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Learning

Limba modernă 1
Engleză
studiu intensiv
Ghidul profesorului
Clasa a V-a





Contents

Introduction	page 4
Course components	page 6
Student's Book navigation	page 8
Workbook navigation	page 14
Teacher's Book navigation	page 16
Digital navigation	page 18
Using video in <i>Eyes Open</i>	page 19
The use of image in <i>Eyes Open</i>	page 20
Role of culture	page 21
Speaking and writing in <i>Eyes Open</i>	page 22
Managing teenage classes	page 23
What is a corpus?	page 25
Using the Review sections in <i>Eyes Open</i>	page 26
CLIL explained	page 27
Introduction to project work in <i>Eyes Open</i>	page 28
Games Bank	page 30
Revision and recycling	page 32
Assessment in <i>Eyes Open</i>	page 33
The CEFR	page 34
Starter	page 39
Unit 1	page 46
Unit 2	page 56
Unit 3	page 66
Unit 4	page 76
Unit 5	page 86
Unit 6	page 96
Unit 7	page 106
Unit 8	page 116
Language focus 1 video activities and key	page 126
CLIL video activities and key	page 134
CLIL	page 142
Reviews key	page 150
Evaluation tests key	page 152
Grammar reference key	page 155
Vocabulary Bank key	page 159
Festivals activities and key	page 161
Reading for pleasure activities and key	page 164
Projects	page 165
Workbook key	page 173
Speaking extra key	page 186
Language focus extra key	page 189
Workbook audioscript	page 191

Welcome to *Eyes Open*

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

How *Eyes Open* will benefit you and your students

Engaging real world content

Eyes Open contains a wealth of fascinating reading texts and informative Discovery Education™ video clips. The two-page *Discover Culture* sections bring global cultures to the classroom, greatly enhancing the students' learning experience whilst simultaneously reinforcing target language. The texts and three Discovery Education™ video clips per unit often revolve around teenage protagonists, such as a boy at the Kung Fu school in China, in Unit 3. The wide variety of themes, such as natural history, inspiring personal stories, unusual lifestyles, international festivals and customs teach students about the world around them through the medium of English, whilst also promoting values such as cultural awareness and social responsibility. Each unit also has an accompanying *CLIL* lesson (with accompanying Discovery Education™ video) which contains a reading text and activities. Each unit's texts, together with the videos, encourage the students to reflect on, discuss and explore the themes further. For more information on culture in *Eyes Open* go to page 21. For more information on the *CLIL* lessons please go to page 27. 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 a CD-ROM which, once installed, allows you to access the digital version of the Student's Book, with interactive activities for class presentation, audio, video clips, tests and additional practice activities, which include grammar, vocabulary and communication activities. Several other activities can be found in the afferent Workbook (printed version).

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 22.

Visual impact

Youth culture today is visually orientated and teenagers are easily bored by material that is not visually attractive. In addition to the video content, images in *Eyes Open* have been chosen to appeal to young students. Each unit begins with a large impactful image designed to attract the students' attention and encourage them to engage with the content of the unit. Reading texts are accompanied by artwork which draws the students into the page and stimulates them to want to know what the text is about. For more information on use of visuals in *Eyes Open* see page 20.

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:

- Graded unit progress and final evaluation tests. Available on the CD-ROM as well.
- Graded exercises in the Workbook, with a clear one to three star system.
- Additional vocabulary, grammar and writing practice in the *Vocabulary Bank* and *Grammar reference* sections 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 34–38, 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 25 and 34.

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 evaluation tests,
- Final evaluation 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 32.

Flexibility for busy teachers

Eyes Open is designed to be flexible in that it can meet the needs of teachers with up to 150 hours of class time per school year, but is also suitable for those with less than 90 hours.

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 33 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 (please see page 28 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 126 to 141).
- The additional exercises in the *Grammar reference*: these can be set for homework, if need be.

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 and record achievement.

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

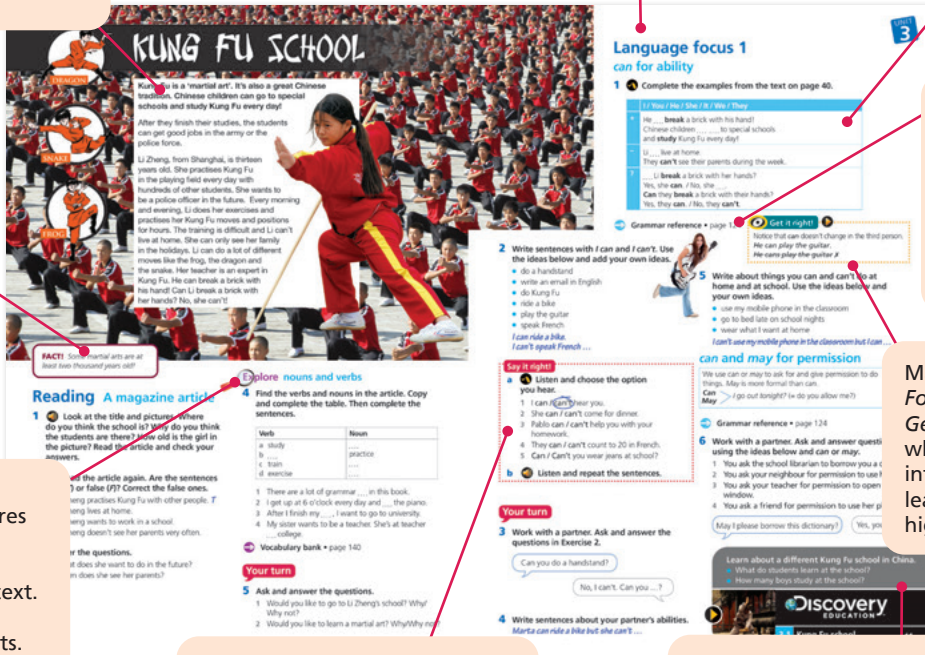
Through the listen, check and repeat task, students are given the opportunity to hear how the target vocabulary is pronounced and to practise it themselves.

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.

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



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

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

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

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

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

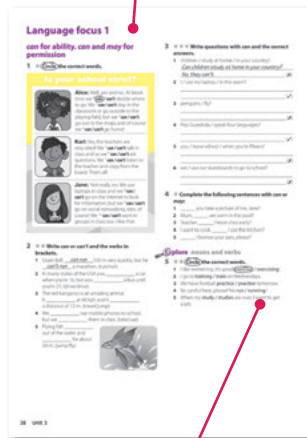
A Discovery Education™ video complements the reading topic, and provides further exposure to the target grammar, in the context of a fascinating insight into different cultures around the world.

Workbook

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



The second page practises the first Language Focus section.



Every unit contains a listening activity.



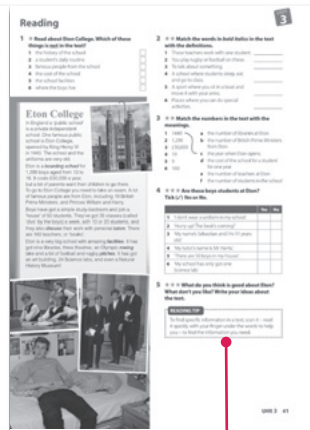
The vocabulary from the Explore sections on the Student's Book reading pages is practised here.

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

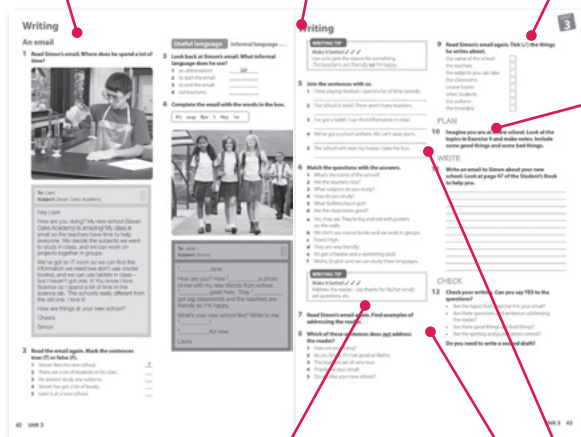
Language Focus 2 provides further practice of the target grammar from the Student's Book.



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



There is double-page writing section in every unit.



The organisation and contents of the model text are highlighted.

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

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

Each unit includes Writing Tips.

Other features of the genre are presented.

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.

Schooldays

Unit aims

- Describe my school and school subjects.
- Talk about what I like and don't like.
- Understand about schools in other countries.
- Talk about things we can and can't do.
- Ask and answer questions about personal information.
- Write an email about my school.

Unit contents

Vocabulary Places in a school
School subjects
Nouns and verbs
Adjectives

Reading A magazine article
● *Kung Fu School!*
A profile
can for ability, can and may for permission

Language focus can for ability, can and may for permission
Object pronouns

Listening *Life, love, hate, don't mind + -ing*
A podcast
● South African schoolgirl
Asking and giving permission

Speaking ● Real facts: Can you use your mobile phone at school?
can
An email
Informal language used in emails

Get it right! ● *It's can*

CLIL ● Design and Technology: Drawing tools
● Do Vinci's design

CEFR	SKILL AREA	GOALS	EXERCISE
Listening	OVERALL LISTENING COMPREHENSION		2-4 (a-d), 5-7 (a-d), 8, 9 (a-d)
	READING COMPREHENSION		1-2 (a-d), 3-2 (a-d)
Reading	READING FOR INFORMATION & ARGUMENT		1-3 (a-d), 1-2 (a-d)
	CONVERSATION		4-6 (a-d), 3-5 (a-d)
Writing	TRANSACTIONAL TECHNIQUE		8 (a-d), 9 (a-d), 10 (a-d), 5 (a-d), 6 (a-d), 7 (a-d), 8 (a-d)
	OVERALL WRITTEN PRODUCTION		4-5 (a-d), 8 (a-d), 9 (a-d), 8 (a-d), 5 (a-d), 6 (a-d)
Speaking	CONFIDENCE		6 (a-d)
	CONVERSATION		1-4 (a-d), 5 (a-d), 4 (a-d), 3 (a-d)
Communicative language competence	VOCABULARY RANGE		1-2 (a-d), 1-2 (a-d)
	GRAMMATICAL ACCURACY		2 (a-d), 3 (a-d), 4 (a-d)
Phonological control			2 (a-d), 3 (a-d), 4 (a-d)
	PHONOLOGICAL CONTROL		2 (a-d), 3 (a-d), 4 (a-d)
Sociolinguistic appropriateness			4 (a-d), 3 (a-d)
	SOCIOLINGUISTIC APPROPRIATENESS		4 (a-d), 3 (a-d)

Be curious

● Brain cloud: Ask 'What do you like and dislike about school?' (EOL students' answers to the question, e.g. I like break time. I don't like lunch at school.)

● Ask students to open their books at page 38.

● Refer students to the photograph and ask them to describe what they see, to help students with this, check understanding of the following vocabulary and write it on the board: track, roof, road, children, flag.

● Put students into pairs.

● Students ask and answer the questions.

● Check answers.

● Tell students that the theme of Unit 3 is school.

Suggested answers
It's a country somewhere in Asia. They are schoolchildren. There's probably going to school.

Vocabulary Places in a school

Objectives

- Learn vocabulary for places in a school.
- Show and describe a map of a school.

Warm-up

● Books closed. Put students into pairs of 2.

● Arrive in front of as many places in a school as they can.

● Ask one member of each group to report back to the class.

● You could make this competitive by telling students that the group which comes up with the most correct places is the winner.

1

● Ask students to open their books at page 38.

● Read out the places on the plan of the secondary school and check students' understanding of them.

● Point out that this is an abbreviation of laboratory, that the acronym of stands for information technology and that the adjective main refers to the most important or largest example of something.

● Put students into pairs. Students tell each other which places they had in their own school, e.g. you've got a library in my school, but we haven't got a playing field in our school.

● Students ask about the same school, ask them to tell each other their favourite place in the school, e.g. I like the IT room because the computers are really good.

2

● Check students' understanding of the following vocabulary: school, window, notice and assessment.

● Write: The girls' class does homework on the board. Underline which verb and explain that it refers to every member of a particular group, e.g. we go to the school team, the whole family, the whole school. Point out that the 'r' is silent, so that the pronunciation is /hʌf/.

● Ask students to write a paragraph, one in a park and one in a sports centre. Explain that the one in the park is an EOL student. (in 2) the one in the sports centre is a real student, i.e. it's a real student.

● Ask: What happens when we throw a parcel in the air? (The parcel goes up into the ground and falls.)

● Ask: How do you pronounce that? (It's a noun.)

● Ask a student to read out the example.

● Put students in pairs to complete the matching exercise.

● Play the recording for students to check their answers.

● Play the recording again for students to repeat the words. Encourage students to pay attention to how to say the new words that they learn.

Fast finishers
Students can turn to the Vocabulary Bank on page 142 and do the 'Ag your memory!' activities.

Answers
2 main hall, 3 playing field, 4 sports hall, 5 IT room, 6 science lab, 7 library, 8 classroom.

Game
● Play 'Correct the sentence' using the vocabulary for places in a school.
● See Games Bank on page 30.

Your turn

- Give students 2-3 minutes to show and label a map of a school. This could be their own school or one of their own inventions. Encourage students to use all the words in the list.
- Show their partners the map and ask the questions on board. The places on their map correctly.
- All ten students to read out the example.
- All ten students to read out the example. Students ask and answer questions about the maps they draw in Exercise 2.

Optional activity

- Put students in pairs (A and B).
- Student A describes a place on their map, e.g. We do experiments here.
- Student B guesses the place being described.
- Students swap roles.

Optional activity

- Put students in pairs (A and B).
- Ask them to go to the internet and find the word 'quilt'.
- Put students in pairs to discuss which word they hear.
- Students compare answers before they check answers with the class.
- Students keep a record of their score.
- Find out which group got the highest score.

Get it right!

● See Exercise 1, 2, 3, 4 & 5 on page 37 of the Teacher's Book.

● See Exercise 1 on page 37 of the Teacher's Book. Students can also take a photograph of different places in their school. They could print off the list and then, they show it to their partners, e.g. This is a science lab. It's very big. The students play football here.

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.

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

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

Reading A magazine article

Objectives

- Read about Kung Fu school.
- Learn nouns and verb forms.
- Talk about using modal verbs.

Preparation

- Bring photos of people doing martial arts or look for images to show on the interactive whiteboard.

Background
Kung fu is an ancient method of self-defence, which includes striking an attacker's body using legs and hands. The term Kung fu comes from the Chinese phrase, with 'kung' meaning 'work' and 'fu' meaning 'master'.

Warm-up

- Books closed. Distribute photos of people doing martial arts or show them on the interactive whiteboard.
- Explain that martial arts are forms of self-defence and attack, which originated in Asian countries such as Japan, China and Korea.
- Read out any students practice a martial art. Ask them to tell the class something about it, e.g. I do judo three times a week.

1

● Ask students to open their books at page 40.

● Ask students to describe the pictures. Explain that moves in Kung fu are carried out in a circle, and those of them are shown in the book (Dragon, Frog and Crane).

● Students read the text quickly to find the answers to the three questions. Encourage them to focus on finding the answer and not to worry about any words or phrases they might not understand.

Answers
1. She wants to be a police officer.
2. She sees her parents in the holidays.

2

● Read out sentences 1-4.

● Ask students to work alone to decide whether or not the sentences are true or false. Make sure they know they have to correct the false sentences.

● Students compare their answers in pairs, before you check answers with the whole class. Invite students to volunteer to read the answers to a complete sentence. Other students say if they agree or disagree with each answer.

● Read out the information about martial arts in the FACTS box. Tell students that not all martial arts are very old, with one of the most well-known martial arts, was invented in the late 19th century.

Answers
1. (They are from different parts of China.)
2. (She wants to be a police officer.)
3. (It is.)

3

● Ask a student to read out the questions.

● Read answers from the class and then ask students to read the text again to check.

Answers
1. She wants to be a police officer.
2. She sees her parents in the holidays.

Explore nouns and verbs

● Before you refer students to the chart, elicit some examples of nouns and verbs.

● Ask students to work in pairs to find the nouns in the article and to copy and complete the chart.

● Students work alone to complete the sentences. To help weaker students, tell them that the gaps in each sentence need to be filled with nouns (sentences 1, 3 and 4) or verb (sentences 2, 5).

● To extend the work on the vocabulary, you could ask students to turn to the Vocabulary Bank on page 142 and do the exercise on nouns and verbs.

Fast finishers
Students write their own gap-fill sentences using some of the words in the chart in Exercise 4. Use these with the class as further practice.

Answers
1. a teacher, 2. practice, 3. training, 4. master, 5. exercises, 2 practice, 3 studies, 4. training

Your turn

● Before students do this activity, write 'I would and I'd' on the board. Explain that these are the short answers used when responding to 'Would you...?' questions.

● Encourage students to justify their answers and to say as much as possible.

Discovery
● Ask: What's a verb? (A verb is an action.)
● Ask: What's a noun? (A noun is a name for a person, place, thing or idea.)
● Ask: What's a verb? (A verb is an action.)
● Ask: What's a noun? (A noun is a name for a person, place, thing or idea.)

Language focus 1 can for ability, can and may for permission

Objectives

- Learn can for ability and permission.
- Learn the different ways of pronouncing can.
- Ask and answer questions about using can.

Warm-up

● Books closed. Mine playing terms used. Do this by writing a name and using your pen to indicate who has scored an ace. Write 'I can play tennis very well on the school tennis court' on the board.

● Mine playing terms very badly. Write 'I can't play tennis very well on the school tennis court' on the board.

● Ask the class to read out the sentences and to say 'I can' or 'I can't'.

● Introduce the idea of permission by writing the following sentence on the board: 'Can I play tennis in my bedroom, please?' Ask students to imagine that a child is asking to play tennis in their room.

1

● Ask students to open their books at page 41 and copy the chart into their notebooks.

● Students to work alone to complete the chart. Encourage them to underline the grammatical forms they are learning when writing example sentences in their notebooks.

● Students check their answers with the text on page 40.

● For further information and additional exercises, students can turn to page 124 of the Grammar reference section.

Answers

1. I / You / He / She / It / We / They
I can break a brick with my hand!
I can't break a brick with my hand!
I can't break a brick with my hand!
I can't break a brick with my hand!
I can't break a brick with my hand!
I can't break a brick with my hand!
I can't break a brick with my hand!

2. I can't break a brick with my hand!
I can't break a brick with my hand!
I can't break a brick with my hand!
I can't break a brick with my hand!
I can't break a brick with my hand!
I can't break a brick with my hand!
I can't break a brick with my hand!

Common Error
Students may confuse 'can' with 'could' when talking about ability. Remind them that 'can' is used for ability and 'could' is used for permission.

2

● Read out the examples.

● Students discuss and see that the verb 'can' is used to talk about ability and 'could' is used to talk about permission.

● Students work alone to write their own sentences.

● Monitor while students write. Help as necessary.

Fast finishers
Students write four parts of sentences about what their family can or can't do, e.g. My father can draw. My mother can't sing.

Your turn

- All students in pairs.
- Students ask and answer questions using the information in Exercise 2.
- Give students a couple of minutes to write some sentences about their partners.
- Ask some students to read their sentences out to the class.
- Explain that can for permission is practised here.
- Ask students to work alone to write their sentences.
- Put students in pairs to ask and answer questions using the information in Exercise 2.
- Check that they are pronouncing can and can't correctly. Ask some students to report back to the class on what their partner said.

Optional activity

- Ask one student to sit at the front of the class with his/her back to the board.
- Write the name of an object on the board, e.g. ball.
- The class give the student clues using can or can't, e.g. You can throw it.
- The student has to guess what the object is.

Get it right!

● See Exercise 1, 2, 3, 4 & 5 on page 37 of the Teacher's Book.


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


Video clips on these pages can either be done as a lead-in to the Language focus 1 lesson, or as a follow-up to it.


Common Error boxes alert teachers to typical mistakes students make with the target language.

Digital Student's Book

The digital version of the Student's Book includes over 200 multimedia learning activities – images, films and interactive exercises – that complement the printed content of the book, sparking learners' curiosity and facilitating teaching and learning processes. These activities are marked distinctly with the following symbols:

 Audio icon – listening activities and observing images

 Video icon – films and animations

 Interactive icon – exercises to be solved with instant feedback

Digital technology developed in collaboration with a team of experts from the UK. It does not require installation on your computer.

All sequences can be opened on the full screen

Modern high-quality teaching support



Special design facilitates the organisation of each lesson

High-interest images throughout every unit spark curiosity

Detailed explanations allow students to solve any task easily

Accurate information provided helps saving time during the research

Role of culture in *Eyes Open*

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 emphasizes culture. These spreads include a video-based page and an extended reading which are related in topic. The Discovery videos and accompanying texts have been carefully chosen to offer insights into life and realities across the planet. Unlike other textbooks, *Eyes Open* offers a truly global focus, concentrating both on the English-speaking world and also on other countries. Why have we chosen to do this?

English as an international language

Due to globalization, 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 5 to 1. 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. 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.

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 cricket in India, to bullet trains in Japan to school life in South Africa. 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 2 Unit 4 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.

Assessment in *Eyes Open*

Introduction to the tests

A wide range of tests is available throughout the Student's Book. The tests author is an expert test writer and has ensured that the tests are valid, in that they:

- measure what they are meant to measure, in this case, students' understanding of the items in the *Eyes Open* syllabus,
- have been written to match the learning objectives of each level of *Eyes Open*,
- are aligned to the CEFR.

Unit tests

The *Evaluation test* section contains two pages in which the students' knowledge is examined to determine what they have learned after every two units.

Final evaluation tests

These tests have been developed for use at the mid and end points of the course (after Units 4 and 8), in order to assess students' grasp of the language covered in the previous units of the corresponding level of *Eyes Open*.

Cambridge Exams

If you are preparing your students for **Key (for Schools)**, **Preliminary (for Schools)**, then you will find that the final evaluation tests include question types which reflect those found in those exams.

Preparing your students for tests

One of the principal reasons for testing our students is to promote revision and deeper learning before the test. Each level of *Eyes Open* offers a wide range of material which can be used with students to prepare for tests. The Student's book contains a two-page *Review* section after every two units, and a *Vocabulary Bank* at the back of the book, containing activities which cover the full lexical syllabus of each. The Workbook also contains a three-page *Review* section at the end of each unit, together with *Get it right!* pages which focus on common learner errors, based on real examples of learner errors from the Cambridge Learner Corpus (for more information please see page 25). There is also extra grammar practice in the *Language focus extra* section at the back of the Workbook.

Using the results

The score of each test totals 100 marks. This will make it easy to store results, translate them into whichever grading system is used in your context, and to communicate them both within the school and to parents. Such summative assessment is sometimes referred to as Assessment of Learning.

The results will help you to assess where individuals are struggling and where the whole class needs further practice and this, in turn, should help inform your teaching for the coming lessons.



Starter Unit

Unit contents

Vocabulary	Greetings, the alphabet, numbers 1–20, time, classroom objects, personal possessions and adjectives, days of the week, months and dates, ordinal numbers, countries, nationalities and languages
Language focus	Prepositions, <i>this</i> , <i>that</i> , <i>these</i> and <i>those</i> , possessive adjectives and possessive pronouns, possessive 's, <i>be</i> : affirmative, negative and questions
Speaking	Asking for clarification ▶ Real talk: <i>What's your name?</i> <i>Where are you from?</i>


CEFR

SKILL AREA	GOAL	EXERCISE
Listening	OVERALL LISTENING COMPREHENSION	3, 5 p13
Speaking	CONVERSATION	1–2 p8 3–6 p13
	TRANSACTIONS TO OBTAIN GOODS & SERVICES	5–11 p8 6–9 p11
	INFORMATION EXCHANGE	1, 4, 9 p8 4 p9 5, 9 p11 6–8 p12 3–6 p13
Writing	OVERALL WRITTEN PRODUCTION	3 p9
Communicative language competence	VOCABULARY RANGE	2–3 p9 3 p10 6–9 p11 1–5 p12
	GRAMMATICAL ACCURACY	1, 5 p9 1–2, 4 p10 1–4 p11
	PHONOLOGICAL CONTROL	2–3 p8 2, 4 p12 5p13
	SOCIOLINGUISTIC APPROPRIATENESS	1–2 p8

Objectives

- revise greetings, the alphabet, numbers 1–20, time.

Greetings

- Say *hello* to the students and then ask students to say *hello* to each other.
• Elicit other phrases that we use when meeting and greeting people and write them on the board, e.g. *Good morning, How are you?*
• Students can work in pairs to complete gapped conversation.
-  **1.01** Play the recording for students to check their answers.
• Put students in pairs so they can practise reading the conversation.



Answers

- 1 Hi! 2 What's your name? 3 I'm
4 Nice to meet you,

Optional activity

- Students can write a short conversation based on the one in Exercise 1, using their own names.

The alphabet

-  **1.02** Say *A, B, C, D* and then ask: *What is this?* Elicit *the alphabet* and write the phrase on the board.
• Tell students they are going to listen to the alphabet in English. If any students are confident enough to say it before you play the recording, ask them to do so.
• Play the recording for students to repeat the alphabet.
-  Ask two students to read out the example and then spell your name out for the class.
• Put students in small groups to ask and answer the question.
• To **extend** this exercise, you could then ask students to work in pairs and test each other on the spelling of some basic words in English, e.g. *cat, name*.

Numbers


- Before students do the exercise, revise numbers 1–20 and check students' understanding of the following vocabulary: *plus (+), minus (-), divided by (÷) and multiplied by (x)*.
• Students can then work in pairs to do the calculations and write the numbers as words.

Fast finishers

Students can write four calculations like the ones in Exercise 5. Collect these and then put them on the board for further practice after students have checked their answers to Exercise 5.

Language note


Pay particular attention to the pronunciation of the *-teen* numbers to ensure that students are putting the stress on the second syllable.

-  **1.03** Play the recording for students to check their answers to Exercise 5.

Answers


- b** four plus six equals ten **c** eight minus five equals three
d seven minus three equals four **e** nine times two equals eighteen
f ten divided by five equals two

- Students work alone to order the results of their calculations in Exercise 5.

-  **1.04** Play the recording for students to check their answers to Exercise 7.

Answers

- two/2 three/3 four/4 nine/9 ten/10 eighteen/18

-  Read out the question and ask students to repeat it after you.
• Put students in pairs to ask and answer the question.
• Ask two or three students to report back to the class on what their partner said, e.g. *Mario is 12 years old*.

Time

- Draw a clock on the board, point to it, and ask: *What time is it?*
• Refer students to the clocks in Exercise 10. Do the first one as an example and then ask students to work in small groups to complete the exercise.
• Check answers, then remind students of the difference in meaning between *clock* and *watch*.

Answers


- a** 2 **b** 4 **c** 5 **d** 7 **e** 1 **f** 3 **g** 6

Your turn

- Read out the four questions and check that students understand them. You could then ask students to ask you the questions, so that you can introduce them to the preposition *at* which they need to use here, e.g. *My first lesson in the morning is at nine*.
• Put students in pairs to ask and answer the questions.
• Ask a few students to report back to the class on what their partner said, e.g. *Lucas's first lesson is at a quarter to nine*.

Optional activity

- Put students into groups of three (A, B and C).
- Student A draws a clock face in their notebook showing a particular time. Student B then asks Student C: *What's the time?*
- Student C says the time he or she can see.
- Students continue like this until every member of the group has had a chance to draw a clock face, ask a question and answer a question at least once.

-  Set Exercises 1, 2, 3, 4 and 5 on page 7 of the **Workbook** for homework.