



CAMBRIDGE
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The Cambridge Life Competencies Framework

Unlock

A practical
guide to developing
life competencies
through Unlock

Better
Learning

More than ever before, it is vitally important that we teach learners a broad skillset alongside their academic study, in order to prepare them for the world beyond the classroom.

This booklet will introduce you to the Cambridge Life Competencies Framework. We will demonstrate how we have used the research behind the framework to ensure the continued development of such core life skills as part of Unlock, our academic light English course for adult and young adult learners.



Why teach Life Competencies?

Our world is changing fast and we need to prepare our students with the skills and experiences that go beyond learning an additional language.

We see the growing need to work together with people from around the world, to think creatively and solve problems, to analyse sources more critically, to communicate our views effectively, and to maintain a positive mindset in an increasingly complex world.

The Cambridge Life Competencies Framework supports teachers in this challenging area. We understand that the engaging and collaborative nature of the language classroom is the perfect place to develop and embed these key qualities, and so our framework provides guidance on how this can be achieved.

What do we mean by 'Life Competencies'?

Often referred to as '21st century skills', life competencies include the knowledge, skills and attitudes we need to participate effectively in the world around us, and to fulfil our potential – in our education, our careers and our lives in general.

We require the ability to be able to work well with other people, even when they are in other parts of the world. We need to be good at communicating our ideas and opinions, whether that's speaking up in small meetings or writing posts to millions of readers. We need the creativity to generate new ideas and the imagination to find solutions to problems.

It's also important that we can separate facts from opinion and evaluate the reliability of information we hear, and from there construct persuasive arguments. We need to be experts at learning – we will be challenged to learn new skills throughout our lives.

We must be able to better understand how our actions impact on others, in our society and in the world around us. And, we need to strengthen our ability to manage our emotions, persevere in the face of adversity and believe in our own ability to succeed.

Why integrate Life Competencies into English language teaching?

Life Competencies can be integrated into any subject, but they are particularly suitable for teaching English. Learning an additional language already involves many of the skills we're talking about such as communication, collaboration and critical thinking. This means there is lots of scope to develop these skills further, in an integrated way, through the teaching of English.

Nasser,
Student, Saudi Arabia



How does the Cambridge Life Competencies Framework help?

The Cambridge Life Competencies Framework is a way of making sense of the different skills we want our students to develop, in addition to learning English. There are so many different views on which skills are important, and how to develop them, that it can become overwhelming and difficult to understand what they mean for teachers.

By providing a map of some of the most important life skills, the framework allows you to gain a deeper

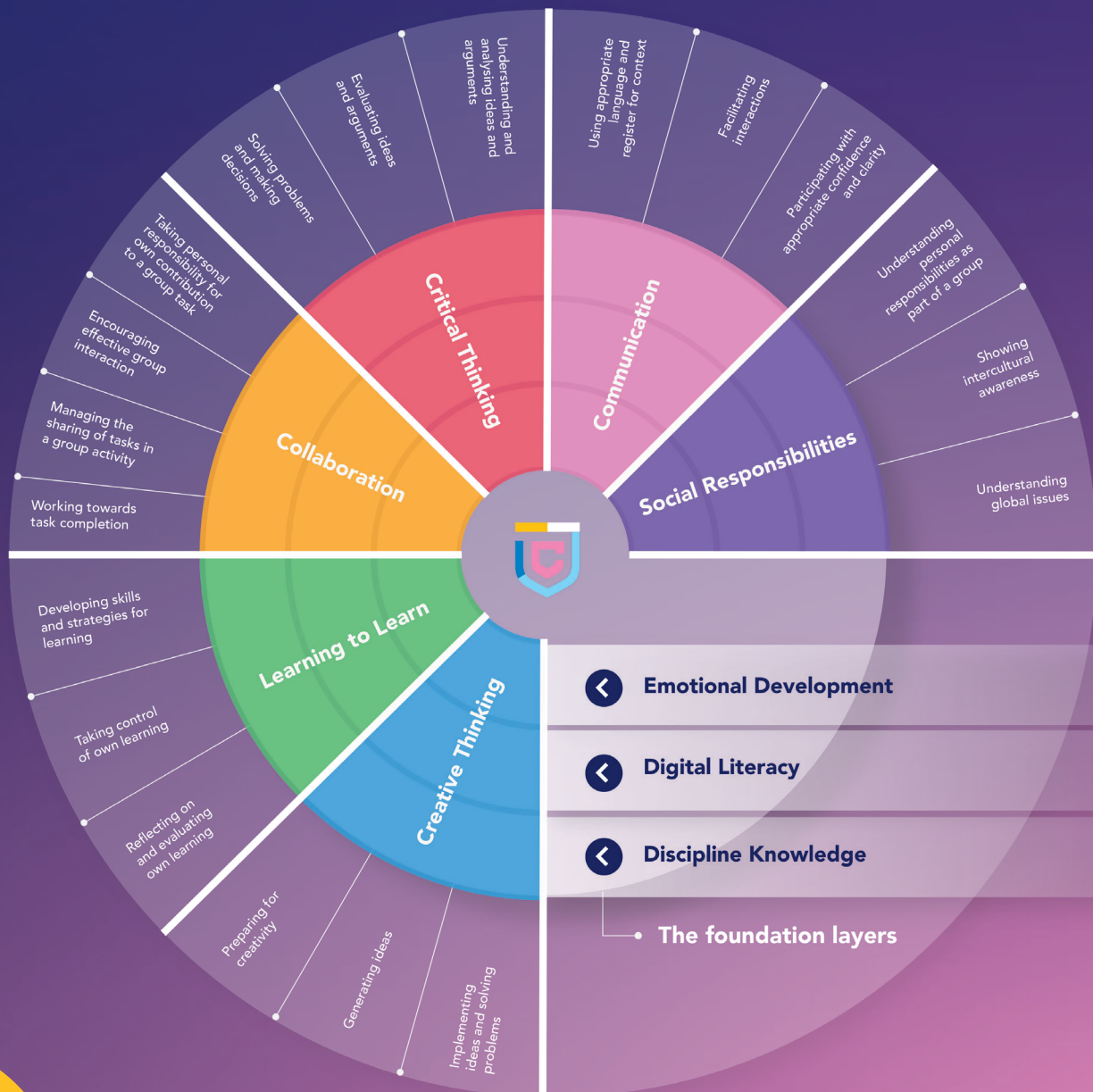
understanding of what each of the competencies involve. It allows you to integrate them more systematically into your teaching, by thinking more carefully about which specific skills you are developing, and what you want your students to be able to do.

We group all of these skills into six main competencies, with three foundational layers that weave through all of these skills.



Cambridge Life Competencies

A framework to develop skills for life



Key features of the Cambridge Life Competencies Framework

The framework has six **Competencies** that describe how these essential skills develop and vary across different stages of education, as learners grow and change.

CREATIVE THINKING	Learners actively participate in creative activities, generate new ideas and use them to solve problems.
CRITICAL THINKING	Learners identify patterns and relationships, evaluate ideas and use these skills to solve problems.
LEARNING TO LEARN	Learners develop practical skills to support and take control of their learning and reflect on their own progress.
COMMUNICATION	Learners choose the most appropriate language to use in different situations, manage conversations effectively and express themselves clearly and confidently.
COLLABORATION	Learners work well together in groups through actively taking part in group activities, listening to others, sharing tasks and finding solutions to problems.
SOCIAL RESPONSIBILITIES	Learners recognise and describe different roles and responsibilities in a variety of groups and understand cultural and global issues.
EMOTIONAL DEVELOPMENT	Learners describe and manage emotions and develop positive relationships with others.

How can you truly understand what each competency really means? The framework breaks down each competency into more detail, so that you can see much more clearly which skills your students need to develop to be good at that particular competency.

Each competency is divided into **Core Areas** – these are the broad skills and behaviours that make up each competency. These core areas are then divided into **Component** skills – these give more clarity to exactly what is meant by each core area, as shown in this example from Creative Thinking:

COMPETENCY	CORE AREA	COMPONENT
CREATIVE THINKING	Preparing for creativity	Participating in a range of creative activities
		Exploring issues and concepts
		Considering multiple perspectives
		Finding connections
	Generating ideas	Generating multiple ideas
		Elaborating on and combining ideas
		Imagining alternatives and possibilities
	Implementing ideas and solving problems	Experimenting with and refining ideas
		Implementing, presenting and explaining ideas and solutions

Along with this, the framework also lists **Can Do Statements** – these describe the observable behaviours that could be suitable targets or objectives for learners at each stage of their learning.

To help English language teachers, we also provide **Example Language** – suggestions for phrases and language that your students might find helpful, when developing each of the Life Competencies.

Introduction to Unlock Second edition

Unlock your Academic potential

Unlock Second Edition is a six-level (CEFR Pre-A1 to C1), academic-light English course created to build the skills and language students need for their studies. Unlock develops students' ability to think critically in an academic context right from the start of their language learning.

- 6 levels – Basic to level 5 (CEFR A0–C1)
- This paired-skills course has two separate Student's Books per level. For levels 1–5 (CEFR A1 – C1):
 - 'Reading, Writing and Critical Thinking Student's Book with Digital Pack' and
 - 'Listening, Speaking and Critical Thinking Student's Book with Digital Pack'.They share the same unit topics so you have access to a wide range of material at each level.
- 56 hours extendable to 90 with the addition of the Digital Workbook and Digital classroom material

Critical thinking

Critical thinking is at the heart of Unlock, fostering the skills and strategies students need to tackle academic tasks when gathering and evaluating information, organizing and presenting their ideas, and then reflecting on them.

Cambridge One

- All Unlock digital content (levels 1-5) is available on the Cambridge One platform.
- Teachers and learners will be able to access all digital products in an environment that is easy to use and with a mobile first experience.

Unlock Basic level

- *Unlock Basic Skills* integrates reading, writing, listening, speaking and critical thinking in one book.
- *Unlock Basic Literacy* develops and builds confidence in literacy.
- The Basic books also share the same unit topics and so can be used together or separately, and can be used for self-study.

Teacher's Manual and Development pack

- Available on Cambridge One.
- A single manual for levels 1-5 so that every answer key and additional activity are in one book.
- Teacher development material in every unit.
- Peer-to-peer teacher training material.
- Lesson observation templates so you can get feedback from colleagues.



Corpus research

Unlock has been informed by the Cambridge Learner Corpus, Cambridge Academic Corpus, and the English Vocabulary Profile. This guarantees that the language presented to learners in Unlock is both up-to-date and relevant.

Comprehensive Testing Package

Unlock offers a range of tests at every level so that you can check your students' progress with confidence. Available as PDF and editable Word documents.

- End of unit review tests, to check students' progress.
- Mid and end of course tests which cover all skills.

Video Lessons in Unlock Second Edition

- Provide 100% authentic video content to increase student engagement.
- Inspire and motivate learners by covering a range of academic, current affairs and general interest topics.
- Develop speaking skills by promoting discussion around the course topics.
- Offer accessible content that is available to teachers and students to stream and download.

Components

For Students

Reading, Writing & Critical Thinking Student's Book with Digital Pack

Reading, Writing & Critical Thinking Student's eBook with Digital Pack

Listening, Speaking & Critical Thinking Student's Book with Digital Pack

Listening, Speaking & Critical Thinking Student's eBook with Digital Pack

For Teachers

The Teacher's Digital Pack content is available on Cambridge One.

Life Competencies in Unlock

Cambridge Life Competencies are embedded throughout the course. Here are just a few examples of how our content is influenced by the framework.

COMPETENCY	CORE AREA
COMMUNICATION	Using appropriate language and register for context

2 Look at the outline again and write *T* (true) or *F* (false) next to the statements.

The outline ...

- _____ 1 shows clear connections between the presentation topic, main ideas, examples and supporting details.
- _____ 2 shows the order of the parts in the presentation.
- _____ 3 tells the speaker exactly what to say in the presentation.
- _____ 4 includes irrelevant details that do not belong in the talk.

3 Create an outline for a talk on one of the topics below. Choose a topic, do some research online and prepare an outline. Use the outline from Exercise 1 as a model. Be sure to include two or three main ideas with details and examples in your outline. You will use this outline for the speaking task at the end of this unit.



The increase in 'superstorms' (extreme hurricanes) around the world



Ice melting in the Arctic




The destruction of the Amazon rainforest

4 Think of some possible solutions to the problem you chose in Exercise 3. Write notes about them in your outline.

5 Share your work with a partner. Provide feedback to each other.

ANALYZE 

CREATE 

CRITICAL THINKING 97

Listening & Speaking Level 4, Unit 4 p97

COMPETENCY	CORE AREA
CREATIVE THINKING	Preparing for creativity

COMPETENCY	CORE AREA
CRITICAL THINKING	Solving problems and making decisions

COMPETENCY	CORE AREA
COLLABORATION	Encouraging effective group interaction

- 2 What 'rules' do visitors to your country need to know in order to be polite? Write notes in the table.

USING YOUR KNOWLEDGE

custom/behaviour	rules
greeting (kissing, shaking hands, etc.)	
giving gifts	
behaviour in business meetings	
business dress code	
punctuality	

- 3 Work in small groups. Discuss the following questions.
- 1 Share the information from your tables. Which rules from your tables are similar? Which are different?
 - 2 The article discusses correct behaviour in Brazil, Japan and Saudi Arabia. What do you know about the specific customs of these countries?

WHILE READING

Annotating a text

Active readers often annotate (make notes) while reading. There are many ways to do this. You should try different techniques and choose the ones which work best for you. Below are some suggestions:

- Highlight the main ideas in a bright colour or put brackets around them.
- Highlight key words and phrases in a different colour. Use the same colours in all your annotations.
- Underline, circle or box important details such as examples, reasons and supporting arguments. In the margin, identify the type of detail you marked.

Also, as you read, write notes in the margins: summarize main ideas in your own words, outline or list important supporting details, write any questions you have, write your opinion or your reaction to the text. Working with the text in this way will help you learn and remember the important information.

- 4 Read the article on customs around the world and annotate the text while you read. Part of the text has been annotated as an example.
- 5 Read the article again and circle the customs which are not mentioned
- | | |
|---------------------|-------------------------|
| a greetings | e table manners |
| b personal space | f giving business cards |
| c giving gifts | g being punctual |
| d business meetings | |

READING FOR MAIN IDEAS

READING 1 85

Reading & Writing Level 3, Unit 4 p85

COMPETENCY	CORE AREA
LEARNING TO LEARN	Developing skills and strategies for learning

COMPETENCY	CORE AREA
SOCIAL RESPONSIBILITIES	Showing intercultural awareness

LEVEL 1

ISBN 978-1-108-56727-5 Listening, Speaking and Critical Thinking Student's Book
ISBN 978-1-108-68161-2 Reading, Writing and Critical Thinking Student's Book

COMPETENCY	CORE AREA	COMPONENT	EXAMPLE ACTIVITY: EMPOWER STARTER A1					WORK RELATED?
			BOOK	UNIT	PAGE	EXERCISE	DESCRIPTION	
CREATIVE THINKING	Preparing for creativity	Participating in a range of creative activities	LS	1	28-29	4	CRITICAL THINKING: Choosing information for an ideas map	
			LS	3	74-75	3	CRITICAL THINKING: Make a survey...	✓
		Exploring issues and concepts	LS	1	17	6	DISCUSSION: Why / Why not?	
			RW	1	17	6	DISCUSSION: Why / Why not?	
		Considering multiple perspectives	RW	6	184	6	CRITICAL THINKING: Why do you think people use the different types of transport?	
		Finding connections	LS	8	184	9	DISCUSSION: Synthesizing information	
	RW		ALL	e.g. 23	5	DISCUSSION: Synthesizing		
	Generating ideas	Generating multiple ideas	RW	7	160-161	1 to 3	CRITICAL THINKING: Generating ideas	
			LS	1	28-29	4	CRITICAL THINKING: Choosing information for an ideas map	
		Elaborating on and combining ideas	LS	4	93	7	DISCUSSION: Use ideas from Listening 1 and Listening 2. Discuss the questions.	
			RW	4	90	4	DISCUSSION: Use ideas from Reading 1 and Reading 2. Ask and answer the questions.	
		Imagining alternatives and possibilities	LS	5	124	7	PREPARATION FOR SPEAKING: Imagine you are going to choose a new teacher for your class	
			RW	3	62	1	PREARING TO READ: Imagine you do not have a smartphone or TV. What do you do?	
	Implementing ideas and solving problems	Experimenting with and refining ideas						
Implementing, presenting and explaining ideas and solutions		LS	5	124	4	SPEAKING TASK: DISCUSS: With your group, decide who should be the new nurse, decide who should be the new nurse. Tell the class your decision. Give your opinions and reasons.		



COMPETENCY	CORE AREA	COMPONENT	EXAMPLE ACTIVITY: EMPOWER STARTER A1					WORK RELATED?	
			BOOK	UNIT	PAGE	EXERCISE	DESCRIPTION		
CRITICAL THINKING	Understanding and analysing ideas and arguments	Identifying and classifying information	LS	1	28-29	1 to 5	CRITICAL THINKING: Choosing information for an ideas map		
			LS	3	74-75	1 to 5	CRITICAL THINKING: Understanding surveys	✓	
			LS	5	119-121	1 & 2	CRITICAL THINKING: Identifying criteria		
			LS	7	162-164	1 to 4	CRITICAL THINKING: Understanding pie charts		
			RW	1	26	1 to 3	CRITICAL THINKING: Collecting Information		
			RW	2	48-49	1 to 5	CRITICAL THINKING: Categorizing information		
			RW	4	92-93	1 to 5	CRITICAL THINKING: Classifying topics and key words		
		Recognising patterns and relationships	LS	2	50-51	1 to 5	CRITICAL THINKING: Using visuals in a talk	✓	
			LS	5	122	3	PREPARATION FOR SPEAKING: Comparing	✓	
			RW	6	143-144	1 to 5	WRITING: Write a comparison of two buildings		
		Interpreting and drawing inferences from arguments and data	LS	4	94-95	1 to 5	CRITICAL THINKING: Interpreting maps and directions		
			RW	6	136-137	1 to 5	CRITICAL THINKING: Analyzing data	✓	
			LS	ALL	e.g. 17	e.g. 5	WATCH AND LISTEN: Making inferences		
			RW	ALL	e.g. 17	e.g. 4	WATCH AND LISTEN: Making inferences		
		Evaluating ideas and arguments	Evaluating specific information or points in an argument	RW	5	114-115	1 to 4	CRITICAL THINKING: Analysing and evaluating opinions	✓
				LS	6	139-141	1 to 5	CRITICAL THINKING: Evaluating ideas	
	Drawing appropriate conclusions		LS	8	188	8	PREPARATION FOR SPEAKING: Describing a solution		
	Solving problems and making decisions	Identifying and understanding problems	LS	8	186	2	PREPARATION FOR SPEAKING: Describing a problem		
			LS	8	185-186	1 to 4	CRITICAL THINKING: Synthesizing information for a talk		
		Identifying, gathering and organising relevant information	LS	3	74-75	3 to 5	CRITICAL THINKING: Understanding surveys	✓	
			RW	3	72-73	1 to 4	CRITICAL THINKING: Choosing relevant information		
			RW	8	183-184	1 to 6	CRITICAL THINKING: Collecting and analyzing data		
		Evaluating options and recommendations to come to a decision	LS	5	123-124	6 & 7	PREPARATION FOR SPEAKING: Making a decision	✓	
Justifying decisions and solutions		LS	5	123	4 & 5	PREPARATION FOR SPEAKING: Asking for and giving opinions and reasons	✓		
		LS	6	143	3 & 4	PREPARATION FOR SPEAKING: Giving reasons			
Evaluating the effectiveness of implemented solutions		LS	8	188	10	PREPARATION FOR SPEAKING: Describing results			
		LS	8	193 & 195		PAIRWORK EXERCISES: Traffic problems and solutions			

COMPETENCY	CORE AREA	COMPONENT	EXAMPLE ACTIVITY: EMPOWER STARTER A1					WORK RELATED?	
			BOOK	UNIT	PAGE	EXERCISE	DESCRIPTION		
LEARNING TO LEARN	Developing skills and strategies for learning	Engaging in directed activities	LS	3	78	1 to 5	SPEAKING TASK: Interview students for a survey		
			RW	5	120	1 to 4	WRITING TASK: Write an email about a job	✓	
		Using effective systems for finding, keeping and retrieving information	LS	1	26	6	WHILE LISTENING: Taking notes		
			RW	3	68	5	WHILE READING: Annotating a text		
			RW	7	153	5	WHILE READING: Taking notes		
		Using effective strategies for learning and retaining information	RW	3 7 7	62 159 163	2 4	Use a dictionary to help you		
			Using effective strategies for comprehension and production tasks	LS	ALL	e.g. 18	e.g. 1	LISTENING: Using your knowledge	
				LS	ALL	e.g. 18	e.g. 2	LISTENING: Understanding key vocabulary	
		LS		ALL	e.g. 19	e.g. 5	LISTENING: Listening for main ideas		
		LS		ALL	e.g. 20	e.g. 7	LISTENING: Listening for detail		
		RW		ALL	e.g. 18	e.g. 1	READING: Previewing		
		RW		ALL	e.g. 18	e.g. 2	READING: Understanding key vocabulary		
		RW		1; 7; 8	e.g. 20	e.g. 3	READING: Skimming		
		RW		ALL	e.g. 20	e.g. 4	READING: Scanning to find information		
		RW		1; 2; 4; 6; 7; 8	e.g. 20	e.g. 5	READING: Reading for detail		
	RW	3; 4; 5; 6; 7; 8		e.g. 64	e.g. 5	READING: Reading for main ideas			
	Taking control of own learning	Setting goals and planning for learning	LS	ALL	e.g. 14		LEARNING OBJECTIVES: In this unit you will...		
			RW	ALL	e.g. 14		LEARNING OBJECTIVES: In this unit you will...		
			LS	ALL	e.g. 33	e.g. 3	TASK CHECKLIST		
			RW	ALL	e.g. 34	e.g. 4	TASK CHECKLIST		
		Taking initiative to improve own learning	LS	ALL	e.g. 33	e.g. 3	TASK CHECKLIST		
			RW	ALL	e.g. 34	e.g. 4	TASK CHECKLIST		
		Managing the learning environment							
		Managing attitudes and emotions							
		Reflecting on and evaluating own learning	Keeping track of progress	LS	ALL	e.g. 35		OBJECTIVES REVIEW	
				RW	ALL	e.g. 35		OBJECTIVES REVIEW	
	Evaluating learning and progress		LS	ALL	e.g. 35		OBJECTIVES REVIEW		
			RW	ALL	e.g. 35		OBJECTIVES REVIEW		
	Using feedback to improve learning		LS	2	55	4	SPEAKING TASK: Give your partner feedback		
			RW	7	164	1	ACADEMIC WRITING SKILLS: Error correction		

COMPETENCY	CORE AREA	COMPONENT	EXAMPLE ACTIVITY: EMPOWER STARTER A1					WORK RELATED?	
			BOOK	UNIT	PAGE	EXERCISE	DESCRIPTION		
COMMUNICATION	Using appropriate language and register for context	Using language appropriate for the situation	LS	3	72	3	PREPARING TO LISTEN: Circle the polite words and phrases		
			LS	3	78	2	SPEAKING TASK: Use the polite ways in the box to ask and answer questions in your interview.		
			LS	1	18	1	PREPARING TO LISTEN: When you meet people for the first time, what do you tell them about yourself?		
		Using a variety of language and communication strategies to achieve a desired effect	LS	2	52	2 & 3	PRONUNCIATION FOR SPEAKING: Sentence stress		
			LS	2	52	2 & 3	PRONUNCIATION FOR SPEAKING: Pauses		
		Adapting language use according to different cultures and social groups	RW	1	28	3	GRAMMAR FOR WRITING: Contractions: Use contractions (short forms) in informal writing and in speaking.		
			RW	5	119	2	ACADEMIC WRITING SKILLS: Writing an email: You can use contractions in informal emails to family and friends.		
		Facilitating interactions	Using communication strategies to facilitate conversations	LS	2	52	2 & 3	PRONUNCIATION FOR SPEAKING: Pauses	
			Using strategies for overcoming language gaps and communication breakdowns	LS	8	182	5	WHILE LISTENING: Listening for definitions	
	Participating with appropriate confidence and clarity	Structuring spoken and written texts effectively	LS	1	31	4	PREPARATION FOR SPEAKING: Introducing and starting a talk	✓	
			LS	1	33	1 to 4	SPEAKING TASK: Tell your group about a famous person from your country		
			LS	7	165	1 & 2	PREPARATION FOR SPEAKING: Introducing a report	✓	
		Using appropriate language and presentation styles with confidence and fluency	RW	6	142	3	ACADEMIC WRITING SKILLS: Supporting sentences		
			RW	7	165	2 & 3	ACADEMIC WRITING SKILLS: Concluding sentences		
			LS	2	51	1	PREPARATION FOR SPEAKING: Giving a talk	✓	
			LS	7	167	1 to 3	SPEAKING TASK: Report the results of a survey	✓	
	RW	5	120	1 to 4	WRITING TASK: Write an email about a job	✓			

COMPETENCY	CORE AREA	COMPONENT	EXAMPLE ACTIVITY: EMPOWER STARTER A1				WORK RELATED?		
			BOOK	UNIT	PAGE	EXERCISE		DESCRIPTION	
COLLABORATION	Taking personal responsibility for own contribution to a group task	Actively contributing to a task	RW	e.g. 6	e.g. 127	e.g. 6	DISCUSSION: Work in a small group		
			LS	e.g. 2	e.g. 43	e.g. 8	DISCUSSION: Work in groups		
		Taking on different roles	LS	4	100	5	SPEAKING TASK: Change roles		
	Encouraging effective group interaction	Listening and responding respectfully							
		Establishing ways of working together	RW	e.g. 6	e.g. 127	e.g. 6	DISCUSSION: Work in a small group		
			LS	e.g. 2	e.g. 43	e.g. 8	DISCUSSION: Work in groups		
	Managing the sharing of tasks in a group activity	Engaging and supporting others							
		Agreeing what needs to be done							
	Working towards task completion	Managing the distribution of tasks							
		Ensuring progress towards a goal	LS	5	123-124	6 & 7	PREPARATION FOR SPEAKING: Making a decision		
		Identifying issues and challenges							
	SOCIAL RESPONSIBILITIES	Understanding personal responsibilities as part of a social group	Understanding responsibilities within a social group						
Fulfilling responsibilities within a social group									
Showing intercultural awareness		Understanding aspects of own culture		LS	3	65	7	DISCUSSION: Do young people often exercise in your culture?	
				LS	4	93	7	DISCUSSION: In your culture, when you give directions, do you ...?	
				LS:	7	161	5	DISCUSSION: ... in your country?	
		Understanding aspects of other cultures		RW	3	63		READING: Meet the Kombai	
				RW	7	156		READING: Ten of the best by cuisine	
				RW	7	157	7	DISCUSSION: Why do different countries have special ways of preparing food and drinks?	
Understanding global issues		Interacting with others across cultures							
		Discussing a range of global issues							
EMOTIONAL DEVELOPMENT		Identifying and understanding emotions	Recognising and describing emotions						
			Understanding emotions						
	Managing own emotions	Monitoring and reflecting on own emotions							
		Regulating emotions							
	Empathy and relationship skills	Establishing and maintaining positive relationships							
		Showing empathy for the feelings of others							
		Supporting others							

LEVEL 2

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COMPETENCY	CORE AREA	COMPONENT	EXAMPLE ACTIVITY: EMPOWER STARTER A1					WORK RELATED?
			BOOK	UNIT	PAGE	EXERCISE	DESCRIPTION	
CREATIVE THINKING	Preparing for creativity	Participating in a range of creative activities	LS	4	97	5	CRITICAL THINKING: Create your own cause and effect chain	
			LS	7	163	4	CRITICAL THINKING: Create an ideas map ...	
			LS	7	149	7	DISCUSSION: Look at the kinds of things which wash up on beaches in the box below. What could you make from each one?	
			RW	2	49	4	CRITICAL THINKING: Complete the ideas map ...	
			RW	6	138	4	CRITICAL THINKING: Create a timeline ...	✓
		Exploring issues and concepts	LS	4	97	5	CRITICAL THINKING: Create your own cause and effect chain	✓
			LS	6	125	Q3	UNLOCK YOUR KNOWLEDGE: What are the advantages and disadvantages of working?	✓
		Considering multiple perspectives	LS	1	15	Q2	UNLOCK YOUR KNOWLEDGE: Why do people choose to live in unusual homes?	
			RW	8	170	1	PREPARING TO WATCH: Why might people live far from their workplace?	
		Finding connections	LS	ALL	e.g. 28	e.g. 10	DISCUSSION: Synthesizing	
	RW		ALL	e.g. 24	e.g. 8	DISCUSSION: Synthesizing		
	Generating ideas	Generating multiple ideas	LS	6	142	1 to 4	PREPARATION FOR SPEAKING: Giving advice	✓
			LS	6	127	8	DISCUSSION: Can you think of some new ideas ...?	✓
		Elaborating on and combining ideas	RW	1	24	8	DISCUSSION: Use ideas from Reading 1 and Reading 2 to answer the questions.	
			LS	5	115	6	DISCUSSION: Use ideas from Listening 1 and Listening 2 to discuss the following questions.	
		Imagining alternatives and possibilities	LS	6	127	8	DISCUSSION: Can you think of some new ideas ...?	✓
			LS	6	143	5	PREPARATION FOR SPEAKING: Imagine you are business consultants. Make a list of ten dos and don'ts for small businesses.	✓
Implementing ideas and solving problems	Experimenting with and refining ideas	RW	7	159 & 160	1 to 7	CRITICAL THINKING: Categorizing ideas		
	Implementing, presenting and explaining ideas and solutions							

COMPETENCY	CORE AREA	COMPONENT	EXAMPLE ACTIVITY: EMPOWER STARTER A1					WORK RELATED?	
			BOOK	UNIT	PAGE	EXERCISE	DESCRIPTION		
CRITICAL THINKING	Understanding and analysing ideas and arguments	Identifying and classifying information	LS	1	29 & 30	1 to 6	CRITICAL THINKING: Deciding if ideas are relevant		
			RW	2	48 & 49	1 to 4	CRITICAL THINKING: Identifying important information		
			RW	7	159 & 160	1 to 7	CRITICAL THINKING: Categorizing ideas		
		Recognising patterns and relationships	RW	3	71 & 72	1 to 6	CRITICAL THINKING: Identifying appropriate answers		
			RW	6	137 & 138	1 to 6	CRITICAL THINKING: Ordering events in time order	✓	
		Interpreting and drawing inferences from arguments and data	RW	4	92 to 94	1 to 5	CRITICAL THINKING: Analyzing graphs	✓	
			RW	5	116 & 117	1 to 4	CRITICAL THINKING: Analyzing a diagram	✓	
			LS	1; 3; 4; 5; 7	e.g. 17	e.g. 6	WATCH AND LISTEN: Making inferences		
			RW	1; 3; 4; 6; 7	e.g. 17	e.g. 5	WATCH AND LISTEN: Making inferences		
		Evaluating ideas and arguments	Evaluating specific information or points in an argument	LS	4	96 & 97	3 to 6	CRITICAL THINKING: Evaluating effects	
	LS			7	162 & 163	1 to 5	CRITICAL THINKING: Evaluating the importance of information		
	RW			1	28 & 29	1 to 7	CRITICAL THINKING: Evaluating positives and negatives		
	Evaluating arguments as a whole		LS	3	73 & 74	1 to 5	CRITICAL THINKING: Evaluating advantages and disadvantages		
			RW	8	180 to 182	1 to 7	CRITICAL THINKING: Evaluating arguments		
	Drawing appropriate conclusions		LS	2	53	5	CRITICAL THINKING: What things in the poster help you to decide if you want to go or not?		
			LS	7	166	5	SPEAKING TASK: Present: Decide together as a group which of the people in your presentations is the most remarkable person and why.		
	Solving problems and making decisions		Identifying and understanding problems	LS	4	94	12	POST-LISTENING: What types of problems connected to climate change can you see?	
			Identifying, gathering and organising relevant information	LS	1	29 & 30	1 to 6	CRITICAL THINKING: Deciding if ideas are relevant	
				LS	1	31	2	SPEAKING SKILLS: Organizing information for a presentation	✓
		Evaluating options and recommendations to come to a decision	LS	6	140 to 142	1 to 5	CRITICAL THINKING: Identifying solutions to problems	✓	
			LS	8	183 to 185	1 to 8	CRITICAL THINKING: Finding the best solution to a problem		
Justifying decisions and solutions		RW	8	171	6	DISCUSSION: Discuss the questions. Explain your answers.	✓		
		LS	5	116 & 117	1 to 5	CRITICAL THINKING: Building a strong argument / Using a persuasion map			
Evaluating the effectiveness of implemented solutions									

COMPETENCY	CORE AREA	COMPONENT	EXAMPLE ACTIVITY: EMPOWER STARTER A1					WORK RELATED?	
			BOOK	UNIT	PAGE	EXERCISE	DESCRIPTION		
LEARNING TO LEARN	Developing skills and strategies for learning	Engaging in directed activities	LS	7	166	1 to 5	SPEAKING TASK: Give a presentation about a remarkable person and his or her work		
			RW	2	54 to 56	1 to 10	WRITING TASK: Describe a festival or special event.		
		Using effective systems for finding, keeping and retrieving information	LS	ALL	e.g. 41	e.g. 5	LISTENING: Taking notes		
			RW	6	132	3	WHILE READING: Annotating a text	✓	
		Using effective strategies for learning and retaining information	LS	"3	62 159 163	2 4	Use a dictionary to help you		
			Using effective strategies for comprehension and production tasks	LS	1; 2; 8	e.g. 16	e.g. 2	LISTENING: Predicting content using visuals	
		LS		ALL	e.g. 18	e.g. 2	LISTENING: Understanding key vocabulary		
		LS		1; 2; 4; 5; 8	e.g. 21	e.g. 7	LISTENING: Listening for main ideas		
		LS		ALL	e.g. 50	e.g. 5	LISTENING: Listening for details		
		RW		2	40	1	READING: Previewing a text		
		RW		ALL	e.g. 18	e.g. 1	READING: Understanding key vocabulary		
		RW		6; 7; 8	e.g. 128	e.g. 2	READING: Skimming		
		RW		1	21	6	READING: Scanning to find information		
		RW		1; 2; 5	e.g. 22	e.g. 2	READING: Scanning to predict content		
		RW		ALL	e.g. 20	e.g. 5	READING: Reading for detail		
		RW		ALL	e.g. 20	e.g. 4	READING: Reading for main ideas		
		RW		2; 3; 5	e.g. 42	e.g. 6 & 7	READING: Recognising text type: Reading between the lines		
		Taking control of own learning		Setting goals and planning for learning	LS	ALL	e.g. 14		LEARNING OBJECTIVES: In this unit you will...
			RW		ALL	e.g. 14		LEARNING OBJECTIVES: In this unit you will...	
	LS		ALL		e.g. 33	e.g. 3	TASK CHECKLIST		
	RW		ALL		e.g. 34	e.g. 4	TASK CHECKLIST		
	Taking initiative to improve own learning		LS	ALL	e.g. 33	e.g. 3	TASK CHECKLIST		
			RW	ALL	e.g. 34	e.g. 4	TASK CHECKLIST		
	Reflecting on and evaluating own learning	Managing the learning environment							
		Managing attitudes and emotions							
		Keeping track of progress	LS	ALL	e.g. 35		OBJECTIVES REVIEW		
			RW	ALL	e.g. 35		OBJECTIVES REVIEW		
		Evaluating learning and progress	LS	ALL	e.g. 35		OBJECTIVES REVIEW		
RW			ALL	e.g. 35		OBJECTIVES REVIEW			
Using feedback to improve learning	RW	ALL	e.g. 34	e.g. 6 & 7	WRITING TASK: EDIT: Use the language checklist to edit your paragraph for language errors				

COMPETENCY	CORE AREA	COMPONENT	EXAMPLE ACTIVITY: EMPOWER STARTER A1					WORK RELATED?	
			BOOK	UNIT	PAGE	EXERCISE	DESCRIPTION		
COMMUNICATION	Using appropriate language and register for context	Using language appropriate for the situation	LS	2	55	6	AGREEING & DISAGREEING: Polite language	✓	
			RW	5	120	4 & 5	ACADEMIC WRITING SKILLS: Removing unrelated information		
		Using a variety of language and communication strategies to achieve a desired effect	LS	2	52 & 53	3 to 6	CRITICAL THINKING: Creating a persuasive argument		
			LS	5	116 to 118	1 to 4	CRITICAL THINKING: Building a strong argument / Using a persuasion map		
			LS	7	161	10 & 11	PRONUNCIATION FOR LISTENING: Intonation for emotion and interest		
	Facilitating interactions	Using communication strategies to facilitate conversations	LS	8	185	1	PREPARATION FOR SPEAKING: Turn taking	✓	
			LS	1	31	1	SPEAKING SKILLS: Signposting an opinion		
		Using strategies for overcoming language gaps and communication breakdowns	LS	5	120		PREPARATION FOR SPEAKING: Asking for and giving clarification	✓	
	Participating with appropriate confidence and clarity	Structuring spoken and written texts effectively	LS	1	31	2	SPEAKING SKILLS: Organizing information for a presentation	✓	
			LS	3	75	1 to 3	SPEAKING SKILLS: Giving additional and contrasting information		
			LS	7	165	2	SPEAKING SKILLS: Examples and details		
			RW	7	163	1 to 4	ACADEMIC WRITING SKILLS: Concluding sentences		
			RW	2	52 & 53	1 to 5	ACADEMIC WRITING SKILLS: Organizing sentences into a paragraph		
			RW	4	97	1 to 5	ACADEMIC WRITING SKILLS: Supporting sentences		
			RW	8	186	1 & 2	ACADEMIC WRITING SKILLS: Essay organization		
		Using appropriate language and presentation styles with confidence and fluency	LS	1	33 & 34	1 to 5	SPEAKING TASK: Give a presentation about an interesting place		
	COLLABORATION	Taking personal responsibility for own contribution to a group task	Actively contributing to a task	RW	e.g. 3	e.g. 61	e.g. 7	DISCUSSION: Work in small groups	
				LS	e.g. 3	e.g. 61	e.g. 8	DISCUSSION: Work in small groups	
			Taking on different roles	LS	5	117 190	4	CRITICAL THINKING: Role play	
		Encouraging effective group interaction	Listening and responding respectfully	LS	8	185	1	PREPARATION FOR SPEAKING: Turn taking	✓
Establishing ways of working together			RW	e.g. 3	e.g. 61	e.g. 7	DISCUSSION: Work in small groups		
			LS	e.g. 3	e.g. 61	e.g. 8	DISCUSSION: Work in small groups		
Engaging and supporting others		LS	6	142	1 to 4	PREPARATION FOR SPEAKING: Giving advice	✓		
Managing the sharing of tasks in a group activity		Agreeing what needs to be done	LS	4	100	4	SPEAKING TASK: Prepare: Decide how you will present.		
		Managing the distribution of tasks	LS	4	100	4	SPEAKING TASK: Prepare: Make sure you both say something. Practise your presentation with your partner.		
Working towards task completion		Ensuring progress towards a goal	LS	2	39	6	DISCUSSION: Work in a small group. Discuss the questions		
		Identifying issues and challenges							
		Resolving issues	LS	1	34	6	SPEAKING TASK: Vote for the place that most students would like to visit.		
	LS		7	166	5	SPEAKING TASK: Decide together as a group ...			

COMPETENCY	CORE AREA	COMPONENT	EXAMPLE ACTIVITY: EMPOWER STARTER A1					WORK RELATED?	
			BOOK	UNIT	PAGE	EXERCISE	DESCRIPTION		
SOCIAL RESPONSIBILITIES	Understanding personal responsibilities as part of a social group	Understanding responsibilities within a social group							
		Fulfilling responsibilities within a social group							
	Showing intercultural awareness	Understanding aspects of own culture	LS	5	103		UNLOCK YOUR KNOWLEDGE: Is this sport popular in your country? Which sports are popular?		
			RW	6	125		UNLOCK YOUR KNOWLEDGE: Do you know the names of any famous entrepreneurs from your country?	✓	
		Understanding aspects of other cultures	LS	2	42	7 to 10	LISTENING: Interviews about three cultural festivals		
			RW	2	44 & 45	3 to 7	READING: Muscat Festival		
	Understanding global issues	Interacting with others across cultures	LS	4	80 to 83	1 to 7	WATCH AND LISTEN: Watch and understand a video about the impact of oceans on climate.		
			LS	4	92 to 94	5 to 15	LISTENING & DISCUSSION: A news report about global warming		
		LS	4	95	1 & 2	CRITICAL THINKING: Climate change in the Arctic			
		LS	4	99	6 to 8	PREPARATION FOR SPEAKING: Climate change cause and effect			
		LS	4	100	1 to 6	SPEAKING TASK: Give a presentation about climate change			
		Recognising personal impact on global issues							
	EMOTIONAL DEVELOPMENT	Identifying and understanding emotions	Recognising and describing emotions	LS	7	161	10 & 11	PRONUNCIATION FOR LISTENING: Intonation for emotion and interest	
				RW	3	60	1	PREPARING TO WATCH: Do you ever worry when ...?	
LS			6	135	5	LANGUAGE DEVELOPMENT: Happiness at work bar chart	✓		
Understanding emotions									
Managing own emotions		Monitoring and reflecting on own emotions							
		Regulating emotions							
Empathy and relationship skills		Establishing and maintaining positive relationships							
		Showing empathy for the feelings of others							
		Supporting others							

LEVEL 3

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COMPETENCY	CORE AREA	COMPONENT	EXAMPLE ACTIVITY: EMPOWER STARTER A1					WORK RELATED?
			BOOK	UNIT	PAGE	EXERCISE	DESCRIPTION	
CREATIVE THINKING	Preparing for creativity	Participating in a range of creative activities	LS	6	140	4	CRITICAL THINKING: Complete an ideas map about the invention you chose.	
			RW	2	50	4	CRITICAL THINKING: Create a cause-and-effect chain diagram	
		Exploring issues and concepts	RW	1	26 to 28	1 to 5	CRITICAL THINKING: Comparing and contrasting facts	
			RW	6	137 & 138	1 to 4	CRITICAL THINKING: Analyzing advantages and disadvantages	
		Considering multiple perspectives	LS	2	51 & 52	1 to 5	CRITICAL THINKING: Making counter arguments	
			LS	8	183 & 184	1 to 5	CRITICAL THINKING: Evaluating arguments	
		Finding connections	LS	ALL	e.g. 28	e.g. 10	DISCUSSION: Synthesizing	
			RW	ALL	e.g. 24	e.g. 6	DISCUSSION: Synthesizing	
	Generating ideas	Generating multiple ideas	LS	5	117 & 118	1 to 4	CRITICAL THINKING: Brainstorming and evaluating ideas using an ideas map	
			LS	8	179	5 & 6	LANGUAGE DEVELOPMENT: Complete the sentences with your own ideas.	
		Elaborating on and combining ideas	LS	7	159	7	DISCUSSION: Use ideas from Listening 1 and Listening 2 to answer the following questions.	
			RW	5	112	9	DISCUSSION: Use ideas from Reading 1 and Reading 2 to answer the following questions.	
		Imagining alternatives and possibilities	RW	6	127	5	DISCUSSION: Imagine your group work for an international finance company.	✓
			RW	6	134	7	DISCUSSION: Imagine the year is 2035. Which inventions do you think you will use regularly?	
			RW	8	175	7	DISCUSSION: Imagine that you and your partner have one million pounds to invest.	
	Implementing ideas and solving problems	Experimenting with and refining ideas						
		Implementing, presenting and explaining ideas and solutions	LS	3	67 & 68	1 & 2	LANGUAGE DEVELOPMENT: Talking about problems and solutions	



COMPETENCY	CORE AREA	COMPONENT	EXAMPLE ACTIVITY: EMPOWER STARTER A1					WORK RELATED?
			BOOK	UNIT	PAGE	EXERCISE	DESCRIPTION	
CRITICAL THINKING	Understanding and analysing ideas and arguments	Identifying and classifying information	LS	7	160 to 162	1 to 6	CRITICAL THINKING: Creating a purpose statement	
			RW	5	115 & 116	1 to 5	CRITICAL THINKING: Supporting an argument	
		Recognising patterns and relationships	LS	5	117 & 118	1 to 4	CRITICAL THINKING: Brainstorming and evaluating ideas using an ideas map	
			RW	2	49 & 50	1 to 4	CRITICAL THINKING: Analyzing cause and effect	
		Interpreting and drawing inferences from arguments and data	RW	8	180 to 182	1 to 5	CRITICAL THINKING: Understanding line graphs	
			LS	7	159	6	POST-LISTENING: Making inferences	
	RW		ALL	e.g. 22	e.g. 5	READING: Making inferences		
	Evaluating ideas and arguments	Evaluating specific information or points in an argument	RW	4	94 & 95	1 & 2	CRITICAL THINKING: Responding to an author's ideas	
			RW	6	137 & 138	1 to 4	CRITICAL THINKING: Analyzing advantages and disadvantages	
		Evaluating arguments as a whole	LS	8	183 & 184	1 to 5	CRITICAL THINKING: Evaluating arguments	
			RW	7	159 & 160	1 to 6	CRITICAL THINKING: Identifying strong arguments	
		Drawing appropriate conclusions	LS	6	139 & 140	1 to 5	CRITICAL THINKING: Summarizing information using Wh- questions	
	Solving problems and making decisions	Identifying and understanding problems	LS	3	67 & 68	1 & 2	LANGUAGE DEVELOPMENT: Talking about problems and solutions	
		Identifying, gathering and organising relevant information	RW	1	26 to 28	1 to 5	CRITICAL THINKING: Comparing and contrasting facts	
			LS	5	119	1 & 2	PREPARATION FOR SEPAKING: Problem-solution organization	
		Evaluating options and recommendations to come to a decision	LS	3	74 & 75	1 to 6	CRITICAL THINKING: Evaluating problems and proposing solutions	
			LS	8	176	11	DISCUSSION: Work in small groups and share your ideas. Decide together which point you think is the most important and why.	
		Justifying decisions and solutions	LS	4	95 & 96	1 to 4	CRITICAL THINKING: Creating a convincing argument	
			RW	5	115 & 116	1 to 5	CRITICAL THINKING: Supporting an argument	
			LS	8	186	4	PREPARATION FOR SEPAKING: Presenting reasons and evidence to support an argument	
		Evaluating the effectiveness of implemented solutions	RW	3	72 to 74	1 to 6	CRITICAL THINKING: Evaluating solutions	

COMPETENCY	CORE AREA	COMPONENT	EXAMPLE ACTIVITY: EMPOWER STARTER A1					WORK RELATED?
			BOOK	UNIT	PAGE	EXERCISE	DESCRIPTION	
LEARNING TO LEARN	Developing skills and strategies for learning	Engaging in directed activities	LS	5	121 & 122	1 to 7	SPEAKING TASK: Give a presentation to a group of students about an idea for a health product or programme.	
			RW	7	165 & 166	1 to 6	WRITING TASK: Write a point-counterpoint essay.	✓
		Using effective systems for finding, keeping and retrieving information	LS	ALL	e.g. 19	e.g. 4	LISTENING: Taking notes	
			RW	4	85	4 & 5	WHILE READING: Annotating a text	
		Using effective strategies for learning and retaining information	LS	1 2 4	22 45 89; 91	1 1 2; 6 & 8	Use a dictionary to help you	
			RW	6 8	136 178	3 1	Use a dictionary to help you / to find the meanings ...	
			LS	2	44	7	Listening for explanations	
		Using effective strategies for comprehension and production tasks	LS	2	27	7	LISTENING: Listening for signposting language	
			LS	ALL	e.g. 18	e.g. 1	LISTENING:: Understanding key vocabulary	
			LS	ALL	e.g. 16	e.g. 2	WATCH AND LISTEN: Predicting content using visuals	
			LS	ALL	e.g. 19	e.g. 4	LISTENING: Listening for main ideas	
			LS	1; 2; 3; 6	e.g. 20	e.g. 6	LISTENING: Listening for text organization	
			LS	1; 2; 3	e.g. 26	e.g. 6	LISTENING: Listening for detail	
			LS	2 to 8	e.g. 18	e.g. 2	LISTENING:: Using your knowledge	
			RW	ALL	e.g. 18	e.g. 1	READING: Understanding key vocabulary	
			RW	1; 4 to 8	e.g. 18	e.g. 2	READING: Using your knowledge	
			RW	ALL	e.g. 20	e.g. 5	READING: Reading for detail	
		RW	ALL	e.g. 20	e.g. 4	READING: Reading for main ideas		
		RW	2; 6; 7	e.g. 42	e.g. 4	READING: Scanning to find information		
		RW	5; 7; 8	e.g. 108	e.g. 3	READING: Skimming		
	Taking control of own learning	Setting goals and planning for learning	LS	ALL	e.g. 14		LEARNING OBJECTIVES: In this unit you will...	
			RW	ALL	e.g. 14		LEARNING OBJECTIVES: In this unit you will...	
			LS	ALL	e.g. 34	e.g. 2	TASK CHECKLIST	
			RW	ALL	e.g. 34	e.g. 3	TASK CHECKLIST	
		Taking initiative to improve own learning	LS	ALL	e.g. 34	e.g. 2	TASK CHECKLIST	
			RW	ALL	e.g. 34	e.g. 3	TASK CHECKLIST	
	Managing the learning environment							
	Managing attitudes and emotions							
	Reflecting on and evaluating own learning	Keeping track of progress	LS	ALL	e.g. 35		OBJECTIVES REVIEW	
			RW	ALL	e.g. 35		OBJECTIVES REVIEW	
		Evaluating learning and progress	LS	ALL	e.g. 35		OBJECTIVES REVIEW	
			RW	ALL	e.g. 35		OBJECTIVES REVIEW	
		Using feedback to improve learning	RW	ALL	e.g. 34	e.g. 5	WRITING TASK: EDIT: Use the language checklist to edit your essay for language errors	
LS			3	78	4	SPEAKING TASK: Use your notes to give feedback to each other to improve your presentations.		

COMPETENCY	CORE AREA	COMPONENT	EXAMPLE ACTIVITY: EMPOWER STARTER A1					WORK RELATED?
			BOOK	UNIT	PAGE	EXERCISE	DESCRIPTION	
COMMUNICATION	Using appropriate language and register for context	Using language appropriate for the situation	LS	4	96 & 97	1 & 2	PREPARATION FOR SEPAKING: Being polite in a discussion	
			LS	1	29 to 31	1 to 5	CRITICAL THINKING: Creating a talk for a specific audience	
		Using a variety of language and communication strategies to achieve a desired effect	LS	2	51 & 52	1 to 5	CRITICAL THINKING: Making counter arguments	
			LS	4	95 & 96	1 to 4	CRITICAL THINKING: Creating a convincing argument	
			LS	4	97 & 98	& 4	PREPARATION FOR SEPAKING: Using adverbs for emphasis	
			LS	5	120 & 121	3 to 7	PREPARATION FOR SEPAKING: Presenting persuasively	✓
		Adapting language use according to different cultures and social groups	LS	1	29 to 31	1 to 5	CRITICAL THINKING: Creating a talk for a specific audience	✓
	LS		4	96 & 97	1 & 2	PREPARATION FOR SEPAKING: Being polite in a discussion	✓	
	Facilitating interactions	Using communication strategies to facilitate conversations	LS	7	164 & 165	3 to 6	PREPARATION FOR SEPAKING: Asking follow-up questions	
			LS	1	32	1 & 2	PREPARATION FOR SEPAKING: Using signposting language	
		Using strategies for overcoming language gaps and communication breakdowns	LS	7	163	1&2	PREPARATION FOR SEPAKING: Asking for opinions and checking information	
			LS	8	187	5	PREPARATION FOR SPEAKING: Using paraphrases	
	Participating with appropriate confidence and clarity	Structuring spoken and written texts effectively	RW	5	115 & 116	1 to 5	CRITICAL THINKING: Supporting an argument	
			RW	7	164 & 165	7 & 8	ACADEMIC WRITING SKILLS: Cohesion	
			RW	1	31 & 32	1 & 2	ACADEMIC WRITING SKILLS: Topic sentences	
			RW	2	52	1	ACADEMIC WRITING SKILLS: Paragraph unity	
			RW	5	120	1	ACADEMIC WRITING SKILLS: Essay structure	
Using appropriate language and presentation styles with confidence and fluency		LS	2	55 & 56	1 to 7	SPEAKING TASK: Take part in a debate		
		LS	6	144	1 to 5	SPEAKING TASK: Give a presentation ...	✓	



COMPETENCY	CORE AREA	COMPONENT	EXAMPLE ACTIVITY: EMPOWER STARTER A1					WORK RELATED?
			BOOK	UNIT	PAGE	EXERCISE	DESCRIPTION	
COLLABORATION	Taking personal responsibility for own contribution to a group task	Actively contributing to a task	RW	e.g. 1	e.g. 17	e.g. 5	DISCUSSION: Work in small groups	
			LS	e.g. 1	e.g. 17	e.g. 5	DISCUSSION: Work in small groups	
		Taking on different roles	LS	7	166	8	PRESENT: Work with a different partner. Interview your partner. Then, change roles and let your partner interview you.	
	Encouraging effective group interaction	Listening and responding respectfully						
		Establishing ways of working together	RW	e.g. 1	e.g. 17	e.g. 5	DISCUSSION: Work in small groups	
			LS	e.g. 1	e.g. 17	e.g. 5	DISCUSSION: Work in small groups	
	Engaging and supporting others							
	Managing the sharing of tasks in a group activity	Agreeing what needs to be done						
		Managing the distribution of tasks						
	Working towards task completion	Ensuring progress towards a goal	LS	5	121 & 122	1 to 7	SPEAKING TASK: Give a presentation to a group of students about an idea for a health product or programme.	
		Identifying issues and challenges						
		Resolving issues	LS	8	176	11	DISCUSSION: Work in small groups and share your ideas. Decide together which point you think is the most important and why.	



COMPETENCY	CORE AREA	COMPONENT	EXAMPLE ACTIVITY: EMPOWER STARTER A1					WORK RELATED?
			BOOK	UNIT	PAGE	EXERCISE	DESCRIPTION	
SOCIAL RESPONSIBILITIES	Understanding personal responsibilities as part of a social group	Understanding responsibilities within a social group						
		Fulfilling responsibilities within a social group						
	Showing intercultural awareness	Understanding aspects of own culture	LS	4	95	2	CRITICAL THINKING: Think about the holidays in your culture.	
			LS	4	94	8	DISCUSSION: What are your culture's customs for celebrating graduations?	
			LS	5	104	1	WATCH AND LISTEN: Complete the questionnaire about health in your country.	
			LS	4	85	3	LISTENING: A podcast about changing customs in the modern world	
		Understanding aspects of other cultures	LS	4	93	3	LISTENING: A discussion about gift-giving	
			RW	4	85 & 86	4 to 8	READING: Customs around the world	
			RW	4	89 & 90	1 to 8	READING: Protecting our intangible cultural heritage	
			RW	4	92	1	LANGUAGE DEVELOPMENT: Avoiding generalizations	
	Understanding global issues	Interacting with others across cultures						
		Discussing a range of global issues	LS	2	38 & 39	1 to 5	WATCH AND LISTEN: Offshore wind farms	
			LS	2	47 to 50	1 to 7	LISTENING: A debate about nuclear power	
			LS	2	55 & 56	1 to 7	SPEAKING TASK: Take part in a debate about allowing a new wind farm near your town	
			RW	2	41 & 42	3	READING: Our changing planet	
	Recognising personal impact on global issues	RW	2	45 & 46	3	READING: The causes and effects of deforestation		
		RW	2	48	2 & 3	LANGUAGE DEVELOPMENT: Environment collocations		
RW		2	55 & 56	1 to 9	WRITING TASK: Describe the human causes of climate change and the effects that climate change will have on the planet.			
EMOTIONAL DEVELOPMENT	Identifying and understanding emotions	Recognising and describing emotions	LS	5	108	5 & 6	PRONUNCIATION FOR LISTENING: Attitude and emotion	
			LS	5	113	7	LANGUAGE DEVELOPMENT: Adjectives to describe wellbeing	
		Understanding emotions						
	Managing own emotions	Monitoring and reflecting on own emotions						
		Regulating emotions						
	Empathy and relationship skills	Establishing and maintaining positive relationships						
		Showing empathy for the feelings of others						
		Supporting others						

LEVEL 4

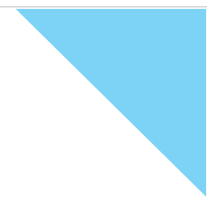
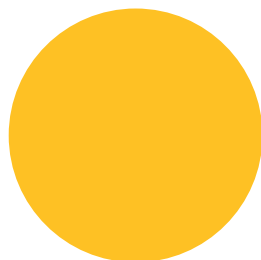
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COMPETENCY	CORE AREA	COMPONENT	EXAMPLE ACTIVITY: EMPOWER STARTER A1					WORK RELATED?
			BOOK	UNIT	PAGE	EXERCISE	DESCRIPTION	
CREATIVE THINKING	Preparing for creativity	Participating in a range of creative activities	LS	4	97	3	CRITICAL THINKING: Create an outline for a talk on one of the topics below.	
			RW	1	26	2	CRITICAL THINKING: Write this idea in the middle of the ideas map below, and add any supporting examples which you can think of.	
		Exploring issues and concepts	RW	2	49	1 to 3	CRITICAL THINKING: Analyzing similarities and differences	
			RW	7	161	4	CRITICAL THINKING: Work with a partner. Can you think of any analogies of your own related to the essay question?	
			LS	7	147		UNLOCK YOUR KNOWLEDGE: Discussion	
		Considering multiple perspectives	LS	3	64	6	PREPARING TO LISTEN: Identifying contrasting opinions	
			LS	3	74	7	CRITICAL THINKING: Discuss what you think the other group's background, motivation and opinions might be.	
		Finding connections	LS	ALL	e.g. 27	e.g. 10	DISCUSSION: Synthesizing	
			RW	ALL	e.g. 24	e.g. 7	DISCUSSION: Synthesizing	
	Generating ideas	Generating multiple ideas	RW	1	26	2	CRITICAL THINKING: Write this idea in the middle of the ideas map below, and add any supporting examples which you can think of.	
			LS	6	141	2	CRITICAL THINKING: With your partner, brainstorm some possible problems with energy use at a university or workplace. Think of as many as you can.	
			RW	3	71	1	CRITICAL THINKING: Brainstorm different ways in which diseases can be prevented.	
		Elaborating on and combining ideas	RW	4	98	1	ACADEMIC WRITING SKILLS: Developing ideas	
			LS	6	131	1	LANGUAGE DEVELOPMENT: Connecting ideas	
		Imagining alternatives and possibilities	LS	2	51	3	CRITICAL THINKING: Imagine you are committee members selecting applicants ...	✓
	Implementing ideas and solving problems	Experimenting with and refining ideas						
		Implementing, presenting and explaining ideas and solutions	LS	4	98	1	PREPARATION FOR SPEAKING: Giving background information and explaining a problem	

COMPETENCY	CORE AREA	COMPONENT	EXAMPLE ACTIVITY: EMPOWER STARTER A1					WORK RELATED?
			BOOK	UNIT	PAGE	EXERCISE	DESCRIPTION	
CRITICAL THINKING	Understanding and analysing ideas and arguments	Identifying and classifying information	RW	1	27	3	CRITICAL THINKING: Using tables and diagrams	
			RW	4	91	5	WHILE READING: Place the strategies for dealing with drought in the appropriate places in the diagram.	
		Recognising patterns and relationships	LS	8	182	2	CRITICAL THINKING: Is there a relationship between any of the data in your graph	✓
			LS	1	27	6 to 8	POST-LISTENING: Understanding cause and effect	
		Interpreting and drawing inferences from arguments and data	LS	1	29 & 30	2 to 5	CRITICAL THINKING: Analyzing and using data in a pie chart	✓
			LS	8	182 to 184	1 to 6	CRITICAL THINKING: Analyzing and using data from a line graph	✓
			RW	7	160 & 161	1 to 4	CRITICAL THINKING: Understanding and evaluating analogies	
			LS	2	49	7	POST-LISTENING: Making inferences	
	Evaluating ideas and arguments	Evaluating specific information or points in an argument	RW	1	26	1 & 2	CRITICAL THINKING: Evaluating supporting examples	
			RW	2	49	1 to 3	CRITICAL THINKING: Analyzing similarities and differences	
			RW	6	137 to 138	1 to 4	CRITICAL THINKING: Evaluating benefits and drawbacks	
		Evaluating arguments as a whole	LS	3	72 to 74	1 to 7	CRITICAL THINKING: Analyzing background and motivation	
			RW	3	71 & 72	1 to 8	CRITICAL THINKING: Evaluating ideas	
			RW	4	94 to 96	1 to 4	CRITICAL THINKING: Evaluating arguments	
		Drawing appropriate conclusions	LS	7	160 & 161	1 to 5	CRITICAL THINKING: Preparing for a debate: Evaluating reasons; Analyzing evidence	
			RW	8	181 & 182	1 to 6	CRITICAL THINKING: Drawing appropriate conclusions	
	Solving problems and making decisions	Identifying and understanding problems	LS	5	119 & 120	3 to 6	PREPARATION FOR SPEAKING: Identifying problems and suggesting solutions	
			LS	4	98	1	PREPARATION FOR SPEAKING: Giving background information and explaining a problem	
		Identifying, gathering and organising relevant information	LS	4	96 & 97	1 to 5	CRITICAL THINKING: Organizing information in a presentation	✓
			LS	2	50	1 & 2	CRITICAL THINKING: Prioritizing criteria	
		Evaluating options and recommendations to come to a decision	LS	2	51	3 & 4	CRITICAL THINKING: Using priorities to evaluate options	
			LS	5	116 & 117	1 to 3	CRITICAL THINKING: Comparing and evaluating solutions	
			LS	6	141 & 142	1 to 4	CRITICAL THINKING: Analyzing and evaluating problems and solutions	
		Justifying decisions and solutions	LS	4	95 & 96	1 to 4	CRITICAL THINKING: Creating a convincing argument	
			RW	5	115 & 116	1 to 5	CRITICAL THINKING: Supporting an argument	✓
			RW	4	99 & 100	1 to 7	WRITING TASK: an essay which provides both short- and long-term solutions to an environmental problem	
			RW	5	116 & 117	1 to 4	CRITICAL THINKING: Creating a persuasive argument	
Evaluating the effectiveness of implemented solutions								

COMPETENCY	CORE AREA	COMPONENT	EXAMPLE ACTIVITY: EMPOWER STARTER A1					WORK RELATED?
			BOOK	UNIT	PAGE	EXERCISE	DESCRIPTION	
LEARNING TO LEARN	Developing skills and strategies for learning	Engaging in directed activities	LS	8	188	1 to 5	SPEAKING TASK: Give a presentation using graphical data	✓
			RW	4	99 & 100	1 to 7	WRITING TASK: an essay which provides both short- and long-term solutions to an environmental problem	
		Using effective systems for finding, keeping and retrieving information	LS	ALL	e.g. 85	e.g. 3	LISTENING: Taking notes	
			RW	3	63	3 & 4	READING: Annotating a text	
		Using effective strategies for learning and retaining information	RW	6	131	6	READING: Working out meaning from context	
		Using effective strategies for comprehension and production tasks	LS	1	18	1 & 2	LISTENING: Activating prior knowledge	
			LS	ALL	e.g. 18	e.g. 1	LISTENING: Understanding key vocabulary	
			LS	ALL	e.g. 16	e.g. 2	WATCH AND LISTEN: Predicting content using visuals	
			LS	ALL	e.g. 19	e.g. 3	LISTENING: Listening for main ideas	
			LS	ALL	e.g. 26	e.g. 5	LISTENING: Listening for detail	
			LS	3 5	65 1157	7 8	LISTENING: Listening for attitude	
			RW	ALL	e.g. 18	e.g. 1	READING: Understanding key vocabulary	
			RW	ALL	e.g. 19	e.g. 2	READING: Using your knowledge	
			RW	ALL	e.g. 20	e.g. 4 to 6	READING: Reading for detail	
			RW	1 to 4; 6; 8	e.g. 22	e.g. 4 & 5	READING: Reading for main ideas	
	RW	3; 7	e.g. 68	e.g. 6	READING: Scanning to find information / key words			
	RW	3; 4; 5	e.g. 63	e.g. 2	READING: Skimming			
	Taking control of own learning	Setting goals and planning for learning	LS	ALL	e.g. 14		LEARNING OBJECTIVES: In this unit you will...	
			RW	ALL	e.g. 14		LEARNING OBJECTIVES: In this unit you will...	
			LS	ALL	e.g. 34	e.g. 2	TASK CHECKLIST	
			RW	ALL	e.g. 34	e.g. 3	TASK CHECKLIST	
			LS	2	49	8	POST-LISTENING: Discussion	
		Taking initiative to improve own learning	LS	ALL	e.g. 34	e.g. 2	TASK CHECKLIST	
			RW	ALL	e.g. 34	e.g. 3	TASK CHECKLIST	
		Managing the learning environment	RW	2	39	6	WATCH AND LISTEN: Discussion	
			RW	2	44 & 45	3	READING: Distance learning vs face-to-face learning	
		Managing attitudes and emotions						
	Reflecting on and evaluating own learning	Keeping track of progress	LS	ALL	e.g. 35		OBJECTIVES REVIEW	
			RW	ALL	e.g. 35		OBJECTIVES REVIEW	
Evaluating learning and progress		LS	ALL	e.g. 35		OBJECTIVES REVIEW		
		RW	ALL	e.g. 35		OBJECTIVES REVIEW		
Using feedback to improve learning		RW	ALL	e.g. 34	e.g. 10	WRITING TASK: EDIT: Use the language checklist to edit your essay for language errors		

COMPETENCY	CORE AREA	COMPONENT	EXAMPLE ACTIVITY: EMPOWER STARTER A1					WORK RELATED?
			BOOK	UNIT	PAGE	EXERCISE	DESCRIPTION	
COMMUNICATION	Using appropriate language and register for context	Using language appropriate for the situation	LS	5	120	4 to 6	PREPARATION FOR SPEAKING: Making polite suggestions	
			LS	2	53 & 54	3	PREPARATION FOR SPEAKING: Agreeing and disagreeing respectfully	
		Using a variety of language and communication strategies to achieve a desired effect	RW	5	116 & 117	1 to 4	CRITICAL THINKING: Creating a persuasive argument	
			LS	3	75		PREPARATION FOR SPEAKING: Creating persuasive arguments	
			LS	6	143	5 & 6	PRONUNCIATION FOR SPEAKING: Using a neutral tone of voice	
			RW	3	76	1	ACADEMIC WRITING SKILLS: Sentence variety	
			RW	5	121 & 122	1 to 7	WRITING TASK: Write a persuasive essay	
		Adapting language use according to different cultures and social groups	LS	7	164	6	PREPARATION FOR SPEAKING: Using language for hedging	
	LS		7	164	6	PREPARATION FOR SPEAKING: Using language for hedging		
	Facilitating interactions	Using communication strategies to facilitate conversations	LS	6	142	1 to 3	PREPARATION FOR SPEAKING: Keeping a discussion moving	
			LS	7	163	4	PREPARATION FOR SPEAKING: Restating somebody's point	
		Using strategies for overcoming language gaps and communication breakdowns	RW	6	131	6	READING BETWEEN THE LINES: Working out meaning from context	
	Participating with appropriate confidence and clarity	Structuring spoken and written texts effectively	LS	4	96 & 97	1 to 5	CRITICAL THINKING: Organizing information in a presentation	✓
			LS	4	99	2	PREPARATION FOR SPEAKING: Using signposting language in a presentation	✓
			RW	1	29		ACADEMIC WRITING SKILLS: Essay structure	
			RW	5	118	1	ACADEMIC WRITING SKILLS: Ordering information	
		Using appropriate language and presentation styles with confidence and fluency	RW	5	118	1	ACADEMIC WRITING SKILLS: Ordering information	✓
			LS	3	77 & 78	1 to 7	SPEAKING TASK: Role-play a debate	



COMPETENCY	CORE AREA	COMPONENT	EXAMPLE ACTIVITY: EMPOWER STARTER A1					WORK RELATED?
			BOOK	UNIT	PAGE	EXERCISE	DESCRIPTION	
COLLABORATION	Taking personal responsibility for own contribution to a group task	Actively contributing to a task	LS	2	56	1 to 5	SPEAKING TASK: Decide as a group which candidate should receive the Mah Scholarship.	
			RW	6	133	3	PREPARING TO READ: Work in a small group ...	
		Taking on different roles						
	Encouraging effective group interaction	Listening and responding respectfully						
		Establishing ways of working together	LS	2	56	1 to 5	SPEAKING TASK: Decide as a group which candidate should receive the Mah Scholarship.	
			RW	6	133	3	PREPARING TO READ: Work in a small group ...	
		Engaging and supporting others	LS	4	97	5	CRITICAL THINKING: Share your work with a partner. Provide feedback to each other.	
	Managing the sharing of tasks in a group activity	Agreeing what needs to be done						
		Managing the distribution of tasks						
	Working towards task completion	Ensuring progress towards a goal	LS	2	56	1 to 5	SPEAKING TASK: Decide as a group which candidate should receive the Mah Scholarship.	
		Identifying issues and challenges						
		Resolving issues	LS	2	56	1 to 5	SPEAKING TASK: Decide as a group which candidate should receive the Mah Scholarship.	



COMPETENCY	CORE AREA	COMPONENT	EXAMPLE ACTIVITY: EMPOWER STARTER A1					WORK RELATED?	
			BOOK	UNIT	PAGE	EXERCISE	DESCRIPTION		
SOCIAL RESPONSIBILITIES	Understanding personal responsibilities as part of a social group	Understanding responsibilities within a social group							
		Fulfilling responsibilities within a social group							
	Showing intercultural awareness	Understanding aspects of own culture		RW	8	169		UNLOCK YOUR KNOWLEDGE: Are elderly people generally respected in your culture? Why / Why not?	
				RW	3	66 to 69	2 to 8	DISCUSSION: Why do you think different countries have different health care systems?	
				LS	3	65	9	DISCUSSION: Do you think your country is prepared to deal with a pandemic?	
				LS	5	105	6	DISCUSSION: Is there a famous building that represents the culture of your country?	
				LS	7	147		UNLOCK YOUR KNOWLEDGE: What kind of art is popular in your country?	
		Understanding aspects of other cultures		RW	1	23		READING: Changing eating habits in Italy	
				RW	3	66 to 69	2 to 8	DISCUSSION: Why do you think different countries have different health care systems?	
				LS	8	180	4	WHILE LISTENING: Listen to two students, Mika and Ahmet, give presentations on the situation for elderly people in their countries.	
				LS	2	53 & 54	3	PREPARATION FOR SPEAKING: Agreeing and disagreeing respectfully	✓
				RW	4	99 & 100	1 to 7	WRITING TASK: an essay which provides both short- and long-term solutions to an environmental problem	
	Interacting with others across cultures		LS	6	136 to 140	1 to 8	LISTENING: A meeting about saving energy in an office	✓	



COMPETENCY	CORE AREA	COMPONENT	EXAMPLE ACTIVITY: EMPOWER STARTER A1					WORK RELATED?
			BOOK	UNIT	PAGE	EXERCISE	DESCRIPTION	
	Understanding global issues	Discussing a range of global issues	LS	4	81		UNLOCK YOUR KNOWLEDGE: Discussion The Environment	
			LS	4	82 & 83	1 to 6	WATCH AND LISTEN: Cloning endangered species	
			LS	4	85	3	LISTENING: A lecture about habitat destruction	
			LS	4	92	6	LANGUAGE DEVELOPMENT: Verbs to describe environmental change	
			RW	4	81		UNLOCK YOUR KNOWLEDGE: Discussion: The Environment	
			RW	4	82 & 83	1 to 6	WATCH AND LISTEN: Population and water	
			RW	4	86 & 87	3 to 5	READING: An interview with a disaster-mitigation expert	
			RW	4	88 to 92	1 to 7	READING: An an article on droughts in rural Africa	
			RW	4	93	2 & 3	LANGUAGE DEVELOPMENT: Natural disaster vocabulary	
			LS	6	125		UNLOCK YOUR KNOWLEDGE: Discussion: Energy	
			LS	6	126 & 127	1 to 6	WATCH AND LISTEN: a South Korean island aiming for zero emissions.	
			LS	6	128 to 131	1 to 6	LISTENING: A radio interview about the island of El Hierro in Spain	
			RW	6	125		UNLOCK YOUR KNOWLEDGE: Discussion: Energy	
			RW	6	126 & 127	1 to 6	WATCH AND LISTEN: Wind power	
		RW	6	128 to 130	1 to 5	READING: An article on renewable energy		
		RW	6	132 to 135	1 to 9	READING: Maintaining our vital natural resources		
		LS	4	100	1 to 6	SPEAKING TASK: Give a presentation about a change in the environment and discuss possible solutions.		
		RW	4	99 & 100	1 to 7	WRITING TASK: an essay which provides both short- and long-term solutions to an environmental problem		
		LS	6	136 to 140	1 to 8	LISTENING: A meeting about saving energy in an office	✓	

COMPETENCY	CORE AREA	COMPONENT	EXAMPLE ACTIVITY: EMPOWER STARTER A1					WORK RELATED?
			BOOK	UNIT	PAGE	EXERCISE	DESCRIPTION	
EMOTIONAL DEVELOPMENT	Identifying and understanding emotions	Recognising and describing emotions	LS	3 5	65 115	5 & 6	PRONUNCIATION FOR LISTENING: Attitude and emotion	
			LS	2	49	7	POST-LISTENING: Work with a partner. Discuss the questions below. Think about tone and emotion.	
		LS	6	132	10 to 12	PRONUNCIATION FOR LISTENING: Intonation related to emotion		
		Understanding emotions						
	Managing own emotions	Monitoring and reflecting on own emotions						
		Regulating emotions						
	Empathy and relationship skills	Establishing and maintaining positive relationships						
		Showing empathy for the feelings of others						
		Supporting others						



LEVEL 5

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COMPETENCY	CORE AREA	COMPONENT	EXAMPLE ACTIVITY: EMPOWER STARTER A1					WORK RELATED?	
			BOOK	UNIT	PAGE	EXERCISE	DESCRIPTION		
CREATIVE THINKING	Preparing for creativity	Participating in a range of creative activities	LS	4	97	4	CRITICAL THINKING: Now think about your own venture. Work with your group. Follow the steps to select a venture.	✓	
			LS	5	121	2	PREPARATION FOR SPEAKING: Incorporating visual support		
		Exploring issues and concepts	LS	7	152	9	POST-LISTENING: Use your notes to create a separate ideas map		
			LS	10	229	5	CRITICAL THINKING: Choose two main topics you want to explore in your interview		
		Considering multiple perspectives	RW	5	121 to 123	8 & 9	READING: Can we learn to be more creative?		
			LS	2	54 & 55	4 & 5	PREPARATION FOR SPEAKING: Acknowledging other arguments		
		Finding connections	LS	5	118 to 120	1 to 5	CRITICAL THINKING: Synthesizing information from multiple sources		
			RW	5	125 & 126	1 to 4	CRITICAL THINKING: Synthesizing information from more than one text		
			RW	10	244 to 246	1 to 6	CRITICAL THINKING: Evaluating and synthesizing arguments		
		Generating ideas	Generating multiple ideas	LS	10	228	3	CRITICAL THINKING: Work with a partner and brainstorm ideas for your interview.	
				RW	1	28	2	LANGUAGE DEVELOPMENT: Complete the sentences using your own ideas.	
			Elaborating on and combining ideas	RW	1	35	3	CRITICAL THINKING: What are the main ideas of your essay? ... Make notes that support your ideas.	
	RW			2	50	7	DISCUSSION: Use ideas from Reading 1 and Reading 2 to answer the following questions ...		
	RW			3	64	1	WATCH AND LISTEN: Complete the sentences with your own ideas. Compare your ideas with a partner.		
	LS			2	29	8	DISCUSSION: Use ideas from Listening 1 and Listening 2 to answer the following questions.		
	LS			2	44	12	DISCUSSION: Use your imagination to think of an application for 3-D printing that was not discussed by the speaker. Share your ideas with another pair of students or the class.		
	Imagining alternatives and possibilities			LS	6	143	1	SPEAKING TASK: Imagine you are interviewing candidates for the position in the advertisement.	
			LS	8	183	4	CRITICAL THINKING: Imagine that you go to this university ...		
			LS	9	201	5	LANGUAGE DEVELOPMENT: Imagine a future world where all motor vehicles were driven by AI.		
		RW	6	150	5	CRITICAL THINKING: Imagine you are a careers adviser ...			
	Implementing ideas and solving problems	Experimenting with and refining ideas	RW	2	46	5	READING BETWEEN THE LINES: Challenging ideas in a text		
Implementing, presenting and explaining ideas and solutions		RW	2	46	6	READING BETWEEN THE LINES: Present your logo to the class. Explain how it meets your criteria.			
		LS	4	95 to 97	1 to 5	CRITICAL THINKING: Persuading your audience in a business presentation	✓		

COMPETENCY	CORE AREA	COMPONENT	EXAMPLE ACTIVITY: EMPOWER STARTER A1					WORK RELATED?	
			BOOK	UNIT	PAGE	EXERCISE	DESCRIPTION		
CRITICAL THINKING	Understanding and analysing ideas and arguments	Identifying and classifying information	LS	3	73 & 74	1 to 6	CRITICAL THINKING: Eliciting information via surveys		
			LS	6	138 to 140	1 to 6	CRITICAL THINKING: Understanding job descriptions	✓	
		Recognising patterns and relationships	RW	7	172 to 175	1 to 7	CRITICAL THINKING: Analyzing causes and effects		
			LS	5	116	7	WHILE LISTENING: Listening for dependency relationships		
			LS	6	132	10	DISCUSSION: Look at the second graph. What does it show? What is the relationship between these two sets of data?		
			RW	10	237	7	READING BETWEEN THE LINES: Making inferences		
		Interpreting and drawing inferences from arguments and data	LS	3	73 & 74	1 to 6	CRITICAL THINKING: Analyzing data	✓	
			RW	6	148 to 150	1 to 5	CRITICAL THINKING: Analyzing information in graphs and other figures	✓	
		Evaluating ideas and arguments	Evaluating specific information or points in an argument	LS	2	51 & 52	1 to 4	CRITICAL THINKING: Evaluating pros and cons	
				RW	1	30 & 31	1 to 4	CRITICAL THINKING: Evaluating facts	
	RW			4	101 & 102	1 to 3	CRITICAL THINKING: Analyzing advantages and disadvantages		
	Evaluating arguments as a whole		RW	8	196 to 199	1 to 4	CRITICAL THINKING: Understanding audience and purpose		
			RW	10	244 to 246	1 to 6	CRITICAL THINKING: Evaluating and synthesizing arguments		
	Drawing appropriate conclusions		LS	7	160 to 163	1 to 6	CRITICAL THINKING: Understanding reasons		
			LS	3	77	5	PREPARATION FOR SPEAKING: Presenting conclusions from research		
	Solving problems and making decisions		Identifying and understanding problems	LS	1	30 to 32	1 to 3	CRITICAL THINKING: Analyzing issues	
		LS		6	126	1	WATCH AND LISTEN: PREPARING TO WATCH: Work with a partner and complete the table about employment with your own ideas.	✓	
		RW		3	80 & 81	1 to 3	ACADEMIC WRITING SKILLS: Writing about problems		
		Identifying, gathering and organising relevant information	LS	5	118 to 120	1 to 5	CRITICAL THINKING: Synthesizing information from multiple sources		
			LS	10	227 to 229	1 to 6	CRITICAL THINKING: Asking appropriate and productive questions		
			RW	5	125 & 126	1 to 4	CRITICAL THINKING: Synthesizing information from more than one text		
		Evaluating options and recommendations to come to a decision	LS	8	182 & 183	1 to 4	CRITICAL THINKING: Evaluating options		
			RW	2	53 & 54	1 to 4	CRITICAL THINKING: Determining and applying criteria		
			RW	3	76 to 78	1 to 3	CRITICAL THINKING: Analyzing problems and solutions		
			LS	8	179 to 181	1 to 10	LISTENING: A talk comparing two systems for decision-making		
		Justifying decisions and solutions	LS	4	95 to 97	1 to 5	CRITICAL THINKING: Persuading your audience in a business presentation	✓	
			LS	9	206 & 207	1 to 5	CRITICAL THINKING: Providing supporting detail		
RW			9	221 & 222	1 to 5	CRITICAL THINKING: Constructing an argument using a premise			
RW			3	82	4 & 5	ACADEMIC WRITING SKILLS: Writing about solutions			
Evaluating the effectiveness of implemented solutions									

COMPETENCY	CORE AREA	COMPONENT	EXAMPLE ACTIVITY: EMPOWER STARTER A1					WORK RELATED?	
			BOOK	UNIT	PAGE	EXERCISE	DESCRIPTION		
LEARNING TO LEARN	Developing skills and strategies for learning	Engaging in directed activities	RW	10	246	2 to 6	CRITICAL THINKING: Work with a partner. List all the arguments for and against English- medium instruction (EMI) ...		
			LS	5	121	1	PREPARATION FOR SPEAKING: Talking about research		
		Using effective systems for finding, keeping and retrieving information	RW	9	221	1 to 5	CRITICAL THINKING: Technology in education and its impact on learning outcomes		
			LS	2	42	5	WHILE LISTENING: Using a table to take notes on main ideas and detail		
			LS	2	43	8	POST-LISTENING: Reviewing and organizing your notes		
			LS	7	152	9	POST-LISTENING: Use your notes to create a separate ideas map		
		Using effective strategies for learning and retaining information	LS	3; 4; 8; 9	e.g. 61	e.g. 5	WATCH AND LISTEN: Working out meaning from context		
			RW	4; 8; 9; 10	e.g. 93	e.g. 6 & 7	READING / WATCH AND LISTEN: Working out meaning from context		
			LS	1; 3; 4; 7; 9	e.g. 87	e.g. 7	Use a dictionary to help you		
			RW	3;6;7;9	e.g. 147	e.g. 1	Use a dictionary to help you		
		Using effective strategies for comprehension and production tasks	LS	ALL	e.g. 18	e.g. 1	LISTENING:: Understanding key vocabulary		
			LS	2; 7; 9	e.g. 16	e.g. 2	WATCH AND LISTEN: Predicting content using visuals		
			LS	ALL	e.g. 20	e.g. 4	LISTENING: Taking notes on main ideas and detail		
			RW	ALL	e.g. 19	e.g. 3	READING: Understanding key vocabulary		
			RW	1; 3; 4; 5; 7; 10	e.g. 18	e.g. 1	READING: Using your knowledge		
			RW	1; 2; 3; 6; 7; 8; 10	e.g. 21	e.g. 5	READING: Reading for detail		
			RW	ALL	e.g. 21	e.g. 4	READING: Reading for main ideas		
			RW	7	166	1	READING: Scanning to predict content		
		Taking control of own learning	Setting goals and planning for learning	LS	ALL	e.g. 14		LEARNING OBJECTIVES: In this unit you will...	
				RW	ALL	e.g. 14		LEARNING OBJECTIVES: In this unit you will...	
				LS	ALL	e.g. 34	e.g. 2	TASK CHECKLIST	
				RW	ALL	e.g. 34	e.g. 3	TASK CHECKLIST	
			Taking initiative to improve own learning	LS	10	228	1	CRITICAL THINKING: Questions about learning English	
				LS	ALL	e.g. 34	e.g. 2	TASK CHECKLIST	
	RW			ALL	e.g. 36	e.g. 3	TASK CHECKLIST		
	Managing the learning environment		LS	8	172&173	2	PREPARING TO LISTEN: A quiz about work styles	✓	
	Managing attitudes and emotions		LS	8	172 & 173	2	PREPARING TO LISTEN: A quiz about work styles	✓	
	Reflecting on and evaluating own learning		Keeping track of progress	LS	ALL	e.g. 35		OBJECTIVES REVIEW	
				RW	ALL	e.g. 37		OBJECTIVES REVIEW	
			Evaluating learning and progress	LS	ALL	e.g. 35		OBJECTIVES REVIEW	
		RW		ALL	e.g. 37		OBJECTIVES REVIEW		
		Using feedback to improve learning	LS	2	56	3	SPEAKING TASK: PRACTISE: Give other students feedback on their parts of the presentation and consider the feedback they give you.		
			RW	ALL	e.g. 36	e.g. 9	WRITING TASK: EDIT: Use the language checklist to edit your essay for language errors		
			RW	3	78	4 & 5	CRITICAL THINKING: Revise your solutions based on the feedback from other students.		

COMPETENCY	CORE AREA	COMPONENT	EXAMPLE ACTIVITY: EMPOWER STARTER A1					WORK RELATED?
			BOOK	UNIT	PAGE	EXERCISE	DESCRIPTION	
COMMUNICATION	Using appropriate language and register for context	Using language appropriate for the situation	LS	1	33	1 to3	PREPARATION FOR SPEAKING: Challenging other points of view	
			LS	10	230	1 & 2	PREPARATION FOR SPEAKING: Interrupting and handling questions	
		Using a variety of language and communication strategies to achieve a desired effect	LS	4	95 to 97	1 to 5	CRITICAL THINKING: Persuading your audience in a business presentation	✓
			LS	7	164	1&2	PREPARATION FOR SPEAKING: Inclusive language	
		Adapting language use according to different cultures and social groups	LS	9	209 & 210	1 to 5	SPEAKING TASK: Take part in an informal discussion	
			LS	8	175	6	POST-LISTENING: Using anecdotes and proverbs to illustrate larger ideas	
	Facilitating interactions	Using communication strategies to facilitate conversations	LS	2	54 & 55	4 & 5	PREPARATION FOR SPEAKING: Acknowledging other arguments	
			LS	6	141	1	PREPARATION FOR SPEAKING: Body language	
		Using strategies for overcoming language gaps and communication breakdowns	RW	4	93	6	READING BETWEEN THE LINES: Working out meaning from context	
	Participating with appropriate confidence and clarity	Structuring spoken and written texts effectively	LS	4	97 & 98	1 to 4	PREPARATION FOR SPEAKING: Mission statements	✓
			LS	9	207 & 208	1 & 2	PREPARATION FOR SPEAKING: Leaving and returning to the topic	
			RW	1	33	1 to 4	ACADEMIC WRITING SKILLS: Paragraph structure and unity	
		Using appropriate language and presentation styles with confidence and fluency	RW	6	154 to 156	1 to 9	WRITING TASK: Write an argumentative essay with graphical support	
		LS	6	142 & 143	1 to 3	PREPARATION FOR SPEAKING: Presenting yourself in a job interview	✓	



COMPETENCY	CORE AREA	COMPONENT	EXAMPLE ACTIVITY: EMPOWER STARTER A1					WORK RELATED?	
			BOOK	UNIT	PAGE	EXERCISE	DESCRIPTION		
COLLABORATION	Taking personal responsibility for own contribution to a group task	Actively contributing to a task	LS	4	97	4	CRITICAL THINKING: Now think about your own venture. Work with your group. Follow the steps to select a venture.		
			RW	3	82	5	ACADEMIC WRITING SKILLS: Work in small groups. Offer somebody advice on what they should do when facing cyber harassment.		
		Taking on different roles	LS	2	55	1	SPEAKING TASK: Give a group presentation: 1. Assign roles		
			LS	6	145	6	SPEAKING TASK: DISCUSS: Change roles and review your notes in Exercise 1. Conduct your second interview.		
		Encouraging effective group interaction	Listening and responding respectfully						
				LS	8	184 to 187	1 & 2	PREPARATION FOR SPEAKING: Steps for consensus building / Collaborative language: Suggestion and concession	
	RW		8	192		READING: The Perfect Work Team			
	LS		8	172 & 173	2	PREPARING TO LISTEN: A quiz about work styles			
	Engaging and supporting others	LS	2	56	3	SPEAKING TASK: PRACTISE: Give other students feedback on their parts of the presentation and consider the feedback they give you.			
	Managing the sharing of tasks in a group activity	Agreeing what needs to be done							
		Managing the distribution of tasks	LS	2	55	1	SPEAKING TASK: Give a group presentation: 1. Assign roles		
			LS	5	122	1	SPEAKING TASK: Give a group presentation: 1. Assign roles		
	Working towards task completion	Ensuring progress towards a goal	LS	4	97	4	CRITICAL THINKING: Now think about your own venture. Work with your group. Follow the steps to select a venture.		
		Identifying issues and challenges							
Resolving issues		LS	8	179 to 181	1 to 10	LISTENING: A talk comparing two systems for decision- making			



COMPETENCY	CORE AREA	COMPONENT	EXAMPLE ACTIVITY: EMPOWER STARTER A1					WORK RELATED?	
			BOOK	UNIT	PAGE	EXERCISE	DESCRIPTION		
SOCIAL RESPONSIBILITIES	Understanding personal responsibilities as part of a social group	Understanding responsibilities within a social group							
		Fulfilling responsibilities within a social group							
	Showing intercultural awareness	Understanding aspects of own culture	RW	10	237	6	WHILE READING: Which cultures and languages has your language taken words from?		
			RW	10	250	1 to 6	WRITING TASK: Write an essay on the pros and cons of English- medium university education in your country or another country that you know well.		
		Understanding aspects of other cultures	RW	10	234 to 237	2 to 8	READING: Loanwords in English		
			RW	10	250	1 to 6	WRITING TASK: Write an essay on the pros and cons of English- medium university education in your country or another country that you know well.		
	Understanding global issues	Discussing a range of global issues	LS	1	19 to 21	3 to 6	LISTENING: A lecture about sustainable agriculture		
			LS	1	25 to 29	1 to 8	LISTENING: A panel discussion about climate change		
			LS	1	33	3	PREPARATION FOR SPEAKING: With a partner, discuss the environmental benefits of changing to a plant-based diet		
			LS	7	147		UNLOCK YOUR KNOWLEDGE: Discussion: Health Sciences		
			LS	7	148 to 149	1 to 6	WATCH AND LISTEN: A video about the impact of a chemical leak on the water supply.		
			RW	7	167 to 169	3 to 7	Reading: The globalization of infection		
	EMOTIONAL DEVELOPMENT	Identifying and understanding emotions	Recognising and describing emotions	RW	2	51	1 to 3	LANGUAGE DEVELOPMENT: Describing emotional responses	
				LS	7	165	3 & 4	PRONUNCIATION FOR SPEAKING: Emphasis for emotional appeal	
		Understanding emotions							
Managing own emotions		Monitoring and reflecting on own emotions							
		Regulating emotions							
Empathy and relationship skills		Establishing and maintaining positive relationships							
		Showing empathy for the feelings of others	RW	8	192		READING: The Perfect Work Team		
		Supporting others							



How to make use of the Framework in your Unlock classes

The Cambridge Life Competencies Framework has been mapped to levels 1-5 of Unlock. This will help you easily identify exactly where the competencies appear in the course. You can use the tables in this guide to look for specific competencies or core areas you wish to teach.

1. Select the appropriate table by the level of Unlock you are teaching.
2. Look at the table for the competency, core area or component you want to teach your students.
3. Read across to the 'Example activities' section which provides information on which paired-skill is being covered, the unit, page, exercise and a description, helping you to locate where to find this content in the Student's Book. The table also notes whether the skill is workplace related.
4. Look up the example activity and plan a lesson around it. You could use the material on the rest of the page to support you.



Example

1. Your students are using Unlock, Listening & Speaking Level 2, so refer to pages 15–19 in this guide.
2. You may want to use the table to inspire you to find a relevant topic to teach in your next class. In the table you notice some content on ‘managing the sharing of tasks in a group activity’. You feel it would be beneficial for your students to do a presentation and a good way to make sure all students have a turn at speaking.
3. Look in the grid to find where this activity is located in the coursebook. Which is, Unit 4, p100.

COMPETENCY	CORE AREA	COMPONENT	EXAMPLE ACTIVITY: EMPOWER STARTER A1					WORK RELATED?
			BOOK	UNIT	PAGE	EXERCISE	DESCRIPTION	
COLLABORATION	Taking personal responsibility for own contribution to a group task	Actively contributing to a task	RW	e.g. 3	e.g. 61	e.g. 7	DISCUSSION: Work in small groups	
			LS	e.g. 3	e.g. 61	e.g. 8	DISCUSSION: Work in small groups	
	Taking on different roles	LS	5	117 190	4	CRITICAL THINKING: Role play		
	Encouraging effective group interaction	Listening and responding respectfully	LS	8	185	1	PREPARATION FOR SPEAKING: Turn taking	✓
		Establishing ways of working together	RW	e.g. 3	e.g. 61	e.g. 7	DISCUSSION: Work in small groups	
			LS	e.g. 3	e.g. 61	e.g. 8	DISCUSSION: Work in small groups	
		Engaging and supporting others	LS	6	142	1 to 4	PREPARATION FOR SPEAKING: Giving advice	✓
	Managing the sharing of tasks in a group activity	Agreeing what needs to be done	LS	4	100	4	SPEAKING TASK: Prepare: Decide how you will present.	
Managing the distribution of tasks		LS	4	100	4	SPEAKING TASK: Prepare: Make sure you both say something. Practise your presentation with your partner.		

SPEAKING TASK

Give a presentation about climate change.

PREPARE

- 1 Work with your partner from Exercise 6 in the Critical thinking section. Look back at your cause-effect chain and add any new information you would like to include.
- 2 Write phrases to describe causes and effects associated with climate change. You can use language such as:
because because of due to as a result so therefore
- 3 Refer to the Task checklist below as you prepare your presentation.

TASK CHECKLIST	✓
Use collocations about climate change correctly.	<input type="checkbox"/>
Use gerunds and infinitives and future forms correctly.	<input type="checkbox"/>
Pronounce sounds /b/ and /au/ correctly.	<input type="checkbox"/>
Show interest when you respond to questions.	<input type="checkbox"/>
Use linking words like <i>because, because of and due to</i> to show cause and <i>so, therefore, consequently and as a result</i> to show effect.	<input type="checkbox"/>

PRACTISE

- 4 Decide how you will present. Make sure you both say something. Practise your presentation with your partner.

PRESENT

- 5 Give your presentation about climate change to the rest of the class.
- 6 While listening to other pairs, take notes on questions that you have. Then ask questions at the end of each presentation. Together, talk about how to solve the problems.

100 UNIT 4

*Unlock Level 2, Listening & Speaking,
Unit 4, p100*

Let's get you started!

General tips for teaching life competencies

- Familiarise yourself and your learners with the competencies, core areas and components you are focusing on in class. Allow time for questions, discussion and reflection both prior to, during, and after tasks.
- Include aims related to life competency development when lesson planning, in order to clearly focus activities on developing specific skills, and share these aims with your learners.
- Ensure that life competency tasks are designed at the appropriate level of challenge for the learners so that they do not become demotivated.
- Praise learners' attempts at using life competencies. Provide specific feedback on what the learner has done well and how they might improve.
- Integrate self- and peer-assessment tasks, encouraging learners to reflect on and evaluate their development of specific components, celebrate their achievements, and set goals for improvement.
- Keep records of teacher feedback, as well as self- and peer-assessment. Use these records to plan future lessons to further develop learners' skills in each of the life competencies.

Teaching Creative Thinking

- Tweak familiar tasks by adding constraints such as time or word limits to make tasks more creative and integrate a greater degree of problem solving.
- Use group speaking tasks which require learners to collaborate and solve problems to help develop a creative thinking mindset.
- Make a habit of asking learners questions and encourage them to ask questions too. This prompts learners to consider different perspectives.
- Celebrate originality by giving learners praise for demonstrating creativity, and reward outside-the-box thinking. Encourage learners to be playful in their creative thinking – no answers are wrong answers; diversity and even absurdity should be celebrated.
- Nurture a safe and supportive classroom environment in which learners respect and value each other's contributions without fear of judgement.

Teaching Critical Thinking

- Select material, or encourage learners to source material, which provides rich, diverse, multi-faceted input – not just from one perspective but from multiple perspectives.
- Exploit writing and presentation tasks by encouraging learners to examine different sides of an argument, and use class debates as opportunities for learners to analyse, evaluate and present ideas and arguments.
- Use information gap activities to get students to practise asking questions of others to find out appropriate information.
- Use graphic organisers to help learners analyse and evaluate ideas more effectively.
- Encourage learners to continually question the information they receive and the conclusions they come to by encouraging them to consider how they arrived at answer, using questions such as:
 - Why is that your answer?
 - How did you come to that answer?
 - Do you think there could be another answer?



Teaching Learning to Learn

- Introduce students to a range of learning strategies to help them to make the most out of their learning and for them to draw upon when working independently.
- Provide scaffolding and multiple opportunities for learners to use, train and develop learning to learn skills, reducing the amount of scaffolding you give as learners become more familiar with particular skills and strategies.
- Provide handouts or prompts to help guide students in using different strategies. For example, provide checklists with assessment criteria for writing tasks, and gradually encourage learners to create their own checklists as they become more confident.
- Introduce students to the range of resources that are available to them as language learners and encourage them to explore these and reflect on when and how they could be of most use to them.
- Support students in building effective study habits and skills by fostering a safe environment of experimentation in the classroom. If a particular strategy doesn't work for a learner, encourage them to reflect on the reasons for this, and how to adapt it or choose a different strategy.

Teaching Communication

- Teach phrases and language structures that learners need to manage conversations effectively by first modelling, then practising and displaying phrases so they can be referred to during activities.
- Use communicative speaking and writing tasks to raise awareness of both good and bad models of a range of communicative strategies, and maximise opportunities for extensive practice and feedback.
- Encourage learners to notice effective and ineffective communication strategies in reading, listening and viewing tasks, by asking questions about what works well when checking comprehension.
- Draw on the communication skills and strategies that learners have developed in their first language to compare with those in English.
- Explicitly teach repair strategies to enable learners to continue communicating despite gaps in their knowledge.



Teaching Collaboration

- Ensure that tasks have clear goals and steps and that learners understand the aim of tasks, how their own contributions fit into the whole task, and that the success of the task is the responsibility of each member of the group.
- Encourage learners to make decisions about the objectives of a task, size and composition of groups, roles assigned to each group member and the materials needed when working collaboratively.
- Include collaborative tasks which allow learners to work to their strengths (for example, a learner who is good at drawing does the illustrating), or to practise and develop new skills. Encourage learners with strengths in one particular area to support others and help them develop.
- Use collaborative online platforms such as [Padlet](#) or [Bulb](#) for learners to share research, problems, ideas, etc. in order to support each other's learning, prepare for lessons and carry out homework tasks.
- Explicitly teach active listening skills such as making eye contact, showing empathy and understanding, and summarising what the speaker has said, and teach phrases and expressions for turn-taking.



Teaching Social Responsibilities

- Include topics related to social responsibilities as a basis for stimulating and meaningful language practice. Try using case studies, film and video clips, drama/role play and research tasks to explore causes, effects and potential solutions to global issues.
- Encourage learners to personally identify with topics and examine how they can take responsibility for their own actions in relation to that topic.
- Handle discussions in a fair and balanced way, encouraging learners to respect diversity of opinions and allowing them to form their own opinions.
- Create opportunities for learners to appraise their own culture and explore values and attitudes shared by other cultures without discrimination or prejudice.
- Include awareness-raising tasks that sensitise learners to issues around human rights, the protection and sharing of natural resources, the importance of international cooperation and solutions to global problems.



Teaching Emotional Development

- Provide learners with the language and communication skills they need to express their emotions, and create opportunities for learners to talk about their emotions with their peers and the teacher.
- Support learners in understanding how to regulate their emotions by altering their perspective or taking practical steps to change their situation.
- Support learners in recognising the physical symptoms of emotions (such as the heart racing when we feel anxious) and help develop coping strategies, for example by demonstrating mindfulness techniques and integrating these into lessons.
- Acknowledge that all learners experience emotions in different ways and that different learners will require different strategies for managing their emotions.
- Create environments that help to reduce anxiety, by reducing competition between learners, building positive self-belief, and fostering positive relationships within the group.





Cambridge Life Competencies

A framework to develop skills for life

You can find more information about the competencies in the Cambridge Life Competencies Framework at cambridge.org/clcf

- ✓ Creative Thinking
- ✓ Critical Thinking
- ✓ Learning to Learn
- ✓ Communication
- ✓ Collaboration
- ✓ Social Responsibilities
- ✓ Emotional Development