Grammar and Vocabulary

1. B
2. B
3. B
4. B
5. B
6. A
7. A
8. B
9. C
10. A
11. C
12. C
13. C
14. A
15. B
16. A
17. C
18. B
19. B
20. A
21. C
22. A
23. A
24. C
25. B
26. C
27. B
28. C
29. A
30. B
31. A
32. A
33. C
34. A
35. B
36. C
37. A
38. A
39. C
40. C
41. A
42. A

Reading

1. no
2. Spanish
3. (on/at) the weekend
4. Colombia
5. Japanese drummers
6. she took care of her cat
7. the US / Florida
8. (at) secondary school
9. business studies
10. it’s the first time she’s written a blog

Functions

1. D
2. J
3. B
4. H
5. F
6. G
7. A
8. E

Dictation

1. My friends and I like playing football.
2. Which subjects did you enjoy at school, Mum?
3. Dad says it’s too dangerous for us to swim in the sea.
4. If I had to sing in front of the whole school, I would feel embarrassed.
5. The musician who lives next door to my family has become quite famous now.
**Eyes Open**

**Listening**

A
1. 1809
2. Hodgenville
3. small
4. reading
5. lawyer

B
1. Maths
2. cinema
3. (birthday) present (for Grandma)
4. (sometime) after 8.30 / after half past eight
5. (a) cushion

**Total:** 80

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**Audioscript**

A

Abraham Lincoln, one of the most famous American presidents, was born in 1809. He was elected the 16th President of the United States in November 1860. Lincoln died in 1865, after being shot by someone who did not like his politics.

But what was his life like as a young man?

He was born in a small town called Hodgenville. That’s H-O-D-G-E-N-V-I-L-L-E. It’s in the state of Kentucky.

Lincoln can be seen as an example of the “American dream” in practice. As a child he lived in a small wooden cabin with just one room – very different from the presidential White House in Washington where he spent his last few years.

From a young age Abraham had to work to help his family and he got little formal education. He taught himself at home in the evenings by reading all the books he could lay his hands on.

His father worked as a farmer, but Abraham studied hard and eventually became a lawyer. He practised with great success in the state of Illinois. He got involved in politics because he wanted the U.S. to become a society where no one was a slave.

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B

Boy: Hi Maria, Geography class was great, I thought. Did you like it, too?
Girl: Not really, Nick. But Maths was fun today.

Boy: True. Much better than English. That was really hard today!
Girl: So, are you going home now?
Boy: I have a guitar lesson. What about you?

Girl: I’m meeting my mum at the cinema. Why don’t you come along?

Boy: Sorry, I can’t miss my lesson. But I might call you later. I need your advice about something.

Girl: What’s the problem? Do you need help with your art project?

Boy: Actually, I don’t know what birthday present to get for my grandma. And you’re good at that sort of thing.

Girl: OK. Call me after 8. I should be home by then. No, make it sometime after 8.30. That’d be better.

Boy: Cool. Then maybe we could go shopping together tomorrow.

Girl: Good idea. I have to post a book to my aunt in Turkey. And I’d like to get a cushion for my room. You can help me pick one!

Boy: Oh, OK.
Grammar and Vocabulary

Which words complete the sentences correctly? Choose A, B or C.

1. I usually get up at 6 a.m. but not __________.
   A never     B always     C often

2. I don’t have __________ money with me.
   A some       B any        C a

3. My school is __________ than my sister’s.
   A big        B bigger      C more big

4. Ten-year-old students __________ to university.
   A go         B don’t go    C doesn’t go

5. Where __________ to school?
   A your brother goes   B does your brother go   C goes your brother

6. Alejandro can __________ English very well.
   A speak       B to speak   C speaking

7. Sarah sings beautifully - I think she __________ a famous singer when she’s older.
   A will be     B will being  C will

8. Katy __________ her mum in the kitchen now.
   A ‘s help     B is helping  C helps

9. Tom __________ late for school every day last week.
   A is         B were       C was

10. Mum __________ any bread yesterday.
    A didn’t buy   B don’t buy  C didn’t bought

11. The train __________ ten minutes ago.
    A leaved      B did left   C left

12. I __________ see Henry tomorrow.
    A am not going   B not going to  C am not going to

13. Where __________ on your holiday last year?
    A you went     B are you going  C did you go

14. __________ the football on TV yesterday?
    A Did you watch B Did you watched C Watched you

15. Who __________ to when I saw you yesterday?
    A was you talking B were you talking C did you talk

16. __________ swimming every Saturday?
    A Do the children go   B The children go   C The children do go

17. I was having dinner when you __________.
    A were calling       B call         C called

18. When I woke up the sun __________.
    A shone            B was shining   C shines
19. If Sara does well at school she __________ to university next year.
   A. goes  B. will go  C. went
20. _________ ever travel to the Moon, do you think?
   A. Will you and I  B. Are you and I going to  C. Can you and I
21. Why _________ to England next month?
   A. does John go  B. will John go  C. is John going
22. I _________ Star Wars.
   A. have never seen  B. didn’t ever see  C. never seen
23. _________ your keys?
   A. Have you found  B. Have you find  C. You have find
24. The TV show _________ an hour ago.
   A. it ended  B. has ended  C. ended
25. You _________ eat a lot of sweets - they’re not good for you.
   A. couldn’t  B. shouldn’t  C. wouldn’t
26. Tom _________ his homework yet.
   A. has finished  B. are still finishing  C. hasn’t finished
27. You _________ use the lift when there is a fire alarm.
   A. don’t have to  B. mustn’t  C. haven’t to
28. Dan hasn’t spoken to me _________ he got home.
   A. for  B. yet  C. since
29. This is the most interesting book I _________.
   A. ’ve ever read  B. ever have read  C. ’ve never read
30. My brother _________ hasn’t learnt to ride a bike.
   A. already  B. still  C. yet
31. If I knew the answer, I _________ you.
   A. would tell  B. will tell  C. will to tell
32. If you _________ me, what would you do in this situation?
   A. were  B. would be  C. will be
33. This building _________ very well, I think.
   A. designed  B. designs  C. is designed
34. My sister’s having _________ problems with her computer.
   A. a few  B. much  C. a little
35. Milly and Richard _________ probably be tired after their long journey.
   A. may  B. will  C. might
36. If I see Jack tomorrow, I _________ him to my party.
   A. invite  B. would invite  C. might invite
37. My family _________ in Rio, but we moved to Sao Paulo when I was five.
   A. used to live  B. would live  C. must live
38. My cousin Max _________ since he was only three years old.
   A. has been sailing  B. has sailed  C. was sailing
Eyes Open

39  I ____________ to a table tennis club but I don’t anymore.
A was belonging  B use to belong  C used to belong

40  My grandfather ____________ Australia when he made the decision to move there.
A never visited  B has never visited  C had never visited

41  I’ll go to Jack’s house tomorrow unless he ____________ me not to.
A tells  B will tell  C would tell

42  Emma ____________ here for nearly two years now.
A has been working  B worked  C is working

Reading

Read the text and answer the questions.

My name is Ana Sanchez. I hope you enjoy my blog. Let me tell you a little about myself. I come from Colombia, so my first language is Spanish and I also speak some Portuguese and some English. My favourite classes at school are History and Geography. At the weekend I go to a sports club near our flat where I play a lot of sports, especially tennis and swimming.

I live with my family in Bogota. Most years we stay in Colombia during the summer break. I like that because we have great beaches here. But last summer we went to Florida. That was the best trip ever! There were lots of great things to do there. My little brother loved this place where you could see sharks and other sea animals. I thought it was awesome too but my favourite thing was watching some amazing Japanese drummers performing. Even Dad said he’d never seen anything like that before.

Mum said she enjoyed visiting the Space Center most. While we were having fun in the U.S., my grandma stayed in our flat to take care of my cat, so I really wanted to get her a special gift. I got her a nice scarf which is a really pretty shade of purple. It was made by a local fashion designer and it’s beautiful.

In a few days I’ll be starting my last year of Secondary School. After that, I’m not sure what I’m going to do. I’d like to go to college but I’m not sure if I want to study business or law. My cousin has been studying law for the last two years and she thinks I should join her, but it sounds like a lot of hard work. So I think I’ll probably go with my other idea.

Anyway, that’s enough about me! But please send me ideas to improve my blog. This is the first time I’ve ever written anything like this.

Write a short answer to each question.

1  Does Ana know who she is writing to?
2  Which language does Ana speak best?
3  When does Ana go swimming?
4  Where does Ana usually spend her school holidays?
5  What did Ana especially enjoy on her last summer holiday?
6  Why did Ana want to get her grandma a nice present?
7  Where was the present which she bought produced?
8  Where will Ana be next week?
9  What subject is Ana probably going to do after leaving school?
10 Why does Ana ask for feedback from her readers?
Eyes Open

Functions

What does Paolo say to Elena? Choose from the list A–J.
There are two options that you do not need to use.

A  Here you are.
B  Absolutely!
C  OK, I’ll take them.
D  Can you do me a favour, Elena?
E  I’m really sorry.
F  But shall we have some food first and then go shopping after that?
G  What can I get you, Elena?
H  I don’t think so.
I  Well, never mind.
J  Do you know which shops sell nice ones?

On a street in town

Paolo: Hi Elena. Nice to see you. What are you doing in town today?
Elena: I need some new shoes. What about you, Paolo?
Paolo: I want to get a present for my sister’s birthday.

1 ________________

Elena: Of course. How can I help?
Paolo: I’d like to get her some earrings. 2 ________________

Elena: I certainly do. Come with me and I’ll help you choose. I think long ones are best. Do you agree?
Paolo: 3 ________________, And I know she prefers them too.
Elena: Good. And silver ones are much nicer than gold ones.
Paolo: Mmm, 4 ________________, I like gold ones.
Elena: Well let’s go in this shop and see what they’ve got.
Paolo: OK, 5 ________________
Elena: Good idea.

In a cafe

Paolo: 6 ________________
Elena: A sandwich and a lemonade, please........
Paolo: 7 ________________
Elena: Thanks. Oh, but this is a beef sandwich. I don’t eat meat.
Paolo: 8 ________________, I completely forgot.
Elena: It’s OK. You have it - I’m fine with just lemonade.
Dictation

Two points for each sentence. Deduct half a point for each error in a sentence.
Four or more errors = 0 for that sentence.

You will hear each sentence three times.

1
2
3
4
5

Listening

You will hear each recording twice.

A Listen to a teacher telling his class about American president Abraham Lincoln and complete the notes. Write one word or a number for each note.

Abraham Lincoln, 16th president of the United States
Year of birth: 1
Place of birth: 2 , Kentucky
Childhood home was: 3 very
Learned by: 4 as much as possible
Profession: 5

B Listen to two students talking and answer the questions. Write no more than four words for each answer.

1 Which class did they both enjoy?
2 Where is the girl going to go now?
3 What does the boy want the girl’s advice about?
4 What time is the boy going to call the girl?
5 What does the girl want to buy tomorrow?
The Levels of Eyes Open

The four levels of Eyes Open take learners from A1 to B1+ on the CEFR. There are eight units in each level and each of the levels is also available as a split Combo, containing four units of the Student's Book, with four units of the Workbook. Students can start the course at any point according to their current English language competence.

Placement Test

The placement test has been designed to help teachers place students in the most appropriate class or to select the most appropriate level of Eyes Open for their class at the start of the course. The test may also help teachers identify where groups of students or individuals may need extra support.

Assessment Guide

Award one point for each correct answer in the Grammar and Vocabulary, Functions, Listening and Reading sections and two points for each Dictation item.

Maximum points = 80. Interpret the scores as follows:

<table>
<thead>
<tr>
<th>If you are using full versions</th>
<th>Start the course with:</th>
<th>If you are using split Combo versions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Score: 0–11</td>
<td>Eyes Open 1</td>
<td>Score: 0–5</td>
</tr>
<tr>
<td></td>
<td></td>
<td>6–16</td>
</tr>
<tr>
<td>12–33</td>
<td>Eyes Open 2</td>
<td>17–27</td>
</tr>
<tr>
<td></td>
<td></td>
<td>28–38</td>
</tr>
<tr>
<td>34–55</td>
<td>Eyes Open 3</td>
<td>39–49</td>
</tr>
<tr>
<td></td>
<td></td>
<td>50–60</td>
</tr>
<tr>
<td>56–80</td>
<td>Eyes Open 4</td>
<td>61–71</td>
</tr>
<tr>
<td></td>
<td></td>
<td>72–80</td>
</tr>
</tbody>
</table>

The Placement Test is just one tool to help assess students’ abilities. For a more comprehensive assessment, you may also wish to conduct the Speaking Test and/or one or both parts of the Writing Test. Please note that the Speaking and Writing Tests are scored in a different way and you should compare the results with those of the Placement Test to get a full assessment.

The Placement Test is designed to assess students’ level in relation to the Eyes Open coursebooks; it is unlikely to be appropriate to give students their marks as a low score may be misunderstood as failure by the learners.
Assessment Guide for Writing Test

Part One

There are 5 marks for Part One. Part One aims to distinguish between A1-B1 learners. Do not deduct marks if a student writes more than 35 words.

<table>
<thead>
<tr>
<th>CEFR band</th>
<th>Eyes Open / Uncover Level</th>
<th>Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>B1</td>
<td>Level 3/3A</td>
<td>All three questions from Sam answered. Some minor spelling or grammatical errors.</td>
</tr>
</tbody>
</table>
| A2+       | Level 2B                  | All three questions from Sam answered. Some spelling or grammatical errors, but the meaning is still clear. Some unnatural expression.
| A2        | Level 2/2A                | Tried to answer three questions from Sam. Errors in spelling and grammar mean that the meaning is not always clear.
|           |                           | OR       |
|           |                           | Two of Sam’s questions answered with only minor spelling or grammatical errors. |
| A1+       | Level 1B                  | Two of Sam’s questions answered. Errors in spelling and grammar make the meaning difficult to interpret. |
| A1        | Level 1                   | Only one of Sam's questions answered. Very unclear. |
| Pre A1    |                           | Totally incomprehensible |

Part Two

There are 5 marks for Part Two. Part Two aims to distinguish between A2-B1+/B2 learners. Do not deduct marks if a student writes more than 100 words.

<table>
<thead>
<tr>
<th>CEFR band</th>
<th>Eyes Open / Uncover Level</th>
<th>Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>B1+</td>
<td>Level 4</td>
<td>B1+ level language. Some organization and linking. Some errors, but the message will be clear. Quite easy to read.</td>
</tr>
<tr>
<td>B1</td>
<td>Level 3</td>
<td>Standard B1 language with errors in more ambitious language. Inconsistent organisation. Some errors and one or two will make the message difficult to interpret, but mostly quite easy to read with some effort.</td>
</tr>
<tr>
<td>A2+</td>
<td>Level 2B</td>
<td>Simple or repetitive A2+ language. Organisation and punctuation will be erratic. Many errors will sometimes make the message difficult to understand. Quite difficult to read.</td>
</tr>
<tr>
<td>A2</td>
<td>Level 2</td>
<td>Limited (A2) language. Lack of organization. Frequent errors make the message very difficult to understand.</td>
</tr>
<tr>
<td>A1</td>
<td>Level 1</td>
<td>Too short to assess, totally incomprehensible, or irrelevant.</td>
</tr>
</tbody>
</table>
### Assessment Guide for Speaking Test

<table>
<thead>
<tr>
<th>CEFR band</th>
<th>Eyes Open / Uncover Level</th>
<th>Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>B1+/B2</td>
<td>Level 4</td>
<td>Some complex grammar used and uses a range of vocabulary, despite some inaccuracies. Pronounces sounds accurately; appropriate stress and intonation. Some hesitation, but communicates using extended stretches of language.</td>
</tr>
<tr>
<td>B1</td>
<td>Level 3</td>
<td>Confidently uses simple grammar. Uses a range of appropriate simple vocabulary. Can understand pronunciation at sound and sentence level. Some hesitation. Communicates using sentences and phrases, including some cohesive devices.</td>
</tr>
<tr>
<td>A1</td>
<td>Level 1</td>
<td>Limited grammatical control. Uses isolated words or phrases. Often unintelligible pronunciation. Will need prompting to keep talking. Has difficulty conveying basic meaning.</td>
</tr>
</tbody>
</table>
Grammar in Practice. Grammar and Beyond. Gramática Inglesa para Hispanohablantes. English Vocabulary in Use. English Phrasal Verbs in Use Second edition. English Idioms in Use Second edition. This contain key words that students need to know from the Vocabulary units, and also their pronunciation in IPA (International Phonetic Alphabet). More. Irregular Verbs list. This gives the forms of important irregular verbs at this level. More. Phrasal Verbs List and Exercises. Grammar 30 Further Practice. 182. Vocabulary -T Vocabulary 2 Vocabulary 3 Vocabulary 4 Vocabulary 5 Vocabulary 6 Vocabulary 7 Vocabulary 8 Vocabulary 9 Vocabulary 10 Vocabulary 11 Vocabulary 12 Vocabulary 13. The book can be used as a self-study reference grammar and practice book or as supplementary material in classes preparing for the CAE and Proficiency exams. If used for classwork, activities can be done individually or co-operatively in pairs or small groups. Skills, Grammar and Vocabulary. Bring inspiration to teenage learners with Macmillan's extensive collection of resources. Teenagers need direction, stimulus, challenge and variety. Macmillan Education offers a wide range of materials to provide teenagers with practical language skills and encourage a positive attitude to learning. Macmillan resources cater for different learning styles and histories, abilities and interests, leading students to success in examinations and preparing them for using English in the real world.