



CAMBRIDGE  
UNIVERSITY PRESS

# Cambridge Life Competencies Framework

## Learning to Learn

Introductory Guide  
for Teachers and  
Educational  
Managers

Better  
Learning





# Learning to Learn

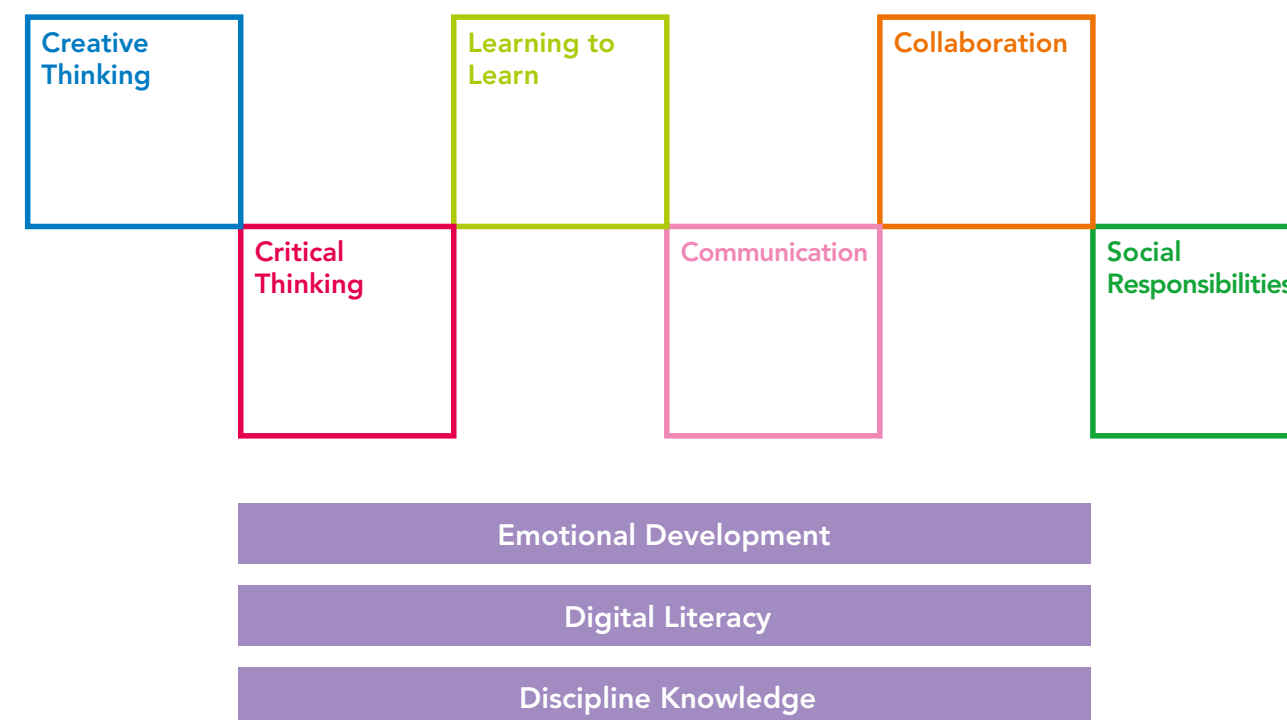
## Introduction to the Cambridge Life Competencies Framework

There have been many initiatives to address the skills and competencies our learners 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.

We have set out to analyse what the basic components of these competencies are. This is to help us create an underlying framework to interpret different initiatives.

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

### THE CAMBRIDGE LIFE COMPETENCIES FRAMEWORK





# 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



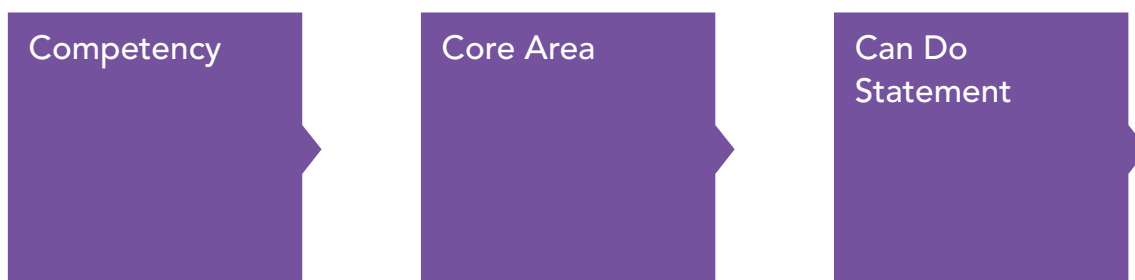
Higher Education



At Work

We are developing Can Do Statements (see page 6) to describe what can be expected of a learner at each stage of learning for each competency. The Can Do Statements are phrased as what a learner should be able to do by the end of that stage of learning. We have started to develop Can Do Statements as descriptions of observable behaviour.

The Framework provides different levels of detail – from the broad Competencies to the specific Can Do Statement.



# Defining LEARNING TO LEARN Competencies

The rate of change for what we need to know and be able to do at work is accelerating, and it is essential that we continue to learn new skills and knowledge throughout our working lives. The aim of education has to focus as much on the skills of learning as on the outputs of learning.

We have identified three core areas within the area of Learning to Learn:

- **Practical skills for participating in learning** includes important techniques such as making notes, storing and retrieving information. There are various methods for engaging in these techniques, and learners need to experiment and choose the one which best suits their own personal style, needs and resources. Useful information needs to be stored, and systems developed for retrieving information as and when required.
- **Taking control of own learning** implies developing self-regulatory strategies, becoming autonomous, maintaining motivation, and staying focused on the task at hand in order to achieve the best results. To accomplish this, learners need to be clear about their learning goals.
- **Reflecting on and evaluating own learning success** involves learners reflecting on their own learning in order to assess what worked for them and what did not. This reflection can lead to evaluation which, in turn, can inform decisions regarding whether to persevere with certain courses of action or to make changes. As a result, learners are able to identify and use effective learning techniques and strategies. Strategies chosen will depend on the context, the learning goal, and the learner's individual characteristics, since strategy effectiveness will vary according to all of these multiple factors.





# LEARNING TO LEARN Can Do Statements

In this section, we have provided some examples of Can Do Statements which detail 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.

STAGE OF LEARNING	CORE AREAS	CAN DO STATEMENTS
PRE-PRIMARY	Practical skills for participating in learning	<ul style="list-style-type: none"><li>• Holds a pencil appropriately.</li><li>• Demonstrates hand-eye coordination (e.g. to support their writing skills).</li><li>• Follows instructions and class routines.</li><li>• Recognises some numbers, letters and words.</li><li>• Traces or copies uppercase and lowercase single letters and numbers.</li><li>• Reads and understands signs and labels (e.g. classroom signs, labels, illustrated words, posters, road signs and public notices).</li><li>• Understands and communicates age-appropriate vocabulary through various mediums (e.g. speaking, writing, drawing and gestures).</li><li>• Puts familiar words together grammatically most of the time.</li><li>• Uses new language/knowledge while doing different tasks.</li><li>• Organises learning equipment tidily so that it can be found when needed.</li><li>• Uses basic digital literacy for finding and storing information.</li></ul>
	Taking control of own learning	<ul style="list-style-type: none"><li>• Asks the teacher for help.</li><li>• Observes other children and learns from their example.</li><li>• Stays focused on short tasks.</li><li>• Makes sure they understand what others are saying to them (e.g. by asking others to repeat what they have said).</li></ul>
	Reflecting on and evaluating own learning success	<ul style="list-style-type: none"><li>• Acts on language feedback from teachers or parents.</li><li>• Self-corrects from own stored knowledge when they realise a mistake has been made.</li><li>• Changes learning behaviour if it does not seem to produce the desired result (e.g. puts hand up to answer a question instead of shouting out the answer).</li><li>• Regulates affective reactions (e.g. disappointment, mood or conflicts with other children).</li></ul>
PRIMARY	Practical skills for participating in learning	<ul style="list-style-type: none"><li>• Completes tasks in class as required.</li><li>• Joins in with learning activities with other children.</li><li>• Searches for information on a specific topic when doing a project.</li><li>• Takes basic notes about key information while reading and listening.</li><li>• Summarises information on a selected topic when doing a project.</li><li>• Files information away (either digitally or on paper) for future use.</li><li>• Looks at pictures to help them follow a story line.</li><li>• Answers who, where, what, why and how questions after listening to a sentence or short paragraph.</li><li>• Produces short texts through participating in guided or shared writing activities.</li></ul>
	Taking control of own learning	<ul style="list-style-type: none"><li>• Shows awareness of own progress in learning English (e.g. by reflecting on what went well in a class).</li><li>• Engages with practice activities in class.</li><li>• Asks other children for help.</li><li>• Corrects themselves after making a mistake.</li><li>• Memorises and repeats key words and phrases.</li><li>• Employs practical skills for learning independently in completing a task.</li></ul>

STAGE OF LEARNING	CORE AREAS	CAN DO STATEMENTS
PRIMARY (CONTINUED)	Reflecting on and evaluating own learning success	<ul style="list-style-type: none"><li>• Shows ability to think about how well they are learning English.</li><li>• Thinks about progress before asking the teacher about a task/activity.</li><li>• Listens and responds positively to feedback and understands why a correction was given.</li><li>• Learns from mistakes and feedback.</li><li>• Listens attentively and resists distraction.</li><li>• Regulates affective reactions (e.g. anxiety, disappointment, mood or conflicts with other children).</li></ul>
SECONDARY	Practical skills for participating in learning	<ul style="list-style-type: none"><li>• Knows appropriate format for a piece of written homework.</li><li>• Completes homework as required.</li><li>• Participates sensibly and positively in learning activities in class.</li><li>• Takes effective notes in class and from homework reading.</li><li>• Organises notes systematically.</li><li>• Uses a vocabulary notebook (digital or paper).</li><li>• Uses notes to construct original output.</li><li>• Produces a revision plan to focus on key skills and knowledge in a systematic way.</li><li>• Understands essential grammatical terms and concepts.</li><li>• Understands essential phonological terms and concepts (e.g. vowel length, word stress).</li><li>• Understands some key phonemic symbols (e.g. /ə/, /j/).</li><li>• Makes use of sentence-level and discourse-level clues to approach the meanings of unfamiliar lexical items.</li><li>• Uses metacognitive strategies (e.g. time management, affective control) to maximise learning and exam success.</li></ul>
	Taking control of own learning	<ul style="list-style-type: none"><li>• Identifies helpful resources for their learning (e.g. online, the library).</li><li>• Chooses ways to practise English outside the classroom (e.g. watching clips/TV/films in English, using English on social media, or reading novels/magazines in English).</li><li>• Finds sources of information and help (online and in school) in order to enhance their understanding of English.</li><li>• Reviews vocabulary regularly and systematically.</li><li>• Seeks the assistance of a conversation partner to overcome linguistic difficulties.</li><li>• Uses a learner's dictionary (monolingual or bilingual) and other reference resources to enhance their knowledge of vocabulary.</li><li>• Seeks out opportunities and participates in activities for extended spoken and written interaction outside the classroom.</li></ul>
	Reflecting on and evaluating own learning success	<ul style="list-style-type: none"><li>• Identifies what language learning goals need to be revisited before identifying new ones.</li><li>• Recognises areas of strength or weakness in learning the subject (e.g. for different skills in English).</li><li>• Plans for improving subject skills and/or knowledge by thinking about what could have been done better.</li><li>• Uses strategies and techniques for improving their English (e.g. mind maps to organise their thoughts).</li></ul>
HIGHER EDUCATION	Practical skills for participating in learning	<ul style="list-style-type: none"><li>• Schedules time for language learning throughout the week.</li><li>• Manages learning environment (e.g. study space, noise level) so as to be able to study effectively.</li><li>• Manages distractions (e.g. other people, phones, etc.) so as to stay focused on the learning task.</li><li>• Takes systematic notes in class or lectures and from own reading.</li><li>• Develops a good system for storing notes so that information can be retrieved when required.</li><li>• Can produce own original output from notes to avoid plagiarism.</li><li>• Makes good use of available resources (e.g. the teacher, the library, self-study centre, etc.).</li></ul>



STAGE OF LEARNING	CORE AREAS	CAN DO STATEMENTS
HIGHER EDUCATION (CONTINUED)	Taking control of own learning	<ul style="list-style-type: none"><li>• Identifies opportunities for getting feedback on language skills from peers and instructors.</li><li>• Uses standardised evaluation criteria (e.g. from exams) to evaluate own performance.</li><li>• Seeks help when struggling with studies.</li><li>• Uses an advanced learner's monolingual dictionary to enhance their knowledge of vocabulary.</li><li>• Understands most phonemic symbols (i.e. well enough to work out the pronunciation of a new lexical item from a dictionary entry).</li><li>• Understands which skills are targeted by various study aids and can evaluate their effectiveness.</li><li>• Works on language learning tasks independently, when necessary or appropriate.</li></ul>
	Reflecting on and evaluating own learning success	<ul style="list-style-type: none"><li>• Articulates desired learning outcomes and reasons for them.</li><li>• Plans their work focusing on the achievement of set goals.</li><li>• Keeps a record of learning progress in order to evaluate their progress and set new goals.</li><li>• Manages affective reactions (e.g. test anxiety or disappointment after receiving a bad grade).</li><li>• Uses the learning strategies they find most effective.</li><li>• Deduces meaning of unfamiliar language from input texts without teacher support.</li><li>• Plans and successfully executes a research project.</li><li>• Writes reports and dissertations appropriate in style and organisation.</li><li>• Clearly presents research summaries in English in seminars/workshops.</li><li>• Works co-operatively with others (e.g. classmates) and benefits from their input.</li></ul>
AT WORK	Practical skills for participating in learning	<ul style="list-style-type: none"><li>• Identifies language learning needs and seeks out opportunities to develop in these areas (e.g. signing up for a language course).</li><li>• Plans language learning time within daily schedule.</li><li>• Learns to use available resources (e.g. computer) to make notes.</li><li>• Develops a reliable system for storing information.</li><li>• Retrieves stored information when it is needed (e.g. for assignments or tests).</li></ul>
	Taking control of own learning	<ul style="list-style-type: none"><li>• Shows a positive attitude to learning English in a work context.</li><li>• Is prepared to make mistakes in front of colleagues.</li><li>• Takes the initiative to participate in activities that support language learning.</li><li>• Seeks feedback on performance from peers and mentors to guide future development.</li><li>• Asks colleagues for help when necessary.</li><li>• Locates and uses resources to learn about specialised vocabulary relevant to the domain of work.</li></ul>
	Reflecting on and evaluating own learning success	<ul style="list-style-type: none"><li>• Sets achievable language learning goals (e.g. related to specific skills or exam results).</li><li>• Keeps a record of progress in learning in order to evaluate their progress and set new goals.</li><li>• Adopts techniques which are most effective for their learning.</li><li>• Participates in collaborative activities that require use of English.</li><li>• Identifies the typical features of language relevant to the domain of work (e.g. technical reports) and applies these features in their own production.</li><li>• Draws on the expertise of more knowledgeable others who can assist with the learning process.</li></ul>

# Practical Guidelines for Teaching Learning to Learn Competencies

Learners need to develop Learning to Learn competencies in order to be able to learn independently, without constant guidance from the teacher. That is not to diminish the role of the teacher in the learning process. In fact, within the sociocultural perspective of learner autonomy, a more experienced mediator is considered essential to the development of independent learning skills.

Acquiring Learning to Learn competencies is not a straightforward process; it requires careful scaffolding and multiple opportunities for learners to use, train and develop these competencies. The teacher's role is to provide that mediation and, alongside teaching language, help learners acquire the age- and stage-appropriate skills that they need to learn outside the classroom.

## Suggestions for classroom practice

The ideas presented here are intended as a general indication of the types of activity that might develop this competency in the classroom, and are not a definitive list.

### GENERAL SUGGESTIONS

#### Familiarisation

Familiarisation with the Can Do Statements is key. Teachers should keep a copy on hand to refer to during planning. This way, as they look at their materials, they can identify which activities and features provide learners with opportunities to develop the skills included in the Can Do Statements. For example, the use of a template, such as the example below, could initially help learners develop effective vocabulary recording habits.

Word:	Word class:
Pronunciation:	Example sentence:
Definition:	Collocates:
Other words in family:	

Diego,  
Teacher, Brazil



Monitoring

In addition to monitoring learners’ linguistic progress, teachers should ensure that they also monitor the progress learners make with Learning to Learn skills development, as teachers will then be better placed to gauge the level of scaffolding required for learning to be effective.

Rate of development

Remember that learners will be developing these skills over the course of their lives and the skills that they develop at any given age or stage will be used and built upon at later stages. Just like with linguistic development, the development of these physical, cognitive and affective skills requires patience, scaffolding and opportunities for practice. The rate of development will also differ from learner to learner. It is important to thus provide each learner with the appropriate amount of support and scaffolding, depending on their rate of development.

YOUNG LEARNERS

Classroom routines

For learners at pre-primary to be able to begin their journey of developing Learning to Learn skills, they will benefit from the teacher introducing and maintaining a range of routines (through into primary):

- for starting a class, such as doing a chant;
- for carrying out activities, for example, electing learners to be in charge of handing out or collecting worksheets or other learning tools;
- for transitioning between activities by using certain cues.

It will take time for these routines to become fixed and consistency is vital. In terms of instructions, these need to be clear and include demonstrations, and learners will need the time and experience to build strong links between instructions and expectations. Growing familiarity with classroom task types and activities will help, as learners will become familiar with the routines that these tasks and activities require. Once learners are comfortable with a routine, they will be able to engage in activities without repeated instruction or explanation, thus developing learner autonomy.

Reflecting on learning

As part of the beginning of their journey to becoming more autonomous, young learners need to develop the reflective and evaluative skills required to monitor their progress in learning. Teachers can scaffold this development by providing simple tools such as a post-task self-feedback form in which learners evaluate their performance in a given task. Learning materials increasingly include these, but even if they are not included, it is possible for teachers to make one which can be adapted for use across a range of task types. Here is an example:

My progress	
I followed all the instructions	😊😊😊😊😊
I gave my opinion clearly	😊😊😊😊😊
I asked my classmates for their opinions	😊😊😊😊😊
I agreed and disagreed with my classmates politely	😊😊😊😊😊
I helped my group to summarise the discussion to feed back to the whole class	😊😊😊😊😊

Developing familiarity with what is expected is important. The process of reflection and evaluation, and completing reflective tasks takes time to master and consistent use of such tasks over a period of time will help learners become more competent at assessing themselves in this way. With the example above, the first couple of times it is used, teachers would need to explain to or remind learners how to use it, i.e. if they think they have followed all the instructions, they then colour in all the smiley faces; if they think they

have followed most of them, they then colour in four smiley faces, etc. Some of the sentences could be used across tasks, while others would change according to the task type. Once learners are accustomed to the procedure, they will need little prompting to carry out the task effectively. These kinds of tasks also provide the scope for learners to compare their performance over time for similar task types.

➤ **Over to you...**

1. Choose one of the example strategies in this section and try it out with your class.
  - Following the implementation of the strategy, reflect on what worked well and what could be improved next time, particularly focusing on the extent to which learners were able to develop their Learning to Learn skills.
2. Using your course book or other materials, choose a few activities that you may be using in your classes in the next week or so. Consider how you could use these activities to build on your students’ Learning to Learn skills.







## TEENAGE LEARNERS

### Organisational tools

As part of reflecting and evaluating on their own learning, secondary learners should organise their thoughts and ideas through the use of mind maps and other organisational tools. In order to reach this point, the teacher needs to introduce and provide opportunities for the learners to use this range of mind maps and other tools. For example, these could be used for:

- brainstorming
- taking notes while reading or listening
- subsequent discussions about the topic or theme
- organising ideas that emerge during group work activities

Here is an example template that learners could use/fill in during a listening activity:

Listen and complete to help you organise what you hear.	
Speaker 1:	
Speaker 2:	
Speaker 3:	
Summary:	
New vocabulary:	

The advantage of using a tool like this is that it provides learners with a scaffold to produce more useful notes and notice opportunities for learning, in this case new vocabulary from listening.

### Developing metacognition through discussion

As the range of such tools used with the learners grows, it is important to engage learners in discussion regarding which tool is best suited to a given activity, so that in time they are able to make these decisions independently of the teacher, whether in class or during their self-study. This kind of discussion is an example of helping learners develop their metacognition, a key aspect of independent learning, which should ideally be incorporated into lessons on a regular basis. By drawing learners' attention to how they learn and the tools they use to complete different tasks, and by giving them opportunities to make decisions, teachers will, over time, enable them to become successful autonomous learners.

### ➤ Over to you...

1. Choose one of the example strategies in this section and try it out with your class.
  - Following the implementation of the strategy, reflect on what worked well and what could be improved next time, particularly focusing on the extent to which learners were able to develop their Learning to Learn skills.
2. Using your course book or other materials, choose a few activities that you may be using in your classes in the next week or so. Consider how you could use these activities to build on your students' Learning to Learn skills.



ADULT LEARNERS

Planning research

For learners in higher education, research often forms part of coursework assessment requirements, with learners writing an essay or giving a presentation based on their findings. This is an example which requires the teacher to break the task down into its component parts to help learners develop the required skills, providing scaffolding for the completion of each part. Subskills which learners will need help with include:

- Planning and organisation – the teacher can provide handouts and guidance (for example, this extract of a handout shown below) which help learners to keep track of all the sub-tasks they need to do in order to complete their assignment. This also acts as a reminder of which marking criteria each task relates to.

Checklist for essay outline		
I have ...	Related marking criteria	Tick
Found 10 or more academic, reliable, authoritative, current sources.	Source selection and evaluation	
Selected relevant information that is clearly linked to my essay topic/ title and the topics of my main body paragraphs from my sources.	Understanding of sources	
Paraphrased all the information that I took from my sources, using a mix of strategies (e.g. using synonyms, changing the grammar, changing the order of clauses).	Understanding of sources	
Written a clear thesis statement that shows my position ('This essay will argue that ...') and the scope of the essay ('focusing on ...')	Structural use of sources	
Included a counterargument, a clearly linked refutation and supporting points for my position in each main body paragraph	Structural use of sources	

- Identification and evaluation of suitable sources – learners will need to know how to quickly identify relevant and suitable sources which can be used in their academic writing.
- Instruction in using research tools such as library databases and referencing software – here, learners will need guidance regarding how to focus their searches by limiting the date, the resource type, and using appropriate key words relevant to the assignment in their searches.

Creating a safe classroom environment

Part of Learning to Learn skills for learners in higher education or at work is the ability to be prepared to make mistakes in front of classmates/colleagues and to learn from this. A teacher can help with this by fostering a supportive learning atmosphere in lessons, so that mistakes are not seen as something negative but rather as a learning opportunity. Building on this, the teacher could encourage these learners to bring mistakes made in the workplace/institution back into the classroom so that causes can be identified and solutions suggested, and perhaps subsequently tried out. In this way, the teacher models using mistakes as learning opportunities and learners can become accustomed to this way of viewing them and using them, progressing on to doing so independently.

➤ Over to you...

1. Choose one of the example strategies in this section and try it out with your class.
  - Following the implementation of the strategy, reflect on what worked well and what could be improved next time, particularly focusing on the extent to which learners were able to develop their Learning to Learn skills.
2. Using your course book or other materials, choose a few activities that you may be using in your classes in the next week or so. Consider how you could use these activities to build on your students' Learning to Learn skills.





# Examples of Activities Practising LEARNING TO LEARN Competencies

## PRIMARY

Power Up Level 4, page 37,  
ISBN 9781108414661

**Core Area:** Practical skills for participating in learning

**Can Do Statement:** Searches for information on a specific topic when doing a project.

Culture

3

4 Read the text. When and how do you listen to music? What music do people in your family like? What festivals with music are there in your country?

Music is all around us. We can hear it everywhere. We can also take it with us wherever we go, but that wasn't possible until the 1980s. Now we have our favourite music on our phones and on our computers. Headphones let us listen to our music on the bus or in the car. We can hear it, but other people can't. This is good because not everyone likes the same kind of music! There are many styles of music. Some people like classical music and others like folk, jazz or hip-hop.

Music is important in many cultures and different musical instruments are typical in different places. In many countries the drum is the most important instrument and you can see them in different shapes and sizes. Music is also very important at festival time in many countries.

5 Listen to Liliana talking about music at the Rio Carnival. Read and choose the correct words.

- Brazil celebrates carnival in *February or March* / *December or January*.
- Carnival happens *only in Rio de Janeiro* / *all over Brazil*.
- People celebrate carnival *at home* / *in the streets*.
- Samba music came from *Africa* / *America*.
- Samba musicians use guitars and *trumpets* / *drums*.

6 Make your own Brazilian instruments. Use materials that you have at home or in class.

mission STAGE 3

Research a country's music and write quiz questions.

- Choose a country and research its music.
- Write three quiz questions. Give three possible answers (only one of which is correct).

Let's find out about music in ...

Good idea!

My mission diary Activity Book page 30

Learn about Brazilian carnival music 37

## SECONDARY

Collaborate Level 4, page 19,  
ISBN 9788490366028

**Core Area:** Reflecting on and evaluating own learning success

**Can Do Statement:** Uses strategies and techniques for improving their English (e.g. mind maps to organise their thoughts).

2 Complete the table with information from the text.

Kilts in the 18th century <i>One long piece of cloth worn around waist and over shoulder</i>	Kilts in the 21st century
Highland dress for men	Highland dress for women
Who wears traditional tartan clothes?	Who wears modern tartan clothes?

3 Find these nouns in the text and guess what they mean. Then match them with the definitions.

dress (n) funeral (n) laces pin shawl

- a ceremony when a person dies
- a combination of clothes worn together for a particular situation
- a small piece of metal to attach clothes together
- a large piece of cloth worn over your shoulders or head
- string used to fasten shoes

LEARN TO LEARN

Using spidergrams  
Spidergrams can help you remember words that are associated with other words.

jeans jacket skirt  
trousers pocket shirt

4 Make spidergrams of clothes and shoes which can include laces, a zip, buttons and sleeves.

5 COLLABORATE Work in pairs. Guess the words your partner has written in their spidergrams. Which words did you both write? Add any new words to your spidergrams.

6 Voice it! Answer the questions in your notebook. Then compare with a partner.

- How important is traditional dress in Scotland?
- What is traditional dress in your country? When do people wear it?

Explore it!  
Guess the correct answer.  
It was illegal to wear tartan in the middle of the 18th century in Scotland. True or false?  
a true b false  
Find another interesting fact about traditional Scottish dress and write a question for your partner.

Highland dress is extremely popular in Scotland for special occasions such as weddings, funerals or parties, particularly for men. Women often wear kilts to do traditional Scottish dancing at sports and cultural events. Nowadays, tartan isn't just used for traditional dress in Scotland. Fashion designers around the world use tartan to create modern designs such as tartan trousers or tartan shoes and celebrities from Rihanna to Shawn Mendes have been photographed wearing tartan. Even though people have worn tartan for centuries, it is still popular today and looks like it's not going to go out of fashion any time soon.

Mini culture project p128

UNIT 1 | TRENDSETTERS 19



# ADULT

Evolve Level 4, page 153,  
ISBN 9781108405317

**Core Area:** Reflecting on and evaluating own learning success

**Can Do Statement:** Keeps a record of learning progress in order to evaluate their progress and set new goals.

## PROGRESS CHECK

Can you do these things? Check (✓) what you can do. Then write your answers in your notebook.

### Now I can ...

- ☐ use expressions to talk about personal achievements.
- ☐ use a variety of simple and continuous verb forms.
- ☐ use nouns and adjectives to talk about key qualities employers look for.
- ☐ use dynamic and stative verbs to talk about actions, habits, and states.
- ☐ make and respond to introductions.
- ☐ write a comment in response to an article.

### Prove it

Write five verb + noun combinations to describe someone's achievements.

Write five sentences about yourself using five different verb forms.

Write three pairs of words to describe yourself in ways that would appeal to a possible employer.

Complete the sentences: *I love* \_\_\_\_\_.  
*I'm loving* \_\_\_\_\_.

Respond to the introduction in three different ways: *Hey, have you met Simone?*

Look at your comment from lesson 1.4. Can you make it better? Find three ways.

### UNIT 1

### Now I can ...

- ☐ use expressions to describe trends.
- ☐ use real conditionals.
- ☐ use the correct words to describe food preparation.
- ☐ refer to the future with time clauses using *after*, *until*, and *when*.
- ☐ make, accept, and refuse offers in social situations.
- ☐ write the results of a survey that you conducted.

### Prove it

Write four different ways to refer to something that is currently popular and four more for something unpopular.

Write four sentences using *if* clauses: two to refer to a fact that is generally true and two for a future possibility.

Describe a dish you can make in six simple steps.

Complete the sentences so that they are true for you: *When I finish class today*, \_\_\_\_\_. *I won't get home until* \_\_\_\_\_. *I'm going to* \_\_\_\_\_ *after I leave class today*.

Make an offer of food and/or drink, and practice different way of accepting and refusing it.

Look at your survey results summary from lesson 2.4. Can you make it better? Find three ways.

### UNIT 2

### Now I can ...

- ☐ use expressions to talk about time and money.
- ☐ use *(not) too* and *(not) enough* to talk about quantity.
- ☐ use verb phrases to talk about prices and value.
- ☐ use modifiers in comparisons.
- ☐ apologize for damaging or losing someone's property and respond to an apology.
- ☐ write a product review.

### Prove it

Write five phrases about time and money.

Write five sentences about yourself using different structures with *too* and *enough*.

Write three verb phrases, with the correct prepositions, about prices and value.

Make these comparisons stronger: *It's the best movie I've ever seen*. *Theirs is bigger than ours*.

Apologize for losing something that you borrowed. Respond to the apology.

Look at your product review from lesson 3.4. Can you make it better? Find three ways.

### UNIT 3

153

## Further Reading

For more information on this topic, please see:

Benson, P. (2013). *Teaching and researching autonomy*. New York: Routledge.

Chamot, A. & Harris, V. (Eds.) (2019). *Learning strategy instruction in the language classroom: Issues and implementation*. Bristol: Multilingual Matters.

Cohen, A. (2011). *Strategies in learning and using a second language* (2nd ed.). London: Longman.

Dörnyei, Z. (2005). *Psychology of the language learner: Individual differences in second language acquisition*. Mulwah, NJ: Erlbaum.

Dörnyei, Z. & Ryan, S. (2015). *The psychology of the language learner revisited*. London: Routledge.

Ellis, G. & Sinclair, B. (1994). *Learning to learn English: A course in learner training*. Cambridge, UK: Cambridge University Press.

Griffiths, C. (2008). *Lessons from good language learners*. Cambridge: Cambridge University Press.

Hann, N. (2013). Mining the L2 environment. In B. Tomlinson. (Ed.), *Developing materials for language teaching* (2nd ed.) (pp. 6456–6966). London: Bloomsbury.

Little, D., Dam, L. & Legenhausen, L. (2017). *Language learner autonomy: Theory, practice and research*. Bristol: Multilingual Matters.

Oxford, R. (2003). Towards a more systematic model of L2 learner autonomy. In D. Palfreyman & R. Smith (Eds.), *Learner autonomy across cultures: Language education perspectives* (pp. 75–91). Basingstoke: Palgrave Macmillan.

Oxford, R. (2017). *Teaching and researching language learning strategies: Self-regulation in context*. New York: Routledge.

Pawlak, M., Mystkowska-Wiertelak, A. & Bielak, J. (Eds.). (2017). *Autonomy in second language learning: Managing the resources*. Berlin: Springer

Pinard, L. (2016). Looking outwards: using learning materials to help learners harness out-of-class learning opportunities. *Innovation in Language Learning and Teaching*, 10(2), 133-143.

Vandergrift, L. & Goh, C. (2012). *Teaching and learning second language listening: Metacognition in action*. Oxon: Routledge.

**Laura and Olivia,**  
Language Research Team,  
Cambridge University Press





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

