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Learning

Limba modernă 1

# Engleză

studiu intensiv

Ghidul profesorului

Clasa a V-a





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# 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 corpus-informed 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.

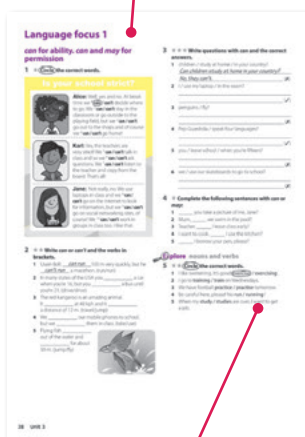
A Discovery Education™ video complements the reading topic, and provides further exposure to the target grammar, in the context of a fascinating insight into different cultures around the world.

# 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

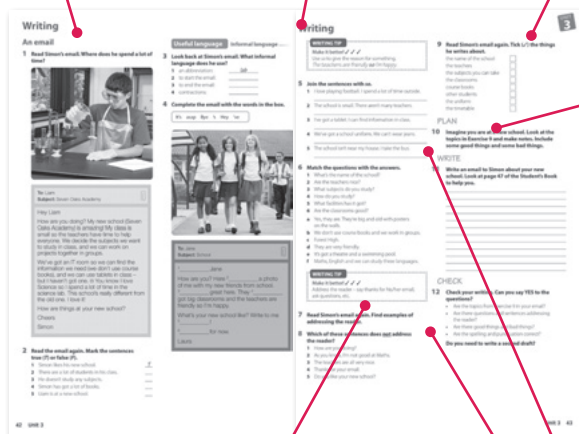
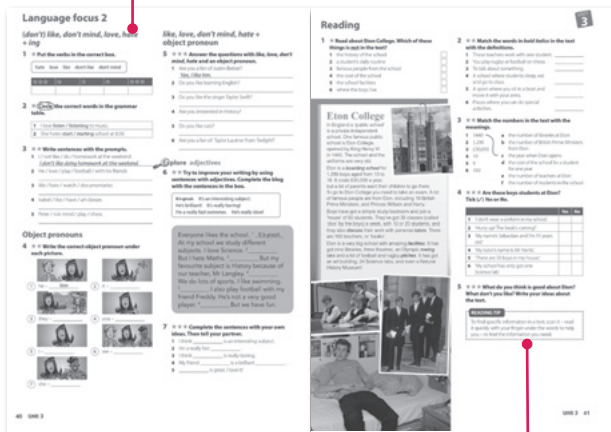
Activities are given one to three stars, depending on the level of difficulty.

*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

## Vocabulary Places in a school



### Unit aims

**Focus on**

- 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't do
- ask and answer questions about personal information
- write an email about my school

### Unit contents

**Vocabulary**

Places in a school

School subjects

Notes and verbs

Activities

● Imagine activity

● Using flash school

A profile

Can you talk ability, can and may for permission

Object pronouns

He, she, him, she, don't want + verb

A project

● South African schoolgirl

Writing and giving permission

● Write a card (use your mobile phone as school?)

can

Personalisation

Write an email

Inferral language used in emails

● If you can

Design and Technology: Drawing tools

● Use Vivid's design

### Be curious

● Books closed. Ask: 'What do you like and dislike about school?'

● Elicit 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 36.

● Refer students to the photograph and ask them to describe what they see. To help students with this task, underlining of the following vocabulary and write in on the board: 'trash', 'rest', 'rest', 'children, boys.'

● Put students into pairs.

● Students ask and answer the questions.

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

### Suggested answers

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

### Objectives

- learn vocabulary for places in a school
- show and describe a place at school

### Warm-up

● Books closed. Tell students the sentence 'I like school' and invite to think 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 an inventory 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 36. Read out the places on the plate of the vocabulary school and check students' understanding of them. Point out that this is an abbreviation of laboratory, the acronym 'IT' stands for information technology and that the adjective main refers to the most important or largest equipment in a school.

Put students into pairs. Students tell each other which items they like in their school. They can also play a game in pairs, but haven't got a playing field. If students all dislike the same school subject, they can each other their favourite place in a school, e.g. 'I like the IT room because the computers are really good.'

- 2  Listen to students' understanding of the following vocabulary: toilet, teacher, teacher, teacher, teacher. Write the alphabet table down on the board. Students think and explain that it refers to every member of a particular group, e.g. we see the whole team, the whole family, the whole school. Point out that the 'to' is silent, so that the pronunciation is 'toe'.

Draw two swimming pools on the board, one in a park and one in a sports centre. Explain that the one in the park is an outdoor pool, i.e. it is outside and not inside a building, and that the one in the sports centre is an indoor pool, i.e. it is inside a building.

Ask: 'What happens when you throw a pencil at the wall?'

Ask the answer 'to talk' to the group and ask: 'How do you know that's right?' or introduce the idea that we conduct an experiment to test out our ideas.

● Ask a student to read out the example.

Put students in pairs to complete the matching exercise. Give the recording for students to check their answers. Give the recording again for students to repeat the words. Encourage students to pay attention to how the words sound that they learn.

### Fast finishers

Students can turn to the **Vocabulary Bank** on page 140 and do the gap fill in their personal file.

### Answers

2 exam hall 3 playing field 4 sports hall 5 if room 6 science lab 7 library 8 classroom

### Game

● Play Connect the sentence using the vocabulary for places in a school.

● See **Games Bank** on page 35.

### Unit aims

**Focus on**

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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.

[illegible]

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

|                       |                                                                                                                                                                                                  |
|-----------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Vocabulary</b>     | 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 |
| <b>Language focus</b> | 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          |
| <b>Speaking</b>       | Asking for clarification<br>▶ Real talk: <i>What's your name?</i><br><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.