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EDUCATION

UNLOCK

READING & WRITING SKILLS 4

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CONTENTS

YOUR GUIDE TO **UNL⌀CK**

UNL⌀CK UNIT STRUCTURE

The units in *Unlock Reading & Writing Skills* are carefully scaffolded so that students are taken step-by-step through the writing process.

UNLOCK YOUR KNOWLEDGE	Encourages discussion around the theme of the unit with inspiration from interesting questions and striking visuals.

WATCH AND LISTEN	Features an engaging and motivating *Discovery Education™* video which generates interest in the topic.

READING 1	Practises the reading skills required to understand academic texts as well as the vocabulary needed to comprehend the text itself.

READING 2	Presents a second text which provides a different angle on the topic in a different genre. It is a model text for the writing task.

LANGUAGE DEVELOPMENT	Practises the vocabulary and grammar from the Readings in preparation for the writing task.

CRITICAL THINKING	Contains brainstorming, evaluative and analytical tasks as preparation for the writing task.

GRAMMAR FOR WRITING	Presents and practises grammatical structures and features needed for the writing task.

ACADEMIC WRITING SKILLS	Practises all the writing skills needed for the writing task.

WRITING TASK	Uses the skills and language learnt over the course of the unit to draft and edit the writing task. Requires students to produce a piece of academic writing. Checklists help learners to edit their work.

OBJECTIVES REVIEW	Allows students to assess how well they have mastered the skills covered in the unit.

WORDLIST	Includes the key vocabulary from the unit.

This is the unit's main learning objective. It gives learners the opportunity to use all the language and skills they have learnt in the unit.

UNL⦾CK MOTIVATION

UNL⦾CK YOUR KNOWLEDGE

Work with a partner. Discuss the questions below.

1 Look at your clothes, the items on your desk, in your bag and pockets. Where were they made? How many were made in your country?
2 Does it matter that we now import so many goods from other countries? Why? / Why not?
3 What effects has globalization had on your country?

PERSONALIZE

Unlock encourages students to bring their own knowledge, experiences and opinions to the topics. This motivates students to relate the topics to their own contexts.

DISCOVERY EDUCATION™ VIDEO

Thought-provoking videos from *Discovery Education™* are included in every unit throughout the course to introduce topics, promote discussion and motivate learners. The videos provide a new angle on a wide range of academic subjects.

> " The video was excellent! It helped with raising students' interest in the topic. It was well-structured and the language level was appropriate.
>
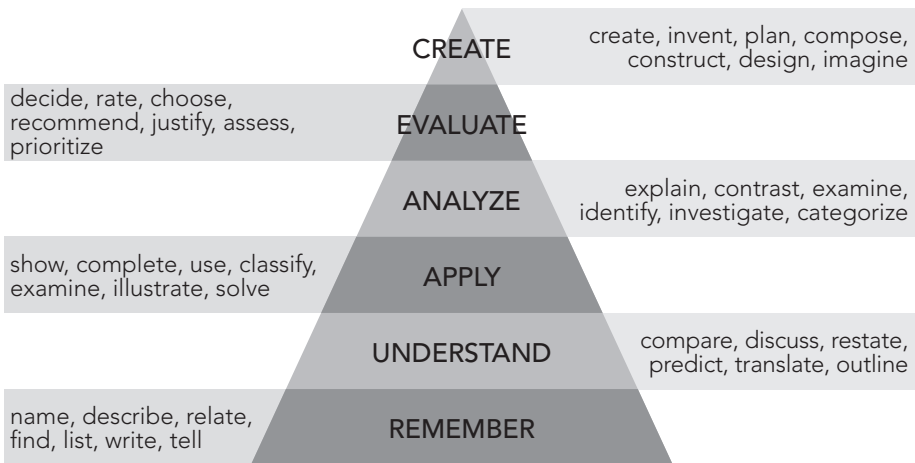> Maria Agata Szczerbik,
> United Arab Emirates University,
> Al-Ain, UAE "

UNLOCK CRITICAL THINKING

> "The Critical thinking sections present a difficult area in an engaging and accessible way.
>
> Shirley Norton, London School of English, UK"

BLOOM'S TAXONOMY

CREATE — create, invent, plan, compose, construct, design, imagine

decide, rate, choose, recommend, justify, assess, prioritize — **EVALUATE**

ANALYZE — explain, contrast, examine, identify, investigate, categorize

show, complete, use, classify, examine, illustrate, solve — **APPLY**

UNDERSTAND — compare, discuss, restate, predict, translate, outline

name, describe, relate, find, list, write, tell — **REMEMBER**

BLOOM'S TAXONOMY

The Critical Thinking sections in *Unlock* are based on Benjamin Bloom's classification of learning objectives. This ensures learners develop their **lower-** and **higher-order thinking skills**, ranging from demonstrating **knowledge** and **understanding** to in-depth **evaluation**.

The margin headings in the Critical Thinking sections highlight the exercises which develop Bloom's concepts.

LEARN TO THINK

Learners engage in **evaluative** and **analytical tasks** that are designed to ensure they do all of the thinking and information-gathering required for the end-of-unit writing task.

CRITICAL THINKING

At the end of this unit, you will write the first draft of an essay. Look at this unit's writing task in the box below.

> How have food and eating habits changed in your country? Suggest some reasons for the changes.

UNDERSTAND

Providing supporting examples

In academic writing, you need to justify and give supporting examples to any statements or opinions that you write, to show that they are true.

UNL⊘CK RESEARCH

THE CAMBRIDGE LEARNER CORPUS 👁

The **Cambridge Learner Corpus** is a bank of official Cambridge English exam papers. Our exclusive access means we can use the corpus to carry out unique research and identify the most common errors learners make. That information is used to ensure the *Unlock* syllabus teaches the most **relevant language**.

THE WORDS YOU NEED

Language Development sections provide vocabulary and grammar building tasks that are further practised in the **UNL⊘CK ONLINE** Workbook.
The glossary and end-of-unit wordlists provide definitions, pronunciation and handy summaries of all the key vocabulary.

GLOBALIZATION   UNIT 1

👁 LANGUAGE DEVELOPMENT

EXPLANATION

Academic alternatives to phrasal verbs

When writing essays, it is important to use language which is more formal than you would use when speaking or in informal pieces of writing.

Phrasal verbs, which usually consist of a main verb followed by a particle (e.g. *up*, *on*), are less common in academic writing than in informal writing. In academic writing, phrasal verbs can often be replaced by a single word. Using these alternatives will make your writing seem more formal and academic.

GRAMMAR FOR WRITING

EXPLANATION

Noun phrases

Nouns are often combined with other words to make noun phrases. These can express a more specific idea.

Noun phrases can be made by combining nouns with:

- other nouns: *building regulations*
- relative clauses: *a building which is very old*
- prepositional phrases: *the building at the back*
- adjectives: *the tall, white building*

ACADEMIC LANGUAGE

Unique research using the **Cambridge English Corpus** has been carried out into academic language, in order to provide learners with relevant, academic vocabulary from the start (CEFR A1 and above). This addresses a gap in current academic vocabulary mapping and ensures learners are presented with carefully selected words they will find essential during their studies.

GRAMMAR FOR WRITING

The grammar syllabus is carefully designed to help learners become good writers of English. There is a strong focus on sentence structure, word agreement and referencing, which are important for **coherent** and **organized** academic writing.

> ❝ The language development is clear and the strong lexical focus is positive as learners feel they make more progress when they learn more vocabulary. ❞
>
> Colleen Wackrow,
> Princess Nourah Bint Abdulrahman University, Al-Riyadh, Kingdom of Saudi Arabia

UNL⌀CK SOLUTIONS

FLEXIBLE

Unlock is available in a range of print and digital components, so teachers can mix and match according to their requirements.

UNL⌀CK ONLINE WORKBOOKS

The **UNL⌀CK ONLINE** Workbooks are accessed via activation codes packaged with the Student's Books. These **easy-to-use** workbooks provide interactive exercises, games, tasks, and further practice of the language and skills from the Student's Books in the Cambridge LMS, an engaging and modern learning environment.

CAMBRIDGE LEARNING MANAGEMENT SYSTEM (LMS)

The Cambridge LMS provides teachers with the ability to track learner progress and save valuable time thanks to automated marking functionality. Blogs, forums and other tools are also available to facilitate communication between students and teachers.

UNL⌀CK EBOOKS

The *Unlock* Student's Books and Teacher's Books are also available as interactive eBooks. With answers and *Discovery Education™* videos embedded, the eBooks provide a great alternative to the printed materials.

www.cambridge.org

UNL**O**CK TEACHING TIPS

1 Using video in the classroom

The *Watch and listen* sections in *Unlock* are based on documentary-style videos from Discovery Education™. Each one provides a fresh angle on the unit topic and a stimulating lead-in to the unit.

There are many different ways of using the video in class. For example, you could use the video for free note-taking practice and ask learners to compare their notes to the video script; or you could ask learners to reconstruct the voiceover or record their own commentary to the video. Try not to interrupt the first viewing of a new video, you can go back and watch sections again or explain things for struggling learners. You can also watch with the subtitles turned on when the learners have done all the listening comprehension work required of them.

See also: Goldstein, B. and Driver, P. (2014) *Language Learning with Digital Video* Cambridge University Press and the *Unlock* website www.cambridge.org/unlock for more ideas on using video in the classroom.

2 Teaching reading skills

Learners who aim to study at university will need to be comfortable dealing with long, complex texts. The reading texts in *Unlock Reading & Writing Skills* provide learners with practice obtaining meaning quickly from extensive texts. Discourage your learners from reading every word of a text line-by-line and instead focus on skimming and scanning:

- Skimming – help promote quick and efficient reading. Ask learners to pass quickly over the text to get the basic gist, an awareness of the organization of the text and the tone and intention of the writer.

- Scanning – help learners locate key data and reject irrelevant information in a text. Ask learners to run their eyes up, down and diagonally (from left to right) across the text looking for clusters of important words. Search for names, places, people, dates, quantities, lists of nouns and compound adjectives.

The reading texts in *Unlock Reading & Writing Skills* demonstrate different genres such as academic text, magazine article or learner essay.

The *Reading between the lines* sections make learners aware of the different conventions of each genre. Understanding text genre should help prepare learners for the kind of content to expect in the text they are going to read. Ask learners to use *Reading 2* as a writing frame to plan their sentences, paragraphs and essays for the *Writing task*.

3 Managing discussions in the classroom

There are opportunities for discussion throughout *Unlock Reading & Writing Skills*. The photographs and the *Unlock your knowledge* boxes on the first page of each unit provide the first discussion opportunity. Learners could be asked to guess what is happening in the photographs or predict what is going to happen, for example. Learners could investigate the *Unlock your knowledge* questions for homework in preparation for the lesson.

Throughout the rest of the unit, the heading *Discussion* indicates a set of questions which can be an opportunity for free speaking practice. Learners can use these questions to develop their ideas about the topic and gain confidence in the arguments they will put forward in the *Writing task*.

To maximise speaking practice, learners could complete the discussion sections in pairs. Monitor each pair to check they can find enough to say and help where necessary. Encourage learners to minimise their use of their own language and make notes of any error correction and feedback after the learners have finished speaking.

An alternative approach might be to ask learners to role-play discussions in the character of one of the people in the unit. This may free the learners from the responsibility to provide the correct answer and allow them to see an argument from another perspective.

4 Teaching writing skills

Learners work towards the *Writing task* throughout the unit by learning vocabulary and grammar relevant for the *Writing task*, and then by reading about the key issues involved in the topic. Learners gather, organise and evaluate this information in the *Critical thinking* section and use it to prepare the *Writing task*. By the time

learners come to attempt the *Writing task*, they have done all the thinking required to be able to write. They can do the *Writing task* during class time or for homework. If your learners require exam practice, set the writing task as a timed test with a minimum word count which is similar to the exam the learners are training for and do the writing task in exam conditions. Alternatively, allow learners to work together in the class to do the writing task and then set the *Additional writing task* (see below) in the Teacher's Book as homework.

Task and Language Checklists

Encourage your learners to edit their written work by referring to the *Task checklist* and *Language checklist* at the end of the unit.

Model answers

The model answers in the Teacher's Book can be used in a number of ways:

- Photocopy the *Writing task* model answer and hand this to your learners when you feedback on their writing task. You can highlight useful areas of language and discourse structure to help the learners compose a second draft or write a response to the additional writing tasks.
- Use the model answer as a teaching aid in class. Photocopy the answer and cut it up into paragraphs, sentences or lines then ask learners to order it correctly.
- Use a marker pen to delete academic vocabulary, key words or functional grammar. Ask learners to replace the missing words or phrases. Learners can test each other by gapping their own model answers which they swap with their partner.

Additional writing tasks

There are ten *Additional writing tasks* in the Teacher's Book, one for each unit. These provide another opportunity to practice the skills and language learnt in the unit. They can be handed out to learners or carried out on the Online Workbook.

5 Teaching vocabulary

The *Wordlist* at the end of each unit includes topic vocabulary and academic vocabulary. There are many ways that you can work with the vocabulary. During the early units, encourage the learners to learn the new words by setting regular review tests. You could ask the learners to

choose e.g. five words from the unit vocabulary to learn. You could later test your learners' use of the words by asking them to write a short paragraph incorporating the words they have learned.

Use the end-of-unit *Wordlists* and the *Glossary* at the back of the book to give extra spelling practice. Set spelling tests at the end of every unit or dictate sets of words from the glossary which follow spelling patterns or contain common diagraphs (like *th, ch, sh, ph, wh*) or prefixes and suffixes (like *al-, in-, -tion, -ful*). You could also dictate a definition from the Glossary in English or provide the words in your learner's own language to make spelling tests more challenging.

6 Using the Research projects with your class

There is an opportunity for students to investigate and explore the unit topic further in the *Research projects* which feature at the end of each unit in the Teacher's Books. These are optional activities which will allow your learners to work in groups (or individually) to discover more about a particular aspect of the topic, carry out a problem-solving activity or engage in a task which takes their learning outside the classroom.

Learners can make use of the Cambridge LMS tools to share their work with the teacher or with the class as a whole. See section 5 above and section 8 on page 11 for more ideas.

7 Using UNLOCK digital components: Online workbook and the Cambridge Learning Management System (LMS)

The Online Workbook provides:

- additional practice of the key skills and language covered in the Student's Book through interactive exercises. The UNLOCK ONLINE symbol next to a section or activity in the Student's Book means that there is additional practice of that language or skill in the Online Workbook. These exercises are ideal as homework.
- End-of-unit *Writng tasks* and *Additional writing tasks* from the Teacher's Books. You can ask your learners to carry out both *writing tasks* in the Writing tool in the Online Workbook for homework. Then you can mark their written work and feed back to your learners online.
- a gradebook which allows you to track your learners' progress throughout the course. This can help structure a one-to-one review

with the learner or be used as a record of learning. You can also use this to help you decide what to review in class.

- games for vocabulary and language practice which are not scored in the gradebook.

The Cambridge LMS provides the following tools:

- Blogs

The class blog can be used for free writing practice to consolidate learning and share ideas. For example, you could ask each learner to post a description of their holiday (or another event linked to a topic covered in class). You could ask them to read and comment on two other learners' posts.

- Forums

The forums can be used for discussions. You could post a discussion question (taken from the next lesson) and encourage learners to post their thoughts on the question for homework.

- Wikis

In each class there is a Wiki. You can set up pages within this. The wikis are ideal for whole class project work. You can use the wiki to practice process writing and to train the students to redraft and proof-read. Try not to correct students online. Take note of common errors and use these to create a fun activity to review the language in class. See www.cambridge.org/unlock for more ideas on using these tools with your class.

> **How to access the Cambridge LMS and setup classes**
>
> Go to **www.cambridge.org/unlock** for more information for teachers on accessing and using the Cambridge LMS and Online Workbooks.

8 Using *Unlock* interactive eBooks

Unlock Reading & Writing Skills Student's Books are available as fully interactive eBooks. The content of the printed Student's book and the Student's eBook is the same. However, there will be a number of differences in the way some content appears.

If you are using the interactive eBooks on tablet devices in the classroom, you may want to consider how this affects your class structure. For example, your learners will be able to independently access the video and audio content via the eBook. This means learners could do video activities at home and class time could be optimised on discussion activities and other productive tasks. Learners can compare their responses to the answer key in their eBooks which means the teacher may need to spend less time on checking answers with the whole class, leaving more time to monitor learner progress and help individual learners.

9 Using mobile technology in the language learning classroom

By Michael Pazinas, Curriculum and assessment coordinator for the Foundation Program at the United Arab Emirates University.

The presiding learning paradigm for mobile technology in the language classroom should be to create as many meaningful learning opportunities as possible for its users. What should be at the core of this thinking is that while modern mobile technology can be a 21st century 'super-toolbox', it should be there to support a larger learning strategy. Physical and virtual learning spaces, content and pedagogy all need to be factored in before deciding on delivery and ultimately the technological tools needed.

It is with these factors in mind, that the research projects featured in this Teacher's Book aim to add elements of hands-on inquiry, collaboration, critical thinking and analysis. They have real challenges, which learners have to research and find solutions for. In an ideal world, they can become tangible, important solutions. While they are designed with groups in mind, there is nothing to stop them being used with individuals. They can be fully enriching experiences, used as starting points or simply ideas to be adapted and streamlined. When used in these ways, learner devices can become research libraries, film, art and music studios, podcast stations, marketing offices and blog creation tools.

Michael has first-hand experience of developing materials for the paperless classroom. He is the author of the Research projects which feature in the Teacher's Books.