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# Cambridge Life Competencies Framework

## Introduction

**Introductory Guide** for  
Teachers & Educational  
Managers

Better  
Learning



**How can we prepare our students to succeed in a world that is changing fast?** We see the increasing 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. How can we support the development of these skills? In Cambridge, we have set out to support teachers in this challenging area.

# Introduction to the Cambridge Life Competencies Framework

There have been many initiatives to address the skills and competencies our students need for the 21st century – each relating to different contexts. At Cambridge, we are responding to educators that have asked for a way to understand how all these different approaches to life competencies relate to English language programmes.

The Cambridge Life Competencies Framework sets out to have three dimensions:

## BREADTH

Complete view of transferable skills within one system

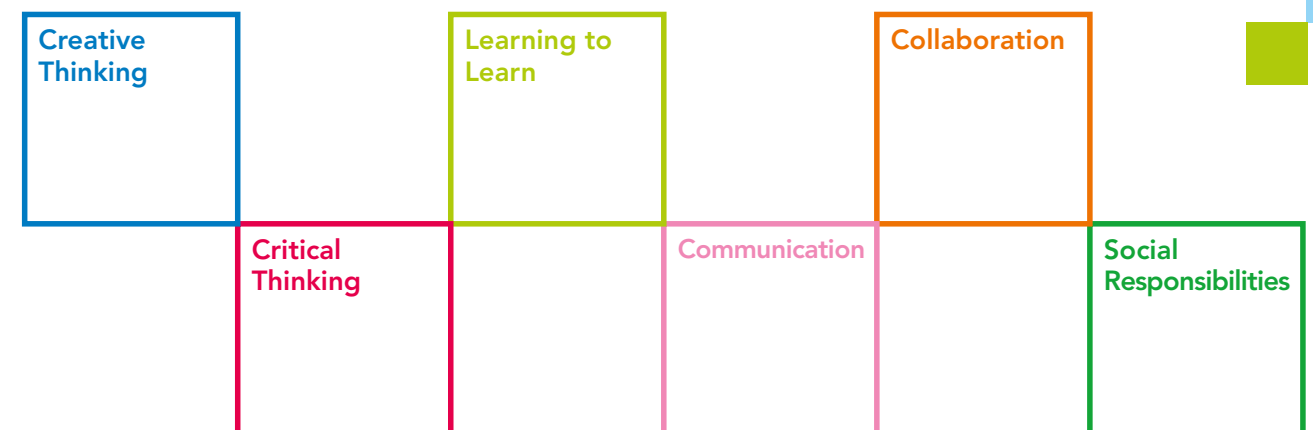
## DEVELOPMENT

How the skills develop across stages of the learning journey

## DEPTH

Enough detail to guide teaching and assessment in practical ways

We have identified six life competencies, which are linked to three foundation layers of the Framework.



These are supported by three foundation layers that underpin the Framework:

- Emotional Development
- Digital Literacy
- Discipline Knowledge



**Damir,**  
Student, Angola



# The Learning Journey

The competencies vary depending on the stage of the learning journey – from pre-primary through to learners at work.



Pre-Primary



Primary



Secondary



Higher Education



At Work

The exact boundaries between each stage will vary between different countries and different contexts, as will the expectations of what learners at each stage will be able to do. This Framework sets out to provide a useful starting point for institutions and educationalists to use in identifying the most appropriate learning outcomes for their particular context.



# The Cambridge Life Competencies Framework

## COMPETENCIES

Creative Thinking	Participating in creative activities	Creating new content from own ideas or other resources	Using newly created content to solve problems and make decisions	
Critical Thinking	Understanding and analysing links between ideas	Evaluating ideas, arguments and options	Synthesising ideas and information	
Learning to Learn	Practical skills for participating in learning	Taking control of own learning	Reflecting on and evaluating own learning success	
Communication	Using appropriate language and register for context	Managing conversations	Participating with appropriate confidence and clarity	
Collaboration	Taking personal responsibility for own contribution to a group task	Listening respectfully and responding constructively to others' contributions	Managing the sharing of tasks in a project	Working towards a resolution related to a task
Social Responsibilities	Understanding personal responsibilities as part of a group and in society – including citizenship	Taking active roles including leadership	Understanding and describing own and others' cultures	Understanding and discussing global issues – environmental, political, financial and social

## FOUNDATIONAL LAYERS

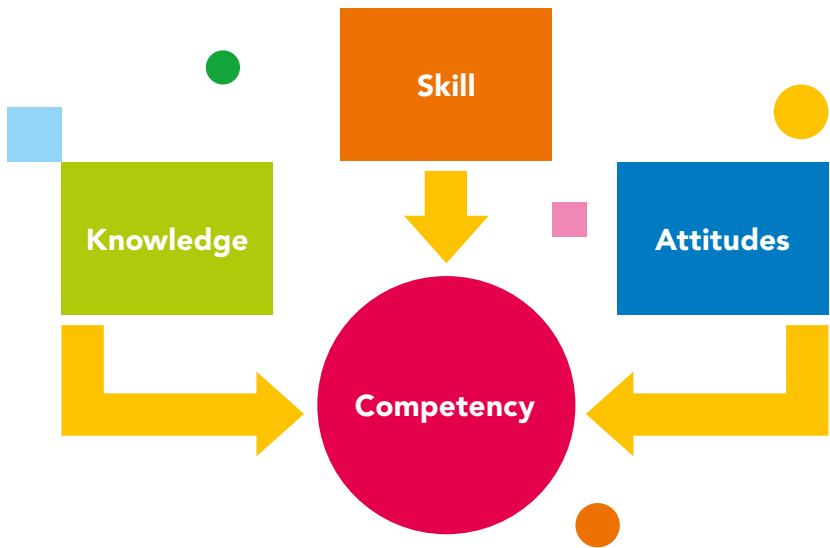
Emotional Development
Digital Literacy
Discipline Knowledge





# What are 'competencies'?

We call these 'competencies' rather than 'skills', because competencies are more than just skills. The competencies in this Framework are complex and require development in three areas:



Knowledge is what you need to know to do something well. Skill is the degree of mastery or fluency in using the competency; skill is what you get from practice. Attitudes refer to the disposition and mind-set you need to develop knowledge and skill in this area.

This approach is consistent with the definitions given by the European Union in their Recommendations on Key Competences for Lifelong Learning.

Competences are defined as a combination of knowledge, skills and attitudes, where:

a) knowledge is composed of the facts and figures, concepts, ideas and theories which are already established and support the understanding of a certain area or subject;

b) skills are defined as the ability and capacity to carry out processes and use the existing knowledge to achieve results;

c) attitudes describe the disposition and mind-sets to act or react to ideas, persons or situations.

Council of the European Union, 2018, p14.

# Can Do Statements

In this section, we have provided some examples of Can Do Statements which are descriptions of what learners can be expected to do for each competency by the end of that stage of the learning journey. These Can Do Statements will vary in their suitability for learners in different contexts, and so are provided as a starting point in the development of a curriculum, programme or assessment system.

The Can Do Statements at each level generally assume that the learners have developed the skills at a previous stage of learning, although this is not true of the Higher Education and At Work stages, which are treated as being in parallel. We have given a few examples below, but you can read a lot more in our Competency Booklets available at [cambridge.org/clcf](https://cambridge.org/clcf)

STAGE OF LEARNING	CAN DO STATEMENTS
CRITICAL THINKING	
Understanding and analysing links between ideas	
PRE-PRIMARY	<ul style="list-style-type: none"><li>• Sorts, arranges and describes objects by shape, size, colour, weight, texture and position.</li><li>• Explores different materials and media and decides what to use.</li><li>• Matches objects, people, letters, pronunciations and words.</li><li>• Identifies the difference between puzzles, games, and toys.</li></ul>
PRIMARY	<ul style="list-style-type: none"><li>• Sorts, classifies and describes objects and activities according to key features (e.g. types of animal or transport).</li><li>• Identifies characters, setting, plot and themes in a story.</li><li>• Compares different types of information.</li><li>• Explains why things happened (e.g. cause and effect).</li></ul>
SECONDARY	<ul style="list-style-type: none"><li>• Compares points and arguments from different sources.</li><li>• Distinguishes between main and supporting arguments.</li><li>• Identifies the basic structure of an argument.</li></ul>
HIGHER EDUCATION	<ul style="list-style-type: none"><li>• Summarises key points in a text or an argument.</li><li>• Identifies unstated assumptions and biases in an argument.</li><li>• Contrasts different points of view on a specific topic.</li></ul>
AT WORK	<ul style="list-style-type: none"><li>• Identifies patterns in business and operational data.</li><li>• Summarises key points from business-related documents and presentations.</li><li>• Identifies assumptions underlying a speaker's or writer's argument (e.g. in a business proposal).</li></ul>
COMMUNICATION	
Using appropriate language and register for context	
PRE-PRIMARY	<ul style="list-style-type: none"><li>• Understands and carries out basic instructions for class/school.</li><li>• Expresses basic likes/dislikes and agreement/disagreement.</li><li>• Uses simple, polite forms of greetings, introductions and farewells</li><li>• Adjusts language for playing different roles (e.g. a teacher, an animal or a character from a story).</li></ul>
PRIMARY	<ul style="list-style-type: none"><li>• Talks about their day, their family, their interests, and other topics suitable for primary school.</li><li>• Appropriately asks for permission, apologises, makes requests and agrees or disagrees.</li><li>• Uses polite forms of greeting and address and responds to invitations, suggestions, apologies, etc.</li><li>• Changes sound level and pitch when doing drama or acting a role in a play to communicate different emotions.</li></ul>
SECONDARY	<ul style="list-style-type: none"><li>• Uses appropriate form of address, greetings and farewells.</li><li>• Presents points clearly and persuasively.</li><li>• Uses language for effect (exaggerations, cleft sentences).</li><li>• Demonstrates understanding of which topics are appropriate for conversation in different contexts.</li></ul>
HIGHER EDUCATION	<ul style="list-style-type: none"><li>• Demonstrates awareness of differences in communication styles between individuals and between cultures.</li><li>• Demonstrates awareness of how suitability of conversation topics can vary according to context and culture.</li><li>• Expresses a point of view, elicits and responds to others' points of view politely.</li></ul>
AT WORK	<ul style="list-style-type: none"><li>• Adapts register to different types of conversation partner (e.g. colleagues, managers and customers).</li><li>• Keeps a discussion moving by periodically summarising and moving to next topic.</li><li>• Sums up the outcomes of a discussion and elicits confirmation.</li></ul>



# Life Competencies in ELT

These life competencies are already embedded into many of your English lessons. The purpose of the Framework is to help you approach this more systematically and effectively. Here are some examples of activities you may already be using to develop life competencies.

Think Level 2, Student's Book, page 103

## 11 MAKING THE NEWS

**OBJECTIVES**

**FUNCTIONS:** reporting what someone has said; expressing feelings: anger

**GRAMMAR:** reported verb patterns: object + infinitive; object + infinitive; with make

**VOCABULARY:** fun; mo

**READING**

1 Tick (✓) the qualities you need to be a news journalist.

<input type="checkbox"/> funny	<input type="checkbox"/> intelligent	<input type="checkbox"/> brave
<input type="checkbox"/> confident	<input type="checkbox"/> charming	<input type="checkbox"/> talented
<input type="checkbox"/> positive	<input type="checkbox"/> active	<input type="checkbox"/> cheerful
<input type="checkbox"/> warm	<input type="checkbox"/> serious	
<input type="checkbox"/> adventurous		

2 **SPEAKING** Work in pairs. What other adjectives can you think of?

3 **SPEAKING** Would you like to be a journalist? Say why or why not.

*I'd like to be a journalist because I like finding out things.*

*I wouldn't like to be a journalist because I'm not adventurous.*

4 On April Fool's Day in many English-speaking countries, people play jokes on others. Journalists are usually serious, but sometimes they play jokes, too. Do you have a similar day in your country?

5 **2.27** Read and listen to the article. Which photo relates to each story? Write the dates of the stories on the pictures to match them.

6 Read the article again. Which story are these people talking about?

- 'I saw that. I think they were in the middle of making a nature programme.'
- 'What a great way to get people interested in your product.'
- 'They said the mistake happened because of a bad translation.'
- 'It definitely doesn't come from a plant. I think it was made with flour and water.'
- 'I think people believed the story because I'm such an intelligent person.'

### April Fool's Day

In 1957 the BBC news programme Panorama told its viewers that Swiss farmers were enjoying a really good year for their spaghetti crop. They showed a film of the farmers picking the pasta from their trees. Many people believed the story and some of them even phoned up the BBC to ask how they could grow their own spaghetti tree. The date, of course, was April 1st, or April Fool's Day – the day when people in many countries across the world like to play jokes on each other.

April 1st seems to be very popular with journalists. They have the extremely important job of reporting the news to us. For 364 days a year they need to be serious. But for one day a year they allow themselves to forget this responsibility for a few minutes and have a bit of fun trying to fool their readers or viewers.

Understanding and analysing links between ideas

Managing conversations

Evaluating ideas, arguments and options

Understanding and describing own and others' cultures

Understanding and analysing links between ideas

Unlock Listening & Speaking, Level 3, Student's Book, page 138

## SPEAKING TASK

Give a short presentation about an invention or discovery that has changed our lives.

**PREPARE**

1 Work alone. Make a list of inventions or discoveries that have changed our lives.

2 Choose one of the inventions and prepare an ideas map about it. Write questions on the diagram.

Why?

Where?

When?

Who?

What?

How?

3 Work with a partner. Discuss your research questions and help each other answer the questions on the ideas maps.

4 Work with a partner. Take turns to practise giving your presentation.

5 Give each other feedback using the questions below.

- Was the presentation clearly organized and interesting?
- Was there a clear description of the invention/discovery?
- Were there examples of how the invention/discovery has changed our lives?

6 Work in small groups. Take turns to give your presentations. Discuss which one of your inventions has had the biggest influence on our lives.

**PRACTISE**

Participating with appropriate confidence and clarity

**PRESENT**

Reflecting on and evaluating own learning success

**TASK CHECKLIST**

Did you use phrases with <i>make</i> correctly?	✓
Did you use passive and active forms correctly?	
Did you outline the topic clearly?	
Did you explain clearly how something is used?	

Creating new content from own ideas

Listening respectfully and responding constructively to others' contributions



# Primary ELT

## Critical Thinking

Super Minds Level 1, Student's Book, page 67

Learn and think

5

1

Project

Do the class survey.

a

Ask and answer. Tick (✓) the boxes.

How many hours a week do you do sport?

I do sport four hours a week.

How many hours a week do you ...	1-2 hours	3-4 hours	5-6 hours	7+ hours
do sport?				
watch TV?				
play with friends?				
read books?				
play computer games?				

b

Make a bar chart and show it to your friends.

Four people do sport three or four hours a week.

DO SPORT

WATCH TV

Social science

67

# Social Responsibilities

Power Up Level 2, Student's Book, page 13

4

1.19

Match the ideas with the photos. Listen and check.

1

Look after our planet ... at home!

1

d

Turn off the tap when you clean your teeth.

2

Have a shower and not a bath. Save water!

3

Turn off the lights when you go out.

4

Recycle paper, glass and plastic.

5

Don't use new plastic bags when you go shopping.

a

b

c

d

e

5

What do you do to look after the planet? Tell a partner.

We recycle paper, glass and plastic.

I have showers.

mission

STAGE 3

Write 'Think' bubbles to help our planet.

Say how you can look after our planet.

Write 'Think' bubbles for your daily routines chart.

I turn off the tap when I clean my teeth.

Save water!

STAGE 3

My mission diary

Activity Book page 6

Show what you know about looking after our planet

13



# Secondary ELT

## Collaboration and Creative Thinking

Prepare Level 2, Student's Book, page 32

### LIFE SKILLS COLLABORATION

#### REACHING AGREEMENT



##### LIFE SKILLS

###### Reaching agreement

For two people to agree, you need to:

- listen carefully
- give your opinions calmly and clearly
- try to understand the other person's ideas before you decide what to do.

#### 1 Read the sentences. Answer the questions.

Let's agree to disagree.

We can find a 'win-win' solution.

- 1 What do you think the sentences mean?
- 2 Which sentence do you prefer? Why?
- 3 When do you need to make decisions? For example, think about doing a class project, going to an event or watching TV.

#### 2 Do you ever disagree with friends about these things? How do you reach an agreement?

What to do at the weekend  
What to buy a friend for their birthday  
What topic to choose for a school project

#### 3 Read the problems on Danny's page quickly and write the names on the correct replies. Do you have any problems like these in your life?

#### 4 Read the texts again. Which person/people has/have these problems?

- Which person/people ...
- 1 has/have a problem with a friend?
  - 2 has/have a problem with a family member?
  - 3 has/have a problem at school?
  - 4 hasn't/haven't got a lot of time?
  - 5 wants/want to go to the cinema?
  - 6 maybe needs/need to agree to disagree?

#### 5 Complete the sentences with the highlighted words from the texts.

- 1 I don't \_\_\_\_\_ with the things my friend does in class. She doesn't listen to the teacher.
- 2 Do you agree or \_\_\_\_\_ with the idea of going to the cinema?
- 3 I hope you \_\_\_\_\_ the film.
- 4 Can you give me some \_\_\_\_\_? I don't know what to do.
- 5 I'm \_\_\_\_\_, I can't go to the cinema with my friends. My mum and dad want me to stay at home with my little brother.
- 6 Maybe you don't agree. In that \_\_\_\_\_, you can make your own plans.



#### 6 Listen to Lola, Oscar and Daisy talking. What are they planning?

- a They are making plans to go the cinema.
- b They are making plans to study for their maths exam together.
- c They are making plans for a surprise party.



#### 7 Listen again and choose the correct words to complete the sentences.

- 1 First, they need to decide on a \_\_\_\_\_ for the party.  
a present b day
- 2 They decide to meet on \_\_\_\_\_.  
a Sunday night b Saturday afternoon
- 3 Lola thinks it's a good idea to get a \_\_\_\_\_.  
a basketball shirt b notebook
- 4 Oscar thinks it's a better idea to get a \_\_\_\_\_.  
a T-shirt b CD
- 5 Michael loves \_\_\_\_\_.  
a listening to music b going to the cinema
- 6 They decide to \_\_\_\_\_.  
a get nothing b get a CD and a book
- 7 Oscar wants to \_\_\_\_\_.  
a buy a cake at the shop b make a cake
- 8 Lola needs to \_\_\_\_\_.  
a study b help her mum



##### USEFUL LANGUAGE

I disagree **D**  
How about a basketball shirt?  
I have a better idea.  
I agree.  
I think a CD is a better idea than a book.  
That's an awesome idea!

## Emotional Development

Talent Level 1, Student's Book, page 71

7

#### PRACTICE

- 4 **12.10** Read, listen and watch. Which statement from exercise 3 does the video support?

#### GRAMMAR GUIDE

##### Comparative and superlative adjectives

comparative	superlative
short adjectives	
smaller than	the smallest
bigger than	the biggest
easier than	the easiest
long adjectives	
more expensive than	the most expensive
more satisfied than	the most satisfied
irregular	
better than	the best
worse than	the worst
further / farther than	the furthest / farthest

GRAMMAR REFERENCE p. 118 WB pp. 194–195

#### 5 Complete with the correct comparative or superlative form of the adjectives in brackets.

- 0 It is ..... **cheaper** ..... (cheap) to live in Prague than to live in London.
- 1 Rome is ..... (hot) than London in the summer, but Madrid is ..... city of them all.
  - 2 Jane is ..... (good) at maths than her friend, Sally, but she is ..... (bad) at science.
  - 3 Franco is ..... (hard-working) student in the class. He always gets top grades.
  - 4 Karen's house is ..... (far) away from the school. She has to travel for two hours every day.
  - 5 I had ..... (small) Christmas present of my family, but it was ..... (expensive) – it was real gold.
  - 6 Jake has got ..... (big) feet than Mike, but he is ..... (short) than him.

#### 6 Write one comparative and one superlative sentence for the adjectives below.

- 1 happy 3 bad
- 2 satisfied 4 kind

#### 7 Write the comparative or superlative form of the adjectives in brackets.

##### The simple things in life make teens happiest



People often think that today's teens are only interested in having <sup>0</sup> ~~the latest~~ (late) tech devices and

<sup>1</sup> ..... (new) fashions. Not so, according to a new survey. A happy home life and good friends are <sup>2</sup> ..... (important) to British teens than money. Access to the internet makes their lives <sup>3</sup> ..... (good) but going out with friends makes them <sup>4</sup> ..... (happy) than using social media. A healthy lifestyle and a friendly community also make life <sup>5</sup> ..... (enjoyable). School is <sup>6</sup> ..... (large) part of teenagers' lives and has a great influence on their happiness. Students generally feel <sup>7</sup> ..... (secure) and get <sup>8</sup> ..... (high) marks in a class that is well behaved and where the atmosphere is calm and friendly.



#### 8 There is an election for a student representative at school. Write four sentences using the comparative and superlative of the adjectives to say why you would be the best representative.

- intelligent • funny • kind
- friendly • organised • popular
- normal • happy • confident

I've got lots of friends and I'm the most popular student in my class.

#### 9 SPEAKING Rate each factor on a scale of 1–5 about how happy it makes you. (5 = very happy; 1 = not very happy). Then compare your results with your partner.

- 1 own bedroom 

1	2	3	4	5
---	---	---	---	---
- 2 social media 

1	2	3	4	5
---	---	---	---	---
- 3 friends 

1	2	3	4	5
---	---	---	---	---
- 4 sport 

1	2	3	4	5
---	---	---	---	---
- 5 good marks at school 

1	2	3	4	5
---	---	---	---	---
- 6 having the latest tech / clothes 

1	2	3	4	5
---	---	---	---	---

Own bedroom: Five. This is the most important thing for me. I love my room because I can ...



# Creative Thinking, Communication and Social Responsibilities

Talent Level 1, Student's Book, page 89

## Writing

### An information leaflet

1 Look at the photo and read the leaflet. What is it about?



### HOW TO BE SAFE ONLINE!

It's easy to bully someone online, and lots of teenagers suffer from this. So how can you make sure it doesn't happen to you? Follow our essential advice.



- Don't post contact information (address, email, mobile number) online.
- Check your privacy settings on social networks. Make sure you know how to keep your personal information private.
- Never respond or retaliate. This can make things worse.
- You should block any users who send you nasty messages.
- Think carefully about posting photos of yourself online. Once your picture is online, anyone can download, share or even change it.
- Don't ignore cyberbullying or keep it secret. You should ALWAYS tell someone.

Just use your common sense and you won't be a cybervictim!

### Look at Language

#### INTRODUCING A TIP

Don't post personal information.  
You should block any users ...

- 2 Find three other ways to introduce a tip in the text in Exercise 1.
- 3 Complete the sentences with the words in the box.

Never should Don't Make think

1 Don't

- 1 ... pass on cyberbullying videos or messages about other people.
- 2 You ... never give anyone your passwords.
- 3 If someone bullies you, ... carefully about changing your user ID and profile.
- 4 ... sure you report anything abusive you see online.
- 5 ... agree to keep chats with people you don't know 'secret'.

### Look at Content

When you write a leaflet to help people, you can include this information:

- a title
- an explanation of the problem
- who the leaflet is for, and a question for them to answer
- several tips (pieces of advice) and reasons why
- bullet points
- a final sentence to make people feel better

- 4 Read the leaflet again. Does it include all of the things from the Look at Content box? How many tips are there?

### Get Writing

#### PLAN

- 5 Plan a leaflet to help new students at your school understand the rules. Use the list in the Look at Content box and make notes.

#### WRITE

- 6 Write your leaflet. Use your notes from Exercise 5 and the language below to help you. Write about 120 words.

Students who ... have to ...  
If you ... think carefully before / about ...  
Make sure you ...  
So how can you ... ?  
You should always / never ...  
Just remember / use ...

#### CHECK

- 7 Can you say YES to these questions?

- Is the information from the Look at Content box in your leaflet?
- Have you introduced the advice using a variety of different expressions?

8

Unit 8 89

# Higher Education/Adult ELT

## Critical Thinking

Unlock Level 1, Student's Book, page 51

### Using priorities to evaluate options

Groups of people (project teams, managers or groups of students) often need to decide how to use money or other resources. This involves discussing priorities, ranking criteria and evaluating different options. You can give more 'weight' (or significance) to the criteria which you think are more important. This can be especially useful when it is difficult or not obvious how to make a decision.

- 3 Work with a partner. Read the text about the Mah Scholarship. Imagine you are committee members selecting applicants. Which criteria do you feel are the most important for receiving the Mah Scholarship? Rank them from 1 to 5 (1 = most important, 5 = least important). Discuss your reasons.

SCHOLARSHIPS

THE MAH SCHOLARSHIP

Information

Application forms

Application process

FAQs

JOBS

CONTACT US

## The Mah Scholarship

The Mah Scholarship was started by Hong Kong billionaire Mah-Tak Hung, the successful businessperson behind the Mah Foundation. The Mah Scholarship pays the fees and expenses each year for one student, of any nationality, who wants to study in Hong Kong.

A committee of current students and academics evaluates the applications, interviews candidates and decides who will receive the scholarship.

Requirements:

- Applicants must be accepted to a course of study at a Hong Kong university.
- Applicants should show that their work after finishing the course will contribute to society.
- Applicants must apply in writing to the Mah Foundation.
- If chosen, applicants must participate in an interview by phone or video.

The final selection is made based on a student's grades and test scores, the quality of the written application and the student's financial need.

- 1 must be studying a course that contributes to society \_\_\_\_\_
- 2 must include a good written application \_\_\_\_\_
- 3 must have a good interview \_\_\_\_\_
- 4 must have good grades and test scores \_\_\_\_\_
- 5 must be in financial need \_\_\_\_\_

- 4 Compare your answers with another pair. Did you rank the criteria in the same way? Why / Why not? Change your ranking if the other pair convinces you that their ideas are better.

CRITICAL THINKING 51



Collaboration

Unlock Level 1, Student's Book, page 53

PREPARATION FOR SPEAKING

GIVING AN OPINION AND MAKING SUGGESTIONS

- 1 Match the sentence halves to make suggestions and give opinions. Which sentences make suggestions? Which give opinions?
- |                                    |  |
|------------------------------------|--|
| 1 I think the most important _____ | a rank the proposed courses of study according to their contribution to society? |
| 2 I think _____                    | b to really focus on the applicants' potential contribution to society.          |
| 3 Why don't we _____               | c looking at the applicants' family situation?                                   |
| 4 What if we say that _____        | d the least important thing is the students' written application.                |
| 5 Have you considered _____        | e factor is probably financial need.   |
| 6 I feel it's important _____      | f academic score is the most important factor?                                   |

- 2 2.5 Listen and check your answers.

AGREEING AND DISAGREEING RESPECTFULLY

SKILLS

- In a discussion where speakers have different opinions, it is important to use formal language to disagree respectfully with what someone has said. You can do this in several ways.
- Using modal verbs before making a point:  
*Yes, I can see that. It **may** not be the ideal course for you.*
  - Apologizing before disagreeing with someone's point:  
***Sorry**, but I have to disagree. I think being a doctor is a very practical job!*
  - Saying you recognize someone's point and then adding a *but ...* clause:  
*Yes, **but** it seems like a great way to really help people when they need it.*



Creative Thinking

Empower Level 5, Student's Book, page 129

Communication Plus

3C Student B

- a You'd like to go somewhere fun with Student A after class. You're not very keen on shopping unless it means going to a shop or department store that sells video games. It might be fun to go to a new juice bar that opened last week. You could also go to the movies. Make careful suggestions and try to agree on what you can do after class.
- b Now go back to p.39

9C Student A

- a Have two conversations.

Conversation 1

Tell your partner you have a surprise for them to do with entertainment. Make them try and guess. Eventually tell them it's free tickets for them to go and see *Hamlet*. If your partner looks a little disappointed, check that they like the theatre – you're sure they told you they did.

Conversation 2

Your partner has got a surprise for you to do with a sports game. Try to find out what it is. You like going to tennis matches and football games, but you're not very keen on basketball. Try to be polite and grateful.

- b Now go back to p.111

10A Student A

- a Read the story.

Separated twin boys with almost identical lives

Stories of identical twins are often incredible, but perhaps none more so than those of identical twin boys born in Ohio. They were separated at birth and grew up in different families. Unknown to each other, both families named them James. Both boys grew up not even knowing each other, but they both became police officers and both married a woman named Linda. They both had sons who one named James Alan and the other named James Allan. They both got divorced and then married again to women named Betty. They both owned dogs which they named Toy. They met for the first time after 45 years.

- b Now go back to p.118

7C Student A



- a Imagine what you would do with the room shown in the picture. Think about:
- how you could use different parts of it (e.g. sleeping, working, watching TV)
  - what furniture you might put in it
  - where you could put different items (e.g. pictures, a TV, a computer).
- b Draw a rough plan of the room to show what you would do. Think how you could use:
- expressions for imagining from 4b on p.87
  - vague phrases from 5a and 5d on p.87.
- c Show Student B your plan and tell him/her how you imagine the room. Then listen to Student B and ask questions about his/her room.

- d Now go back to p.87

9A Student A

- a Describe your inventions to Student B, but don't tell him/her what it is. Ask him/her to guess what the invention is. Use these expressions to help you.
- This thing's made of ...*  
*You can hold it in your hand.*  
*You can put it ...*  
*You can put something in it.*  
*You can perhaps find one in ...*  
*It might be useful after/when ...*

Anti-snoring pillow

This pillow uses a sensor to detect snoring and then responds by vibrating. Tests show that this is efficient in reducing snoring. In addition, the pillow has an internal recording device which will allow you to record your snoring and monitor the effectiveness of the pillow.



Ear dryer

You can use this to dry the inside of your ear after you've had a shower, bath or swim. You place the device in your ear and it blows hot air. The makers suggest you use it after you have dried your ears with a towel.



- b Now go back to p.106



# Going forward

## Applications of the Framework

How can the Framework be used to improve English language programmes?

CURRICULUM DEVELOPMENT
Use Can Do Statements of component competencies at each learning stage to develop Curriculum Learning Outcomes
LEARNING MATERIALS
Use Can Do Statements to design suitable learning activities
TEACHER DEVELOPMENT
Develop awareness of the component skills that learners should be developing at each stage of learning
EVALUATION
Develop appropriate tasks and record-keeping to monitor success in developing Life Competencies

## Validation

Cambridge is working on the validation of the Framework, setting up a number of research projects to examine the appropriacy of the proposed component competencies and their Can Do Statements. If you would like to get involved with these validation projects, contact [language@cambridge.org](mailto:language@cambridge.org)

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# Further Reading

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You can find information about the other competencies in the Cambridge Life Competencies Framework at [cambridge.org/clcf](https://cambridge.org/clcf)

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

