

B1+

CAMBRIDGE

Discovery
EDUCATION

Eyes Open 4

TEACHER'S BOOK



BE CURIOUS



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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 Learning 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.

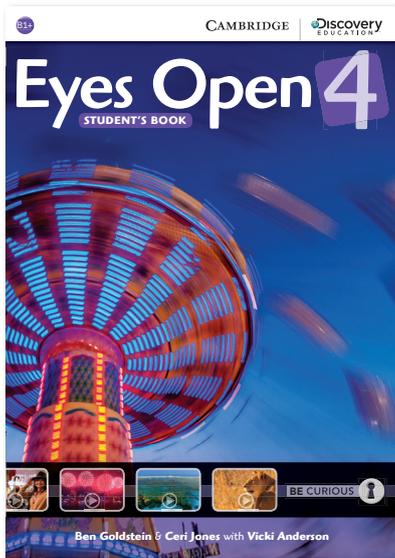
Flexibility for busy teachers

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.



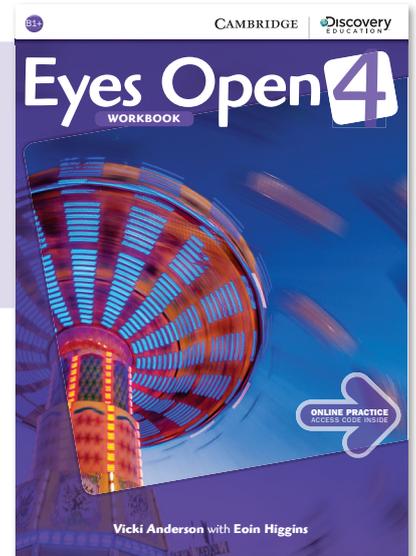
Student's Book

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.



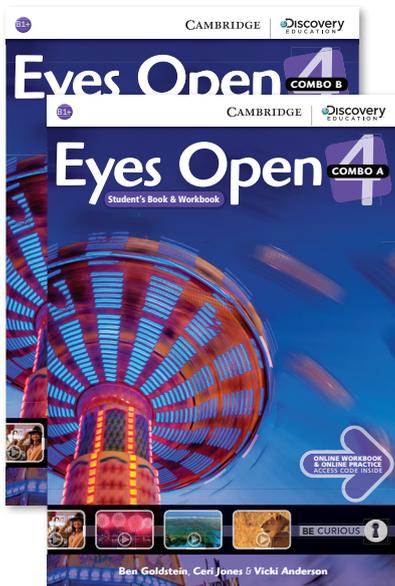
Student's Book with Online Workbook and Online Practice

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.



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.



Combo A and B Student's Books with Online Workbooks and Online Practice

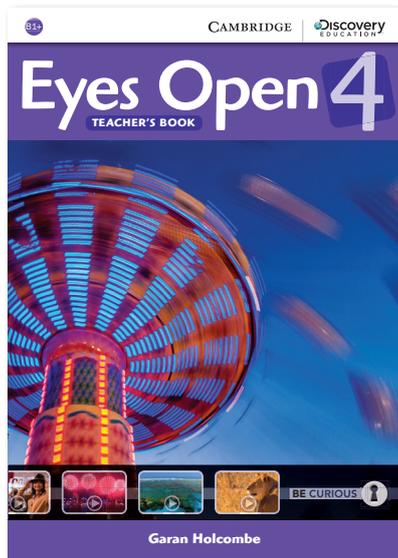
Student's Books are available as split combos, with the entire contents of the combined Student's Book and Workbook for Units 1–4 (Combo A) and 5–8 (Combo B). The Combos include access to the Cambridge Learning Management System with Online Workbooks, embedded audio and video content and access to Online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



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.

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.

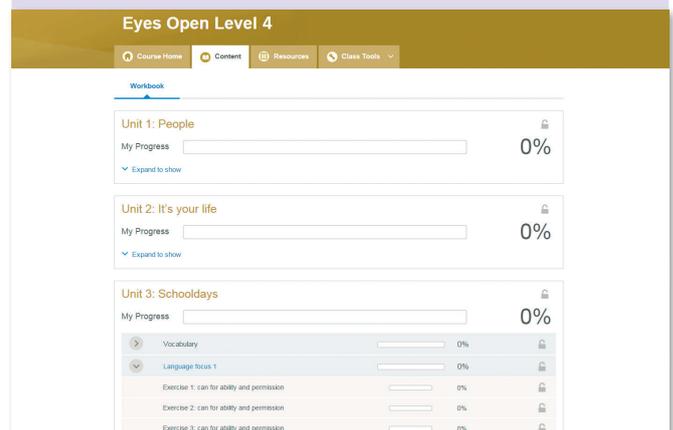
Class Audio CDs

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.

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.

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

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.

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

The *Reading* pages include *Explore* features where students are encouraged to notice vocabulary from the text. 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 of the *Language Focus* pages include a *Get it Right* feature, where corpus-informed learner errors are highlighted.

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

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

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

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

Listening A travel programme

- 1 Work with a partner. Look at the photos of the festivals. Where do you think they take place? What do you think happens in them?
- 2 Listen to a travel programme and check your answers.
- 3 Listen again and match the festivals with the statements (1-8).

Vocabulary Descriptive adjectives

1 stunning 2 impressive 3 colourful 4 atmospheric 5 peaceful 6 traditional 7 crowded 8 scary

- 1 The street parties are great but they certainly aren't quiet or calm.
- 2 I love the festivals, but the streets get so full of people, I find it a bit stressful.
- 3 It's really special with a great feeling in the stadium with all the fans cheering!
- 4 The costumes are so beautiful and bright - all those greens, reds and oranges!
- 5 They look very attractive - their costumes and make-up are amazing.
- 6 The festival is very old. People follow customs and behaviour that haven't changed for a long time.
- 7 I was really shocked, I didn't think a children's festival would be so frightening.
- 8 The party was great. I thought the organisation was very well done.

Your turn

- 5 Think of a festival or an event. Make notes about what happens. What adjectives describe it? *People dress up for the occasion and the costumes are exciting.*
- 6 Work in groups. Persuade the group to go to the event you've chosen. Then agree on which festival or event to go to. *Come to our Fiesta Mayor - there are human castles, dancing and live music... it's really impressive!*

Language focus 2 Infinitives

- 1 Complete the examples from the listening on page 66. Then match the sentences (1-4) to the rules (a-b).

2 Complete the sentences using the infinitive form of the verbs in the box.

to do to have to hold to speak to dress up to see to raise to go

- 1 I've decided to dress up for the occasion.
- 2 I'd like to go to Tom's party this weekend. Do you want to come?
- 3 This year I want to do something different for my birthday, like going ice-swimming.
- 4 I hoped to see some fireworks on New Year's Eve, but there weren't any.
- 5 It's difficult to see a good time at a party if you don't know anyone.
- 6 It was easy to raise money for our charity party, we washed people's cars for £5 each!
- 7 The organisers want to hold a contest to find the best costume.
- 8 It was scary to go in front of all the people at the wedding.

Infinitives vs. -ing forms

- 3 Choose the correct form of the verbs to complete the blog post. Then listen and check.

Your turn

- 4 Ask and answer with your partner.

1 Which parts of the Anime & Gaming Convention would you like to go to? Why?

2 Which parts would you not be so interested in? Why not?

I'd like to go to the gaming part but not the cosplay part because I don't like dressing up - it's embarrassing!

I disagree, I think dressing up is fun!

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

New language is clearly highlighted.

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.

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.

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 photos. Where were they taken? What sport do they show?

2 Watch the video and check your answers to Exercise 1. What is the video about?

- a The history of cliff diving
- b The dangers of cliff diving
- c A changing family tradition

3 Are these sentences true or false? Correct the false sentences. Then watch the video again and check your answers.

4 Watch the video again and complete the sentences.

- 1 Acapulco is famous for its beaches and boating.
- 2 The divers now dive from heights of up to ...
- 3 Cliff diving has been a memory sport for ...
- 4 Jack's mother says that the most important thing is her ...
- 5 When she stands on the cliff before a dive, Iris feels ...
- 6 Iris's record-breaking dive was from ...

Your turn

- 5 Ask and answer with your partner.

- 1 Would you like to try cliff diving? Why/Why not?
- 2 In what ways are you like your mother or father? *I definitely wouldn't want to try cliff diving. I think it looks so dangerous.*

6 *I'm more like my father than my mother because ...*

Reading An article

- 1 Work with a partner. Look at the photos. How old are the people? What are they doing? What do you think they are celebrating?
- 2 Read the article and check your answers.
- 3 Read the article again and choose the correct options.

4 Explore words in context

- 1 popular
- 2 start to know
- 3 photos
- 4 lower your head in a greeting
- 5 worries
- 6 not like anything else
- 7 promise
- 8 represent

Your turn

- 5 Ask and answer with your partner.

- 1 What coming-of-age festivals exist in your country?
- 2 Are they similar or different to the Korean festival?
- 3 How many people take part in them?
- 4 Are they losing or gaining popularity?
- 5 At what age are young people considered adults where you live?
- 6 What can you do when you're an adult?

6 *We don't have a coming-of-age party, you're an adult when you leave school.*

COMING OF AGE KOREAN STYLE

DO YOU KNOW WHY THE THIRD MONDAY OF MAY IS SO SPECIAL IN KOREA?

It is because you can only celebrate this day once in your life. It's Korea's coming of age day, something traditionally celebrated by both young men and women in the same year that they turn twenty years old. After this unique and special day, these teenagers will be adult members of society. In the ceremony, they become aware of the importance of being an adult and leading the future of Korea.

SO, WHAT DO YOU HAVE TO DO IF YOU WANT TO TAKE PART IN THIS FESTIVAL?

You have to wear traditional Korean clothes, known as hanbok. These are colourful and beautiful. The young people sit in special seats in large groups - it's so impressive that it's turned into a real tourist attraction in Korea, while some foreign students actually like to take part in the celebration themselves. During the ceremony, the children bow to their parents out of respect. In fact, the parents also bow to their children to recognise their children's pledge to be responsible adults. Sadly, many of these customs are now seen as quite old-fashioned and are often not passed on to the next generation.

IS THERE A FUN PART?

For many teenagers, the most fun part of the coming-of-age festival is being lost in Korea. Many young people now decide to organise their own version of the ceremony instead. To some young Koreans, twenty might seem a little bit too become an adult. That's a shame because it's totally unique festival.

AND WHAT ABOUT THE FUTURE?

Well, there are fears that the traditional coming-of-age festival is being lost in Korea. Many young people now decide to organise their own version of the ceremony instead. To some young Koreans, twenty might seem a little bit too become an adult. That's a shame because it's totally unique festival.

FACT! Coming-of-age celebrations don't exist in many countries. In most of the Western world you are considered an adult on your 18th birthday.

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 Offers and requests

Real talk: What's the worst party you've ever been to?

- Watch or listen to the teenagers. Why was the party so bad? Choose each person's reason from the list (a-f).
- What's the worst party you've ever been to? Ask and answer with your partner.
- Listen to Helen and her friend Andy. What does she have to do?
- Complete the conversation with the useful language.

Useful language

Offers

Requests

Dialogue: Helen: It's my birthday party next week and I haven't done anything yet. Andy: Don't worry! I'll help you, if you like. What needs doing? Helen: Well, I haven't organised the music yet. Andy: I'll use my MP3 player but ... your speakers? They're bigger than mine. Helen: No problem. What about food? Andy: What about snacks and pizza? Helen: That's a good idea. Andy: Your mum to make that home-made pizza? It's so good! Andy: OK. Helen: Great! So, ... to the supermarket and help me buy some things? Andy: Sure. Everything's organised now. I told you not to worry!

Situation 1
You are organising a picnic in the country with your friends. You need help! You need to think about: organising activities; team; drinks; food at the end; prizes.

Situation 2
You are organising a five-a-side football tournament at your school. You need help! You need to think about: organising activities; team; drinks; food at the end; prizes.

Writing A description

1 Read Isabella's description of a celebration. What was it celebrating and who was it for?

A great family party!
My grandparents were born on exactly the same day, and last July they were 70, so we had a party with family, friends and neighbours. It was in their garden because their house is too small, so we hired a big tent in case of rain. We did everything ourselves: my mum made the food, and my cousins and I put up the decorations. Getting everything ready took ages!
The day of the party was sunny. First, we had lunch – the food was so delicious! After lunch, we watched a film my aunt had made with photos and video of my grandparents' lives. Then my uncle brought his guitar. He was so nervous, although he'd practised for weeks! My grandparents loved it, so he played it again, and we all sang. Later everyone danced to 60s pop music. The party was amazing! I wanted to dance all night, but I was too tired.

2 Read the description again and answer the questions.

Useful language

PLAN

WRITE

CHECK

3 Look at the Useful language box. Find two examples of so + adjective and two of too + adjective in Isabella's description.

4 Complete the sentences using so or too and an adjective from the box.

5 Write your description. Use your notes from Exercise 2 and think about adjectives to describe the party.

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

7 Can you say YES to these questions?

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.

Review

Vocabulary

1 Match the objects with their functions. There are three words you don't need to use.

2 Complete the sentences with modifiers.

3 Match the photos (1-8) with the activities (a-h).

4 Choose the correct words.

5 Explore vocabulary

6 Complete the text with the words in the box.

7 Choose the correct words to complete the text.

Language focus

1 Complete the text using the correct passive form of the verbs in brackets.

2 Join the sentences using a relative pronoun and a relative clause.

3 Complete the text using the -ing form of the verbs in the box.

4 Choose the correct words to complete the text.

Language builder

5 Choose the correct words to complete the conversation.

6 Match the sentences.

7 Themed birthday parties

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.

6 CLIL

History 4th July celebration, USA

1 **Work with a partner. Look at the timeline for early US history. Which events have you heard of? What do you know about other events in early US history?**

2 **Read the travel guide. What event do Americans celebrate on 4th July? How do they celebrate it?**

3 **Read the travel guide again and answer the questions.**

Your turn

Work with a partner and answer the questions.

1 In what year was the Declaration of Independence first read aloud in your country?

2 Do you think it's a good way of learning about a country's history? Why/Why not?

3 What events from your own country's history do you think could be re-enacted to help people learn about them?

Learn about remembering our history.

As well as the American Revolution, what other events do American re-enactors act out? The clothes and weapons the re-actors use are designed in a special way. Why? Do women re-enactors play the role of soldiers in re-enactment battles today?

Discovery Education

6.4 Reliving history

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

Vocabulary Bank

Jog your memory!

1 Cover the words. How many words under each heading can you remember?

Celebrations (page 63)

dress up for the occasion
give a present
have a good time
hold a contest
make special food
play music
put up decorations
set off fireworks

1 Look at the words in the box. Work with a partner and talk about the celebrations below. Do you celebrate these events? Which activities in the box do you usually do at each celebration?

birthday New Year end-of-school party
Harvest festival

2 Can you add two other activities to the list?

Descriptive adjectives (page 68)

atmospheric peaceful
colourful scary
crowded stunning
impressive traditional

1 Look at the words in the box. Choose a word. Don't tell your partner. Describe the word. Can your partner guess what it is? This means *old or can be used to talk about old customs*.

Explore verbs and prepositions (page 64)

agree at
arrive for
look forward to
prepare from
recover on
work with

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

2 Look back at page 64 and check your answers.

3 Which verbs can be used with a different preposition? Write example sentences. *My dad works for a big company.*

Study tip

Write sentences with the verb and different prepositions to help you remember the different uses.

112 Vocabulary Bank

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

The Grammar reference provides more detailed explanations with clear examples.

Grammar reference

Unit 6

-ing forms

- For most -ing forms, we simply add -ing to the infinitive.
think - thinking try - trying consider - considering
- We need to make spelling changes to some verbs.
lie - lying write - writing sit - sitting chat - chatting plan - planning
- We use the -ing form as a noun, verb or to make noun phrases.
Swimming is great exercise. My favourite hobby is dancing. Being the oldest child can be difficult sometimes. She thinks having a school prom is a terrible idea.
- We use the -ing form after certain verbs and certain expressions.
She suggested buying the phone with the 13 megapixel camera. I don't mind helping you put up the decorations. Some common verbs and expressions which need an -ing form include be good/bad at, can't stand, celebrate, don't mind, enjoy, hate, imagine, like, love, miss, practice, recommend and suggest.
- Some verbs can have an object before the -ing form.
*We miss you selling us jeans in class. They don't like him singing in the shower. We also use the -ing form after prepositions.
My dad's not very good at cooking, but he tries very hard. She spends a lot of money on going to concerts.*

3 Complete the sentences with the verbs in the box in the -ing form after the preposition.

use remember sell go buy

- I thought we'd agreed on **going** to the concert.
- Your grandma is really looking forward to **using** you at Christmas.
- Conan's really bad at **using** the alarm clock.
- My brother spends a lot of money on **buying** records.
- Juan was talking about **selling** his guitar last week.

Infinitives

- We usually use the infinitive with to after adjectives.
You were lucky to get tickets for the match. I'm very pleased to meet you!
- We use the infinitive with to after certain verbs.
Kaitlyn offered to lend me her camera. We've decided to watch a film this evening.
- Some common verbs which need an infinitive with to include agree, ask, choose, decide, expect, hope, learn, offer, promise, seem, teach, want, want and would like.
- Some verbs usually need an object before the infinitive with to.
My dad taught me to ride a bike. Lillian's nice husband likes to come with us.
- Some verbs can have an object before the infinitive with to.
They asked us to turn the music down. She'd like everyone to get here for 8 o'clock.

4 Complete the sentences with the infinitive form of the verbs in brackets.

- It's great. **Get** (get) you again.
- I was really surprised. **Win** (win) first prize!
- We're sorry. **Realise** (realise) you're not feeling well.
- I'll be ready. **Go** (go) out in 10 minutes.
- It's going to be difficult. **Finish** (finish) the project this weekend.

5 Complete the sentences with the infinitive form of the verbs in the box.

study go make spend get

- My parents have promised **to get** me a new laptop for my birthday.
- She's been learning **to juggle**.
- My brother's chosen **to study** at university in Rome.
- I'm planning **to go** on a year travelling the world when I leave school.
- We agreed **to go** together, but...

104 Grammar reference

Additional grammar exercises provide even more practice.

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

Project 2

An advertisement

Strolleradio

Keep your baby entertained and educated!

With the Strolleradio, your baby will never be bored again!

- ★ Easy to attach to stroller or cot
- ★ Music, chat or news channels
- ★ Low to high volume settings
- ★ Choice of colours
- ★ Can be used inside and outside
- ★ Optional umbrella available

Available only at:
Crazy Baby Stores, nationwide

Look

- Look at the advertisement above and answer the questions.
 - What is the product name?
 - What does the product do?
 - Do you think this is a real product? Why/Why not?
- Read the advertisement again and answer the questions.
 - How are the benefits of the product described?
 - How many features are there?
 - How are the features described?
 - What other information is included?

Prepare

- Work with a partner. Advertise an invention.
 - Search online for an invention that never became popular.
 - Find a picture or photo, or draw your own picture.
 - Think of a name for the invention.
 - Write two sentences describing its benefits.
 - Write 5-8 features in notes, in a list.
 - Invent the name of a shop where it can be bought, and a logo for your product.

Present

- Display your advertisements around the classroom. Read your classmates' advertisements. Make a list of the top three inventions you would like to have.

124 Project

Students are given a clear model to guide them.

Three clearly laid out stages provide clear guidance.

Workbook

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

The second page practises the first *Language Focus* section.

Every unit contains a listening activity.

6 Celebrate in style

Vocabulary

1 Find seven more verbs in the first word square and seven more nouns in the second.

2 Complete the phrases for celebrations with the verbs and nouns in Exercise 1.

3 Complete the sentences with phrases from Exercise 2.

4 Complete the text with the correct form of phrases from Exercise 2.

5 Think of a different celebration where you live in another country. What happens at it? Write at least 100 words.

As always in Turkey, the night ends with a fireworks display.

UNIT 6 57

Language focus 1

1 Complete the rules in the table.

2 Complete the rules in these sentences. Write in Exercise 1, matching each sentence.

3 Write answers to the questions. Write in Exercise 1, matching each question.

4 Write answers to the questions.

5 Explore words and prepositions (1-4)

6 Complete the text with the correct form of the verbs and prepositions in Exercise 5.

Listening and vocabulary

1 Listen to the organiser of a music festival explaining the job. Tick (✓) the two areas she talks about.

2 Listen to the organiser of a music festival explaining the job. Tick (✓) the two areas she talks about.

3 Listen to the organiser of a music festival explaining the job. Tick (✓) the two areas she talks about.

4 Complete the text with words from Exercise 2.

5 Complete the text with words from Exercise 2.

UNIT 6 58

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

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

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

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

There is a double-page *Writing* section in every unit.

The organisation and contents of the model text are highlighted.

Language focus 2

1 Complete the rules in the table.

2 Complete the rules in these sentences and tick (✓) at the words before them. Which rule in Exercise 1 explains each sentence?

3 Complete the text with the infinitive form of the verbs in the box.

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

5 Complete the conversation with infinitives and gerunds. Use the verbs in brackets.

6 Complete the sentences for you.

Reading

1 Read the travel article about New Year celebrations. Match the cities with the pictures (1-4).

2 Complete the sentences with the words in bold from the text.

3 Read the article again and answer the questions. Write 40-70 words.

4 Write a short article about New Year traditions where you live. What traditions would you choose for a New Year Eve celebration and why?

UNIT 6 61

Writing

1 Read the description. Write a description of the party for you and your friend.

2 Read the description again. Answer the questions.

3 Read the description. Do you read that in the text?

4 Complete the text with words from Exercise 1.

5 Complete the text with words from Exercise 1.

6 Complete the sentences with then or after.

7 Match the sentences (1-5) with the sentence endings (a-e).

8 Put the instructions in the order it appears in Simon's description in Exercise 1.

9 Think of a celebration you remember as a child. Use the categories in Exercise 8 and make a plan.

10 Write a description of the celebration. Look on page 71 of the Student's Book for help.

11 Check your writing. Can you say YES to these questions?

UNIT 6 62

A Process Writing model is followed, as in the Student's Book.

Other features of the genre are presented.

Each unit includes *Writing Tips*.

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

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

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.

6 Review

Vocabulary
Celebrations

1 Match the sentence beginnings (1-4) with the sentence endings (5-8).

1 A week before the festival, a contest
2 The crowd got up
3 On festival day, kids hide and give a
4 Everyone at the festival had a
5 special cake for the festival.
6 The occasion is traditional customs.
7 A host is told the festival song and guests
8 guests. One of
9 parents they make an excuse to their parents.
10 decorations all over the town centre.

5
6
7
8

Descriptive adjectives

2 Put the letters in order to make adjectives.

1 **l a n e e s e** (the girl's name at the bar) is very
2 **l a n e e s e** (the girl's name at the bar) is very
3 **l a n e e s e** (the girl's name at the bar) is very
4 **l a n e e s e** (the girl's name at the bar) is very
5 **l a n e e s e** (the girl's name at the bar) is very
6 **l a n e e s e** (the girl's name at the bar) is very
7 **l a n e e s e** (the girl's name at the bar) is very
8 **l a n e e s e** (the girl's name at the bar) is very
9 **l a n e e s e** (the girl's name at the bar) is very
10 **l a n e e s e** (the girl's name at the bar) is very

Language focus

Infinitives vs. -ing forms

3 Complete the sentences using the -ing form of the verbs in brackets.

1 I'm looking forward to **visit** my
2 I'm looking forward to **visit** my
3 I'm looking forward to **visit** my
4 I'm looking forward to **visit** my
5 I'm looking forward to **visit** my
6 I'm looking forward to **visit** my
7 I'm looking forward to **visit** my
8 I'm looking forward to **visit** my
9 I'm looking forward to **visit** my
10 I'm looking forward to **visit** my

Language builder

4 Complete the text using the infinitives from the verbs in the box.

1 **visit** 2 **visit** 3 **visit** 4 **visit** 5 **visit** 6 **visit** 7 **visit** 8 **visit** 9 **visit** 10 **visit**

Vocabulary builder

5 Complete the sentences with the correct form of the verbs in brackets.

1 I'm confident about the concert. I can't wait to
2 I'm confident about the concert. I can't wait to
3 I'm confident about the concert. I can't wait to
4 I'm confident about the concert. I can't wait to
5 I'm confident about the concert. I can't wait to
6 I'm confident about the concert. I can't wait to
7 I'm confident about the concert. I can't wait to
8 I'm confident about the concert. I can't wait to
9 I'm confident about the concert. I can't wait to
10 I'm confident about the concert. I can't wait to

Get it right! Unit 6

-ing forms

1 Complete the sentences with the correct form of the verbs in brackets.

1 I'm looking forward to **visit** my
2 I'm looking forward to **visit** my
3 I'm looking forward to **visit** my
4 I'm looking forward to **visit** my
5 I'm looking forward to **visit** my
6 I'm looking forward to **visit** my
7 I'm looking forward to **visit** my
8 I'm looking forward to **visit** my
9 I'm looking forward to **visit** my
10 I'm looking forward to **visit** my

Infinitives vs. -ing forms - like and would like

2 Complete the text with the correct form of the verbs in brackets. Check your spelling.

1 I'm looking forward to **visit** my
2 I'm looking forward to **visit** my
3 I'm looking forward to **visit** my
4 I'm looking forward to **visit** my
5 I'm looking forward to **visit** my
6 I'm looking forward to **visit** my
7 I'm looking forward to **visit** my
8 I'm looking forward to **visit** my
9 I'm looking forward to **visit** my
10 I'm looking forward to **visit** my

Get it right! Unit 6

3 Complete the sentences with the correct form of the verbs in brackets.

1 I'm looking forward to **visit** my
2 I'm looking forward to **visit** my
3 I'm looking forward to **visit** my
4 I'm looking forward to **visit** my
5 I'm looking forward to **visit** my
6 I'm looking forward to **visit** my
7 I'm looking forward to **visit** my
8 I'm looking forward to **visit** my
9 I'm looking forward to **visit** my
10 I'm looking forward to **visit** my

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.

Speaking extra

1 Complete the sentences with the words in the box.

1 I'm looking forward to **visit** my
2 I'm looking forward to **visit** my
3 I'm looking forward to **visit** my
4 I'm looking forward to **visit** my
5 I'm looking forward to **visit** my
6 I'm looking forward to **visit** my
7 I'm looking forward to **visit** my
8 I'm looking forward to **visit** my
9 I'm looking forward to **visit** my
10 I'm looking forward to **visit** my

Pronunciation focus

4 Listen to the sentences. Write down the words in the box.

1 I'm looking forward to **visit** my
2 I'm looking forward to **visit** my
3 I'm looking forward to **visit** my
4 I'm looking forward to **visit** my
5 I'm looking forward to **visit** my
6 I'm looking forward to **visit** my
7 I'm looking forward to **visit** my
8 I'm looking forward to **visit** my
9 I'm looking forward to **visit** my
10 I'm looking forward to **visit** my

Language focus extra

-ing forms

1 Complete the text with the -ing form of the verbs in brackets.

1 I'm looking forward to **visit** my
2 I'm looking forward to **visit** my
3 I'm looking forward to **visit** my
4 I'm looking forward to **visit** my
5 I'm looking forward to **visit** my
6 I'm looking forward to **visit** my
7 I'm looking forward to **visit** my
8 I'm looking forward to **visit** my
9 I'm looking forward to **visit** my
10 I'm looking forward to **visit** my

Infinitives vs. -ing forms

2 Complete the text with the correct form of the verbs in brackets. Check your spelling.

1 I'm looking forward to **visit** my
2 I'm looking forward to **visit** my
3 I'm looking forward to **visit** my
4 I'm looking forward to **visit** my
5 I'm looking forward to **visit** my
6 I'm looking forward to **visit** my
7 I'm looking forward to **visit** my
8 I'm looking forward to **visit** my
9 I'm looking forward to **visit** my
10 I'm looking forward to **visit** my

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

Teacher's Book

The unit aims and unit contents include all the video, common learner errors and also the relevant material at the back of the book, such as pronunciation and CLIL.

Each lesson has objectives making it easier for the teacher and the learner to understand and attain the goals.

6 Celebrate in style

Unit aims

- talk about a celebration.
- understand magazine articles about special celebrations in different countries.
- use -ing and infinitive forms correctly.
- understand a travel programme about festivals around the world.
- make offers and requests.
- write a description of a celebration.

Unit contents

Vocabulary

Reading

Language focus

Listening

Discover culture

Speaking

Pronunciation

Writing

CLIL

CEFR

SKILL AREA

GOAL

EXERCISE

OVERALL LISTENING COMPREHENSION

UNDERSTANDING INTERACTION

LISTENING TO MEDIA AND RECORDINGS

READING FOR INFORMATION AND ARGUMENT

CONVERSATION

FORMAL DISCUSSION (WITH PARTNER)

GOAL-ORIENTED COOPERATION (e.g. Resolving a task, discussing a document, organising an event)

INFORMATION EXCHANGE

CREATIVE WRITING

VOCABULARY RANGE

GRAMMATICAL ACCURACY

PHONOLOGICAL CONTROL

IDENTIFYING CLUES AND INFERRING

92 UNIT 6

Background

Carnival is a traditional festive season which takes place at the beginning of each year, usually in February. The most famous carnival is held in Rio de Janeiro, with about two million people attending. Another important carnival takes place in Venice, where people wear elaborate masks and dance in beautiful costumes.

Be curious

- Books closed. Tell students briefly about the text they are reading or engaged in. Last birthday I met my brother's birthday. We had a party for him. All his friends came and everyone enjoyed themselves.
- At this point you review the words, celebrate and celebration. Ask students to think about the types of parties (big or small) that people organise and why, e.g. a birthday party, a wedding reception, a New Year's Eve party, a carnival party.
- Ask students to open their books at page 62.
- Give them a moment to look at the photos and then ask them to describe it briefly.
- Put students into pairs to answer the three questions. Check answers with the class.
- Tell students that the themes of Unit 6 are organising and enjoying different types of celebration.

Suggested answers
 The woman wearing a fancy red and gold costume is probably dancing in a street at night.
 I think this celebration is probably a carnival, possibly in Rio, because the woman is wearing a beautiful costume and she is dancing outside in the street.
 I'd like to join the carnival. The woman looks as if she is having a great time.

Vocabulary Celebrations

Objectives

- learn vocabulary to describe celebrations.
- listen to people talking about different types of celebration.
- talk about the celebrations they enjoy the most.

Warm-up

- Books closed. Ask: What's the most important event in life? Don't forget to include your own! (e.g. Births, important birthdays, weddings, leaving school, etc.)

Background

Prose refers to a formal genre, usually one held to celebrate the end of high school or college, to which students wear suits and dresses. Proms have long been associated with American high school culture, and feature prominently in film and TV drama from the USA.

1. Ask students to open their books at page 63.
- Put students into pairs to match the activities with the photos. Tell them that some expressions could describe both photos.
- If you have the Presentation Plus software, put the pictures on the board and ask students to come up to the board in turn to match the activities with the photos.
- Play the recording for students to listen and repeat the phrases.
- Check the answers, asking students to justify their choices.

Suggested answers

The carnival: set off fireworks, make special food.
 The prom: give a present.
 Both: put up decorations, dress up for the occasion, play music, hold a contest, have a good time.

Background

The Carnival of Culture or 'Karnival der Kulturen' in German is a street festival which takes place in late May or early June in Berlin. It has taken place annually since 1966 and celebrates the cultural diversity of the German capital.

1. Refer students to the gapped text about the Carnival of Culture.
- Ask students to read the text through once to get a general idea of the content.
- Students should then work alone to complete the text with the form on page 110 of the **Grammar reference** section.
- Check answers.

Answers

1. put up decorations
2. set off fireworks
3. make special food
4. give a present
5. play music
6. have a good time

Background

The festival referred to in the recording in Exercise 3 is **La Dada de San Jordi** (literally, the day of St. George), which is celebrated in the eastern part of Catalonia. The tradition on this day is to celebrate love.

6

Objectives

- listen to two people talking about two different celebrations.
- ask students to copy the table into their notebooks.
- play the recording for students to complete the table with the information about the celebrations.
- check answers.

Warm-up

- Books closed. Ask: What's a special festival here in Barcelona? (It's held on April 23rd and it's National Book Day. Everybody buys books and roses and gives them to friends to celebrate the people they love, or good friends.)

Background

Prose refers to a formal genre, usually one held to celebrate the end of high school or college, to which students wear suits and dresses. Proms have long been associated with American high school culture, and feature prominently in film and TV drama from the USA.

Suggested answers

The carnival: set off fireworks, make special food.
 The prom: give a present.
 Both: put up decorations, dress up for the occasion, play music, hold a contest, have a good time.

Background

The festival referred to in the recording in Exercise 3 is **La Dada de San Jordi** (literally, the day of St. George), which is celebrated in the eastern part of Catalonia. The tradition on this day is to celebrate love.

1. Refer students to the gapped text about the Carnival of Culture.
- Ask students to read the text through once to get a general idea of the content.
- Students should then work alone to complete the text with the form on page 110 of the **Grammar reference** section.
- Check answers.

Answers

1. put up decorations
2. set off fireworks
3. make special food
4. give a present
5. play music
6. have a good time

Background

The festival referred to in the recording in Exercise 3 is **La Dada de San Jordi** (literally, the day of St. George), which is celebrated in the eastern part of Catalonia. The tradition on this day is to celebrate love.

Each lesson starts with an optional warm-up activity to prepare the students for the lesson in a dynamic way.

Each unit contains a detailed list of the CEFR goals covered within it.

Each reading text is supplemented with contextual information on the topic.

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

The first Discovery™ videos have short lesson notes here. If you want to explore the video in more depth, there are thorough lesson notes at the back of the book.

Throughout the notes, there are ideas for games to practise the target language.

Reading A magazine article

Objectives

- read an article about proms and parties.
- learn verbs and prepositions.
- talk about activities.

Background

See the **Background** note on page 93 above.

Warm-up

- Books closed. Ask: What's the best party you've ever been to and why?
- Put students into pairs to ask and answer the question.

1

- Put students into pairs and ask them to look at the photos and describe the kind of celebrations the photos show. Students may mention things such as: The celebrations must be formal because the teenagers are wearing dresses and suits. One of the boys is playing music and everyone is wearing t-shirts.

2

- Ask students to read the article to find out what the difference between a prom and a party is.
- Check answers.
- Refer students to the information in the **FACTS** box. You could then ask students why people in different countries seem to like to copy aspects of American culture.

Answer

A prom is organised by the students, so it's cheaper and more informal.

3

- Refer students to headings 1-6.
- Ask students to read the article again.
- Students can then work alone to match the headings with the paragraphs.
- Help weaker students with this exercise by reminding them that they should scan the article for keywords, so they should either look for the actual words in the headings or related words.
- Check answers.

Answers

1 E 2 A 3 A 4 F 5 C 6 B

4

- Ask students to read the text again.
- Put students into pairs to decide which sentences are true and which false. Students should correct the false sentences.
- Check answers.

Answers

1 F (Proms might be also celebrated in the UK)
 2 T 3 T 4 T
 5 F (Students can party all night and carry on the next day)
 6 F (The writer says it doesn't matter if you like a prom or a party.)

5

- Put students into pairs to discuss their own school leaving party. Students can then share this information in small groups at the beginning of the next lesson.

6

- Put students into pairs to discuss their own school leaving party. Students can then share this information in small groups at the beginning of the next lesson.

7

- Put students into pairs to discuss their own school leaving party. Students can then share this information in small groups at the beginning of the next lesson.

8

- Put students into pairs to discuss their own school leaving party. Students can then share this information in small groups at the beginning of the next lesson.

9

- Put students into pairs to discuss their own school leaving party. Students can then share this information in small groups at the beginning of the next lesson.

10

- Put students into pairs to discuss their own school leaving party. Students can then share this information in small groups at the beginning of the next lesson.

11

- Put students into pairs to discuss their own school leaving party. Students can then share this information in small groups at the beginning of the next lesson.

12

- Put students into pairs to discuss their own school leaving party. Students can then share this information in small groups at the beginning of the next lesson.

13

- Put students into pairs to discuss their own school leaving party. Students can then share this information in small groups at the beginning of the next lesson.

14

- Put students into pairs to discuss their own school leaving party. Students can then share this information in small groups at the beginning of the next lesson.

Explore verbs and prepositions

1. Refer students to the verbs in the box.
- Ask students to find these verbs in the article (they are highlighted in red in the text) and to note down which prepositions follow them. Point out that some of these verbs can be followed by more than one preposition (e.g. look at, work for), but that we're only interested in the ones used in the text.
- Check answers.

Answers

arrive at work with prepare for agree on look forward to

2

- Read out the example sentence.
- Ask students to work alone to complete the remaining sentences using the correct form of the verbs in Exercise 1.
- Students can compare their answers in pairs before you check answers with the class as a whole.
- To extend the work on the vocabulary, you could ask students to turn to the **Vocabulary bank** on page 112 and do the exercises for **Explore verbs and prepositions**.

Answers

1 work with 2 agree on 4 recover from 5 arrived at prepared ... for

Your turn

- Refer students to the example sentences.
- Put students into pairs to ask and answer the questions.
- Encourage stronger students to develop conversations beyond the questions on this page by asking one another questions that arise in the course of their discussion.
- Ask some students to report back to the class on what their partner said. If you have a multicultural class, take this opportunity to discuss with the class as a whole the different types of school leaving party that are organised in the countries that the students are from.

Discovery

6.1 Let's celebrate

- 1. Do you have a favourite season? Why is it your favourite?
- 2. What do you like to do in your favourite season?
- 3. Put students into pairs and then put students into pairs to ask and answer the questions.
- 4. Watch the video.
- 5. Students watch it and say what they learn about seasonal festivals in the video.
- 6. Then ask students which of the festivals in the video they would like to attend.
- 7. See page 127 for further activities you can do with this video.

6.2

- Put students into pairs to ask and answer the questions.
- Encourage stronger students to develop conversations beyond the questions on this page by asking one another questions that arise in the course of their discussion.
- Ask some students to report back to the class on what their partner said. If you have a multicultural class, take this opportunity to discuss with the class as a whole the different types of school leaving party that are organised in the countries that the students are from.

6.3

- Put students into pairs to ask and answer the questions.
- Encourage stronger students to develop conversations beyond the questions on this page by asking one another questions that arise in the course of their discussion.
- Ask some students to report back to the class on what their partner said. If you have a multicultural class, take this opportunity to discuss with the class as a whole the different types of school leaving party that are organised in the countries that the students are from.

6.4

- Put students into pairs to ask and answer the questions.
- Encourage stronger students to develop conversations beyond the questions on this page by asking one another questions that arise in the course of their discussion.
- Ask some students to report back to the class on what their partner said. If you have a multicultural class, take this opportunity to discuss with the class as a whole the different types of school leaving party that are organised in the countries that the students are from.

6.5

- Put students into pairs to ask and answer the questions.
- Encourage stronger students to develop conversations beyond the questions on this page by asking one another questions that arise in the course of their discussion.
- Ask some students to report back to the class on what their partner said. If you have a multicultural class, take this opportunity to discuss with the class as a whole the different types of school leaving party that are organised in the countries that the students are from.

6.6

- Put students into pairs to ask and answer the questions.
- Encourage stronger students to develop conversations beyond the questions on this page by asking one another questions that arise in the course of their discussion.
- Ask some students to report back to the class on what their partner said. If you have a multicultural class, take this opportunity to discuss with the class as a whole the different types of school leaving party that are organised in the countries that the students are from.

6.7

- Put students into pairs to ask and answer the questions.
- Encourage stronger students to develop conversations beyond the questions on this page by asking one another questions that arise in the course of their discussion.
- Ask some students to report back to the class on what their partner said. If you have a multicultural class, take this opportunity to discuss with the class as a whole the different types of school leaving party that are organised in the countries that the students are from.

6.8

- Put students into pairs to ask and answer the questions.
- Encourage stronger students to develop conversations beyond the questions on this page by asking one another questions that arise in the course of their discussion.
- Ask some students to report back to the class on what their partner said. If you have a multicultural class, take this opportunity to discuss with the class as a whole the different types of school leaving party that are organised in the countries that the students are from.

6.9

- Put students into pairs to ask and answer the questions.
- Encourage stronger students to develop conversations beyond the questions on this page by asking one another questions that arise in the course of their discussion.
- Ask some students to report back to the class on what their partner said. If you have a multicultural class, take this opportunity to discuss with the class as a whole the different types of school leaving party that are organised in the countries that the students are from.

6.10

- Put students into pairs to ask and answer the questions.
- Encourage stronger students to develop conversations beyond the questions on this page by asking one another questions that arise in the course of their discussion.
- Ask some students to report back to the class on what their partner said. If you have a multicultural class, take this opportunity to discuss with the class as a whole the different types of school leaving party that are organised in the countries that the students are from.

6.11

- Put students into pairs to ask and answer the questions.
- Encourage stronger students to develop conversations beyond the questions on this page by asking one another questions that arise in the course of their discussion.
- Ask some students to report back to the class on what their partner said. If you have a multicultural class, take this opportunity to discuss with the class as a whole the different types of school leaving party that are organised in the countries that the students are from.

6.12

- Put students into pairs to ask and answer the questions.
- Encourage stronger students to develop conversations beyond the questions on this page by asking one another questions that arise in the course of their discussion.
- Ask some students to report back to the class on what their partner said. If you have a multicultural class, take this opportunity to discuss with the class as a whole the different types of school leaving party that are organised in the countries that the students are from.

6.13

- Put students into pairs to ask and answer the questions.
- Encourage stronger students to develop conversations beyond the questions on this page by asking one another questions that arise in the course of their discussion.
- Ask some students to report back to the class on what their partner said. If you have a multicultural class, take this opportunity to discuss with the class as a whole the different types of school leaving party that are organised in the countries that the students are from.

6.14

- Put students into pairs to ask and answer the questions.
- Encourage stronger students to develop conversations beyond the questions on this page by asking one another questions that arise in the course of their discussion.
- Ask some students to report back to the class on what their partner said. If you have a multicultural class, take this opportunity to discuss with the class as a whole the different types of school leaving party that are organised in the countries that the students are from.

94 UNIT 6

6

Objectives

- learn about -ing forms.
- design my ideal school-leaving party.

Warm-up

- Books closed. Write the following on the board: I enjoy celebrating my birthday.
- Ask: What's wrong with the sentence?
- Elicit or introduce the correct sentence: I enjoy celebrating my birthday.
- Highlight the -ing part of the verb and ask students they are going to look at different ways the -ing form is used.

1

- Ask students to open their books at page 64.
- Put students into pairs to read the text and complete the remaining sentences using the -ing form of the verbs in the box.
- Check answers.
- Students can then match the completed sentences with the verbs.
- For further information and additional exercises, students can refer to the table of the **Grammar reference** section.

Answers

1 learn have prom parties to celebrate leaving school.
 2 Having DJs, organising food and wearing formal can be a fun alternative.
 3 Students might agree on organising a Roman theme.
 4 1. c 2. a 3. b

2

- Refer students to the verbs in the box and read out the example sentence.
- Put students into pairs and ask them to complete the remaining sentences using the -ing form of the verbs in the box.
- When checking the answers to this exercise, ask students to refer to the rules in Exercise 1 and explain why each -ing form is needed in sentences 3-6.

Answers

2 swimming 3 being 4 spending 5 meeting
 6 shopping 7 having 8 thinking

3

- Ask students to look back at the completed sentences in Exercise 2. Students should decide if their sentences are true for them. If they are not, they should rewrite them so that they are.
- Put students into pairs to compare their ideas.
- Ask some students to report back to the class on what their partner said.

4

- Read out the information in the **Get it right!** box. Encourage students to use verbs and phrases together. Prepositions are often used between languages and so it's a good idea to learn verb and preposition combinations as complete phrases. Refer students back to the **Explore Verbs and Prepositions** section on page 94 to make this point.
- Refer students to the sentence beginnings and the example sentences.
- Ask students to work alone to complete the sentences so that they are true for them. Point out that they must use the -ing form of the verb.
- Put students into pairs to compare their ideas.

Fast finisher

- Students can write additional sentences that are true for them using the **Get it right!** box. They should use the -ing form of the verb. Collect and check the sentences.

Audio scripts can be found together at the back of the book.

Listening and Vocabulary

Objectives

- Listen to a travel programme.
- Understand the objectives of a travel programme.
- Match a list of activities to the programme.

Warm-up

1. Ask students to think of a place they would like to visit. Write their ideas on a piece of paper.

2. Ask students to write their ideas on a piece of paper.

Background

The video is a travel programme called 'Discover Culture'. It is about the history and culture of the city of Beijing. The programme is divided into three parts: the history of the city, the culture, and the modern city.

Fast Finishers

1. Ask students to write a short paragraph about the city of Beijing.

2. Ask students to write a short paragraph about the city of Beijing.

Answers

1. a. 2. b. 3. c. 4. d. 5. e. 6. f. 7. g. 8. h. 9. i. 10. j.

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

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

Fast Finishers boxes help with class management.

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

Discover Culture

Like father like daughter

Objectives

- Listen to a video about a father and daughter.
- Understand the relationship between a father and daughter.
- Match a list of activities to the video.

Warm-up

1. Ask students to think of a father and daughter. Write their ideas on a piece of paper.

2. Ask students to write their ideas on a piece of paper.

Background

The video is about a father and daughter who are both interested in photography. The father is a professional photographer and the daughter is a hobbyist. They are both passionate about their hobby and spend a lot of time together taking photos.

Fast Finishers

1. Ask students to write a short paragraph about the father and daughter.

2. Ask students to write a short paragraph about the father and daughter.

Answers

1. a. 2. b. 3. c. 4. d. 5. e. 6. f. 7. g. 8. h. 9. i. 10. j.

Each reading text is supplemented with contextual information on the topic.

Video scripts are embedded within the teacher's notes.

Optional activity boxes provide a variety of ideas for motivating activities.

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

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

Speaking Offers and requests

Objectives

- Listen to a video about offers and requests.
- Understand the difference between offers and requests.
- Match a list of activities to the video.

Warm-up

1. Ask students to think of a situation where they would offer or request something. Write their ideas on a piece of paper.

2. Ask students to write their ideas on a piece of paper.

Background

The video is about a group of friends who are planning a party. They are discussing what to offer and what to request. The video shows how they use different phrases to make offers and requests.

Fast Finishers

1. Ask students to write a short paragraph about the party.

2. Ask students to write a short paragraph about the party.

Answers

1. a. 2. b. 3. c. 4. d. 5. e. 6. f. 7. g. 8. h. 9. i. 10. j.

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

Presentation Plus digital classroom software

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

A link to the Cambridge Learner Dictionary

Fully interactive Workbook

Fully interactive Student's Book

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

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.

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

Each page in each unit features interactive activities.

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 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 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 4 Unit 6 (Celebrate in style), the image shows national celebrations from Brazil and asks students to consider where the figure is and what the celebration is about. If you are not in Brazil, you can encourage students to compare the celebrations with their own experiences and learn about cultural similarities and differences between the origins and traditions. Similarly, in Unit 8 the image does not provide us with all of the information we need to understand the situation and what has happened previously. Students could be encouraged to hypothesise using the evidence which they have before them. 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.

Role of culture in *Eyes Open* by Ben Goldstein

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 emphasises 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?

English as an international language

Due to globalisation, English is spoken in more places in the world than ever before and the number of proficient non-native speakers of English now outnumbers natives by approximately five to one. For this reason, it is likely that your students will speak English in later life in global contexts with a majority of non-native speakers present. This has obvious repercussions for pronunciation. For example, is it now desirable for learners to sound native-like? But it also has an effect on the cultural input that we present in class. It may be counter-productive to present only examples of native-speaker culture if your learners will rarely find themselves in a purely native-speaker environment.

For this reason, in its *Discover Culture* spread (and throughout the units) *Eyes Open* features cultural input from many different societies. For example, Level 3 Unit 3 features a video focusing on characteristic musical styles from three different countries: Australia (where English is spoken as a first language), India (where it is spoken as a second language) and Mexico (where it is learnt as a foreign language). This is not to say that target culture is ignored. One advantage of this approach, of course, is that the students' own country may appear in these pages thus engaging learners even further and offering an opportunity to use students' real-world knowledge and experience to analyse a text critically.

An intercultural 'glocal' approach

Eyes Open is a course that will be used in many different countries. Therefore the topics chosen are global in reach and appeal. However, they are also sufficiently familiar to students for you to 'localise' them. Put simply, this means that you could seek out local angles on global topics. For example, if the unit discusses a subject such as graffiti (a truly global phenomenon), you could get students to find examples of graffiti from their local context. This is, of course, facilitated by the *Your turn* sections which always attempt to bring out the students' own views on a particular subject and allow them to reflect on their own world. Such an approach is very much in line with the Common European Framework's principles in which intercultural awareness predominates. Such an approach encourages learners to reflect on their own culture and identity and seek out differences and similarities between that and the target culture. As a consequence learners will see that their own culture is plural and diverse, and they may begin to challenge stereotypes and misconceptions about how their own culture is seen by others.

Challenging stereotypes

While featuring topics which are familiar to teachers and students, *Eyes Open* also offers an alternative vision of certain widely-established cultural traditions. Cultural phenomena are truly representative of different countries rather than merely reiterating cultural clichés and stereotypes which may no longer be true.

For example, rather than focus on well-known British sports like rugby or cricket, Level 1 Unit 8 focuses on Scotland's lesser-known Highland Games. Likewise, the course features exciting and teen-relevant material such as the Burning Man music and culture festival in the USA (Level 3 Unit 3), rather than more established traditional music festivals like the Proms in the UK.

How have we implemented our approach to culture?

Discover Culture sections

Video exploitation

As in other parts of *Eyes Open*, the visual aspect is taken very seriously. After a series of warmer questions to activate the learners' schemata, students watch the video for gist and specific comprehension, but there are also questions which focus on visual stimuli. For example, students might be asked to test their memory on the images that they have or have not seen in the clip. Likewise, before watching, students might be asked to imagine which images they think would appear in the clip and then watch and check their answers. Students in the *Your turn* are then asked to find a personal connection with the topic shown in the video and/or give an extended opinion about it. As explained above, the approach embraces all cultures in which English is spoken as first, second or foreign language, from entrepreneurs in Mexico, to Maths lessons in Singapore to winter survival in Alaska. Very often, different countries' cultures are compared within the same video such as one clip which focuses on the distinct animals which live in the world's cities. In this way, students are learning about world culture through English but via the dynamic and motivating medium of Discovery Education™ video.

Reading exploitation

As in the video section of *Discover Culture*, images play a key part in activating students' interest in the topic. Images have been chosen specifically to trigger a response, encouraging students to hypothesise about what they are about to read. Once again, the topics here offer interesting focuses and contrasts on a topic related to the previous video spread. For example, in Level 3 Unit 2 two different schooling traditions are highlighted: The Royal Ballet in London is compared to La Masia, FC Barcelona's football academy for teens, which provides many of the team's best players. This is in line with the approach taken to culture in the series. By exploring world contexts (such as Spain here) where English is spoken as a foreign language, it is hoped that that teachers and students will feel able to localise the material to suit their own context. For example in the case above, the follow-up question after the reading could then be "Is there a football academy that functions in a similar way in your country?" At the same time, connections between target and world culture can be forged. For example, students might be asked if they have ever stopped to reflect on the similarities between training to be a ballet dancer or a footballer.

Ideas for further exploitation

If a *Discover Culture* spread has proved popular with your class, why not get students to produce a mini project on a similar topic? This could either feature a local context similar to the one in the spread or describe a related personal experience. Encourage them to use digital resources to research the project. These projects can be showcased in class by way of student presentations using digital tools for added effect. The Teacher's Book has an *Extension Activity* box at the end of each *Discover Culture* section, with specific ideas for further exploitation of the topics.