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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:

BREADTH

Complete view of transferable skills within one system

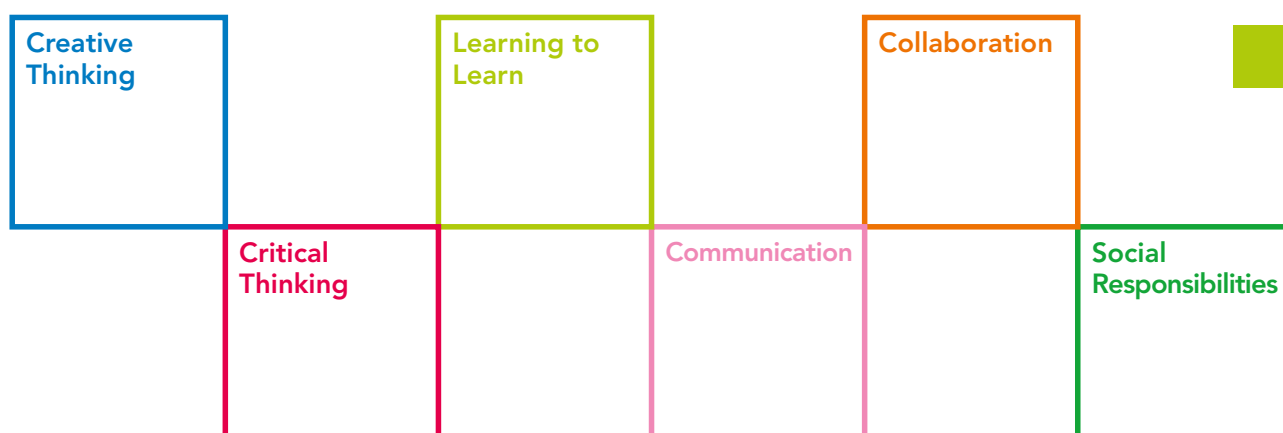
DEVELOPMENT

How the skills develop across stages of the learning journey

DEPTH

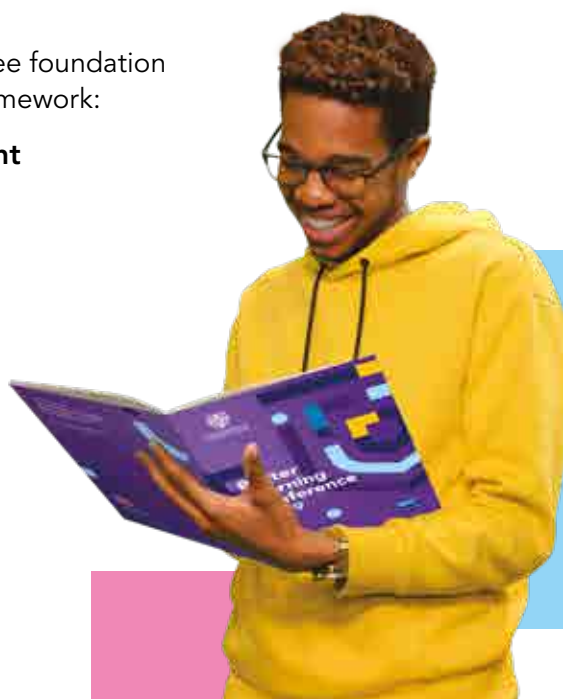
Enough detail to guide teaching and assessment in practical ways

We have 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

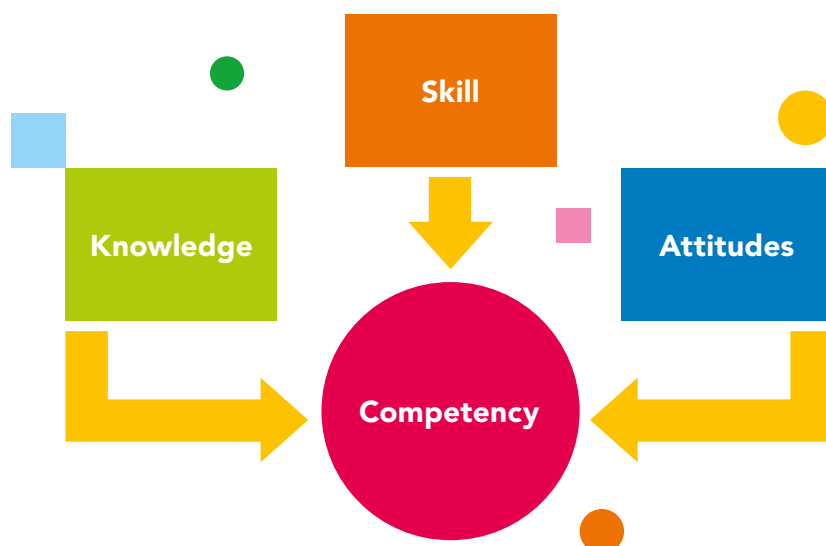
FOUNDATIONAL LAYERS

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

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

apples ☐

bananas ☐

beans ☐

carrots ☐

cheese ☐

chicken ☐

chocolate ☒

eggs ☐

fish ☐

juice ☐

meat ☐

rice ☐

soda ☐

water ☐

LEARN TO LEARN

Personalizing Vocabulary

Think about your own routines and habits when you learn new vocabulary.

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

Breakfast	Lunch	Dinner

- 4** 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.*~~

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 seen before.

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

- Look at the photo. What do the glasses do? Read the review and check.
- 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
- 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

- 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: _____

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

WRITE

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

CHECK

- 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...then" (hypothetical) thinking
		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
		Communicates personal response to creative work from art, music, etc.
Critical Thinking	Using new content to solve problems and make decisions	Employs new ideas and content in solving a task or activity
	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/) and their functions
		Makes use of contextual and co-textual clues to approach the meaning of a text
	Taking control of your own learning	Uses metacognitive strategies (e.g., time management, affective strategies, etc.) to achieve exam success
		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 unfar
	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 convers
		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
	Participating with appropriate confidence and clarity	Uses appropriate strategies to develop a conversation (e.g., sh responses, asking follow-up questions)
		Speaks with suitable fluency
		Can develop a clear description or narrative with a logical sequ Uses a number of cohesive devices to link utterances/sentence

S	ACTIVITY EXAMPLE				
	Level	Unit	Page	Exercise	Description
ct (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
words/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	Describes a wider range of different 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 health, 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)

ES	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
gs	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
n 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

