

UNLOCK

TEACHER’S MANUAL AND DEVELOPMENT PACK

Unlock your
teaching potential

We’ve carried out research with teachers across the world to understand their needs and how we can better meet them with *Unlock* Second Edition. The result is an all-new Teacher’s Manual and Development Pack.

A single manual for levels 1–5, so that every answer key and additional activity are conveniently in one book.

Better Teaching WITH UNLOCK SECOND EDITION

BE CONFIDENT

Support your teaching with the **flexible lesson plans** with **timings** for every unit.

READING 2

⌚ 60 min

Reading 2 is another reading text on the unit topic, often in a different format to Reading 1. It serves as a model for the Writing task (in terms of style, structure and format, but not length) and gives students additional exposure to, and practice with, language and reading skills, while helping them generate and refine ideas for their Writing Task.

1 PREPARING TO READ

PURPOSE

- To prepare students to understand the content of the text
- To help students anticipate content, using visuals and prior knowledge
- To introduce and build key academic and topical vocabulary for the Reading and for the Writing Task

Encourage students to complete the pre-reading activities in this section in pairs or small groups, to provide support and peer encouragement. Circulate among the students, taking notes of common strengths and areas of difficulty. Once students have completed the activities, check for understanding and offer clarification, paying particular attention to any problem areas you noted. If you wish to extend the vocabulary activity in this section, elicit other word forms of the key vocabulary.

BE FLEXIBLE

Decide when to use the **optional activities** to extend your students’ learning and provide **differentiation** to meet individual students’ needs.

Be flexible



Ask students to take roles from the script and read it aloud together, using correct sentence stress.

Before they do this, allow **lower-level students** to listen again and mark the script for stress.

BE FOCUSED

Understand the **learning objectives** for every lesson, so you and your students can be clear on what you’re achieving.

Learning objectives

- Evaluate the effectiveness of interview questions against a set of criteria
- Create a list of questions for a research interview
- Evaluate and refine your questions for a research interview

BE INFORMED

Refer to **Common student errors** boxes highlighting the challenges your students might meet with the target language, informed by our exclusive Corpus research. This information is downloadable from e-Source for each Student’s Book.

Common student errors

Japanese, Chinese and Spanish L1 students tend to confuse the order of adjectives and nouns. This is because the adjective comes after the noun in their L1.

- *I went to the bank to discuss my plan business.*
- *You need to have a partner business you can trust.*

BE BETTER

Access the broad range of *Unlock*-specific **teacher development material** whenever it suits you.

UNLOCK TEACHER DEVELOPMENT

BE INFORMED

→ **Choosing relevant information** is an important skill for students because: (1) It is the next logical stage of the research and writing process (after categorizing information); (2) They might think that all research information has the same value and importance, which is clearly not true; (3) A problem area when writing essays is including irrelevant information which does not answer the question.

BE CONFIDENT

→ Develop this skill for yourself by doing the following activity:

Look at the website for your educational institution. Think about whether there is any information which is not relevant. Why is it not relevant?

INSIGHT

Our research tells us that 93% of teachers believe their students want to develop their critical thinking skills, yet only 18% of teachers have had specific training on how to support their students with this.

CONTENT

Teacher development material, on developing critical thinking skills in your students, available in every unit.

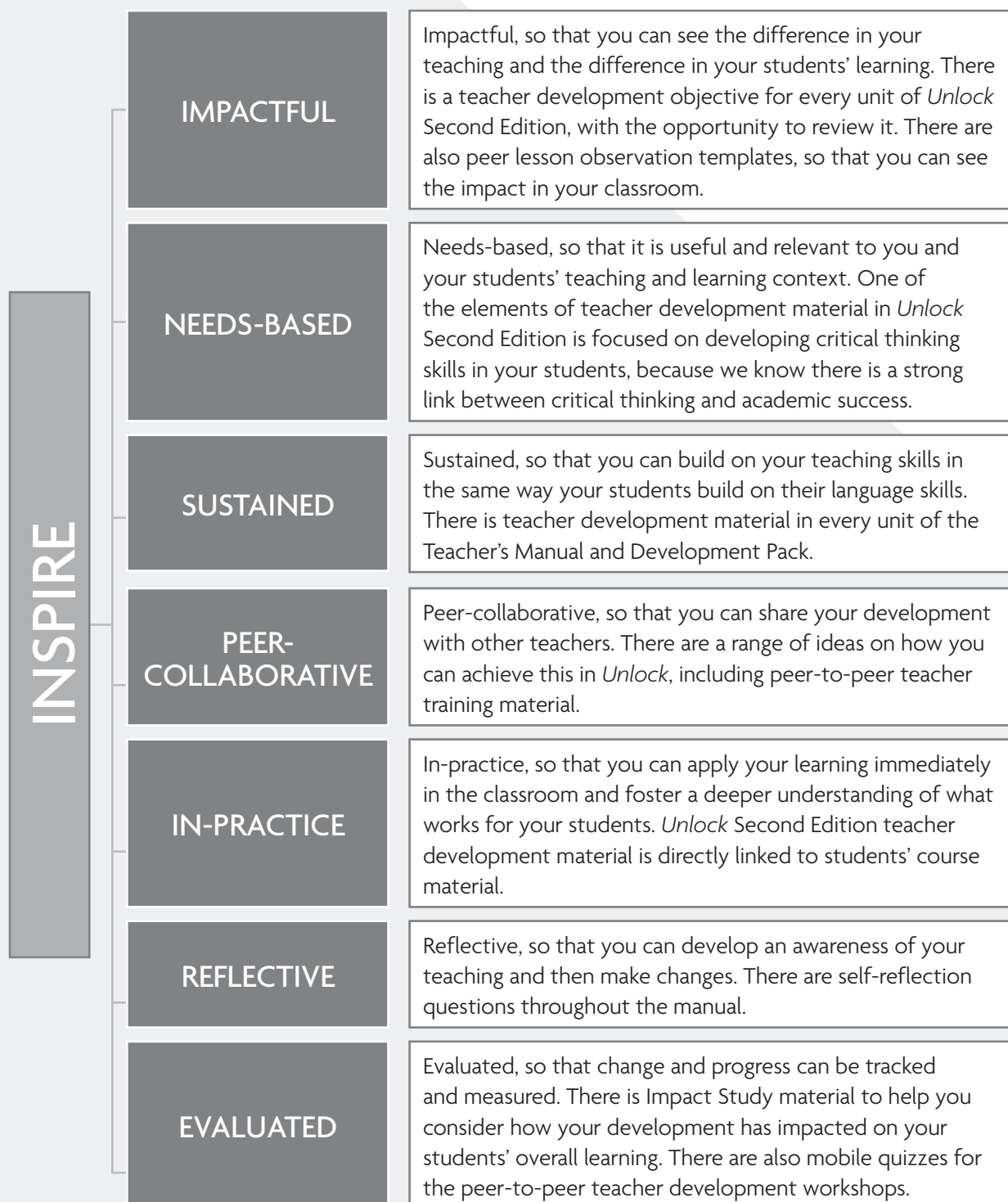
RESULTS

Teachers are more confident and better equipped in supporting students as they develop their critical thinking skills. Students are better prepared for their academic studies.

UNLOCK SECOND EDITION TEACHER DEVELOPMENT

We have reviewed research and reports on teacher development around the world to identify features of teacher development that have been critical for success. There are seven principles which derive from the research, and we’ve kept these at the heart of *Unlock* Second Edition teacher development.

So that teacher development can be successful, it needs to be:



SELF-DEVELOPMENT MATERIAL

- **Teacher development material** in every unit of the Teacher’s Manual and Development Pack, focused on developing critical thinking skills in your students, including teacher development objectives, in-practice activities and opportunities for review and self-evaluation.
- **Online teacher training course**, *Teaching with Unlock Second Edition*, in the Cambridge learning platform. This online training will help you to become more familiar with the content, methodology and components of *Unlock*, so you feel confident working with the books and the digital resources.
- **Impact Study material** downloadable from the Teacher Resources section of our learning platform.
- **Articles** for teachers on a range of topics specifically selected to extend your knowledge, downloadable from the Teacher Resources section of our learning platform.

PEER-COLLABORATIVE MATERIAL

- **Peer-to-peer teacher training materials**, downloadable from the Teacher Resources section of our learning platform, so that you and your colleagues can develop together and share ideas.
- **Further ideas to peer-collaborate**.
- **Lesson observation template**, so you can get feedback from your colleagues.

COMPREHENSIVE TESTING PACK

- Unit, mid-course and end-of-course tests
- Available as PDF and editable Word documents
- New for Second Edition – all tests now include key vocabulary sections


UNLOCK

USING THE DIGITAL CLASSROOM MATERIAL

As part of our extensive market research, one of the common things we hear from teachers is the need for more practice activities for classroom use. We also hear again and again how much students enjoy using their mobile phones for learning purposes in the classroom.

With the *Unlock* digital classroom material, students are motivated by having relevant extension material on their phones to maximize language learning. Teachers can be reassured that the material adds real-language value to lessons.

WHAT MAKES THE *UNLOCK* DIGITAL CLASSROOM MATERIAL SPECIAL?

- Content is **fully integrated into every unit with *Unlock*-specific content** to extend the lesson.
- Offers extra **motivating practice** in speaking (engaging discussion activities), critical thinking and language to **develop what’s been learnt** in the classroom.
- Provides a convenient **bank of language and skills reference material**, informed by our exclusive Corpus research. 
- **Easily accessible and navigable** from students’ phones.
- Students can **stream the Class Video**.
- Students can **review their answers** to interactive activities.
- **Scores feed into the gradebook**.
- Extends students’ vocabulary by providing quick access to **Cambridge Dictionaries Online**.

All *Unlock* content is integrated with the Cambridge learning platform, so students only need to be enrolled once to access the digital classroom and home study materials, as well as the Reference Banks and audio and video resources.

HOW TO ACCESS THE DIGITAL CLASSROOM MATERIAL

Go to **cambridge.org/one** to access the digital classroom material. **Students need to register on the Cambridge learning platform before they can access the digital classroom material.** (See full instructions on the inside front cover of their Student’s Books on how to get their access code.)

Once registered on the learning platform, they can access the digital classroom material using the same user name and password.



Icons in the margins of the Student’s Book pages will indicate when teachers and students can move to the digital classroom material to complete the additional activities.

For more guidance on using the material in your lessons, see the **Flexible Lesson Plans** on pages 16 and 24.

For extra guidance on using mobile in the classroom, why not try the **peer-to-peer workshop**, *Using the Unlock classroom app*, with your colleagues? This is downloadable from the Teacher Resources section of our learning platform. You will also find here *Using mobile devices in the language classroom*, part of the **Cambridge Papers in ELT** series.

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TEACHER DEVELOPMENT: INTRODUCTION TO CRITICAL THINKING

Unlock your
teaching potential

We know from a wide range of research that critical thinking is becoming increasingly important in English Language Teaching, especially on Academic English courses and as part of 21st Century Skills. We also understand from speaking with teachers that very few have had specific training on how to teach critical thinking, or perhaps even overt teaching of critical thinking skills in their own educational backgrounds.

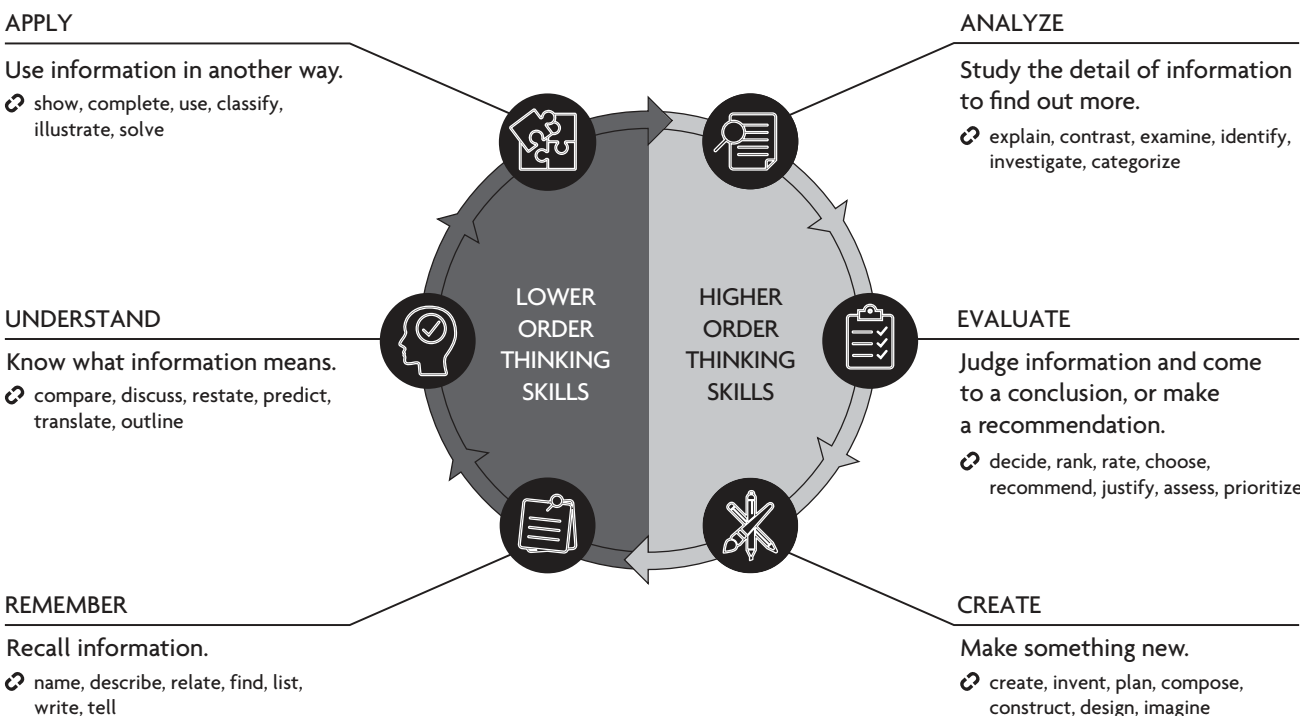
The critical thinking in *Unlock* Second Edition is informed by Bloom’s Taxonomy. Taking some time to inform yourself about the thinking skills within it, and what they mean in your teaching practice, will boost your confidence and prepare you to support your students’ critical thinking development.

BE FOCUSED

Learn about the six critical thinking skills and what they mean in the classroom.

BE INFORMED

Benjamin Bloom was an educational psychologist who, in 1956, published a taxonomy allowing us to classify specific critical thinking skills and therefore better understand them. This work has often been described by the educational community as one of the most influential of the 20th Century, and it now finds a place in 21st Century Skills, following revisions by Lorin Anderson and David Krathwohl in 2001. The six discrete skills Bloom identified are divided into Lower Order Thinking Skills (LOTS) and Higher Order Thinking Skills (HOTS) as below, with the higher-order skills being more cognitively challenging and therefore more difficult to develop.



BE CONFIDENT

Match the example activities (1–6) to the critical thinking skills (a–f). Check your answers on page 512.

- | | |
|--|--------------|
| 1 Categorize the features of the two cities. | a Remember |
| 2 Complete the table with the information. | b Understand |
| 3 List the problems the speaker mentioned. | c Apply |
| 4 Rank these items in order of importance. | d Analyze |
| 5 Restate it in your own words. | e Evaluate |
| 6 Compose a survey to find out more. | f Create |

BE READY

Insights into classroom practice reveal that most questions teachers ask their students during a lesson require students to use their lower-order critical thinking skills.

Write the questions in the box in the correct column in the table below.

What facts can you find? Who? Do you know ...? Where?	Can you identify...? Name ... List ... How many?	When? Why? Why might ...? How would you ...?	What alternative ...? What? Why do you think ...? What criteria ...?
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lower-order thinking skills	higher-order thinking skills

Increase opportunities to develop your students' higher-order critical thinking skills by thinking about which questions you might ask them, ahead of each lesson.

BE REFLECTIVE

Ahead of a lesson, write down three higher-order thinking skills questions you will ask your students. After the lesson, reflect on how your students responded to these, what impact they had on the lesson and what you might do differently in the next lesson.

BE COLLABORATIVE

Ask a colleague to observe one of your lessons and write down the questions you ask your class. After the lesson, classify these questions into lower- and higher-order thinking skills, and consider whether you need to spend more time on the higher-order ones.

BE BETTER

For extra guidance on teaching critical thinking, why not try the **peer-to-peer teacher training workshop**, *A practical approach to critical thinking* with your colleagues? Use the e-Source code inside the front cover of this manual for access.

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INTRODUCTION TO MIXED-ABILITY TEACHING

In an ideal world, every language class would always be filled with students who all operate at a similar level of proficiency, and where ‘pre-intermediate means pre-intermediate’. In the real world, teaching groups of mixed-ability students is becoming increasingly common. Effective mixed-ability learning relies heavily on the teacher and on their ability to adapt both their teaching and their use of materials accordingly. You should aim to tailor these demands to – and address the individual needs of – each learner, in each class.

The support provided in *Unlock* Second Edition is informed both by current research into the practical considerations of mixed-ability learning environments, and by experienced mixed-ability teachers. By ensuring that you read and reflect on this, you will be able to enter the mixed-ability classroom with a greater awareness of how differentiation can be delivered.

BE FOCUSED

Consider the key differentiating factors in language learning and how they impact on your teaching.

BE INFORMED

A mixed-ability teaching context is not merely restricted to, for example, an A2 learner being placed in a B2 class. Some key differentiating factors in language learning are:

- **Proficiency:** This is the overarching theme that underpins all other factors. Differences in proficiency can be easily spotted by the alert language teacher, who will be acutely aware that learners will struggle to cope with input for which they have not yet acquired the language awareness.
- **Age:** Different types of activities are better suited to different ages. While it seems obvious that neither an adult group nor an EAP group are the best environments for frequent and regular language play, singing or games, the mixed-ability teacher should be aware of other, less obvious, differences that arise from the age of their class. For example, research has shown that adolescent learners respond better to a teacher providing clear rules and explanations, while adult learners benefit more from being shown multiple examples of the target language and deducing meaning and form, without explicit teacher intervention.
- **Motivation:** This is not simply and always a case of, ‘I don’t want to be in the class, but somebody or something is forcing me to come’. For example, in a language course, everyone has differing end-goals for what they want to achieve and improve upon. If a new learner joins a group with the explicit aim of improving one particular skill, only to find that the rest of the class is intent on improving other skills (and the teacher focuses more on developing these), motivation levels in that learner will drop.
- **Aptitude:** This can sometimes be mistaken for proficiency, whereas in fact the two factors are entirely different. In learners’ aptitudes, there are considerable differences in how efficiently and quickly individuals can process language; this could be related to variations in short-term memory, or in the ability to identify and interpret patterns and sounds (e.g. of grammar or pronunciation). In short, some people simply make quicker and more trouble-free progress than others.
- **Cultural background:** Differences in educational experience can lead to varied expectations of what should happen in the classroom, and you should use this awareness to ask questions of yourself, and adapt to these answers. How much homework are they expecting to be given? Is the learner familiar with a collaborative learning environment? Do they believe pair or group work can actually be beneficial in any way?

BE CONFIDENT

For each statement, choose which of the two differentiating factors seems likely to have produced these common learner concerns. Check your answers on page 512.

- | | |
|--|--|
| 1 I want my teacher to explain it, not just show me. | <i>Age / Cultural background</i> |
| 2 I need more time than my classmates to do the exercises in my coursebook. | <i>Aptitude / Proficiency</i> |
| 3 My teacher doesn’t give me enough work to do outside of class. | <i>Cultural background / Motivation</i> |
| 4 I want to be in a class where everyone is better at English than I am. | <i>Motivation / Aptitude</i> |
| 5 I get confused when the teacher starts talking about verbs and nouns and things like that. | <i>Age / Aptitude</i> |
| 6 I don’t like the teaching style, so I don’t feel I am making progress. | <i>Proficiency / Cultural background</i> |

BE READY

What could you do to address each of the common learner concerns in *BE CONFIDENT*? Make short notes.

BE REFLECTIVE

Consider each student you teach. Write down a short description of how you see them in terms of each of the key factors described above. Then ask them how they see themselves, in a short needs analysis questionnaire (e.g. *How does your AGE affect your progress? What MOTIVATES you to improve your language skills?*). Use this information to challenge your own preconceptions and then to adapt your lesson planning accordingly.

BE COLLABORATIVE

One of the most time-consuming parts of mixed-ability teaching is actually producing differentiated material and adapting the coursebook to the needs of your learners. Consider forming a ‘teaching pool’ with your colleagues, where you can share materials and approaches for, and reflections on, lessons you have delivered.

BE BETTER

For extra guidance on adapting materials for mixed-ability students, why not try the **peer-to-peer teacher training workshop**. *Unlocking mixed-ability teaching* with your colleagues? Go to the Teacher Resources section of our learning platform for access.