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How to teach remotely with **UNLOCK**



Better
Learning

UNLOCK

Unlock (2nd edition) Reading, Writing and Critical Thinking AND Listening, Speaking and Critical Thinking

Here are some suggestions for how you could use the units in the Unlock coursebooks and other supplementary materials to support your online classes. Ideally you and your students will have access to the audio and video files; if you have access to the LMS component of Unlock you and your students will find them there. If you do not, please contact your local sales representative.

The suggestions are based on a mixed model of remote teaching using:

- > live lessons online
- > discussion forums moderated by the teacher
- > collaborative group tasks without the teacher
- > individual self-access study

They are based on the principle that live lessons give students the chance to speak and clarify their doubts. Students can complete other tasks such as reading, listening and controlled practice exercises on their own and use the classroom to check answers.



Tools you can use in live classes:

SCREEN-SHARING:

you can share Presentation Plus if you have it, images, audio files and short video files.

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:

- > starting the lesson
- > checking concepts
- > closing the lesson
- > getting feedback.

BREAKOUT ROOMS:

virtual rooms for small groups. 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.

Two or three short breakout room tasks each lesson help to add variety. To find out more about how to set up 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/>

Tools your students can use for 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, e.g. Google docs.

A quick overview of the coursebook unit structure.

All *Unlock* units in the Reading, Writing and Critical Thinking component are divided up into the same 11 sections, and in the Listening, Speaking and Critical Thinking component there are 10 sections.

NOTE: the number and type of activities within the sections in an *Unlock* unit will differ between each unit and each level of the course.

READING, WRITING AND CRITICAL THINKING (RWCT)	LISTENING, SPEAKING AND CRITICAL THINKING (LSCT)
> Unlock Your Knowledge	> Unlock Your Knowledge
> Watch and Listen	> Watch and Listen
> Reading 1	> Listening 1
> Reading 2	> Language Development
> Language Development	> Listening 2
> Critical Thinking	> Critical Thinking
> Grammar for Writing	> Preparation for Speaking
> Academic Writing Skills	> Speaking Task
> Writing Task	> Objectives Review
> Objectives Review	> Wordlist
> Wordlist	

For the purposes of this guide, we are suggesting the following lesson structures. However, these are just suggestions and you may of course choose to teach a unit using a different structure, with more or fewer lessons.

- > Some sections you will want to prioritize for synchronous video-conferencing classes, while other sections can be set for self-study or collaborative asynchronous pairwork or groupwork. How much you can cover in your live classrooms depends on your schedule.
- > 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.

READING, WRITING AND CRITICAL THINKING

Lesson 1	Unlock Your Knowledge and Watch and Listen (video)
Lesson 2	Reading 1
Lesson 3	Reading 2
Lesson 4	Language Development
Lesson 5	Writing – Critical Thinking, Grammar for Writing, Academic Writing Skills and Writing Task

READING, WRITING and CRITICAL THINKING

Pre-lesson (working alone/at home)

> Referring to the coursebook, ask students to read the **Learning Objectives** in the box and to check their understanding of the six LOs, and in particular the final writing task. Prepare for any questions they may have.



> Then students look at the images on the opening double-page spread and brainstorm answers to the **Unlock Your Knowledge** questions.

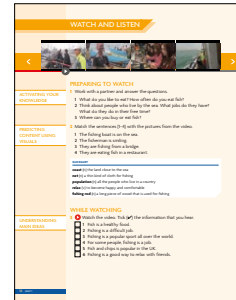


> Students may share their thoughts with each other (using whichever applications or platforms they have available) and do additional practice using the Cambridge Pocket App.

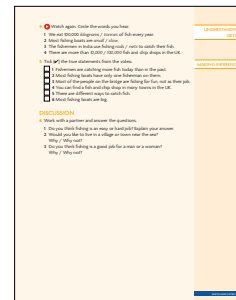
> **NOTE** – depending on technology available, you could ask students to preview the video either using the Cambridge Pocket App or on the CLMS.

Lesson 1: Unlock your Knowledge and Watch and Listen

- > **Pre-lesson work.** Check all the pre-lesson work, either orally or via the chat box. This allows all the students to settle into the class and participate at the same time. You can call on individual students to expand on their answers and do this with five or six students before moving on.
- > **Watch and Listen.** Breakout rooms: Divide your class into groups with a spokesperson for each group, and send them to the breakout rooms.
- > Ask the groups to complete the **Preparing to Watch** task/s in the breakout rooms, and remind students to look at the **Glossary** of words for help.



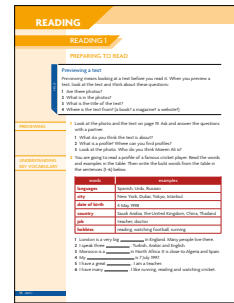
- > Allow sufficient time for the task, and visit each of the breakout rooms to monitor the task and help where necessary.
- > Referring again to the coursebook, students review the **While Watching** task/s. Then play the video (or students can watch it on the Cambridge Pocket App) and students work individually to complete the task/s.
- > After watching and completing the tasks, in the main virtual classroom, ask individual students to write their answers in the chat box.
- > **Discussion.** Breakout rooms: Once again divide the class into groups with a spokesperson for each one, and send them to breakout rooms.



- > Students complete the **Discussion** task/s, and then call on each spokesperson to move to a different breakout room to collect information from the new group, and then take it back to their own group. Remember to monitor each breakout room to ensure students stay on task.
- > Finally, get each group to write feedback notes in the chat box
- > As an alternative, you could moderate a discussion forum on the CLMS or other platform, where students write something related to the unit topic and the Unlock Your Knowledge questions. Students can respond to what others have written as and when they feel they have something to say, and can add questions of their own for others to answer.
- > Look ahead to the next lesson (**Reading 1**) and ask students to firstly complete the **Preparing to Read** task/s in their coursebooks for homework.

Lesson 2: Reading 1

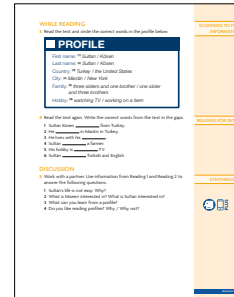
- > Review the students' homework answers to the **Preparing to Read** task/s. There are many ways of doing this and you will probably want to vary them from class to class. For example, you can ask students to type some answers in the chat box; or read out answers or show them on the screen and ask them to check their answers; or ask them to write the answers on the screen in a Word document you have created shared via screen-sharing.



- > Check understanding and drill the pronunciation of any vocabulary items. You can do this as a whole class or with individual students.
- > Breakout rooms: Check whether the students have all read the reading text for homework. Pair or group the students so that there is at least one student who has read the text in each group.
- > Send them to the breakout rooms to retell the information from the reading text. Allow at least five minutes for this.
- > Ask students in their groups to answer the **While Reading** task/s. Depending on how much time you have available, you could set a different task or tasks for each group.
- > When you call the students back into the main room you can use a combination of chat box and calling out of individual students to check the answers.
- > For the final **Discussion** activity, lead this as a whole class activity, and remember again that there are additional speaking activities on the Cambridge Pocket App if it appears in Reading 1.
- > You might like to consider running a discussion forum here, as outlined in Lesson 1.
- > Look ahead to the next lesson (**Reading 2**) and ask students to firstly complete the **Preparing to Read** task/s in their coursebooks for homework.
- > Secondly, students read the text (**Reading 2**) as preparation for Lesson 3.
- > You may also want to set further practice from the **CLMS Online Workbook**.

Lesson 3: Reading 2

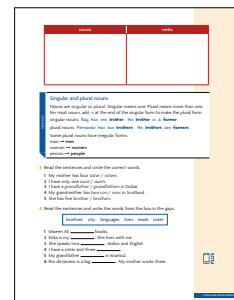
- > For this lesson you can follow a similar procedure to Lesson 2: Reading 1, but using different techniques for grouping and pairing, and for feedback.
- > **NOTE** - Remember that the text in Reading 2 serves as a model for the final writing task.



- > Look ahead to Lesson 4: Language Development. The content will vary from unit to unit and level to level in the Unlock series, so you will need to decide which task/s (if any) to set for homework.

Lesson 4: Language Development

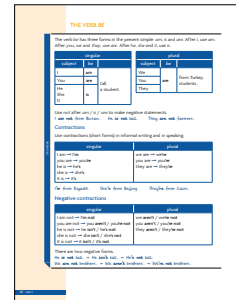
- > Depending on the Unlock unit and level, you can decide which of the grammar or grammar and vocabulary presentation boxes to focus on.
- > You can use the grammar boxes to help you present the grammar and the chat box for students to answer concept checking questions. Students may also want to ask you questions. They can put their hands up virtually and ask their questions using the microphone or type their questions in the chat box.



- > Breakout rooms/individual work: You can choose to either divide the class into groups and send them to the breakout rooms to complete the grammar practice exercises, or give them time to do the exercises on their own in their books.
- > When they've finished, you can show the answers on the screen by sharing a Word document in which you have written the correct answers and let the students check their work or you can nominate individual students to share their answers.
- > Depending on how much time you have available, you could give different tasks to different pairs/groups, or set some tasks for homework.
- > Remember that there are additional practice exercises on the Cambridge Pocket App which you could set for homework, in particular those that follow on directly from activities in the coursebook (indicated by the Smartphone icon)

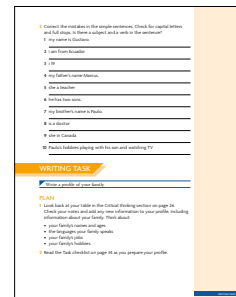
Lesson 5: Critical Thinking, Grammar for Writing, Academic Writing Skills and Writing Task

- > **NOTE** – in the final **WRITING** section of the **Unlock** units there are a great many different activities focusing on **Critical Thinking**, **Grammar for Writing** and **Academic Writing Skills**. You will need to decide which of the activities are the most relevant for different students, and which ones need to be done together in the virtual classroom, and which ones students can do on their own (or working with each other outside the virtual classroom).
- > Focus on the unit's writing task, which is highlighted at the start of the **Critical Thinking** section in the coursebook, and check students' understanding.
- > Engage the students in the **Critical Thinking** task/s. Use breakout rooms and put the students into pairs or small groups to answer the questions.



- > Ask the students to respond to the questions in the coursebook in the chat box. Pick out two or three students to expand on their answers.
- > **Grammar for Writing and Academic Writing Skills.** Follow the exercises as given in the book, allowing sufficient time for students to write the answers for themselves.
- > Depending on their needs and the time available, you could allocate different tasks to different individual or pairs of students. The number of tasks will vary from **Unlock** unit to unit and level to level.
- > Send the students into breakout rooms to compare and check their answers to the various tasks. Encourage them to talk about what they understood and what problems they had. Allow sufficient time and remember to visit each breakout room to monitor.
- > When they've finished, check answers with the whole class. Deal with any difficulties or questions.

> Homework: Writing Task





- > Setting up the **individual** writing task*: go through the steps with the students and set this as a homework task to be completed and shared with you. Allow plenty of time for students to ask questions and check the task instructions.
- > Setting up a **collaborative** writing task*: Set up the writing groups and give a deadline and a word limit for submitting their work. Discuss platforms the students can use to write together (e.g. Google docs, any social media instant messaging service, a discussion forum on the school's digital platform).
- > * You may choose to only set one of these two tasks each unit, varying between individual and collaborative tasks. Whichever task you choose, remember to refer students to the **Revise** and **Edit** checklist which appear immediately after the Writing Task, and finally to check their learning objectives in the **Objective Review** on the final page. If students need more practice they can go to the CLMS Online Workbook.



LISTENING, SPEAKING AND CRITICAL THINKING

Lesson 1	Unlock Your Knowledge and Watch and Listen (video)
Lesson 2	Listening 1 (audio)
Lesson 3	Language Development
Lesson 4	Listening 2 (audio)
Lesson 5	Speaking – Critical Thinking and Preparation for Speaking
Lesson 6	Speaking task

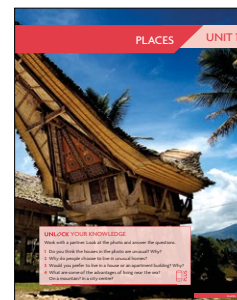
LISTENING, SPEAKING and CRITICAL THINKING

Pre-lesson (working alone/at home)

> Referring to the coursebook, ask students to read the Learning Objectives in the box and to check their understanding of the six LOs, and in particular the final speaking task. Prepare for any questions they may have.



> Then students look at the images on the opening double-page spread and brainstorm answers to the **Unlock Your Knowledge** questions.

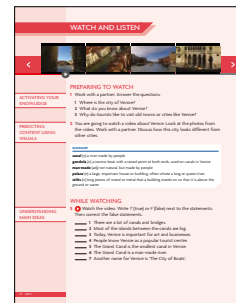


> Students may share their thoughts with each other (using whichever applications they have available) and do additional practice using the Cambridge Pocket App.

> **NOTE** – depending on technology available, you could ask students to preview the video either using the Cambridge Pocket App or on the CLMS.

Lesson 1: Unlock your Knowledge and Watch and Listen

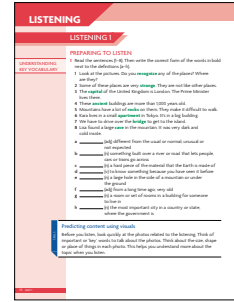
- > **Pre-lesson work.** Check all the pre-lesson work, either orally or via the chat box. This allows all the students to settle into the class and participate at the same time. You can call on individual students to expand on their answers and do this with five or six students before moving on.
- > **Watch and Listen.** Breakout rooms: Divide your class into groups with a spokesperson for each group, and send them to the breakout rooms.
- > Ask the groups to complete the **Preparing to Watch** task/s in the breakout rooms, and remind students to look at the **Glossary** of words for help.



- > Allow sufficient time for the task, and visit each of the breakout rooms to monitor the task and help where necessary.
- > Referring again to the coursebook, students review the **While Watching** task/s. Then play the video (or students can watch it on the Cambridge Pocket App) and students work individually to complete the task/s.
- > After watching and completing the tasks, in the main virtual classroom, ask individual students to write their answers in the chat box
- > **Discussion.** Breakout rooms: Once again divide the class into groups with a spokesperson for each one, and send them to breakout rooms.
- > Students complete the **Discussion** task/s, and then call on each spokesperson to move to a different breakout room to collect information from the new group, and then take it back to their own group.
- > Remember to monitor each breakout room to ensure students stay on task.
- > Finally, get each group to write feedback notes in the chat box.
- > As an alternative, you could moderate a discussion forum on the CLMS or other platform, where students write something related to the unit topic and the Unlock Your Knowledge questions. Students can respond to what others have written as and when they feel they have something to say, and can add questions of their own for others to answer.
- > Look ahead to the next lesson (**Listening 1**) and ask students to complete the **Preparing to Listen** task/s in their coursebooks for homework.
- > You may also want to set further practice from the **CLMS Online Workbook**.

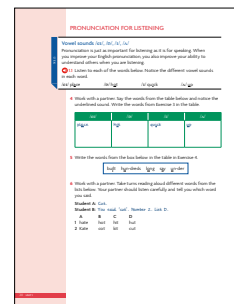
Lesson 2: Listening 1

- Review the students' homework answers to the **Preparing to Listen** task/s. There are many ways of doing this and you will probably want to vary them from class to class. For example, you can ask students to type some answers in the chat box; or read out answers or show them on the screen and ask them to check their answers; or ask them to write the answers on the screen in a Word document you have created, shared via screen-sharing.



- Check understanding and drill the pronunciation of any homework vocabulary items. You can do this as a whole class or with individual students.

- **Pronunciation for Listening** (if there is a sub-section in the unit you are teaching): Depending on the technology you have available you could: (a) read the audioscript aloud, (b) play the audio, (c) ask students to listen on the Cambridge Pocket App, and students complete the tasks.

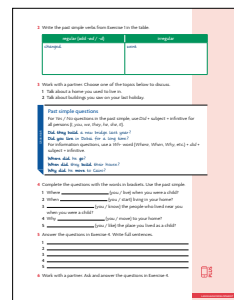


- Send students to breakout rooms for any tasks that require them to *work with a partner*.
- In the virtual classroom, ask students to read the **While Listening** task/s. Depending on the technology you have available you could: (a) read the audioscript aloud, (b) play the audio, (c) ask students to listen on the CPA, and students complete the tasks
- You can use a combination of chat box and calling out of individual students to check the answers.
- For the final **Discussion** activity, lead this as a whole class activity. There is also a Pocket activity in this Discussion activity which you can set for students by way of extension.
- Alternatively you could moderate a discussion forum, as outlined in Lesson 1.



Lesson 3: Language Development

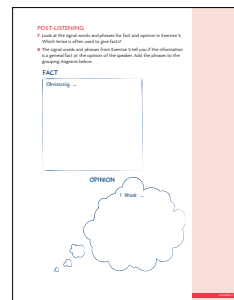
- > Depending on the Unlock unit and level, you can decide which of the grammar or grammar and vocabulary presentation boxes to focus on.
- > You can use the grammar and/or vocabulary boxes to help you present the grammar and the chat box for students to answer concept checking questions. Students may also want to ask you questions. They can put their hands up virtually and ask their questions using the microphone or type their questions in the chat box.
- > Breakout rooms/individual work: You can choose to either divide the class into groups and send them to the breakout rooms to complete the grammar practice exercises, or give them time to do the exercises on their own in their books.
- > When they've finished, you can show the answers on the screen by sharing a Word document in which you have written the correct answers and let the students check their work or you can nominate individual students to share their answers.



- > Depending on how much time you have available, you could give different tasks to different pairs/groups, or set some tasks for homework.
- > Remember that there are additional practice exercises on the Cambridge Pocket App which you could set for homework.

Lesson 4: Listening 2

- > For this lesson you can follow a similar procedure to Lesson 2: Listening 1, but using different techniques for grouping and pairing, and for feedback. Note that in Listening 2 there is a Pocket activity for vocabulary which students can do after completing the activity in the book.

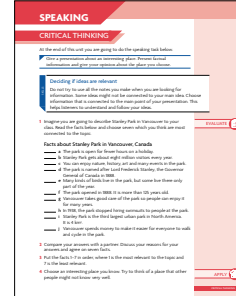


- > **NOTE** - Remember that the text in Listening 2 serves as a model for the final speaking task.
- > Look ahead to Lesson 5: **Speaking**. The content will vary from unit to unit and level to level in the Unlock series, so will you need to decide which task/s (if any) to set for homework

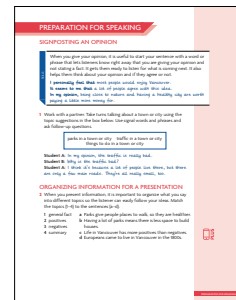


Lesson 5: Speaking - Critical Thinking and Preparation for Speaking

- > Focus on the unit's speaking task, which is highlighted at the start of the **Critical Thinking** section in the coursebook, and check students' understanding.
- > Engage the students in the **Critical Thinking** task/s. Use breakout rooms and put the students into pairs or small groups to answer the questions.

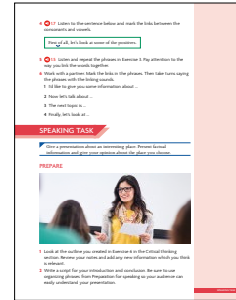


- > Ask the students to respond to the questions in the coursebook in the chat box. Pick out two or three students to expand on their answers.
- > In many units and levels there are graphic organisers (eg, charts, diagrams, etc) for students to complete. These could be screen shared using a Word document.
- > Preparation for Speaking. Follow the exercises as given in the book, allowing sufficient time for students to write the answers for themselves.



- > Depending on their needs and the time available, you could allocate different tasks to different individual or pairs of students. The number of tasks will vary from Unlock unit to unit and level to level.
- > Send the students into breakout rooms to compare and check their answers to the various tasks. Encourage them to talk about what they understood and what problems they had. Allow sufficient time and remember to visit each breakout room to monitor.
- > When they've finished, check answers with the whole class. Deal with any difficulties or questions.

> **Speaking Task.** You can set the initial preparation stages of this task as collaborative group work to be completed outside the live lessons, bringing the students together to make their presentations.



> Alternatively, you may want students to complete the whole lesson in your virtual classroom. In which case, send the groups into breakout rooms to work together, reporting back between each stage. You can monitor by entering the breakout rooms and helping, prompting and supporting as necessary. The students then make their final presentations to the whole class in the main classroom.



We hope you find these guidelines helpful.

In addition you may find the further resources at:

<https://www.cambridge.org/gb/cambridgeenglish/catalog/skills/unlock/resources>

and

<https://www.cambridge.org/gb/cambridgeenglish/catalog/skills/unlock-2nd-edition/resources>

of interest.

