

Eyes Open 1

Teacher's notes Communication

Unit 1: People

The aim of this activity is to practise *have got* (affirmative, negative and question forms and short answers), questions with the verb *be* as well as *comparative adjectives*.

Activity 1

Explain that Student A and Student B have pictures of people from the same family but with different missing information. In pairs, they have to ask questions to find the missing information. It may be necessary to brainstorm the questions first i.e. How old is ... ? Is he / she tall or short? Has he / she got short hair? etc.

Activity 2

Individually the students choose one of the people and write at least two sentences comparing their person to the others but they shouldn't include the name e.g.

My person is taller than Lily. His or her hair is longer than Timmy's hair etc.

Then in pairs, they read out their sentences and their partner has to guess who it is.

Follow-up: Ask students to talk in pairs about their families and draw the people in their partner's family. Encourage them to use comparative adjectives here too.

Unit 2: It's your life

The aim of this activity is to practise the *simple present* tense (3rd person singular) and review *prepositions of time*.

Activities 1 and 2

Explain that each person has information about either Julie or Mark. They have to make and ask questions to find the missing information and complete the sentences. Student A completes information about Mark in Exercise 2 and Student B completes information about Julie in Exercise 1.

Answers Student A Exercise 2

- 1 What time does Mark get up?
- 2 What time does Mark have breakfast?
- 3 How does Mark go to school?
- 4 What time does Mark start school?
- 5 Where does Mark have lunch?
- 6 What time does Mark finish school?
- 7 What does Mark do after school?
- 8 What does Mark do on Saturday?
- 9 What does Mark do on Sunday?

Answers Student B Exercise 1

- 1 What time does Julie get up?
- 2 What does Julie have for breakfast?
- 3 How does Julie go to school?
- 4 What time does Julie start school?
- 5 Where does Julie have lunch?
- 6 What time does Julie finish school?
- 7 What does Julie do after school?
- 8 What does Julie do on Saturday?
- 9 What does Julie do on Sunday?

Activity 3

As a class brainstorm something that is different e.g. *In the morning, Julie gets up at 5.30 but Mark gets up at 6.00.*

Follow-up: Ask students to write a paragraph about someone they know or about a famous person.

Unit 3: Schooldays

The aim of this activity is to review names of places in a school, school subjects and to talk about likes and dislikes and review *can* and *can't*.

Activity 1

Tell students to write sentences about what they can and can't do in each of the places in the box. Draw their attention to the example sentences.

Activity 2

Students take it in turns to read their sentences to each other and guess the place.

Activity 3

Students first complete their own answers, point out there are five possible answers. Then in pairs, they take turns to ask and answer questions. Remind them to complete the column for their partner.

Activity 4

Students write sentences contrasting their own likes/ dislikes to their partner's.

Follow-up: In pairs, the students write a new survey either about school or about something else for example sports, free time activities, animals etc. Then the students change pairs and ask and answer their new questions.

Unit 4: Food!

The aim of this activity is to review words for food and questions and answers with *there is / there are* and *have got*.

Activity 1

Explain that both students have similar pictures but there are some differences between them. They have to ask questions to find the differences without showing their picture to their partner.

Activity 2

Students write sentences about the differences between the pictures. Nominate students to read out their sentences.

Follow-up: Make your own drawing but don't show it to the students. Ask students to ask you questions about it. Every time they are right, they get one point. They can then do the same in pairs.

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Unit 5: Animal world

The aim of this activity is to review words for animals and practise *present continuous* and *present simple* forms.

Activity 1

Explain that both Student A and Student B have pictures of the same animals, but there are some differences. They have to ask questions to find out the differences. Remind the students to use the *present continuous* (to talk about what the animals are doing now).

Activity 2

Remind the students to use the *present simple* (describing daily routines).

Activity 3

Remind the students to use the *present simple* to describe the animal's routine and the *present continuous* to describe what it's doing in the picture.

Unit 6: City life

This activity practises and reviews the *past simple* of regular and irregular verbs (affirmative and negative).

Activity 1 (Exercises 1 and 2)

Ask the students to read the quiz questions individually (Student A reads 1 and Student B reads 2) and write complete sentences with the correct answer (using the *past simple* form of the verb in brackets). Then in pairs, A and B take turns to read their answers and their partner says if it is correct (and gives the additional information). The students can award each other points for every correct answer.

Activity 2 (Exercise 3)

Each student writes at least three incorrect sentences individually. Then in pairs they take turns to read out their sentences and correct the information, e.g.

Student A: *Shakespeare died in 1660.*

Student B: *He didn't die in 1660. He died in 1616.*

Follow-up: In pairs the students find some interesting information about the history of their town or city and write some quiz questions in the *past simple* for the class.

Unit 7: Sport

The aim of Activities 1–3 is to review and practise the *simple past* (affirmative, negative and question forms). Activity 4 reviews and practises vocabulary for sports and clothes.

Activity 1

Students complete the sentences so they are true for them.

Activity 2

Students write questions about their sentences from Exercise 1.

Answers Student A

- 1 What did you watch on TV yesterday?
- 2 What sport did you play last weekend?
- 3 Where did you go last Saturday?
- 4 How many hours did you sleep last night?
- 5 What did you wear yesterday?

Answers Student B:

- 1 What time did you get up this morning?
- 2 What did you eat for dinner yesterday?
- 3 What did you watch last week?
- 4 What did you buy last week?
- 5 What did you read yesterday?

Activity 3

Students take turns to ask each other questions and to write down the answers e.g.

Student A: *What did you watch on TV yesterday?*

Student B: *I watched a film. What time did you get up this morning?* etc.

Ask students how many of their answers were the same and which were different.

Activity 4

Explain that students have the same crossword but with different words missing. In pairs, they take turns to describe one of their given words and their partner has to guess the word and write it in the crossword. With a stronger class, encourage the students to use the *past simple* where possible e.g.

Student A: *What's one across?*

Student B: *I bought this two weeks ago and now I wear it on my head.*

Student A: *Is it a cap?*

Student B: *Yes, that's right. What's one down?* etc.

Follow-up: In pairs the students make up their own crossword using words from this unit.

Unit 8: Holidays

The aim of these activities is to practise future forms – *going to* for plans and intentions and *will* for predictions and vocabulary for landscapes and natural features.

Activity 1

Remind students to use *going to* (in the positive and negative).

Activity 2

Students take turns to ask and answer questions about their plans. Nominate students to say who is going to have the best holiday and why.

Activity 3

Point out that the students should use *will* to complete these sentences because they are making predictions. e.g. *I think I will see a lot of new places.* etc. Nominate students to read out their sentences.

Activities 4 and 5

Explain that students have some treasure and they can hide it by drawing it anywhere on the island. In pairs they take turns to ask each other yes/no questions to find the hidden treasure.

Follow-up: Ask students to draw their own imaginary island and describe it to their partner. Then they compare drawings to see if they are the same.