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# How to teach remotely with Eyes Open



Better  
Learning

# Eyes Open

Here are some suggestions for how you could use the units in the *EYES OPEN* coursebooks and materials to support your online classes.

The link below takes you to the teaching resources. You can download and share these links with your students. They include links to all the audio and video files in the coursebook lessons:

<https://www.cambridge.org/gb/cambridgeenglish/catalog/secondary/eyes-open/resources>

The suggestions below are based on a combination of:

- > live lessons online
- > discussion forums moderated by the teacher
- > independent collaborative group tasks
- > individual self-access study





# Useful tools in live classes:

## SCREEN-SHARING:

share Presentation Plus (if you have it), image files, audio files and short video files (bandwidth permitting).

### GREAT FOR:

- > giving instructions
- > setting up tasks
- > presenting grammar or vocabulary
- > stimulating discussions.

## CHAT BOX:

use for short answers and brainstorming, allows for all students to participate actively at the same time.

### GREAT FOR:

- > warmers
- > checking concepts
- > checking answers
- > getting feedback.

## BREAKOUT ROOMS:

these are virtual rooms for small groups that can be set up as part of the main classroom. Teachers can enter these rooms and monitor the work going on in pairs or small groups.

### GREAT FOR:

- > comparing answers after tasks
- > role-plays
- > short discussions
- > collaborative tasks.

Two or three short breakout room tasks each lesson add variety and allow for more interaction. To find out more about how to create and manage breakout rooms and other functions in your online class, please follow this link:

<https://www.cambridge.org/elt/blog/2020/03/16/using-video-conference-platform-teaching-online/>

# Useful tools for additional tasks outside the classroom

## DISCUSSION FORUMS:

you can post a short task on any discussion forum platform (you may have a digital platform at your school, you may want to use online applications like Moodle or Edmodo, you may want to use a wiki or a blog or other shared online space).

## VIDEO OR AUDIO RECORDINGS:

students can make short video recordings on their phones, tablets or computers and share them with you and/or the whole class.

## COLLABORATIVE WRITING TOOLS:

students can work together online to write and edit a document using e.g. Google docs.

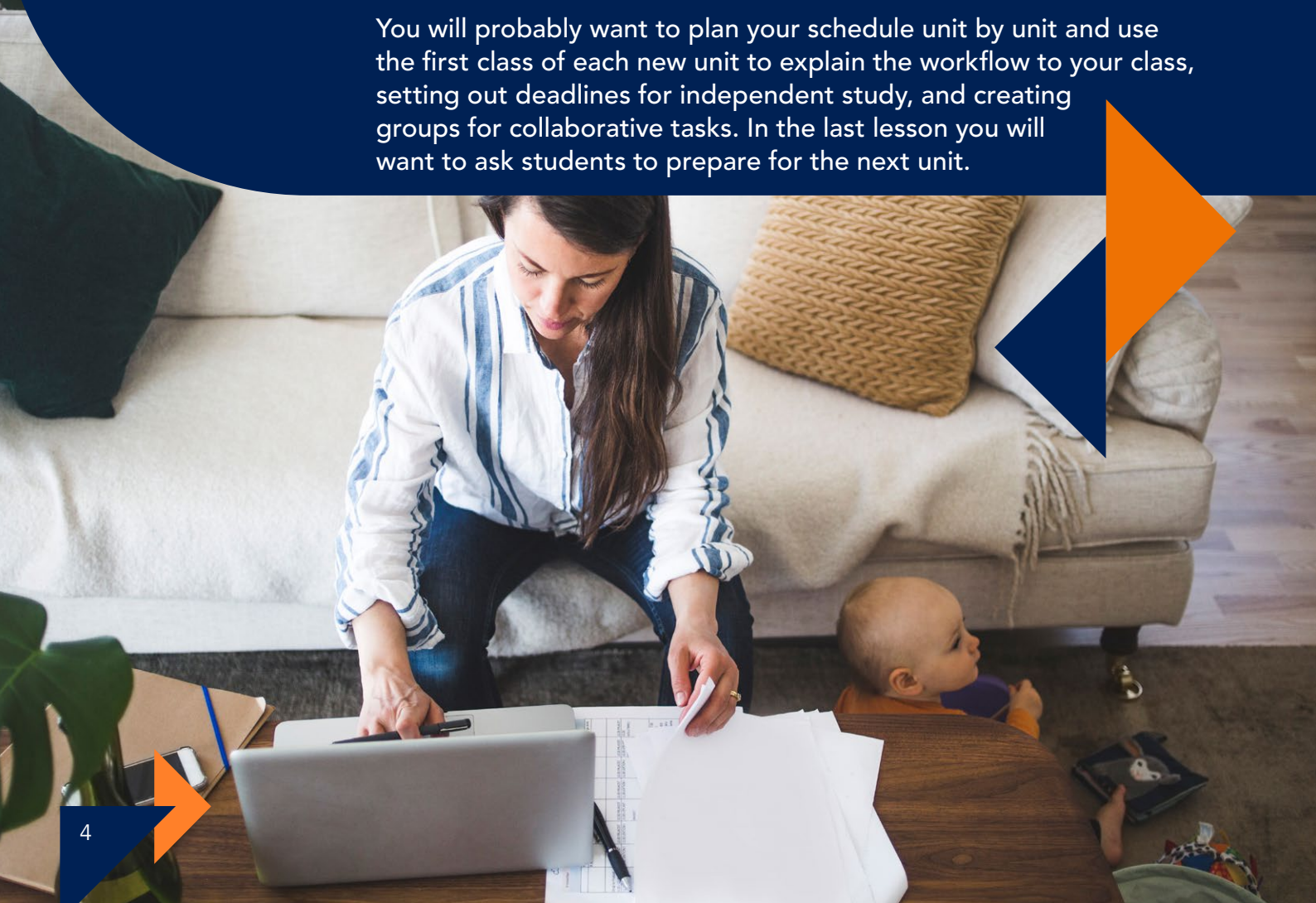
# A quick overview of the EYES OPEN coursebook unit structure.

The sections you will want to prioritize for synchronous video-conferencing classes are shown in **bold**.

Opening page	Unit aims, <b>big picture discussion</b> , vocabulary, <b>Your Turn speaking</b>
Lesson 1	Reading, <b>Your Turn speaking</b> , Language Focus, <b>Your Turn speaking</b>
Lesson 2	Listening, vocabulary, <b>Your Turn speaking</b> , Language Focus, <b>Your Turn speaking</b>
Lesson 3	Culture: video, <b>Your Turn speaking</b> , reading, <b>Your Turn speaking</b>
Lesson 4	Video, <b>Your Turn speaking</b> , writing

The other sections can be set for self-study or collaborative pairwork or groupwork outside the classroom. How much you can cover in your live classrooms depends on your schedule and the length of your online classes.

You will probably want to plan your schedule unit by unit and use the first class of each new unit to explain the workflow to your class, setting out deadlines for independent study, and creating groups for collaborative tasks. In the last lesson you will want to ask students to prepare for the next unit.



# A suggested structure for a flipped approach

If you are following a **flipped approach**, you may want to ask the students to complete all the vocabulary and grammar presentation sections in lessons 1 and 2 at home prior to looking at them together in class. Then the time in class can be dedicated to answering questions and practicing the language. The notes below are based on five live lessons per unit. But you can break these up in whatever way suits your timetable.

BEFORE THE CLASS	DURING THE CLASS	
<b>Opening page</b>		
<ol style="list-style-type: none"> <li>1 Read the big picture discussion questions and prepare for discussion.</li> <li>2 Complete the vocabulary exercises.</li> </ol>	<ol style="list-style-type: none"> <li>1 Students discuss the big picture questions in groups. Follow-up discussion and feedback in the main classroom.</li> <li>2 Teacher checks the vocabulary and works on pronunciation.</li> <li>3 Students complete the <i>Your Turn</i> discussion task in groups.</li> </ol>	<p><b>Breakout rooms</b></p> <p><b>Chat box</b></p> <p><b>Chat box</b></p> <p><b>Breakout rooms</b></p>
<b>Lesson 1</b>		
<ol style="list-style-type: none"> <li>1 Reading: read text and complete exercises.</li> <li>2 Language Focus: complete exercises.</li> </ol>	<ol style="list-style-type: none"> <li>1 Students recall reading text and compare answers to exercises in groups.</li> <li>2 Teacher checks answers.</li> <li>3 Students compare answers for Language Focus exercises in groups.</li> <li>4 Teacher checks concepts and answers to exercises.</li> <li>5 Teacher checks concepts and answers to exercises.</li> <li>6 Teacher gives feedback on the <i>Your Turn</i> task and reviews lesson aims.</li> </ol>	<p><b>Breakout rooms</b></p> <p><b>Chat box</b></p> <p><b>Breakout rooms</b></p> <p><b>Chat box</b></p> <p><b>Breakout rooms</b></p>

## BEFORE THE CLASS

## DURING THE CLASS

### Lesson 2 \*

\* You may want to cover this lesson in two separate classes:

1 focusing on vocabulary

2 focusing on grammar

- 1 Listening: listen to audio and complete exercises.
- 2 Vocabulary: complete exercises.
- 3 Language Focus: complete exercises.

- 1 Students recall listening text and compare answers to exercises in groups.
- 2 Teacher checks answers.
- 3 Students compare answers for Vocabulary exercises in groups.
- 4 Teacher checks concepts, works in pronunciation and checks answers to exercises.
- 5 Students complete the *Your Turn* task in groups. Feedback as a whole class.
- 6 Teacher checks concepts and answers for Language Focus section with the whole class.
- 7 Students complete the *Your Turn* task in groups.
- 8 Teacher gives feedback on the *Your Turn* task and reviews lesson aims.

**Breakout rooms**

**Chat box**

**Breakout rooms**

**Chat box**

**Breakout rooms**

**Chat box**

**Breakout rooms**

### Lesson 3

- 1 Video: watch the video, complete the exercises and prepare for the *Your Turn* discussion.
- 2 Reading: read the text and complete the exercises.

- 1 Students recall video and compare answers to exercises in groups.
- 2 Teacher checks answers and deals with language questions.
- 3 Students complete *Your Turn* task in breakout rooms.
- 4 Feedback on *Your Turn* task in whole class.
- 5 Students recall reading text and compare answers to exercises in groups.
- 6 Teacher checks answers and deals with any difficult language.
- 7 Students complete the *Your Turn* task in groups.
- 8 Teacher gives feedback on the *Your Turn* task and reviews lesson aims.

**Breakout rooms**

**Chat box**

**Breakout rooms**

**Chat box**

**Breakout rooms**

**Chat box**

**Breakout rooms**



## BEFORE THE CLASS

## DURING THE CLASS

### Lesson 4

- 1 Video: watch the video and complete the exercises.
- 2 Writing: work through the exercises and complete the writing task to hand in to the teacher.

- 1 Recall the video as a whole class. Check answers.
- 2 Students discuss the same question in groups.
- 3 Check the answers to the dialogue gap-fill.
- 4 Students act out the dialogue in pairs or groups. And practise changing it with the information given.
- 5 Teacher calls on pairs to repeat their dialogue to the whole class.
- 6 Teacher reviews the work from the whole unit and prepares for the next one.

**Chat box**

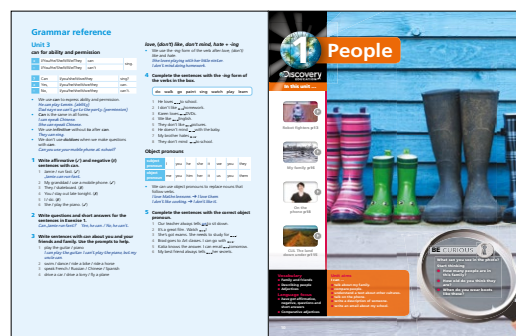
**Breakout rooms**

**Chat box**

**Breakout rooms**



# More detailed notes on how to structure the live classes lesson by lesson.



## 1. Opening live lesson:

Unit aims, **big picture discussion**, vocabulary, **Your Turn speaking**.

**Lead-in:** you may want to look at the aims **for the unit** and look ahead to the tasks which you will be setting for homework. You will probably want to set the writing task on the right hand page of lesson 4 as either an individual writing task to be completed by the end of the unit.

**1** Share the coursebook pages on your screen. Start with a short warmer in the chat box e.g. ask students to type words for things they can see in the photo. Feed in any new language they might need.

**2** Open the breakout rooms. Divide the class in small groups and instruct them to complete the **Be Curious task** in the breakout rooms. Visit each room and monitor the groups. You can send a text message to all the groups when it's time to finish the task and call them back into the main classroom.

**3** Bring the groups back into the main classroom. Check answers by asking the students to type in the chat box, then call on three or four students to expand their answers on their mics. Give feedback on their performance in the breakout rooms and work on error correction if appropriate e.g. show errors on your screen and ask students to correct them in the chat box.

**Main classroom**  
**Screen-sharing**  
**Chat box**

**Breakout rooms**

**Main classroom**  
**Chat box**



**4** Share the **vocabulary section** on your screen. Check the answers to the matching exercise using the chat box or mics. **Drill the pronunciation** with a combination of choral and individual drilling. Check the other answers in the chat box. Share the correct answers on your screen. Encourage students to check their answers in their books.

**Main classroom**  
**Screen-sharing**  
**Chat box**

**5** Open the breakout rooms. Divide the class in small groups and instruct them to complete the **Your Turn task** in the breakout rooms. Visit each room and monitor the groups. You can send a text message to all the groups when it's time to finish the task and call them back into the main classroom.

**Breakout rooms**

**6** Bring the groups back into the main classroom. Ask students to write one or two sentences from their discussion in the chat box. Call on individual students to expand on their answers. Give feedback on their performance in the breakout rooms and work on error correction if appropriate e.g. show errors on your screen and ask students to correct them in the chat box.

**Main classroom**  
**Chat box**

**7** Prepare for the next class. Share the next lesson on your screen and point out the tasks they need to complete (Reading, Language Focus).

**Main classroom**  
**Screen-sharing**

**Optional:** ask students to write out their answers from one of the breakout room tasks.

**Homework**



## Lesson 1:

Reading, **Your Turn speaking**, Language Focus, **Your Turn speaking**.

- 1 Start with a **quick review** of the last lesson and a short **warmer** to allow time for everyone to enter the class. For example, you can ask the students to type answers to simple questions in the chat box e.g. *What did you have for breakfast today? Or what was the last movie you watched?*
- 2 Check students have completed the reading tasks. Open the breakout rooms and ask students to **check their answers** to the exercises in the groups. Allow at least five minutes for this. You may want to enter the breakout rooms to monitor and offer support.
- 3 Call the students back into the main room. Use a combination of chat box and nominating individual students to **check the answers** and deal with any other language difficulties in the text. Share the correct answers on the screen so students can check their work.
- 4 Check instructions for the **Your Turn speaking** task. Open the breakout rooms again and ask the students to complete the task in groups. Allow at least five minutes.
- 5 **Language focus** Use the grammar chart to review the grammar presentation and the chat box for students to answer concept checking questions. Students may also want to ask you questions.

Main classroom  
Chat box

Breakout rooms

Main classroom  
Screen-sharing  
Chat box

Breakout rooms

Main classroom  
Screen-sharing  
Chat box

**6** **Grammar practice:** Check answers with the whole class using the chat box for support and sharing the correct answers on the screen. Encourage students to ask questions and clarify any doubts.

**Main classroom**  
**Screen-sharing**  
**Chat box**

**7** **Your Turn:** students complete the speaking task in the breakout room. When they've finished they write a short summary in the chat box. Call on a three or four students to expand on their summaries.

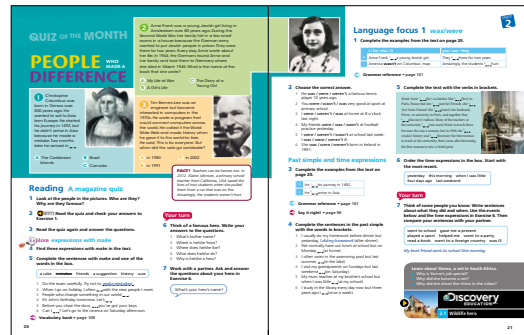
**Breakout room**  
**Chat box**  
**Main classroom**

**8** **Look ahead to the next lesson.** Share the next lesson on your screen. Show them the sections you want them to complete (Listening, Vocabulary, Language Focus). Make sure students know how to access the audio files (you may need to share a link with them).

**Main classroom**  
**Screen-sharing**  
**Self-study**

**Optional:** additional practice materials is available in the Workbook





## Lesson 2:

Listening, vocabulary, **Your Turn speaking**, Language Focus, **Your Turn speaking**.

**TIP:** You may want to break this spread down into two lessons:

1. Focusing on the vocabulary
2. Focusing on the grammar.

The break is shown below in *italics*.

- 1 Review the **grammar presentation** from the previous lesson. You can do this by showing sentences with errors that the students have to spot and correct, or by repeating one of the practice activities from the previous lesson.
- 2 **Listening and Vocabulary:** Check whether the students have read/listened to the Language in Context text and completed the vocabulary exercises. Send students to breakout rooms to check their answers. Allow at least five minutes for this.
- 3 Call the students back into the main room and use a combination of chat box and calling out individual students to **check the answers**. Or you can share the correct answers on the screen and the students can check their own work. **Drill the pronunciation** and check the instructions for the **Your Turn task**.
- 4 Open the breakout rooms and ask students to complete the **Your Turn task** in groups. Allow plenty of time and enter each of the rooms to check on the groups.

**Main classroom**  
**Chat box**

**Breakout rooms**

**Main classroom**  
**Chat box**

**Breakout rooms**

*(You may choose to end the first class here, in which case you will want to set homework and make sure students prepare the Language Focus section for the next class)*

- 5 **Language focus:** Share the Language Focus section on your screen and review the grammar. Allow plenty of time for questions and clarification. You can ask students to answer concept check questions in the chat box.
- 6 **Grammar practice:** If you are doing this in the same class, check the answers as a whole class. If you are starting a new class with the Language Focus section, use breakout rooms for students to check their answers. Then call them back into the main classroom to check answers and clarify doubts.
- 7 **Your Turn task:** Set up the *Your Turn* task to complete in the breakout rooms. Allow plenty of time for the students to complete the task. Enter each breakout room to check progress.
- 8 Call the students back to the main room, ask a representative from each group to **write a short summary** in the chat box. Call on other group members to expand on the summary.
- 9 **Look ahead to the next lesson.** Share the next lesson on your screen. Show them the sections you want them to complete (Video, Reading). Make sure students know how to access the video file (you may need to share a link with them).

**Main classroom**  
**Chat box**

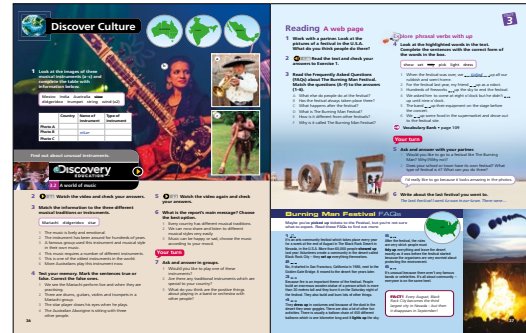
**Main classroom**  
**Chat box**  
**OR**  
**Breakout rooms**

**Breakout rooms**

**Chat box**  
**Main classroom**

**Main classroom**  
**Screen-sharing**  
**Self-study**

**Optional:** additional practice materials is available in the Workbook/Practice Extra



## Lesson 3:

Culture: video, **Your Turn speaking**, reading, **Your Turn speaking**.

- 1 **Review** the work done in the previous lesson. You can do this by showing sentences with errors that the students spot and correct, or by repeating one of the practice activities from the previous lesson.
- 2 **Video:** Send the students to breakout rooms to recall the video and compare their answers for the exercises. You might also want to ask them to write a short summary, three or four sentences, of the video, to share in the main class. This helps focus the retelling.
- 3 Bring the students back to the main classroom and **check the answers**. Encourage the students to share their responses to the video in the chat box or on their mics.
- 4 **Your Turn:** Set up the task and send the students to the breakout rooms. Allow plenty of time. Enter the rooms to monitor their progress.
- 5 **Reading:** Ask students to share short summaries of the topic of the reading text in the chat box. Ask them if they found the text interesting, difficult, easy. Students can answer with simple yes/no answers in the chat box. Deal with any difficulties with the text before checking the answers to the exercises. To practise the vocabulary from the text, ask students to write sentences using the words in the chat box.

Main classroom  
Chat box

Breakout rooms

Main classroom

Breakout rooms

Main classroom  
Chat box



**6** **Your Turn:** Check instructions and send the students into breakout rooms to complete the speaking task. Give them plenty of time to **discuss the task and write a short summary** to share in the chat box. Enter each breakout room to check on progress.

**Breakout rooms**

**7** Call the students back into the main classroom and ask them to share their summaries. Call on individuals to **report back on their discussions**.

**Main classroom**

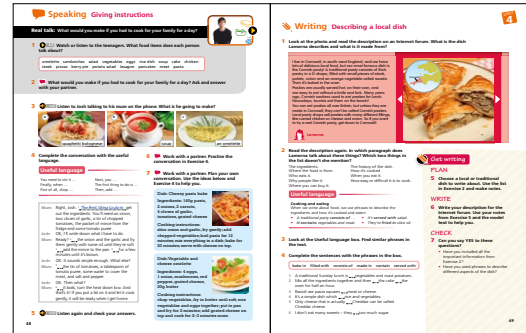
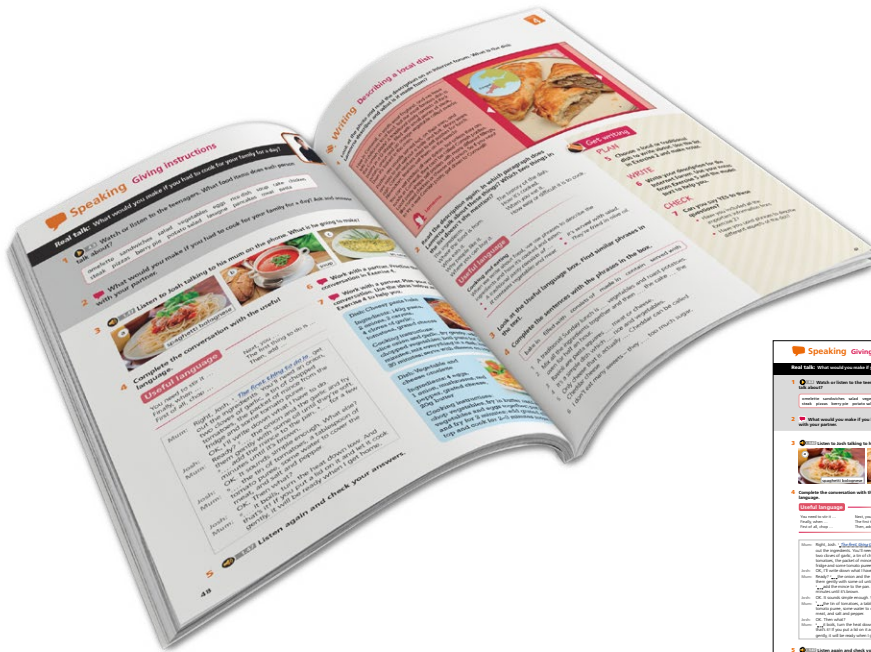
**8** **Look ahead to the next lesson.** Share the next lesson on your screen. Show them the sections you want them to complete (Real talk video and exercises, writing – you will want them to send you the final writing text). Make sure students know how to access the video and audio files (you may need to share a link with them).

**Main classroom**

**Screen-sharing**

**Self-study**

**Optional:** additional practice materials is available in the Workbook/Practice Extra



## Lesson 4:

Video, Speaking, Writing.

You can cover the video and speaking sections in class and ask the students to complete the writing section on their own at home (or as a collaborative group task) and send you the final text.

- 1 Review the work done in the previous lesson. You can do this by showing sentences with errors that the students spot and correct, or by repeating one of the practice activities from the previous lesson.
- 2 **Video:** Recall the video as a whole class. Check answers in the chat box. Then send students to breakout rooms to discuss the same question/s.
- 3 Bring the students back to the main classroom. Ask them to feedback on their discussions. Then **check the answers** to the listening task and the dialogue gap-fill task. Share the answers on your screen.
- 4 **Practising the dialogue:** Set up the task and send the students to the breakout rooms. Allow plenty of time. Enter the rooms to monitor their progress.
- 5 Call the students back into the main classroom. Ask pairs to **act out their dialogues** to the whole class. Give feedback and praise.

Main classroom  
Chat box

Main classroom  
Breakout rooms

Main classroom  
Chat box  
Screen-sharing

Breakout rooms

Main classroom

**6** Share the writing section on your screen. Go through the instructions and make sure the students understand what they need to do and how to send you their completed writing task.

**7** You have completed the unit! Do a review of the materials you've covered and ask students to prepare for the next unit by looking at the big picture and vocabulary section on the opening spread.

**Main classroom**  
**Screen-sharing**  
**Self-study**

**Optional:** additional practice materials is available in the Workbook/Practice Extra



# We hope you find these guidelines helpful.

In addition you may find the further resources at:

<https://www.cambridge.org/gb/cambridgeenglish/catalog/secondary/eyes-open/resources> of interest - these include wordlists, pdfs which you can share or use with your students and more.

