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# The Cambridge Life Competencies Framework

## Learning to

## Learn

**Introductory Guide**  
for Teachers and  
Educational Managers

Better  
Learning

# Why teach Life Competencies?

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

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.

We understand that the engaging and collaborative nature of the language classroom is the perfect place to develop and embed these key qualities and the Cambridge Life Competencies Framework supports teachers in this challenging area.



## Cambridge Life Competencies

A framework to develop skills for life



Hear from our experts





# What is the Cambridge Life Competencies Framework?

The Cambridge Life Competencies Framework has been created in response to educators who have asked for a way to understand how life skills, or 21<sup>st</sup> century skills, can be integrated into English language programmes. It is made up of six **Competencies** that describe how these essential skills develop and vary across different stages of education, as learners grow and change.

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

## The Learning Journey

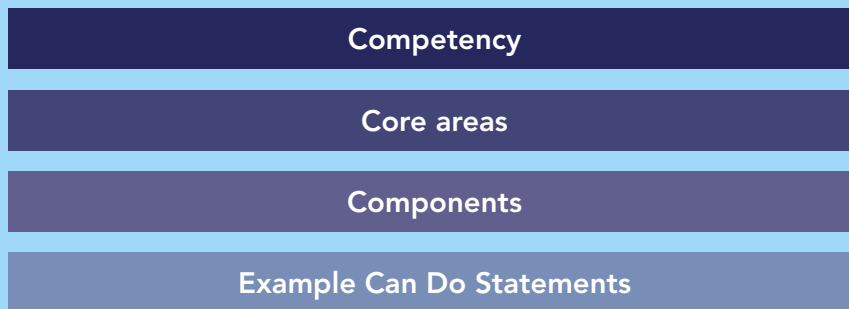
The Cambridge Life Competencies Framework supports learners at all stages of their learning journey, from very young pre-primary learners right through to adults in education and at work. The framework maps out how learner behaviours typically found within each competency can change and develop as learners encounter new situations and circumstances in their lives, both within and beyond the classroom.

The Cambridge Life Competencies Framework allows us to support learners throughout their education and into the careers of the future.



# Understanding the Cambridge Life Competencies Framework

The Cambridge Life Competencies Framework is made up of six **Competencies** – Creative Thinking, Critical Thinking, Learning to Learn, Communication, Collaboration and Social Responsibilities. Each broad competency is broken down into **Core Areas** that describe these competencies in more detail. These are then analysed further into **Components** that, along with example Can Do Statements, describe the observable behaviours that learners are likely to be able to demonstrate by the end of each stage of learning, if they have had the opportunity to develop in these areas.



Linked to the competencies are the three foundation layers of the framework – Emotional Development, Digital Literacy and Discipline Knowledge. Development of skills in these foundation layers underpins all other competencies.

Along with this structured breakdown, we provide **example language** that learners may use to express the actions and behaviours found in each of the Core Areas at each stage of learning. These have been informed by both our Functional Language Phrase Bank, a collection of spoken data from expert speakers of English from children to adults, and input from experienced ELT practitioners from around the world. See this example for one Core Area within Learning to Learn at the Primary stage:

COMPETENCY	CORE AREAS	COMPONENTS	EXAMPLE CAN DO STATEMENTS	EXAMPLE LANGUAGE
LEARNING TO LEARN	Reflecting on and evaluating own learning	Keeping track of progress	Shows awareness of own progress in learning English (e.g. by using progress checklists).	I've learnt how to...
		Evaluating learning and progress	Reflects on what they did well in a lesson.	I'm getting better at...
		Using feedback to improve learning	Listens and responds positively to feedback, and understands why a correction was given.	

By clearly defining these areas of development in a structured and detailed way, we can ensure that our teaching and learning materials take a systematic approach to delivering and developing these skills in our learners, as they progress. This means that teachers can be assured that our resources bring out the best in their students, without creating extra work.

The Cambridge Life Competencies Framework is an ongoing project, evolving through stages of validation and teacher feedback. Go to [cambridge.org/clcf](https://www.cambridge.org/clcf) to see how you can get involved.

# What is Learning to Learn ?

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. Even within schools, developing effective learning skills underpins our students' success in all subjects, and is critical to building their autonomy and self-direction. Education and training needs to focus as much on the skills of learning as on the outputs of learning.

We have identified three **Core Areas** within Learning to Learn:



- **Developing skills and strategies for learning** includes important techniques such as making notes, storing and retrieving information as well as techniques for learning and remembering information. In an ELT context, learners also benefit from using strategies to help them understand and communicate in English. 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.
- **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** involves learners reflecting on their own learning in order to assess what worked for them and what did not. This reflection 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. In addition, learners who keep track of and evaluate their own progress in learning are more able to continuously improve, helping them succeed in reaching their learning goals.

Within these Core Areas we break things down further, defining the **Components** that make up each Core Area:

LEARNING TO LEARN	Developing skills and strategies for learning	Engaging in directed activities
		Using effective systems for finding, keeping and retrieving information
		Using effective strategies for learning and retaining information
		Using effective strategies for comprehension and production tasks
	Taking control of own learning	Setting goals and planning for learning
		Taking initiative to improve own learning
		Managing the learning environment
		Managing attitudes and emotions
	Reflecting on and evaluating own learning	Keeping track of progress
		Evaluating learning and progress
Using feedback to improve learning		

# Learning to Learn

## across the learning journey

Core Areas may be realised in different ways across the different stages of learning. In order to demonstrate this, each Core Area and Component is contextualised by an example Can Do Statement. This illustrates what kinds of behaviour students who are competent in this area might display by the end of each stage of learning. These example Can Do Statements can be used as a starting point in the development of a curriculum, programme or assessment system and will vary in their suitability for learners in different contexts. The example language is provided for teachers to consider what kind of language they could encourage their students to use in these kinds of tasks.

### PRE-PRIMARY

CORE AREAS	COMPONENTS	EXAMPLE CAN DO STATEMENTS	EXAMPLE LANGUAGE
<b>Developing skills and strategies for learning</b>	Engaging in directed activities	Follows instructions and class routines.	Like this...?
	Using effective systems for finding, keeping and retrieving information	Asks simple questions to find out information.	What's this?
	Using effective strategies for learning and retaining information	Engages with memorising tasks.	There was a [ship / flower / hat].
	Using effective strategies for comprehension and production tasks	Uses pictures to help understand a story.	He looks happy.
<b>Taking control of own learning</b>	Setting goals and planning for learning	Chooses which activity to complete when given a choice.	I'm going to [read this book].
	Taking initiative to improve own learning	Asks the teacher for help.	What does ... mean?
	Managing the learning environment	Organises learning equipment tidily so that it can be found when needed.	I usually put my [crayons / ruler / eraser] in here.
	Managing attitudes and emotions	Regulates affective reactions (e.g. disappointment, mood or conflicts with other children).	

**Reflecting on and evaluating own learning**

Keeping track of progress

Uses basic checklists to show what tasks they have completed.

Done!

Evaluating learning and progress

Changes learning behaviour if it does not seem to have the desired effect (e.g. starts putting hand up to answer a question when they notice the teacher does not pick them to give an answer when they shout out).

Oops! It's wrong to shout!

Using feedback to improve learning

Acts on language feedback from teachers or parents.

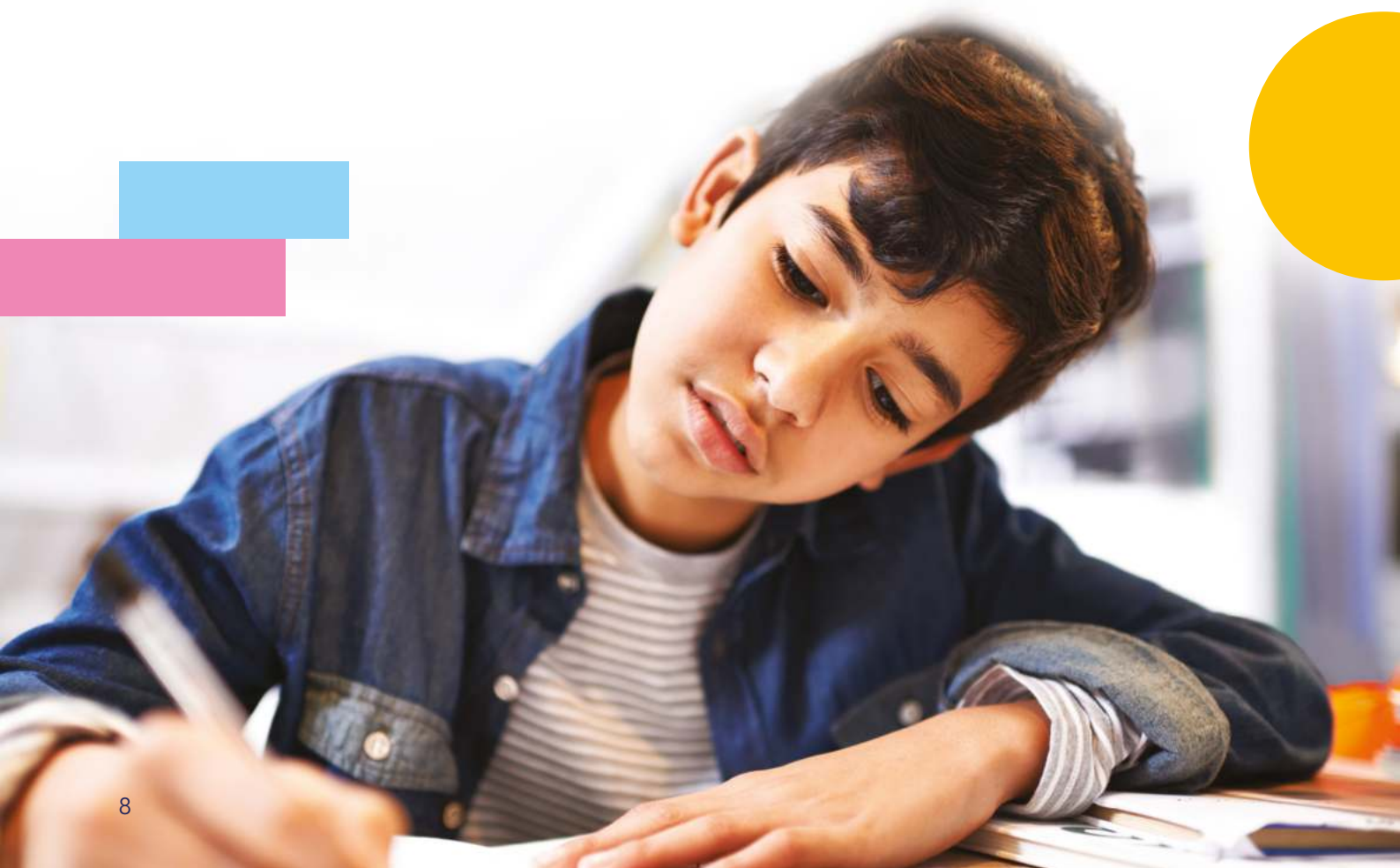
I'll try again.





PRIMARY

CORE AREAS	COMPONENTS	EXAMPLE CAN DO STATEMENTS	EXAMPLE LANGUAGE
<b>Developing skills and strategies for learning</b>	Engaging in directed activities	Follows instructions to complete tasks in class as required.	I've finished!
	Using effective systems for finding, keeping and retrieving information	Searches for information on a specific topic when doing a project.	I found out that...
	Using effective strategies for learning and retaining information	Memorises and repeats key words and phrases.	I can remember it now.
	Using effective strategies for comprehension and production tasks	Looks at pictures, titles and subtitles to get the gist of a text before reading it.	I think it's about...
<b>Taking control of own learning</b>	Setting goals and planning for learning	Identifies the learning objectives for the lesson or task.	We're learning about / to ...
	Taking initiative to improve own learning	Asks other children for help.	Could you explain it to me?
	Managing the learning environment	Works productively with others without becoming distracted.	
	Managing attitudes and emotions	Regulates affective reactions (e.g. anxiety, disappointment, mood or conflicts with other children).	

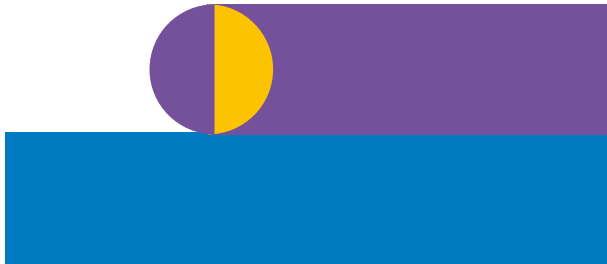






<b>Reflecting on and evaluating own learning</b>	Keeping track of progress	Shows awareness of own progress in learning English (e.g. by using progress checklists).	I've learnt how to...
	Evaluating learning and progress	Reflects on what they did well in a lesson.	I'm getting better at...
	Using feedback to improve learning	Listens and responds positively to feedback, and understands why a correction was given.	

**SECONDARY**



CORE AREAS	COMPONENTS	EXAMPLE CAN DO STATEMENTS	EXAMPLE LANGUAGE
<b>Developing skills and strategies for learning</b>	Engaging in directed activities	Follows instructions to complete homework as required.	When is the homework for?
	Using effective systems for finding, keeping and retrieving information	Organises notes systematically.	Does this go at the front or the back of my book?
	Using effective strategies for learning and retaining information	Records vocabulary in an appropriate way (e.g. in a vocabulary notebook or in a vocabulary flashcard app).	I use ... to learn vocabulary.
	Using effective strategies for comprehension and production tasks	Uses context to guess the meanings of unfamiliar words.	I think it means...
<b>Taking control of own learning</b>	Setting goals and planning for learning	Produces a revision plan to focus on key skills and knowledge in a systematic way.	I'm going to study every day before dinner.
	Taking initiative to improve own learning	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).	I'm going to [watch/read]...
	Managing the learning environment	Reduces distractions when working (e.g. putting their phone out of sight).	I'm going to put my phone away.
	Managing attitudes and emotions	Overcomes affective reactions which might adversely impact on learning (e.g. anxiety, mood, friendship/relationship issues).	I'm going to take some deep breaths before I start.
<b>Reflecting on and evaluating own learning</b>	Keeping track of progress	Uses evaluation criteria (e.g. from an exam or coursebook) to create their own progress checklists.	I've learnt how to...
	Evaluating learning and progress	Plans for improving subject skills and/or knowledge by thinking about what could have been done better.	I'm getting better at...
	Using feedback to improve learning	Takes on board feedback from teachers and/or peers and uses it to improve.	Thanks. What else could I...?

## HIGHER EDUCATION

CORE AREAS	COMPONENTS	EXAMPLE CAN DO STATEMENTS	EXAMPLE LANGUAGE
<b>Developing skills and strategies for learning</b>	Engaging in directed activities	Plans and successfully executes a research project.	I think we should first..., then...
	Using effective systems for finding, keeping and retrieving information	Takes systematic notes in class or lectures and from own reading.	I'm just writing down the key ideas.
	Using effective strategies for learning and retaining information	Makes good use of available resources (e.g. the teacher, the library, self-study centre, etc.)	I suggest [we look in...].
	Using effective strategies for comprehension and production tasks	Practises both bottom-up (e.g. focusing on details) and top-down (e.g. focusing on the gist) listening strategies.	It seems like they're talking about...
<b>Taking control of own learning</b>	Setting goals and planning for learning	Plans their work focusing on the achievement of set goals.	I need to... in order to...
	Taking initiative to improve own learning	Chooses appropriate study aids to use for different language learning skills.	This [app] is ideal for [listening on the way home].
	Managing the learning environment	Manages learning environment (e.g. study space, noise level) so as to be able to study effectively.	Sorry, I'm studying.
	Managing attitudes and emotions	Manages affective reactions (e.g. test anxiety or disappointment after receiving a bad grade).	'I'm disappointed, but I understand where I went wrong.
<b>Reflecting on and evaluating own learning</b>	Keeping track of progress	Keeps a record of learning progress in order to evaluate and set new goals.	I got great marks for [my essay / test].
	Evaluating learning and progress	Uses standardised evaluation criteria (e.g. from exams) to evaluate own performance.	I'm going to try to [plan my essays better] in future.
	Using feedback to improve learning	Requests feedback on language skills from peers and instructors when appropriate.	Tell me if I'm speaking clearly.



## AT WORK

CORE AREAS	COMPONENTS	EXAMPLE CAN DO STATEMENTS	EXAMPLE LANGUAGE
<b>Developing skills and strategies for learning</b>	Engaging in directed activities	Writes reports appropriate in style and organisation.	How formal should this be?
	Using effective systems for finding, keeping and retrieving information	Develops a reliable system for storing information.	I've uploaded my notes into the shared drive.
	Using effective strategies for learning and retaining information	Makes good use of available resources (e.g. colleagues, online resources, reports, etc.).	I'm going to find the report from last year.
	Using effective strategies for comprehension and production tasks	Deduces meaning of unfamiliar language from input texts.	I think it's a kind of...
<b>Taking control of own learning</b>	Setting goals and planning for learning	Sets achievable language learning goals (e.g. related to specific skills or exam results).	I'm aiming to/for...
	Taking initiative to improve own learning	Takes the initiative to participate in activities that support language learning.	To improve my listening, I [listen to podcasts in the car].
	Managing the learning environment	Manages distractions (e.g. other people, phones, etc.) so as to stay focused on a task.	Sorry, can I get back to you a bit later?
	Managing attitudes and emotions	Is prepared to make mistakes in front of colleagues.	That wasn't quite right but you know what I mean!
<b>Reflecting on and evaluating own learning</b>	Keeping track of progress	Keeps a record of progress in learning in order to evaluate and set new goals.	I've just used ten new words in this report.
	Evaluating learning and progress	Identifies language learning needs and seeks out opportunities to develop in these areas.	I plan to work on...
	Using feedback to improve learning	Takes on board feedback from others and uses it to improve.	OK. Thanks for the tip.



# Learning to Learn

## in the classroom

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, teachers play an essential role in the development of their students' 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 this 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 Core Areas, Components and Can Do Statements is helpful. Teachers could keep a copy of these to 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 described in the Learning to Learn competency. 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:	

##### *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.

**PRIMARY**

##### *Classroom routines*

Remember 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 develop your students' Learning to Learn skills.

## SECONDARY

### Organisational tools

As part of reflecting and evaluating on their own learning, secondary learners can 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 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:

<b>Listen and complete to help you organise what you hear.</b>	
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 the 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 develop your students' Learning to Learn skills.





**ADULT**

*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>I have ...</i>	Related marking criteria	✓
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 develop your students' Learning to Learn skills.



# Learning to Learn

## in learning materials

PRIMARY


Here, students develop skills and strategies for learning by following instructions in directed activities (exercises 4 and 5). By making musical instruments (exercise 6) and writing a music quiz based on their own research (see 'mission' box), they need to take initiative and control of their own learning.


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.

- 1 Brazil celebrates carnival in *February or March* / *December or January*.
- 2 Carnival happens *only in Rio de Janeiro* / *all over Brazil*.
- 3 People celebrate carnival *at home* / *in the streets*.
- 4 Samba music came from *Africa* / *America*.
- 5 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

Here, students practise using effective tools for organising, learning and retrieving information (see 'Learn to Learn' box, 'Using spidergrams'). As students become more familiar with this tool, they can start taking the initiative to use it independently when they are studying.

### 2 Complete the table with information from the text.

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

### 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

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

## LEARN TO LEARN

### Using spidergrams

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



### 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.

- 1 How important is traditional dress in Scotland?
- 2 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.

Mini culture project p128

UNIT 1 | TRENDSETTERS 19



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.



Here, students practise effective strategies for learning, by recording and reflecting on their progress over the last three units. This helps them to build on previous achievements and set new and targeted goals for improvement.

## 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  it 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

from our ex

### 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



# Further Reading

For more information on this topic, please see:

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

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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.

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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.

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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

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# Cambridge Life Competencies

A framework to develop skills for life

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

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