive enough / too expensive to buy.
- The wall is not high enough / too high to jump over.

6 Order the words to make questions.

- ice cream / too / too / cold / is / eat / I / can?
- is it / too / cold / to / eat / an / ice cream?
- have / I / need / to / go / out / you / too / to / been / I / want?
- you / were / hungry / to / big / breakfast / enough / have / I /?
- strong / I / can / I / you / to / enough / I / friend?
- your / sports team / enough / is / good / win / to / judge / I /?
- house / big / enough / have / is / your family / to /?

Your turn

7 Write your answers to the questions in Exercise 6.

No, it isn't too cold to eat an ice cream. I'd like one, please!

8 Work with a partner. Ask and answer the questions in Exercise 6.

Is it too cold to eat an ice cream?

No, it isn't too cold to eat an ice cream. I'd like one, please!

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

1 Work with a partner. Look at the pictures and answer the questions.

- Do you eat pumpkins? When? What do you eat with them?
- What else do you think you could do with a pumpkin?

Find out about a pumpkin competition in Bridgeville, USA.

Discovery Education

2 Punkin Chunkin!

2 You are going to watch a video about the 'Punkin Chunkin' competition in Bridgeville, USA. What do you think happens in this competition?

3 Watch the video and check your answers to Exercise 2.

4 Watch the video again and complete the text with the words in the box.

champion festival fun pumpkin shoot shoot miss chuck

Some people call it a sport. Some call it a ... But everyone thinks it's ... The rules are simple. First, take a ... Then build a machine to ... as far as you can. Jake's father helped to organize the very first Punkin Chunkin ... in 1986. Now the whole family helps ... pumpkins. And Jake is the best. In 2008 he was the world ... and again in 2012. Jake's pumpkins have gone 1,366 metres.

5 Test your memory. Choose the correct answers.

- Some / All the machines have the American flag.
- None / Some of the machines break.
- Some people / Nobody wears strange costumes.
- Nobody / Some people celebrate the results.
- Some / All of the pumpkins have writing on them.
- A lot of / Not many people come to watch the competition.

Your turn

6 Write down the rules for an unusual competition in your country, or invent one. We've got a shooting competition. First, you need to choose a chance. Next, you have to ...

I like Marco and Anna's competition best because everyone has a good time.

I prefer the cheese one because ...

Reading An article

1 Work with a partner. Read the quiz and guess the answers.

2 Read the article. Check your answers to the quiz.

Explore making nouns from verbs

3 Look at the article again. Find the noun from the verb play. What do we add to the verb to make the noun?

4 Complete the sentences with the correct form of the verbs in the box.

have a party play jokes talk photos use the internet play an instrument watch films

- Playing jokes on 1 April is still normal in English-speaking countries.
- I think ... on TV is better than going to the cinema.
- ... on your birthday is a great way to see all your friends and have fun.
- ... with your mobile is easier than with a camera.
- ... in a band is hard work if you have to play a concert every weekend.
- ... on a very small computer screen is difficult.

Vocabulary bank + page 115

Your turn

5 Imagine you are a newsreader. Write down two jokes you would like to tell everyone in your country. I'd like to tell everyone that monkeys can talk.

6 Work with a partner. Compare your jokes and choose the best one.

I'd like to tell everyone that the moon is made of cheese.

That's a good one! I'd like to ...

APRIL FOOLS' DAY QUIZ

Be careful! Today is 1 April. Don't listen to your friends when they say school's closed for a week! Don't run to the window if your dad tells you it's snowing. It's April Fools' Day and you don't want to be the fool!

How much do you know about April Fools' Day?

- On April Fools' Day people ... a don't go to school. b play jokes on each other. c have a party.
- Before the 14th Century, New Year's Day was ... a on 1st April. b on 1st January. c on two different days.
- April Fools' Day is ... a only in England. b only on TV. c in places where people speak English.
- Spaghetti grows on trees. a is also a type of tree. b doesn't grow on trees.
- Big Ben ... a has never got a digital face. b is in London. c is going to change.

People believe that April Fools' Day began in the sixteenth century when New Year's Day moved from 1 April to 1 January. Of course, there wasn't any TV or internet so people didn't know about this change until several years later. People who continued to celebrate New Year's Day on 1 April were called fools. Playing jokes on 1 April is still normal in English-speaking countries today. News programmes enjoy the fun too! Here are two of the most famous jokes from the British TV channel, the BBC.

In 1957, they showed a programme about spaghetti growing on trees. A lot of people thought it was true and they phoned the BBC to ask where they could buy the trees.

Then, in 1980, they said that Big Ben, the famous clock in London, had a new digital face. Everyone was very unhappy about the change until the BBC had told them it was an April Fools' joke!

FACT! In 2012, a famous internet search engine said that people could now use the internet to look for different emails. It was one of the most popular April Fools' jokes ever.

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

In levels 3 & 4, students are also encouraged to understand the meaning of above-level words.

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

If you don't have access to video in class, the students can access this video, together with the interactive activities, via the Online Practice.

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.

Speaking Suggesting and responding

Real talk: How do you celebrate your birthday?

- Watch the teenagers in the video and write the number of the speaker. On their birthday, who ...
 - likes having a party?
 - spends time with their family at home?
 - likes going to the beach?
 - had an exam this year?
- Listen to Paul talking to Molly. Where do they decide to go for his birthday?
- Complete the conversation with the useful language. Then listen and check your answers.

Useful language

What about (+ -ing) ... ?
 Let's (+ infinitive without to) ...
 Why don't we (+ infinitive without to) ... ?
 That's a great idea!
 I'd rather (+ infinitive without to) ...
 How about (+ -ing) ... ?
 Where shall we (+ infinitive without to) ... ?
 OK, why not?

Paul: '... go for my birthday?'
 Molly: '... going to the beach? We can have a picnic.'
 Paul: 'No, ... do something more exciting.'
 Molly: 'OK, ... going to the water park?'
 Paul: 'No, I've been there a lot. It's boring.'
 Molly: 'Well I don't know! ... look on the internet for more ideas?'
 Paul: '... ?'
 Molly: 'Look at this! What about paintballing?'
 Have you ever done that?'
 Paul: 'No, never! ... ?'
 Molly: 'Well there's a new place in the park. It's open every afternoon.'
 Paul: 'Fantastic! ... go there.'
 Molly: 'Yes, it'll be fun!'

Writing An email invitation to a friend

- Look at the photo and read Sara's email. What is she planning to do?
- Read Sara's email again and answer the questions.
- Find examples of referencing words in bold in the email. What does each one mean?
- Look at the useful language and write a referencing word for the words in bold.

Useful language

Referencing words

We often use referencing words so we don't repeat the noun.
 • I took **my** new bag to the party, but I left it **in** my new bag there (at the party).
 • I can't find **my** red pen. Have you got one in a red pen?
 • There's pizza for dinner. I know you like that pizza.
 • I'm having a party on Saturday. I have to buy some food before then (Saturday).

Get Writing

PLAN

5 Make notes about your own celebration. Use the questions in Exercise 2.

WRITE

6 Write your email. Use the notes from Exercise 5 and the language below.

How are things?
 Sorry / haven't ...
 My friends and I are ... and we'd like you to come.
 It's on ... at ...
 We're meeting ...
 I hope you can come.
 I have to book ... on ...
 Please let me know before then.

CHECK

7 Can you say YES to these questions?

- Have you got referencing words?
- Have you got the information from Exercise 5?
- Have you got the language from Exercise 6?

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.

8 Review

Vocabulary

- Match the sentences halves.
- Write the name of each part of the body in the picture.
- Match the verbs with the nouns.
- Complete the sentences with the adjectives in the box.

Language focus

- Complete the sentences with the present perfect form of the verbs in brackets.
- Write questions with the present perfect and the words below.
- Choose the correct answers.
- Complete the sentences with one or ones.

Language builder

- Choose the correct answers.

Speaking

8 Complete the conversations with the words in the box.

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

Presentation Plus digital classroom software

Fully interactive Workbook

Fully interactive Student's Book

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

Check students' answers with the answer key.

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

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

Each page in each unit features interactive activities.

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.

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 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

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 122–137.

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 offering the latest innovations in interactive video work is constantly being developed, 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 world of the classroom a little closer to the world our learners are experiencing outside the classroom walls. That must surely be motivating.

The use of image in *Eyes Open*

Using images in the language classroom is something we take for granted. However, although our classroom materials are full of images, most of these are used as a support with written or spoken texts. As text provides the main focus of our attention in class, the images used alongside often perform a secondary role or are simply decorative.

The information of the digital age in which we live is highly visual. These days, people often communicate through images and video, or through a combination of image and text. We therefore believe it appropriate to rethink the role of images in learning materials and place more emphasis on 'the visual'. This brief introduction outlines the different roles that images can have in our teaching practice and what we have done in *Eyes Open* to make the image more central to the course and to more fully exploit image.

High-impact images

In *Eyes Open*, we provide high-impact photos on the opening page of each unit. These images have multiple functions. Firstly, they provide an engaging link with the unit content, stimulating the students to take an interest in the topic. An image is a more efficient and impactful way of conveying a message. In this sense, a picture can really be worth 'a thousand words'. Secondly, the *Be Curious* section beside the image poses specific questions related directly to the image. Thirdly, the image often acts as a cultural artefact which is open to multiple readings. In the *Be Curious* section, students are often encouraged to hypothesise about the image in question. For example, looking at the photo of a busy street market, they might be asked, 'Where do you think it is?' Students should feel confident here that they can provide their own answers, using their imagination as much as possible providing they can justify their opinions.

The images in both these opening pages and in others have been selected because they offer an original angle on a well-known topic, or show a different perspective.

Intercultural awareness and critical thinking

The topics and images have also been carefully selected to encourage intercultural awareness and critical thinking. For example, in Level 2 Unit 5 (Visions of the future) one of the images shows a boy in an unconventional classroom environment, sitting at home in rural Australia as he learns online. This would be something different from the classrooms that many of our students are familiar with. The students can be encouraged to find differences and similarities between this and their own experience. In this context, this classic task has a clear intercultural angle. At the same time, students may be asked what conclusions they can draw about school life from reading the text and looking at the image. For example, they are asked to write down the good and bad things about using technology for learning. To answer this, students must look for evidence there to support their argument but also think beyond this context to come to general conclusions about education technology. The important concern again here is that students can provide their own answers rather than simply second-guess a 'correct' answer from the answer key. This is, in fact, the essence of critical thinking.

Teaching tips for exploiting images in class

If your class has problems analysing the images, consider three different ways of responding to them: the *affective* response – how does the image make you feel, the *compositional* response – how is the image framed (i.e. what is in the foreground/background, where the focus is, etc.), and the *critical* response – what message does the image communicate; what conclusions can we draw from it? This can be a useful framework for discussing any image.

Moving on: selecting your own images and student input

Taking this further, you could select your own images for use in class to supplement those found in the course. Some criteria for selecting images could be: *impact* (will the images be able to stimulate or engage the learner on an imaginative level?), *opportunity for personalisation* (how can the students make these images their own?) and *openness to multiple interpretation* (how many different readings can be drawn from a certain image?).

There are a number of great websites and image-sharing platforms where you can access high-quality and high-impact copyright-free images to be used in class. These include:

<http://unsplash.com>

<http://littlevisuals.co>

<http://www.dotspin.com>

<http://www.lifeofpix.com>

You can also then allow students to take a more active role by inviting them to bring their own images to class. Thus, images provide an even more central focus, functioning both as objects for analysis in their own right and as a clear way for students to provide their own input. This can be easily achieved digitally. Why not set up an Instagram page with your class, or a blog, or even a class website? This will allow students to upload their own images and interact with them by sending posts or messages describing or commenting on the images. In this way, they get extra practice at writing and even speaking. This interaction can then inform the face-to-face classroom to create a blended learning environment, as you prompt face-to-face discussion and negotiation of ideas based on what you view online. It is a truism that language and culture are inseparable and yet this is something that is often overlooked in English language teaching materials which focus exclusively on a linguistic agenda. For this reason, each unit of *Eyes Open* includes a *Discover Culture* spread which clearly emphasizes culture. These spreads include a video-based page and an extended reading which are related in topic. The Discovery videos and accompanying texts have been carefully chosen to offer insights into life and realities across the planet. Unlike other textbooks, *Eyes Open* offers a truly global focus, concentrating both on the English-speaking world and also on other countries. Why have we chosen to do this?