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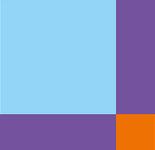
Cambridge Life Competencies Framework

SHAPE IT!

Developing Life
Competencies
Through *Shape It!*



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 analyze sources more critically, to communicate our views effectively, to maintain a positive mindset in an increasingly complex world. How can we support the development of these skills? At Cambridge, we have set out to support teachers in this challenging area.



The Cambridge Framework

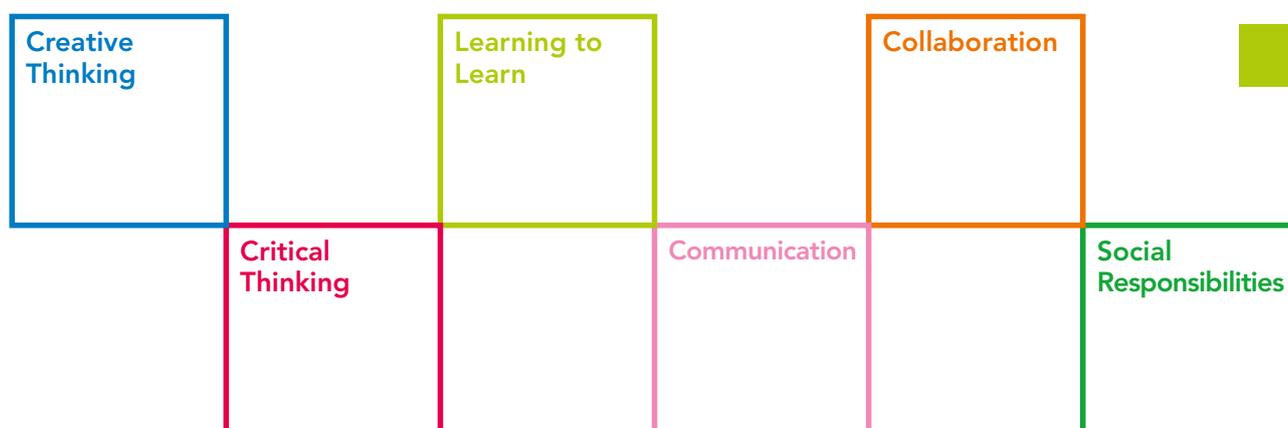
Introduction to the Cambridge Life Competencies Framework

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 who have asked for a way to understand how all these different approaches to life competencies relate to English language programs.

The Cambridge Framework sets out to have three dimensions:



We have grouped the different competencies into six main areas.



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

- Emotional Development
- Digital Literacy
- Discipline Knowledge



Damir
Student, Angola

The Learning Journey

We have also started work on examining the different stages of the learning journey and how these competencies vary across each stage.



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 educators to use in identifying the most appropriate learning outcomes for their particular context.



Cambridge Life Competencies Framework

CORE AREAS

| | | | | |
|-------------------------|---|---|--|--|
| 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 analyzing 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 |

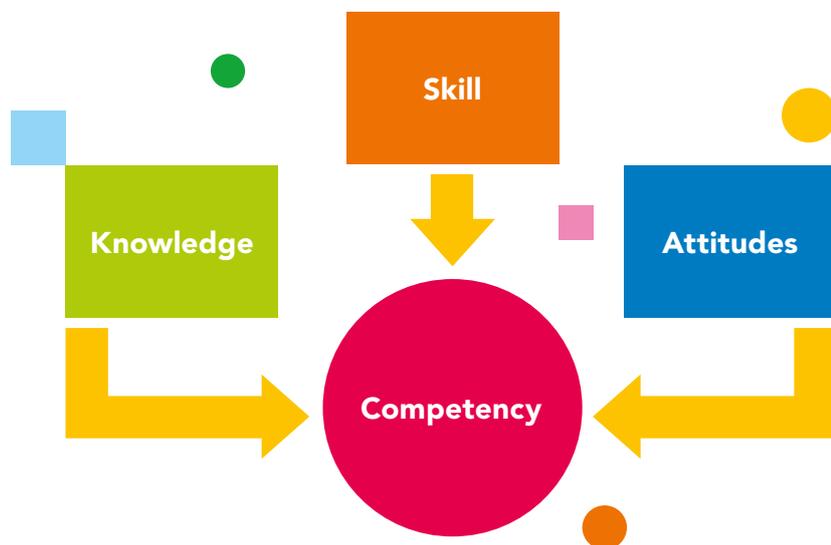
FOUNDATIONAL LAYERS

| |
|-----------------------|
| 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 Competencies 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 mindsets 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, program 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

| STAGE OF LEARNING | CAN DO STATEMENTS |
|---|---|
| CRITICAL THINKING | |
| Understanding and analyzing links between ideas | |
| PRE-PRIMARY | <ul style="list-style-type: none"> Sorts and arranges things by shapes, size, color, weight, texture, and positions. Explores different materials and media and decides what to use. Matches objects, people, letters, pronunciations, and words. Identifies the difference between puzzles, games, and toys. |
| PRIMARY | <ul style="list-style-type: none"> Sorts and classifies objects and activities according to key features (e.g., types of animal, or transportation). Identifies characters, setting, plot, and themes in a story. Compares different types of information. Explains why things happened (e.g., cause and effect). |
| SECONDARY | <ul style="list-style-type: none"> Compares points and arguments from different sources. Distinguishes between main and supporting arguments. Identifies the basic structure of an argument. |
| HIGHER EDUCATION | <ul style="list-style-type: none"> Summarizes key points in a text or an argument. Identifies unstated assumptions and biases in an argument. Contrasts different points of view on a specific topic. |
| AT WORK | <ul style="list-style-type: none"> Identifies patterns in business and operational data. Summarizes key points from a business-related report. Identifies assumptions in a proposal. |
| COMMUNICATION | |
| Using appropriate language and register for context | |
| PRE-PRIMARY | <ul style="list-style-type: none"> Understands and carries out basic instructions for class/school. Expresses basic likes/dislikes and (dis)agreement. Uses simple, polite forms of greetings, introductions, and farewells. Adjusts language for playing roles. |
| PRIMARY | <ul style="list-style-type: none"> Talks about topics suitable to primary school. Knows how to ask for permission, apologize, make requests, and agree/disagree. Uses polite forms of greeting and address and responds to invitations, suggestions, apologies, etc. Changes sound level and pitch when doing drama or acting a role in a play. |
| SECONDARY | <ul style="list-style-type: none"> Uses appropriate form of address, greetings, and farewells. Knows how to present points clearly and persuasively. Uses language for effect (exaggerations, cleft sentences). Knows what language is more appropriate for friends and unfamiliar persons. |
| HIGHER EDUCATION | <ul style="list-style-type: none"> Is aware of differences in communication styles, between individuals and between cultures. Is aware of how suitability of topics can vary according to context and culture. Expresses a point of view elicits and responds to others' points of view politely. |
| AT WORK | <ul style="list-style-type: none"> Can adapt register to different types of interlocutor (i.e., coworkers, managers, and customers). Keeps a discussion moving by periodically summarizing and moving to next topic. Sums up the outcomes of a discussion and elicits confirmation. |

Life Competencies in *Shape It!*

These life competencies are already embedded in 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 how the activities in *Shape It!* help develop life competencies in today's learners.

Shape It! Level 1, page 47

VOCABULARY
Food and Drink

- Write all the food and drink words you know in English. Compare with a partner.
- Match the words in the box with the photos. Then listen, check, and repeat.

| | | | | | |
|---------|--------------------------|-----------|-------------------------------------|-------|--------------------------|
| apples | <input type="checkbox"/> | chicken | <input type="checkbox"/> | meat | <input type="checkbox"/> |
| bananas | <input type="checkbox"/> | chocolate | <input checked="" type="checkbox"/> | rice | <input type="checkbox"/> |
| beans | <input type="checkbox"/> | eggs | <input type="checkbox"/> | soda | <input type="checkbox"/> |
| carrots | <input type="checkbox"/> | fish | <input type="checkbox"/> | water | <input type="checkbox"/> |
| cheese | <input type="checkbox"/> | juice | <input type="checkbox"/> | | |

LEARN TO LEARN
Personalizing Vocabulary
Think about your routines and habits when you learn new vocabulary.

- When you have the food and drinks in Exercise 2? Write the words in the chart.

| | Breakfast | Lunch | Dinner |
|--|-----------|-------|--------|
| | | | |
| | | | |
| | | | |

- Compare with a partner. Write sentences about your partner's meals. Use adverbs of frequency.
Eva always has an egg and juice for breakfast.

Get It Right!
We say *I don't like apples*. **NOT** *I don't like the apples*.

Use It!
5 Discuss the questions.
1 Which food do you love/hate?
2 Which food do you eat when the weather is hot? What about when it is cold?

Explore It!
Guess the correct answer.
One hundred grams of ants have ...
a less protein than an egg.
b more protein than an egg.
c the same protein as an egg.
Find another interesting fact about food. Then write a question for your partner to answer.

Reflecting on and evaluating own learning success

Listening respectfully and responding constructively to others' contributions

Using appropriate language and register for context

Creating new content from own ideas or other resources

BRINGING COLOR TO A GRAY WORLD

HOME | STORIES | PHOTOS

Millions of people around the world are color blind. They can't see some colors, such as red, green, or blue. Some people who are color blind can't see any colors at all, so the world looks very different. But now there are special glasses to help color-blind people.

The glasses look like normal glasses, but the lenses are made from special glass or plastic. The glasses separate colors, such as red and green, so that

they can see them. When they are worn by color-blind people, they can see colors they have never

What I like about them is that they look really cool. There are sunglasses, glasses for children, and sports sunglasses. However, I should point out that the glasses are really expensive. Overall, I think they are an amazing invention that can help millions of people see our beautiful world.



Understanding and analyzing links between ideas

WRITING

A Review

- 1 Look at the photo. What do the glasses do? Read the review and check.
- 2 Put a-f in the order they appear in the review.
 - a description of the invention
 - how the invention works
 - a disadvantage
 - the reviewer's general opinion
 - what the reviewer likes
 - 1 who the invention is for
- 3 Cover the review and complete the sentences in the *Useful Language* box. Then read it again and check.

Useful Language

The glasses look like ¹ _____, but the lenses are made from ² _____.

What I like about them is ³ _____.

However, I should point out that ⁴ _____.

Overall, I think they are ⁵ _____.

PLAN

- 4 Write your own review of an amazing invention. Think of the invention.

Write notes.

Who the invention is for: _____

How it works: _____

The advantages: _____

One disadvantage: _____

Your opinion: _____

- 5 Decide what information to include. Use the information in Exercise 2 to help you.

WRITE

- 6 Write your review. Remember to include the parts of the review from Exercise 2, the passive, and phrases from the *Useful Language* box.

CHECK

- 7 Do you ...
 - describe the invention and who it's for?
 - say what the advantages and disadvantages are?
 - give your general opinion?

Taking control of own learning

Finished? p123 Ex. 4

Managing conversations

| COMPETENCY | CORE AREA | CAN DO STATEMENT |
|-------------------|---|---|
| Creative Thinking | Participating in creative activities | Acts parts in role-plays or dramas |
| | | Participates in "what if" (cautionary or wishful thinking) and "if" (hypothetical) scenarios |
| | | Participates in activities that include creative thinking (e.g., role-play, drawing, writing, etc.) |
| | Creating new content – from own ideas or other resources | Writes or tells an original story, given prompts or without prompts |
| | | Illustrates a new poster or webpage with unique symbols or pictures |
| | | Responds imaginatively (e.g., in the form of a story, poem, drawing, etc.) to events and ideas |
| | Using new content to solve problems and make decisions | Communicates personal response to creative work from art, music, etc. |
| | Using new content to solve problems and make decisions | Employs new ideas and content in solving a task or activity |
| | | |
| | | |
| Critical Thinking | Understanding and analyzing links between ideas | Distinguishes between fact and opinion |
| | | Gives reasons for an argument's plausibility |
| | | Assesses strengths and weaknesses of possible solutions |
| Learning to Learn | Practical skills for participating in learning | Completes homework as required |
| | | Participates sensibly and positively in learning activities in class |
| | | Takes effective notes in class and from homework reading |
| | | Organizes notes systematically |
| | | Uses a vocabulary notebook (digital or paper) |
| | | Uses notes to construct original output |
| | | Produces a study plan to focus on key skills and knowledge in a systematic way |
| | | Understands essential grammatical terms and concepts |
| | | Understands essential phonological terms and concepts (e.g., vowel, consonant, etc.) |
| | | Understands some key phonemic symbols (e.g., /ə/, /j/) |
| | | Makes use of contextual and co-textual clues to approach the meaning of a text |
| | Uses metacognitive strategies (e.g., time management, affective strategies, etc.) to achieve exam success | |
| | Taking control of your own learning | Identifies helpful resources for their learning (e.g., online, the library, etc.) |
| | | Chooses ways to practice English outside the classroom (e.g., watching English videos, using English on social media, or reading novels/magazines in English, etc.) |
| | | Finds sources of information and help (online and in school) |
| | | Reviews vocabulary regularly and systematically |
| | | Seeks the assistance of an interlocutor to overcome linguistic difficulties |
| | | Seeks out opportunities and participates in activities for extending learning outside the classroom |
| | | |
| | | |

| S | ACTIVITY EXAMPLE | | | | |
|---|------------------|------|------|----------|---|
| | Level | Unit | Page | Exercise | Description |
| | 2 | 2 | 25 | 6 | Use It!: Students role-play characters who traveled on the Mayflower |
| only" (wishful thinking) challenges | 4 | 6 | 75 | 5 | Use It!: Students complete counterfactual sentences |
| ersals, escapes, and distortions with | 1 | 3 | 41 | 4 | Plan: Make a spidergram about an ideal school |
| ots | 4 | 9 | 107 | 3 | Students tell each other real stories but change one fact from the story |
| rsuasive language | 1 | 4 | 55 | 7 | Present: Display a food truck menu |
| ving) to contemporary or historical | 2 | 1 | 12 | 5 | Voice It!: Students imagine they are watching a famous event |
| usic, or literature | 3 | 2 | 28 | 7 | Speak: Students discuss a painting |
| | 4 | 7 | 89 | 7 | Write: Students write an email reply to a worried parent |
| | 2 | 7 | 86 | 6 | Learn to Learn: Recognizing opinions |
| | 1 | 1 | 13 | 6 | Students guess which sentences are false |
| | 4 | 1 | 17 | 5 | Write: Students write a blog comment about reducing their fashion footprint |
| | 4 | 4 | 57 | 4 | Learn to Learn: Plan your homework |
| | 1 | 0 | 4 | 5 | Use It!: Take turns activity |
| | 2 | 7 | 93 | 4 | Learn to Learn: Make and use flashcards |
| | 4 | 7 | 86 | 2 | Learn to Learn: Gapped flashcards |
| | 3 | 1 | 11 | 4 | Learn to Learn: Opposites |
| | 4 | 3 | 41 | 6 | Write: Students use notes to write a listicle |
| | 3 | 1 | 21 | 5 | Learn to Learn: Set and achieve learning goals |
| | 3 | 5 | 67 | 5 | Learn to Learn: Reference words |
| vowel length, word stress) | 3 | 5 | 142 | 2 | Pronunciation: Sentence stress |
| | 4 | 8 | 142 | 1 | Pronunciation: The letters -ital |
| meanings of unfamiliar lexical items | 1 | 3 | 43 | 5 | Learn to Learn: Understanding new words from context |
| re control) to maximize learning/ | 1 | 2 | 26 | 2 | Learn to Learn: Identify Word Partners |
| brary) | 4 | 3 | 45 | 6 | Learn to Learn: Set and achieve learning goals |
| watching clips/TV/movies in English, English) | 3 | 9 | 117 | 4 | Learn to Learn: Use technology to practice English |
| | 1 | 6 | 79 | 6 | Plan: Students research a street sport for a pamphlet |
| | 1 | 3 | 38 | 3 | Learn to Learn: Making a Spidergram |
| difficulties | 3 | 8 | 105 | 4 | Learn to Learn: Ask for help when you don't understand |
| ded spoken and written interaction | 2 | 9 | 117 | 4 | Learn to Learn: Practice your English during vacation |

| COMPETENCY | CORE AREA | CAN DO STATEMENT |
|--|--|--|
| Learning to Learn | Reflecting on and evaluating own learning success | Recognizes areas of strength or weakness in learning the subject |
| | | Plans for improving subject skills and/or knowledge by thinking better |
| | | Selects and uses a wide range of mind maps and other tools to |
| | | Can describe strategies and techniques for improving their Eng |
| Communication | Using appropriate language/register for context | Uses appropriate forms of address, greetings, and farewells |
| | | Knows how to present points clearly and persuasively |
| | | Uses language for effect (exaggerations, cleft sentences) |
| | | Knows what language is more appropriate for friends and unfamiliar |
| | Managing conversations | Uses appropriate language to negotiate meaning: a) to show understanding; b) to signal lack of understanding; c) to seek repetition; d) to seek clarification; e) to control speed, volume of interlocutors' speech; f) to check own understanding; g) to check interlocutors' understanding. |
| | | Can use simple techniques to start, maintain, and close conversations |
| | | Uses appropriate strategies to deal with language gaps: a) signaling a gap; b) appealing to interlocutors for assistance; c) using non-linguistic means (e.g., pointing, drawing); d) using an approximate synonym; e) guessing/coining a "new" item from existing knowledge of v |
| | | Invites contributions for interlocutors in a conversation |
| | | Uses appropriate strategies to develop a conversation (e.g., show responses, asking follow-up questions) |
| | | Participating with appropriate confidence and clarity |
| Can develop a clear description or narrative with a logical sequence | | |
| Uses a number of cohesive devices to link utterances/sentences | | |

| S | ACTIVITY EXAMPLE | | | | |
|---|------------------|------|------|-----------------|---|
| | Level | Unit | Page | Exercise | Description |
| ect (e.g., for different skills in English) | 4 | 8 | 104 | Self-Assessment | Students reflect on their learning during a coursebook unit |
| g about what could have been done | 2 | 6 | 81 | 5 | Learn to Learn: Students get peer-feedback on a speaking task |
| organize thoughts | 2 | 5 | 59 | 4 | Learn to Learn: Using spidergrams |
| glish | 4 | 7 | 93 | 5 | Learn to Learn: Students get peer-feedback on a speaking task |
| | 1 | 1 | 16 | 6 | Speak: Calling a friend |
| | 4 | 9 | 113 | 6 | Write: Students write a news story |
| | 4 | 4 | 52 | 5 | Speak: Students make guesses and give clues |
| miliar persons | 1 | 1 | 17 | 4 | Useful language: Starting and ending emails |
| | 3 | 6 | 76 | 5 | Speak: Students give and check instructions |
| sations of various lengths | 3 | 0 | 8 | 6 | Use It!: Students initiate conversations about the past |
| ords/morphemes. | 4 | 0 | 7 | 5 | Learn to Learn: Describing words you don't know with other words or a gesture |
| | 1 | 8 | 99 | 4 | Use It!: Students ask questions |
| owing interest, giving non-minimal | 3 | 3 | 39 | 7 | Use It!: Ask follow-up questions to find out more |
| | 3 | 2 | 33 | 3 | Learn to Learn: Learn to help your partner improve their speaking |
| ence of points | 4 | 3 | 40 | 5 | Speak: Students describe how to make some food |
| s into clear, coherent discourse | 2 | 7 | 89 | 7 | Write: Students write an article using various new cohesive devices |

| COMPETENCY | CORE AREA | CAN DO STATEMENT |
|---|---|--|
| Collaboration | Taking personal responsibility for own contributions to a group task | Follows the instructions for a task and alerts others when straying |
| | | Explains reasons for their suggestions and contributions |
| | | Take responsibility for completing tasks as part of a larger project |
| | Listening respectfully and responding constructively to others' contributions | Listens to, acknowledges different points of view respectfully |
| | | Is ready to justify, adapt, and abandon a proposal or point of view and contributions |
| | | Evaluates contributions from other students with appropriate skills |
| | Managing the sharing of tasks in a project | Works with others to plan and execute class projects |
| | | Ensures that work is fairly divided among members in group activities |
| | | Ensures that all members have a role in group activities |
| | Working towards a resolution for a task | Is aware when others have divergent views and ideas for solving a problem |
| | | Is able to propose solutions that include other views and ideas |
| | Emotional Development | Identifying and understanding emotions |
| Discusses what makes them feel different emotions | | |
| Managing own emotions | | Deals with praise, setbacks, and criticism |
| Empathy and relationship skills | Shows understanding of other people's perspectives and feelings | |
| | | |
| Social Responsibilities | Understanding personal responsibilities as part of a group and in society – including citizenship | Is aware of positive behavior in different groups (e.g., class, home, community) |
| | | Understands various aspects of society (e.g., volunteering, charity, prestige, poverty) |
| | | Makes informed choices (e.g., in relation to diet, exercise, sexual products) |
| | Taking active roles including leadership | Encourages others to participate and contribute in projects |
| | Understanding and describing own and others' cultures | Appreciates themselves and recognizes their own value |
| | | Accepts others and shows respect for cultural difference, challenges views |
| | | Makes informed comparisons between their own society and others |
| | Understanding and discussing global issues – environmental, political, financial, and social | Understands the contributions of different cultures to their own |
| | | Is aware of different global issues (e.g., poverty, migration, global pandemic diseases) |

| S | ACTIVITY EXAMPLE | | | | |
|---------------------------------------|------------------|------|------|----------|--|
| | Level | Unit | Page | Exercise | Description |
| ng from them | 3 | 2 | 31 | 5 | Plan: Students plan a profile of an artist |
| | 3 | 3 | 43 | 5 | Voice It!: Discuss and give reasons for views of endangered languages |
| ect | 1 | 2 | 31 | 6 | Plan: Work in groups to plan a class survey |
| | 1 | 6 | 73 | 5 | Use It!: Students discuss preferences |
| ew in response to others' queries | 2 | 9 | 112 | 6 | Speak: Students make polite refusals |
| ensitivity | 3 | 2 | 28 | 8 | Check: Students give peer feedback |
| | 3 | 4 | 55 | 4 | Plan: Students plan a report about their school |
| activities | 2 | 2 | 31 | 6 | Plan: Students make a museum display |
| | 1 | 5 | 64 | 6 | Speak: Buying clothes or accessories |
| g a problem or task | 3 | 8 | 103 | 4 | Plan: Students learn how to make decisions in a group and plan a school brochure |
| to own | 2 | 4 | 55 | 6 | Present: Students agree on ideas as a group to make a poster |
| | 3 | 1 | 11 | 6 | Use It!: Students select adjectives that describe them |
| | 4 | 7 | 83 | 5 | Students discuss when they feel different emotions |
| | 4 | 7 | 84 | 5 | Voice it!: Students discussing having a growth mindset |
| ngs | 4 | 7 | 88 | 6 | Speak: Students express sympathy and concern |
| me, and with friends) | 2 | 5 | 62 | 3 | Use It!: Students discuss doing household chores |
| ity work, social classes, power, | 3 | 9 | 115 | 4 | Voice It!: Students discuss the importance of volunteering |
| al health, environmentally-friendly | 3 | 4 | 50 | 7 | Use It!: Students discuss healthy food choices |
| | 4 | 6 | 6 | 6 | Speak: Students use fixed phrases to encourage a friend |
| | 1 | 5 | 60 | 5 | Voice It!: Students discuss clothes preferences |
| enging prejudice, and discriminatory | 2 | 9 | 4 | 4 | Voice It!: Students discuss the importance of cultural expression |
| ther societies | 4 | 1 | 19 | 6 | Voice It!: Students discuss dress in different cultures |
| h lives | 4 | 3 | 43 | 5 | Around the World: Students discuss foods that come from other cultures |
| bal warming, human rights violations, | 3 | 3 | 42 | 2 | Students read a text about endangered languages |



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

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

cambridge.org/shapeit

