

B1

CAMBRIDGE

Discovery
EDUCATION

Eyes Open 3

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.

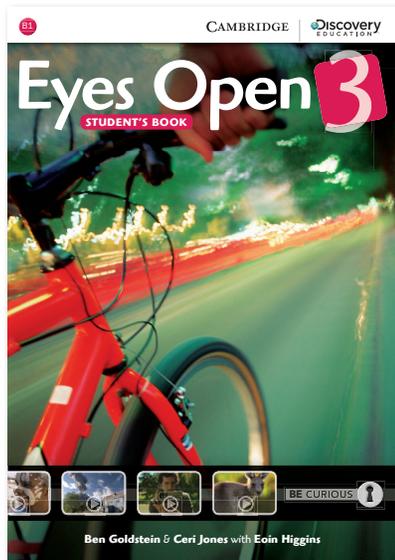
Flexibility for busy teachers

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 124 to 139).
- The additional exercises in the *Grammar reference*: these can be set for homework if need be.

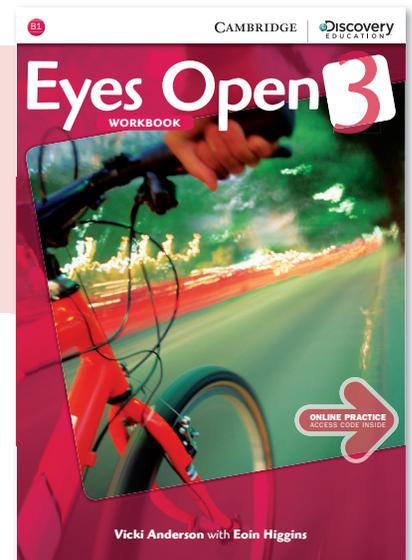
Course Components

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



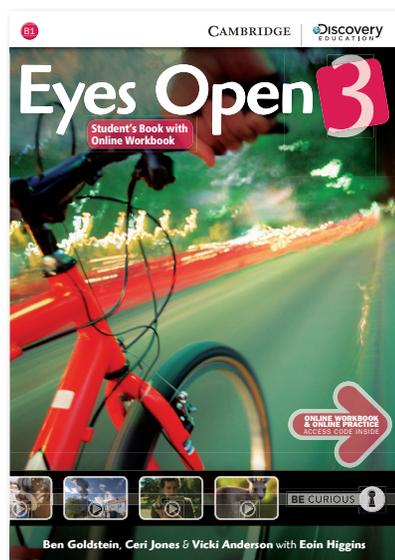
Student's Book

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

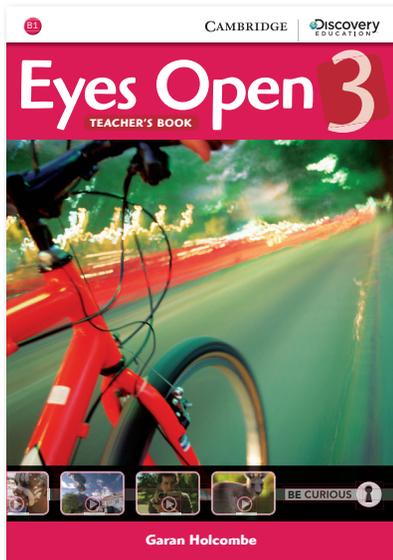
Digital Student's Books and Workbooks are available for iOS and Android devices and include activities in interactive format, as well as full video and audio content for each level. The Digital Books can be downloaded to a computer, tablet or other mobile device for use offline, anytime.



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



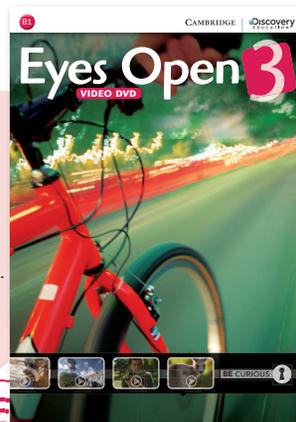
Teacher's Book

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.

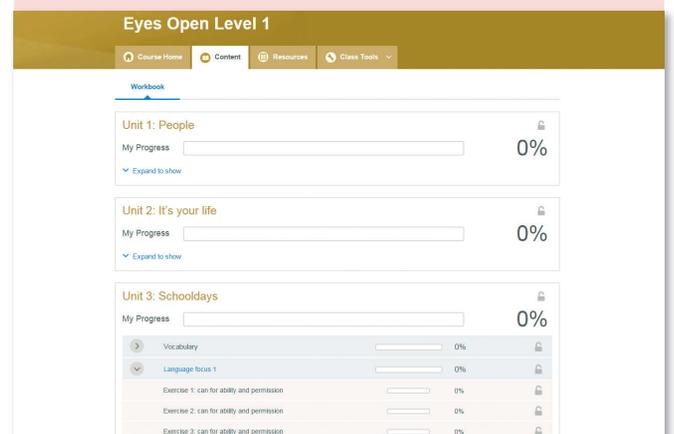
Class Audio CDs

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.

Let's talk

Vocabulary Communication

BE CURIOUS

Your turn

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.

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.

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.

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.

Reading A survey

HOW DO YOU COMMUNICATE?

Language focus 1 will, might/may + adverbs of possibility

Your turn

The *Reading* pages include *Explore* features where students are encouraged to notice vocabulary from the text. Often the focus is on lexicogrammatical 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.

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.

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 corpus-informed common learner errors are highlighted.

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.

Vocabulary Communication verbs

1 Complete the sentences with the correct form of the words in the box. Then listen and check.

whisper complain boast gossip engage joke shout criticise

1 Don't **gossip** with me - you know that I'm right!

2 You shouldn't **complain** about the bad weather - what do you expect in England in November!

3 I don't like him. He's always **boasting** about people behind their backs.

4 It's true that she does well at school, but she doesn't need to **brag** about it.

5 You shouldn't **engage** with your friends about something serious. They might not think it's funny.

6 Emmet is my friend, so don't **joke** him. And anyway, nobody's perfect!

7 Sorry! I'm trying to study. If you want to talk, please **wait**.

8 These boys are always **shouting**. They're so noisy!

Your turn

2 Make notes about three of the situations

1 a time when you argued with someone

2 the last time you complained about something

3 the last time someone criticised you

4 a time when someone shouted at you

5 someone you know who boasts a lot

6 a time when you joked with someone and they didn't think it was funny

I argued with my brother last week. It was about the computer.

My teacher criticised me yesterday because I forgot my homework again.

3 Ask and answer with your partner about your situations. Find out more information.

A: When was the last time you argued with someone?

B: I argued with my sister about the computer.

A: Why did you argue about the computer?

Vocabulary Bank • page 111

Listening Short conversations

4 Work with a partner. Look at the photos of four different conversations and answer the questions.

1 Where are the people?

2 What is the relationship between them?

3 What do you think they are talking about?

5 Listen to four short conversations. Match the photos in Exercise 4 to the conversations.

6 Listen again. Answer the questions.

Conversation 1

1 What is Sam's problem?

2 What does her mother promise?

Conversation 2

1 What does Alex want Nick to do?

2 What's Alex's opinion of football?

Conversation 3

1 What does Bella say about Rachel?

2 What is Tina's reaction?

Conversation 4

1 When does the concert start?

2 How does Paul make his friend hurry up?

Language focus 2 First Conditional + may/might, be able to

1 Complete the examples from the listening on page 56.

1 If you **pass** all your exams, we **will have** a holiday abroad this year.

2 We **will** be in the cup final if we win tonight.

3 If you wear make-up, they **will** send you home.

4 If you **are** first in the queue, you'll get to meet the band!

5 You'll miss the band if **you're** late.

2 Look at the examples again. Use the words in the box to change or add more information.

definitely send may have be able to probably meet might miss

1 If you pass at your exams, we **will** have a holiday abroad this year.

2 We **will** be in the cup final if we win tonight.

3 If you wear make-up to school, they'll **probably** send you home.

4 If you're first in the queue you'll **probably** meet the band.

5 You **will** miss the band if you're late.

3 Look at the examples in Exercises 1 and 2 and choose the words to complete the rules.

1 We use the first conditional to talk about possible situations in the past / future.

2 We can use might/may, and be able to instead of will / if the present simple.

3 When we use adverbs they come before / after the verb.

Grammar reference • page 103

4 Get it right!

When the if clause comes first, it ends with a comma (,).

If we meet the band, I'll be really happy.

5 Use the prompts to write sentences.

1 you whisper / not be able to hear you

2 if you whisper, she won't be able to hear you

2 if you post an update / I definitely / read it

3 I / text you if / get lost

4 if the queue is quick / I might not / understand

5 you / might make / new friends if / I join the club

6 if they practise a lot / I be able to win

4 Complete the text with the correct form of the verbs in brackets.

WHAT CHANGES WOULD YOU LIKE TO SEE IN YOUR HOME TOWN? WHY?

If the town council **should** (close) the centre to traffic as they promised, more people **would** (might walk or cycle) to school and work, and there **wouldn't** (not be) any traffic in the town centre. More tourists **would** (visit) the town if the town centre **was** (not) more quiet. If more tourists **would** (come) to the town, we **would** (have) more jobs and maybe I could get a job as a tourist guide! If I **could** (get) a good job, I **would** (be able) to leave because I love my town, but if I **couldn't** (not find) work, I **would** (maybe go) to live in another place.

Say it right! • page 96

Your turn

6 Complete three of the sentences below so that they are true for you. Then write two more sentences.

If the weather is good over the weekend, ...

If I don't pass all my exams, ...

If I have enough money, ...

If I argue with my parents, ...

If I criticise my friend, ...

If I shout at my teacher, ...

If the weather is good over the weekend, I'll go out with my friends for a picnic. If we go out for a picnic, we'll probably take a guitar with us. If we take a guitar, I'll definitely sing some songs.

7 Work with a partner. Compare your sentences.

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 Look at the photos. They refer to the two topics in the video about China. Think about the questions below.

1 What does China produce? Do you have any items produced in China with you now?

2 What languages do Chinese people speak?

2 Watch the video and check your answers.

1 1 billion 3 1950s

2 40,000 4 10 or 20 years

4 Watch the video again. Choose the correct answer.

1 China's population is bigger than

a Europe's. b the United States'. c Europe and the United States' together.

2 The Chinese people speak

a different languages. b Mandarin. c English.

3 In written Mandarin, people use

a 40,000 characters. b three or four thousand characters. c four thousand characters.

4 The Pinyin system uses

a the Roman alphabet. b Chinese characters. c a computer.

5 More people speak **Chinese** in the world than English.

a Mandarin b Roman c French

5 Test your memory. What did you see when you heard these phrases?

1 Everything in China is growing.

2 The country produces so many things.

3 Everyday, more and more people use Mandarin to communicate.

6 Watch the video again and check your answers.

Your turn

7 Discuss the questions in groups.

1 Why does your country produce? Does it go to many other countries?

2 Would you like to learn Mandarin? Why/Why not? Why would it be useful?

3 Is your language a difficult language to learn for foreign learners? Why/Why not?

Reading An article

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

1 Where would you see the images?

2 Why do you think they are in English?

2 Read the article about the English language. Is English still the world's number one language?

3 Read the article again. Mark the sentences true (T) or false (F). Correct the false ones.

1 English is everywhere because a lot of people understand it.

2 There are fewer second language speakers of English than native speakers.

3 In Denmark, people speak English as a second language.

4 The English language has the most words.

5 Selfie and app are old words.

6 The author is sure that Mandarin will be the world's next number one language.

4 Look at the highlighted verbs in the text. Match the phrasal verbs in the box to the definitions.

go up get by keep on come into use turn into

1 When a figure or number increases or gets bigger.

2 Start being used.

3 When something changes and becomes something different.

4 To be able to live with a situation with difficulty.

5 When you continue to do something.

Vocabulary Bank • page 111

Your turn

5 Complete the sentences about English with your own ideas. Then compare your sentences.

1 I enjoy/ don't enjoy learning English because ...

2 Learning English is difficult because ...

3 I sometimes use English.

4 I think in the future I will use English ...

5 I enjoy learning because I like talking to ...

THE WORLD OF ENGLISH

Almost everywhere you go in the world, you'll see English. It's on signs, adverts and T-shirts in the online world, it's even more obvious. Why? Because it's the one language that most people understand - more than Mandarin or Spanish, which have more native speakers than English.

So, how many people speak English? Right now there are over 360 million native speakers of English in the world. And a similar number of people speak it as a second language. But there are more than a billion people who speak or are learning English and that figure is going up. In countries like Denmark, Singapore or Israel more than 80% of people speak English. So, if you're there, you'll find it easy to get by!

There are also more words in English than in almost any other language. At the moment, there are over a million words in English and we keep on adding more words. You might know words like selfie, news, app and selfie. All of these words have come into use in the English language in the last few years.

And what about the future? Will English always be the world's number one language? For the moment, yes, but if the Chinese economy continues to grow, will Mandarin turn into the next number one world language? We'll have to wait and see!

FACT! Soon there will be more people in China who speak English as a foreign language than there are native English speakers in the whole world!

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

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.

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.

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 Reassuring someone

Real talk: Have you ever given a class presentation?

- Watch the teenagers in the video. How many teenagers ...
 - have given a class presentation?
 - are nervous or worried about giving class presentations?
 - have to do class presentations regularly?
- Have you ever given a class presentation?
- Helen is talking to her older sister Petra. What is Helen worried about?
- Complete the conversation with the useful language.

Useful language

Don't worry! You don't need to worry. You'll be fine (in time). Of course you can (do it)! Listen, I think I can help you.

It'll turn out all right. There's no problem! Of course you can (do it)! Listen, I think I can help you.

Helen: What's the matter Helen? You look worried.
Petra: I've got to give a presentation in English class next week, and I'm scared. I don't think I can do it.
Petra: Oh, ... , you can! You're good at English. You ... to worry.
Helen: Yes, but you know I'm really shy. It's frightening in front of all those people!
Petra: True, it's not easy if you're shy, but don't ... , I'll be there for you.
Helen: Well, the problem is, when I speak in class I feel embarrassed and go red. Then I miss up the words.
Petra: Hmm! Listen, I think I can ... Have you written the presentation yet?
Helen: Well, yes, I've more or less finished it.
Petra: Then ... no problem! You can practise it on me and my friends.
Helen: OK! That sounds like a good idea. I'll feel more confident then.
Petra: If you practise it lots of times, I know it'll turn out ...

Writing An essay

1 Look at the photo and read the essay. Choose the best title.

- Have mobile phones improved communication for teenagers?
- Are teenagers too dependent on mobile phones?

Twenty years ago, mobile phones were for businesspeople. Nowadays, it's impossible to find a teenager without one, but are mobiles the best way for teenagers to communicate? Mobiles can be useful. Firstly, they allow teenagers to communicate with their friends and family anywhere, anytime. Sending text messages is also quick and cheap. What's more, mobiles help you organise your life, and you can tell your parents what you're doing so they don't worry.

However, there are negatives. For one thing, you might not have a signal, especially in the countryside. In addition, if you are in a noisy place, you can't hear your mobile ring. Lastly, using it all the time can be expensive.

On balance, I think mobiles have definitely improved communication for teenagers. Nevertheless, they mustn't use them too much.

Get writing

PLAN

5 Plan an essay. Include information from Exercise 4 to help you and the plan below.

Title: Are social networking sites like Facebook the best way for teenagers to communicate?

- an introduction
- a paragraph with arguments in favour
- a paragraph with arguments against
- a conclusion, including your opinion

WRITE

6 Write your essay. Use your notes from Exercise 5 and the model text to help you.

CHECK

7 Can you say YES to these questions?

- Is the information from the plan in your essay?
- Have you used expressions like *Firstly*, *What's more*, etc. in your essay?

Writing lessons broadly follow a Process Writing methodology, where students are encouraged to plan and check their writing.

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.

5.6 Review

Vocabulary

1 Match the communication words with the comments.

blog post tweet forum Skype
social media post text message

- I can send short messages and it's cheaper than a phone call. text message
- I can chat with my friends and see them at the same time. Skype
- I can send really short messages to all my friends at the same time. tweet
- I can add photos and videos and my friends can visit my page. social media post
- I can ask questions and post messages and anyone on the list can reply. forum
- I can write about my life and the things I'm interested in and anyone can read it. blog post

2 Match the words with the definitions.

- whisper a
- boast 6
- criticise 7
- argue 8

a to say something in a noisy way
b to speak angrily with someone
c to talk very quietly
d to talk very loudly
e to say something funny
f to speak too proudly about something you have done
g to give a bad opinion about something

3 Match the sentences to the fears in the box.

birds clowns lifts flying the dark snakes

- I prefer taking the bus or train.
- I'll take the stairs.
- I don't like them flying near me.
- They can be poisonous and they move quickly.
- They look frightening with their face and hair of different colours.
- Can you leave the light on?

Language focus

1 Complete the sentences about life in the year 2050. Use *will*, *won't* or *might/may* not.

- Everyone will use the Internet for shopping, I'm sure.
- I think some schools will offer classes on Skype.
- Cars won't use petrol, I'm sure. They'll be electric.
- Lots of people will probably work from home.
- Robots will definitely do all the housework – at least I hope so!
- It's possible we won't read books anymore.

2 Complete the first conditional sentences. Use the verbs in brackets.

- The librarian will (be) upset if we talk (talk) too loudly in the library.
- If you don't (not answer) my email, I won't (not write) to you ever again!
- If we don't (not) Skype, we won't (not pay) so much for our phone calls.
- You might (might win) the lottery if you buy (buy) a ticket.
- You won't (not find out) what's happening in the world if you don't (not use) the Internet.
- If she has (have) her mobile with her, her mum won't (not worry) about her.
- He will (will) work hard enough, he will (will win) a prize.

3 Complete the sentences with *be going to*, *will* or *present continuous*.

- He is flying (fly) to Japan tomorrow.
- Don't worry. He probably (probably) will (will) call you later.
- My parents take (take) me out for dinner on Saturday for my birthday.
- What will (will) you do when you leave school?
- Sorry, but we won't (not see) you later – we've got a party to go to.
- Susan is starting (start) a new job on Monday.

4 Choose the correct words.

I had a terrible time at the concert last weekend. There were too many (too many) people and too much (too much) too many noise. There wasn't enough (a few) space in the hall and I felt quite scared. There were only a few (a little) windows and they were closed. I felt sick and I needed a few (a little) time to sit down and recover. There weren't too many (enough) chairs to sit on so luckily a few (too many) friends helped me. One friend asked me, "How many / How much concerts have you been to?" "Less," I told her.

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.

5 CLIL

Technology Early written communication

1 Work with a partner Answer the questions.

- When did people start writing?
- How did the ancient Egyptians write?
- Where does the word 'alphabet' come from?

2 Read the text and check your ideas.

Our earliest human ancestors first stood on two legs around 6 million years ago. But it was the ability to share information which set our ancestors apart from the rest of the animals. Communication remained very limited until our closest ancestors, Homo erectus, appeared about 1.8 million years ago. But it was only 4,000 years ago, with Homo sapiens, that any form of writing came into existence.

The earliest forms of writing were logographic and used symbols (logograms) to represent things. The most famous of these old forms of writing is hieroglyphics. The Ancient Egyptians either carved or painted hieroglyphs on stone. However, they also had two other forms of writing, called hieratic and demotic. They wrote onto papyrus, a form of paper or cloth with ink or paint. We know a lot about hieroglyphic writing because of the Rosetta Stone. This is an ancient stone slab with the same message written in hieroglyphs, demotic and Ancient Greek.

Alphabetic writing systems use marks which represent sounds. Ancient Greek was the first complete alphabet and represented both consonant and vowel sounds. In fact, the word alphabet comes from the first two Greek letters, alpha and beta. It was a unique invention and many different languages now use some form of complete alphabet. English uses the Roman alphabet, which the Romans adapted from the ancient Greek.

3 Read the text again. Are the sentences true or false? Correct the false ones.

- Homo erectus used a logographic writing system.
- The ancient Egyptians had three forms of writing.
- The Egyptians carved hieroglyphs into stone.
- The Ancient Greek alphabet only represented consonant sounds.
- The Romans adapted their alphabet from hieroglyphs.

4 Complete the text with the words in the box.

logograms x2 spoken alphabets
logographic alphabetic pronunciation

Hieroglyphics was a ... system of writing. It used to represent objects and actions. Because we were ... to ... , different languages could use the same ...
... systems of writing use marks to represent sounds of the ... language so different alphabets might use the same ... but spelling and grammar will be different.

5 Listen to a linguist talking about reading and writing. What subjects does he talk about?

- The Romans
- dangerous animals
- cheap books
- internet blogs
- books for wealthy people

Your turn

6 Work with a partner and write a short message. Write the message using only pictures. Show your message to the rest of the class to see if they can work it out.

Learn about hieroglyphics.
What has the archaeologist come to see?
How long has the skeleton been there?
Why was the sandal strap important to Egyptians?

Discovery Education
5.4 Pictures with meaning 119

If you want to make fuller use of the video, you will find a complete lesson plan at the back of the TB and photocopiable worksheets on the Presentation Plus software.

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

The Grammar reference provides more detailed explanations with clear examples.

Grammar reference

Unit 5

will, might/may

She/She'll/We/You/they	might/may	help
I/he/she/it/you/they	might not/may not	help?
Yes	I/he/she/it/you/they	might/may
No	I/he/she/it/you/they	might not/may not

We can use **will** and **might/may** to give our opinions about the future.

When she gets here, she'll want to speak to you.
I might travel round the world next year.
She may go to India next year.

We use **will** and **won't** to show we are sure about the future.

We'll go to the party later.
She won't send you because she's angry with you.

We use **might/may** and **might not/may not** to show we are not sure about the future.

I might go to the party later. (I'm not sure.)
She may not call you if she's busy.
We use an infinitive without **to** after **will** and **might/may**.
He'll be going shopping. He may go out later.

1 Complete the conversations with might/may/not will or the ideas in brackets.

- What are you doing this weekend?
I'm not sure. I ... might/visit/it ... (stay in)
- Where are you going to meet Megan?
We haven't decided. We ... (at the park)
- I hope she gets the tickets.
Relax. The stadium is really big – the tickets ... (not sell out)
- I've bought Harry a birthday present.
I'm sure he ... (love it)
- When is Paula going to see Ethan?
I think ... (on Thursday)

Adverbs of possibility

- We often use adverbs after **will** and **might** to emphasise our feelings about the future.
- We often use **definitely** and **certainly** with **will** to emphasise we are sure about a future event.
I'll definitely have a look at the website this evening.
They certainly won't win the match against Liverpool.
- We often use **probably** with **will** to emphasise we are not completely sure about a future action or event.
Natalie will probably be interested in this.

2 Choose the correct words.

- I (probably/certainly) buy the red one, but I'm going to (possibly) about it.
- She (probably/definitely) probably be late. She always is! We (definitely/will) 'll definitely do it.
- They will (probably/certainly) will need some help.
- We (probably/definitely) won't know, but ask!
- Computers will (certainly/definitely) will take over the world – the question is when!

First conditional + may/might, be able to

Situation	Consequence
If I pass all my exams,	my parents might buy me a present.
If I don't pass all my exams,	my parents won't buy me a present.

Consequence

My parents may not buy me a present	If I don't pass all my exams
Will my parents buy me a present	If I pass all my exams?

We use the first conditional to talk about possible situations in the present or future and say what we think the result will be.

We often use **if** and the present simple to describe the possible action or event.

If he doesn't email me, I won't speak to him again.
We use **will/won't** a infinitive when we are sure of the result.
If we don't leave now, we won't catch the 8.30 bus.
We use **might/might not** to show we are less sure about the consequence.
We use **be able to** to talk about possible abilities.
I'll be able to buy it if I save the money.
When we use **if** to start the sentence, we use a comma between the two parts.
If I see him, I'll give him the present.
I'll give him the present if I see him.

3 Complete the sentences with the correct form of the verb phrases in the box.

not listen careful speak quietly not remind them not to call you

- If it's sunny tomorrow, we'll go to the park.
- If you see the ... you ... ?
- You won't understand it if you ...
- They might not do it if you ...
- We won't be frightened if you ...

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!

1 Cover the rest of the page. How many communication words can you remember?

Communication (page 58)

blog post phone call
chatting joke
email text message
social media post tweet
forum

1 Look at the words in the box. Where can you ...

- see pictures and information about your friends?
- see and talk to someone?
- only use 140 characters to say what you want?
- read about someone's thoughts, opinions or experiences?
- talk about a subject with other people online?

2 Explore communication collocations (page 58)

digital face- social status virtual
friends generation network sites to-face update

1 Look at the words in the boxes. Match them to make collocations.

digital generation

2 Look at the text on page 54. Can you complete three more collocations?

- ... media
- ... online ...
- ... forum

Study tip

Sort words in your vocabulary book by collocations.

Communication verbs (page 58)

argue gossip
boast joke
complain shout
criticise whisper

1 Look at the words in the box. Write sentences about each verb.

I often argue with my sister.

2 Work with a partner. Read your sentences but don't say the verb. Your partner guesses the verb.

You should ... in the library. (whisper)

2 Explore phrasal verbs (page 59)

go up get by keep on come into use turn into

1 Look at the phrasal verbs in the box. Work with a partner and write an example sentence for each one.

2 Check your answers on page 59. Correct any sentences that are wrong.

Vocabulary Bank 111

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

An unusual hobby poster

PARKOUR
Take to the streets!

WHAT IS IT?
Parkour comes from military training and involves running, jumping and climbing over obstacles outdoors. It can also involve moving on your hands and feet like a cat. It is a non-competitive activity which started in France in the 1980s and became popular through documentaries, films like Casno Royale (a James Bond movie) and TV advertisements. People who do the sport are called traceurs (the boys) or traceuses (the girls).

WHAT DO YOU NEED?
Nothing! You don't have to use any special equipment. Traceurs usually wear casual, sporty clothes like T-shirts, trackuit bottoms and running shoes.

WHERE CAN YOU DO IT?
The best thing about parkour is that you can do it anywhere! Traceurs use urban and rural areas in places like parks, playgrounds, gyms and offices.

HOW CAN YOU DO IT?
Start by following the steps below.

- Find somewhere like a park or a garden.
- Practice running and jumping to help improve your balance.
- Then try to jump backwards or do catwalks (when you stand on your hands and land on your feet).
- Finally, try to do this from a small height and land on the ground. And this is parkour!

Prepare

2 Work in groups of three or four. Choose an unusual hobby that is popular with teenagers in your country. Use the Internet, books or magazines to find information about it. Find out about ...

- where it comes from
- what you need
- where you can do it
- how to do it

3 Find photos or draw pictures of the activity. Make a poster with the photos and the information about it.

Look

1 Read the poster. Answer the following questions.

- Which actions does parkour involve?
- When and where did it start?
- How did it become popular?
- What do traceurs wear?
- Where can you do it?
- Name two particular movements from the text.

Present

4 In your groups present your poster to the rest of the class. Then ask them questions about the hobby. Can they remember all the important facts?

Project 123

Students are given a clear model to guide them.

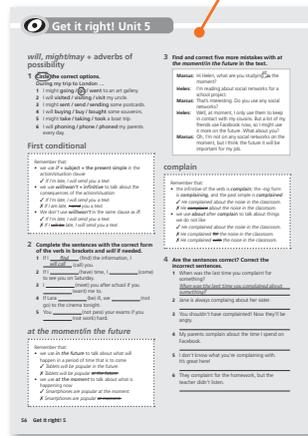
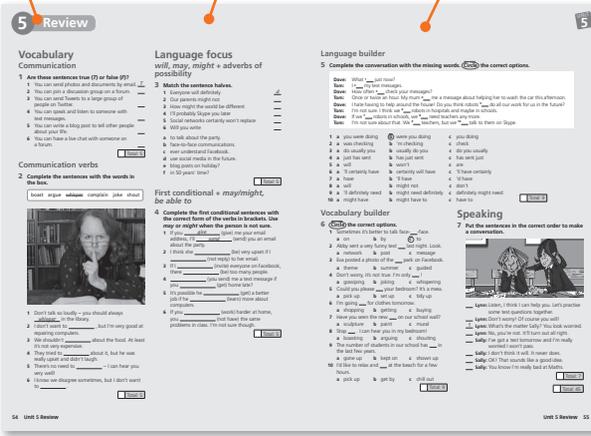
Three clearly laid out stages provide clear guidance.

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.

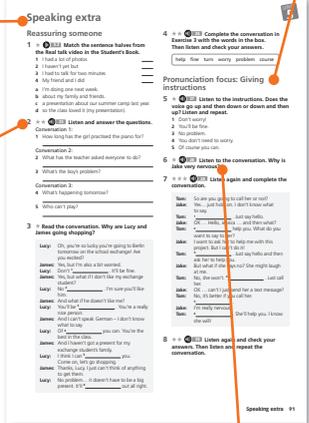


Focus on pronunciation sections provide more extensive practice of pronunciation features such as word and sentence stress and intonation.

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

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

There is plenty of listening practice to contextualise the language.



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

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.

Each page in each unit features interactive activities.

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

Check students' answers with the answer key.

Fully interactive Student's Book

Fully interactive Workbook

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

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, for example, 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 images have also been carefully selected to encourage intercultural awareness and critical thinking. For example, in Level 3 Unit 7 (School life) the image shows an unconventional classroom environment, which could be very 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 looking at the image. Students must look for evidence in the image to support their argument. 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 may be something new and even daunting, but if done in stages, students will soon get the hang of analysing images in this way and thinking more deeply about them. Notice that in the *Be Curious* section, the first question is sometimes, 'What can you see in the photo?' So, before analysing, students merely *describe*. Such scaffolding supports a gradual increase in cognitive load and challenge. Students are not expected to hypothesise immediately, but reflect on the image once they have described it and visualised it.

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.