



Cambridge

Life Competencies

A framework to develop skills for life



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Activity Cards

Adult Learners

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## HOW TO USE

We want you to feel comfortable teaching life competencies in your classroom, whether that's in person or via remote learning. To help with this, each card in this pack tackles a component from one of the core Cambridge Life Competencies. We've created a full suite of activities for you to try with your learners, which you can glance at before a lesson or keep nearby for those all-important planning days. So, if you're stuck for an ice-breaker or have a last-minute lesson to plan, we hope you'll find plenty of inspiration right here, and feel safe in the knowledge that your learners are developing key life skills to prepare them for further education or the world outside of the classroom.

Each card contains details of a face-to-face activity, as well as handy tips on adapting the task for online learning. For the more complex components, you'll find further guidances in the appendices at the end of this pack.

To find out more about the Cambridge Life Competencies Framework, go to: [cambridge.org/clcf](https://cambridge.org/clcf)

# Creative Thinking



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## Participating in a range of creative activities

### ARTS IN CONTEXT

When learners encounter creative works in the coursebook (e.g. art, music or literature), ask them to discuss how the context in which the work was produced might have influenced the piece. Write the following questions on the board for learners to consider:

- What was the historical context?
- What was the geographical context?
- What was the political context?
- What was the religious context?

### Teaching Online?

Why not try dictating the questions, writing them on a digital whiteboard, such as [Jamboard](#), or putting learners into breakout rooms and allocating one question to each group.

## Exploring issues and concepts

### HIDDEN PROBLEMS

When learners encounter situations in coursebook texts (e.g. someone complaining in a restaurant, someone going shopping), ask them to consider what hidden problems might exist in or arise from the situation.

### Teaching Online?

Learners could use a digital mind mapping tool, such as [Miro](#), to brainstorm and build on each other's ideas.

## Considering multiple perspectives

### AUTHORS

When learners encounter a text in the coursebook, ask them to consider who wrote the text, using the following questions as prompts:

- How much do you know about the author?
- How old are they?
- Where do you think they're from?
- How would you describe their personality?

Once learners have shared their ideas, ask them to choose one of the 'characters' below (add more characters or adapt as you like). Learners then select one paragraph from the text and rewrite it as if it were written by that person.

- A lawyer
- A child
- A poet
- A liar
- A storyteller

### Teaching Online?

Learners could search online for a photo of what their chosen character might look like, and share their texts in a digital portfolio, such as [Padlet](#) or [Bulb](#).

## Finding connections

### WHAT'S THIS GOT TO DO WITH ME?

After a reading or listening task in the coursebook, give each learner a piece of paper and ask them to draw an outline of their hand in the middle of the paper. Write the following questions on the board and ask learners to reflect on the content of the text and think about the questions:

- How does this content relate to me?
- What experiences do I have that relate to this?
- What beliefs do I have that relate to this?

Next, ask them to draw or make notes next to each finger about five ways in which the content relates to them, and to compare their drawings/ notes with a partner.



### Teaching Online?

Have learners take a photo of their hand outline at home and insert the image in a word file to add their notes.

# Creative Thinking

Generating  
ideas

## Generating multiple ideas

### ALTERNATIVELY, ...

Write the word 'alternatively' on a corner of the whiteboard or on a piece of paper stuck to the wall. When learners propose a solution to a problem, point to the word and encourage them to offer a second, alternative solution.

### Teaching Online?

Consider using a digital interactive whiteboard for learners to share and organise ideas, or have them discuss alternative solutions in breakout rooms.

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## Elaborating on and combining ideas

### ANALOGIES

When learners encounter situations in coursebook texts (e.g. someone complaining in a restaurant, someone going shopping), encourage them to see the situation from a different perspective by asking them to think of [analogies](#). Explain what analogies are and give examples, then ask learners to work in pairs to come up with an analogy for the situation. Share ideas as a whole group.

### Teaching Online?

Try asking learners to research examples of analogies online and encourage them to share their findings with their classmates.

# Creative Thinking

Generating  
ideas

## Imagining alternatives and possibilities

### WOULD YOU RATHER...?

At the end of a lesson, ask learners to reflect on the topic. Ask them to write down one question related to the topic, with the structure "If you had to choose, would you rather ... or ...?". Learners then ask their question to a partner and respond.

### Teaching Online?

Have learners read their question to the class, who can then vote with a show of hands or carry out a class poll.

Adult

## Experimenting with and refining ideas

### PICTURE DIALOGUES

Adapted from *Dialogue Activities* (Billbrough & Thornbury, 2007).

This activity has a number of stages. You can do as many or as few as you like depending on how much time you have.

- Give each pair of learners a copy of one picture from the coursebook that shows people in any context. Ask them to discuss what they think the people might be about to say, or might have just said.
- On a separate sheet of paper, learners write up their best ideas into a short dialogue.
- Collect the dialogues and display them around the room. Redistribute the pictures so that each pair now has a new one. They should not know who wrote the dialogue for this picture. Ask them to go around the classroom, reading each dialogue and trying to find the one which best fits their picture. Suggest that they read everything before deciding. When they have found it, they pin up the picture next to the dialogue.
- As a way of providing feedback, ask each pair to give a mini presentation to the rest of the class about their picture, what their dialogue is, what prompted them to write it, and how they might improve it.
- Encourage learners to rewrite their dialogues based on feedback from the rest of the class.

### Teaching Online?

Why not try sharing the picture in a digital portfolio, such as [Padlet](#) or [Bulb](#), for learners to comment. Learners could also create a video or audio recording of their dialogue to share with the class.

## Implementing, presenting and explaining ideas and solutions

### ELEVATOR PITCH

When the coursebook instructs learners to share ideas or opinions, ask them to write a short, 30 second 'elevator pitch' to summarise their idea/s. Explain that an elevator pitch is a brief, persuasive speech used to spark interest in a project, idea, or product. Have them practise their elevator pitch, and invite learners to read their pitch to the class.

### Teaching Online?

You could use an online timer set to 30 seconds when learners read their elevator pitch to the class.

**Critical  
Thinking**



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# Critical Thinking

Understanding and  
analysing ideas  
and arguments

## Identifying and classifying information

### WHAT'S THE SOURCE?

When reading information in a coursebook text, encourage learners to consider the source of the information, using the following questions as prompts:

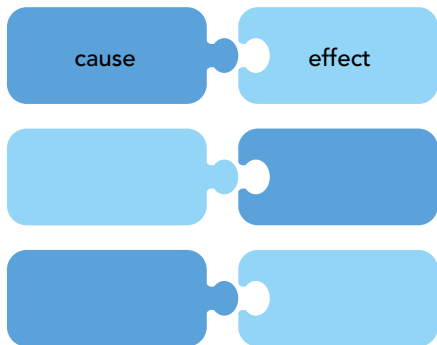
- Who said this?
- Why did they say it?
- What did they hope to achieve by saying it?
- What factors may have led them to say it?
- How do they know that it's true?

### Teaching Online?

Before showing learners the coursebook text, try asking them to research the title or topic of the text. Ask them to look at the first three links that come up in a web search, before sharing their findings and comparing the sources.

## Recognising patterns and relationships

### CAUSE AND EFFECT



Make one copy of the Cause and Effect framework for each learner. When learners have finished reading or listening to a text in the coursebook, ask them to identify cause and effect relationships in the text and write them in the framework. For lower levels, scaffold by identifying cause and effect relationships yourself and providing key words for learners to find these in the text and match causes with effects.

### Teaching Online?

Try sharing the text on an interactive whiteboard so learners can highlight and annotate the text as they share their ideas.

# Critical Thinking

Understanding and  
analysing ideas  
and arguments

## Interpreting and drawing inferences from arguments and data

### LOOK AT THE LOGIC

When learners are discussing a text in the coursebook, ask them to consider the logic in the text by discussing the following questions:

- Does what is said follow from the evidence?
- Does the first paragraph fit in with the last one?
- Is any of the information contradictory?

### Teaching Online?

Try setting up one breakout room for each of the questions, and have learners spend a short time in each room to discuss the question before moving to the next room.

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## Evaluating specific information or points in an argument

### CHALLENGE ASSUMPTIONS

When learners are discussing a text in the coursebook, ask them to list the assumptions in the text. Typical assumptions include the idea that people need, think or believe certain things, that something works because of certain rules or conditions, and that it is impossible to do something. Elicit answers from learners and write a list of five or six assumptions on the board. Now ask learners to look at each of the statements in turn and discuss the question:

- How could this not be true?
- Are these assumptions really valid, or do they just appear to be because we've all become accustomed to them?

E.g.:

**Assumption:** Everybody should be responsible for recycling food packaging.

**How could this not be true?** Maybe the companies that produce the packaging should be responsible.

**Are these assumptions really valid, or do they just appear to be because we've all become accustomed to them?**

In western cultures, many people are accustomed to being responsible for recycling the packaging when they buy a product. But often consumers have no choice but to buy the packaging with the product.

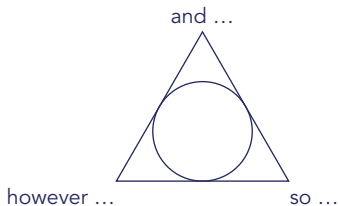
### Teaching Online?

Why not have learners discuss the assumptions in breakout rooms and do some online research to find arguments for and against the assumptions. Remind learners to identify and evaluate the source of any information they find.

## Evaluating arguments as a whole

### AND / HOWEVER / SO

Use a triangle framework like the one below to encourage learners to evaluate arguments or opinions they encounter in coursebook texts. Ask learners to write a short, one sentence summary of the argument or opinion in the middle of the circle, and use three prompts at the corners of the triangle to evaluate the statement.



- Next to **'and...'** they should write any additional information that is important to consider.
- Next to **'however...'** they should make a note of any drawbacks or opposing views.
- Next to **'so...'** they should make a note of any possible good and bad consequences of the statement.

### Teaching Online?

Learners could make notes on the triangle framework in [Google Docs](#), or draw the framework and make notes on paper and then upload a photo of their ideas. Encourage learners to research arguments online to add to their ideas.

## Drawing appropriate conclusions

### SIGNIFICANCE

After learners have encountered a reading or listening text in the coursebook, ask them to consider the significance of the information presented in the text by discussing the following questions:

- Are the points made in the text the most important points to consider?
- Which of the points are most important?
- Does the writer/speaker choose the right point to focus on?

### Teaching Online?

Breakout rooms are a great way to group learners for discussion tasks. Try allocating one question per group, then have groups choose their most interesting points to share with the whole class.

## Identifying and understanding problems

### WHAT AND WHY?

When learners encounter a problem in the coursebook (e.g. when a character faces a challenge in a reading/listening text), pause the task and draw the table below on the board (or give to learners). Ask learners to work together to answer the questions.

What's the problem?	Why is it a problem?	What would be a good outcome?
		What would be a bad outcome?

### Teaching Online?

Try using a shared online document such as [Google Slides](#) for learners to contribute their own ideas and add to their classmates' ideas.

# Critical Thinking

Solving problems  
and making  
decisions

## Identifying, gathering and organising relevant information

### BIG PROBLEM / LITTLE PROBLEM

When learners encounter problems presented in coursebook texts (e.g. in a text on global warming or a letter of complaint), encourage them to consider the scale of the problem by brainstorming all the possible consequences.

### Teaching Online?

Online video sites such as [TED Talks](#) are a great way for learners to research and learn more about different problems and issues.

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## Evaluating options and recommendations to come to a decision

### WEIGHING UP OPTIONS

When learners need to consider options or proposals during a longer coursebook task or project, use a scales framework to encourage them to consider arguments for and against a proposal. Print (or ask learners to draw) a picture of some scales in the centre of the paper, and give the class a time limit to brainstorm as many strengths and weaknesses to a proposed solution as possible. Ask them to write strengths on one side of the scales and weaknesses on the other. If there are multiple options, give out one framework for each option. After the time limit, discuss as a group whether the strengths outweigh the weaknesses or vice versa.



### Teaching Online?

Learners could share their ideas in breakout rooms before nominating a spokesperson to summarise and feedback the group's ideas to the whole class.

## Justifying decisions and solutions

### CHALLENGE THE ASSERTION!

Adapted from *Language Activities for Teenagers* (Lindstromberg & Ur, 2004).

Write the question box in **Appendix 1** on the board or print it out and pin it to the wall in your classroom. Explain that the questions on the left are ones we ask when someone says something and we want to find out why they believe it. Those on the right are ones we ask when we want to know how their statement is important. When learners are discussing a topic in the coursebook and giving their point of view, encourage them to use the questions in the box to prompt their partner to justify their statements on the topic.

### Teaching Online?

During group discussions, try prompting learners to use the questions by typing the type of questions ('reasons for believing') or a sentence head ('What makes you...?') in the chat box.

# Critical Thinking

Solving problems  
and making  
decisions

## Evaluating the effectiveness of implemented solutions

### REFLECTION PROMPTS

After completing a longer coursebook task or project, encourage learners to reflect on the task using simple prompts such as these below:

- What worked well?
- What didn't work so well?
- What would I change?

### Teaching Online?

Why not assign a question to each group in a shared online document, and encourage learners to use bullet points to organise the ideas they discuss.



# Learning to Learn



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# Learning to Learn

Developing skills  
and strategies  
for learning

## Engaging in directed activities

### DICE DIALOGUES

Adapted from *Dialogue Activities* (Billbrough & Thornbury, 2007).

Give a dice to each pair of learners. Tell them they have to produce a short, eight-line written dialogue about the coursebook topic, where the number of words in each utterance will be determined by the throw of the dice. For example, if A throws a '6' then the line that they write down for A must consist of exactly six words (contractions count as one word). Ask them to write up their dialogue to display around the room.

Do some whole-group analysis of the texts. Areas to focus on may include, for example, speaking very directly, use of contractions, ellipsis, or use of articles.

### Teaching Online?

Learners could use a [digital dice roller](#) to determine the number of words in each utterance.

## Using effective systems for finding, keeping and retrieving information

### TUNING IN

Adapted from *Learner Autonomy: A Guide to Developing Learner Responsibility* (Scharle, Szabó & Ur, 2000).

Before asking your learners to do a listening exercise from the coursebook, write the following points (or those appropriate to the listening content) on the board:

- distractions
- unfamiliar dialect
- background noise
- speech too fast
- too many new words
- too much information

Check that learners understand all the words and have them write down the list of problems. Then ask them to do the listening task. Play the recording a second time and tell learners that every time they find it difficult to follow the material, they should mark one of the reasons in the above list. At the end of the recording, check how much they have understood, and ask which problems are marked most often. You may follow with a discussion on which of the problems are easier to deal with, and what can be done about them.

### Teaching Online?

Try using a digital poll to find out which problems learners experienced most often. Alternatively, read each of the problems aloud and ask learners to respond with emojis to show how much each problem affected their ability to understand the listening.

## Using effective strategies for learning and retaining information

### THE WORDS I'D LIKE TO OWN

Adapted from *Dialogue Activities* (Billbrough & Thornbury, 2007).

After completing a listening exercise in the coursebook, give out copies of the audio script.

Ask learners to underline words, chunks or even whole sentences that they'd like to 'own' (i.e. be able to use themselves as part of their active language). In pairs ask them to compare what they've underlined, and to agree on one or two pieces of language to work with. Ask each pair to write out a short dialogue of 5 – 10 lines which incorporates the language they have chosen to focus on. Monitor as they do this and check that the language point is being used accurately. Finally, invite learners to perform their dialogues to the rest of the class, and ask the class to identify the piece of language being practised.

### Teaching Online?

Why not ask learners to make a video or audio recording of their dialogue to share in a digital portfolio, such as [Padlet](#) or [Bulb](#).

# Learning to Learn

Developing skills  
and strategies  
for learning

## Using effective strategies for comprehension and production tasks

### DON'T SAY THIS!

While learners are carrying out a speaking task, write three to five words related to the topic on the board. After learners have completed the task, ask them to repeat the task but this time without saying any of the words listed on the board.

### Teaching Online?

You could ask learners to use an [online thesaurus](#) to find alternatives for the words they're avoiding.

## Setting goals and planning for learning

### CHECKLIST FOR ESSAY OUTLINE

When learners have to produce written texts such as essays, create a handout like the one in **Appendix 2** to 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.

### Teaching Online?

Try creating a collaborative version of the checklist in a shared online document such as [Google Docs](#), and ask learners to add a tick or smiley face to the criteria they have achieved.

# Learning to Learn

Taking control  
of own learning

## Taking initiative to improve own learning

### **DON'T ASK THE TEACHER!**

When learners are completing a language focus task in the coursebook (e.g. a grammar or vocabulary exercise), encourage them to work more independently by suggesting they ask another learner (rather than the teacher) when they have a question.

### Teaching Online?

Encourage learners to search online to find answers to their questions.

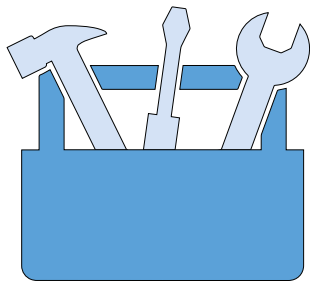
# Learning to Learn

Taking control  
of own learning

## Managing the learning environment

### TOOLBOX

Draw a picture of a toolbox on the board. Before learners start working on a coursebook task, encourage them to identify (and collect) the tools they will need to be able to complete the task. Write ideas on the board to help them plan (e.g. pens and paper / dictionary / a clock). The 'tools' don't always have to be physical, they could also be more abstract or linguistic things (e.g. quiet time to think / help from the teacher / my notes about prepositions of place).



### Teaching Online?

Digital mind mapping tools, such as [Miro](#), are a great way for learners to brainstorm and build on each other's ideas of what they might need for the task.



# Learning to Learn

Taking control  
of own learning

## Managing attitudes and emotions

### TODAY,...

Write the following gap-fill sentence on the board.

Today, I feel \_\_\_\_\_ about learning, but I would feel differently if \_\_\_\_\_, because \_\_\_\_\_

At the start and/or end of a lesson or longer task (such as a coursebook project) ask learners to write the sentence in their notebooks and complete the gaps in a way that is true for them. Encourage them to share and discuss their sentences with a partner.

### Teaching Online?

Try inviting learners to share their sentences in the chat box or in a digital portfolio, such as [Padlet](#) or [Bulb](#).

# Learning to Learn

Reflecting on  
and evaluating  
own learning

## Keeping track of progress

### CONTENTS PAGES

At the start of a course, ensure that learners are familiar with the contents pages of their coursebook. At regular intervals throughout the course, encourage them to look back at the contents pages and tick or highlight the language and skills that they feel confident about using.

### Teaching Online?

You could put learners into breakout rooms to look at the contents pages and discuss how confident they feel about the language and skills listed.

# Learning to Learn

Reflecting on  
and evaluating  
own learning

## Evaluating learning and progress

### RECORDINGS

Encourage learners to record themselves during speaking tasks (e.g. using a smartphone), listen back and self-assess. After learners have self-assessed their performance, get learners to identify areas to improve before repeating the task. Finally, prompt learners to reflect on their performance with questions such as:

1. What were you happy with?
2. What difficulties did you face?
3. How did you overcome these?

### Teaching Online?

Why not invite learners to upload their recordings to a digital portfolio, and to add their answers to the reflection questions in the comments.

# Learning to Learn

Reflecting on  
and evaluating  
own learning

## Using feedback to improve learning

### FEEDBACK CAPTURE GRID

Encourage learners to give each other feedback on tasks such as presentations and written work. When conducting feedback, give each learner a piece of paper and ask them to divide it into four quarters. Tell them to label the top-left quarter **Likes** and explain that this will be where they note down positive feedback they receive. The top-right quarter should be labelled **Criticisms**, and this is where they will capture negative feedback and criticisms. The bottom-left quarter is **Questions**, and this is where they write down questions that other learners have asked as well as new questions the feedback session raises. Lastly, the bottom-right quarter should be labelled **Ideas**, and this is where learners note down any ideas that the feedback session sparks.

During the feedback session, ask learners to try to make sure that each quarter has at least a few notes, and tell them they can steer the conversation towards quarters that are not receiving enough input.



### Teaching Online?

Try choosing an emoji reaction for each of the four categories and make sure learners know which emoji corresponds with which category. During feedback, ask learners to add the relevant emoji reaction as they contribute, so that the listener knows what kind of feedback is being given.

# Communication



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# Communication

Using appropriate language and register for context

## Using language appropriate for the situation

### ADAPTING ROLE PLAYS

When learners practise language using role plays in the coursebook, instead of grouping learners into pairs, add an observer. While two learners are performing their role-play, the third learner can make notes on communication strategies like tone of voice, body language and formal or informal language used. At the end of the role-play, the observer can share what they noticed with their group. This encourages learners to gain a deeper awareness of the appropriate language and gestures to use in different situations. Watch our [Teaching Tips video](#) on adapting role plays with your learners on the [World of Better Learning blog](#).

### Teaching Online?

Why not use breakout rooms for pairs to work in, and invite observers to rotate between different rooms.

# Communication

Using appropriate language and register for context

Using a variety of language and communication strategies to achieve a desired effect

## SAY IT LIKE... EMOTIONS

When practising pronunciation of phrases and expressions, ask learners to "Say it like you're annoyed / upset / angry / surprised / confused" or "Say it like it's a secret / a threat / a promise / an apology", etc.

Teaching Online?

Encourage learners to create audio recordings of particular phrases to share in a digital portfolio, or ask learners to choose an image to add audio to, using an app such as [Fotobabble](#).

Adult

# Communication

Using appropriate language and register for context

## Adapting language use according to different cultures and social groups

### IT'S NOT WHAT YOU SAY

Adapted from *Dialogue Activities* (Bilbrough & Thornbury, 2007).

Take a short section of dialogue from the coursebook and give a copy to each pair of learners. Ask them to practise saying it, first as two strangers, then as two people who know each other. Encourage them to practise until they don't need to look at the paper any more. Discuss with the class what differences there were between the way they said the lines as strangers and when they knew each other.

Give each pair a different interpretation of the dialogue to practise (see **Appendix 3** for examples), and ask them to add to the scene by including a few lines at the beginning or end to reveal more about the situation. Pairs then present their dialogue without the extra lines, and the class discuss how they interpret what they have heard. Pairs then present the dialogue again with the extra lines, and the class reassesses their initial interpretations.

### Teaching Online?

You could ask learners to search online for videos of other people in similar situations and to evaluate how the context influences language choices.



## Using communication strategies to facilitate conversations

### INTERRUPTING THE TAPESCRIPT

Adapted from *Dialogue Activities* (Bilbrough & Thornbury, 2007).

Choose a monologic (only one speaker) audio script from the coursebook. It should contain language items that you think learners won't know, the meaning of which cannot easily be guessed from the context. Discuss with the learners what problems they encounter when listening in English. Ask them how comfortable they feel about interrupting the speaker to ask about something they don't understand.

Explain that you are going to read the audio script and that they should interrupt you each time they haven't understood something. Read the script aloud, and do not help learners by miming or providing other visual clues, except when they ask about the meaning of words. As learners interrupt, provide explanations before continuing. Give out copies of the audio script and ask learners to read it and circle all the points where you were interrupted. Ask them to compare what they've circled in pairs, and to discuss meanings.

### Teaching Online?

Learners could use emoji reactions to indicate when they feel they haven't quite grasped the meaning of something. This way you'll get an impression of how many learners need explanations or clarification.

## Using strategies for overcoming language gaps and communication breakdowns

### LISTENING FOR VERB CLUES

Adapted from *Learner Autonomy: A Guide to Developing Learner Responsibility* (Scharle, Szabó & Ur, 2000).

Before a listening task in the coursebook, tell learners that when they listen, they should write down all the verbs *and only the verbs* they hear. With more advanced learners you may want to focus solely on specific tenses, e.g. present perfect or past perfect forms. Before they start, ask learners if they remember doing similar tasks that involved focusing on specific bits of information, and what the aim of these tasks is (to help them consciously prepare for focused listening).

Then play the recording. Ask learners to compare their list of verbs with a partner, and work together to try and reconstruct the text. Discuss ideas with the whole class, and then play the recording again, asking learners to try to understand the whole text. Check how accurately learners managed to reconstruct the text using only the verbs. If the focus was on a particular verb tense, you may want to discuss how the situation influenced the use of tenses.

### Teaching Online?

Learners could use an online dictionary if they're not sure what part of speech a word is.

## Structuring spoken and written texts effectively

### MAPPING A TEXT

Adapted from *Learner Autonomy: A Guide to Developing Learner Responsibility* (Scharle, Szabó & Ur, 2000).

When learners encounter a longer reading text in the coursebook, ask them to identify the main idea, and write a word or phrase on the board that captures this. Give each learner a piece of paper, and ask them to read the passage carefully, so that they fully understand the underlying logic and ideas, and ask them to draw a 'map' of the text around the keyword that you have put on the board. The map should indicate the logical flow of the text and the organisation of information. If the task is unfamiliar, you may provide a sample map based on a passage you have previously worked on. The map is to help the reader understand the structure of the text, so different readers may draw different maps to the same text. Have a look at **Appendix 4** for an example of how a reading text can be mapped. When learners have finished, have them compare their maps in small groups.

### Teaching Online?

Why not ask learners to use a digital mind mapping tool to create their maps, and a digital portfolio to share and compare their ideas.

# Communication

Participating with  
appropriate  
confidence  
and clarity

## Using appropriate language and presentation styles with confidence and fluency

### SMILE IN THE VOICE

Choose a short text from the coursebook and ask learners to sit in pairs, facing each other. Explain that one person in each pair is going to read the text aloud while the other listens with their eyes closed. The person reading should vary the points at which they smile so that they will read some parts of the text while smiling and other parts without smiling. As their partner listens, they should try to identify the points at which the person reading is smiling, raising their hand when they can 'hear' the smile in their partner's voice, and lowering their hand when they can't. Swap roles, then elicit feedback from the class about how the listening experience differs when someone is smiling / not smiling.

### Teaching Online?

You could ask learners to hold a piece of paper in front of their face when reading so that others can't see whether or not they're smiling. Then, learners could use emoji reactions to indicate when they think the speaker is smiling.

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# Collaboration



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# Collaboration

Taking personal responsibility for own contribution to a group task

## Actively contributing to a task

### PAPER TALK

Adapted from *Dialogue Activities* (Bilbrough & Thornbury, 2007).

Give out a small stack of slips of paper to each learner. Explain that they can communicate with anyone they want to in the class. Ask them to write a short note or question to somebody in the class, and that the note should relate to the coursebook topic. When they have finished, they should go over and give their note to that person. This person then replies and asks another question to continue the 'conversation', and the process continues. When everyone has understood what the activity involves, start playing some background music if you have it.

Teaching Online?

You could carry out this activity as an email exchange, or have learners use a digital sticky note board, such as [Lucidspark](#), for their written conversations.

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# Collaboration

Taking personal responsibility for own contribution to a group task

## Taking on different roles

### JOB TITLES

Before starting work on a longer collaborative task such as coursebook projects, put learners into groups and ask them to allocate a role for each person in the group. Explain that they should give each person a 'job title', and work together to write a short 'job description' for each person.

Teaching Online?

Try asking learners to find examples online of brief job descriptions for different roles (such as leader, note-taker, time-keeper, etc.).

Adult

# Collaboration

Encouraging  
effective group  
interaction

## Listening and responding respectfully

### INTERESTED OR BORED?

After learners have completed a pair-work speaking task in the coursebook, explain that you're going to repeat the task two more times, but with slightly different instructions. Take half the group (one learner from each pair) outside the classroom, and explain that while they are carrying out the speaking task, they should respond to their partner as if they are disinterested (e.g. by avoiding eye contact, giving short answers, etc.). Put pairs back together and repeat the task.

Next, take the other half of the group (the other learner from each pair) outside the room and explain that while they are carrying out the speaking task, they should respond to their partner as if they are extremely enthusiastic about everything their partner says (e.g. by maintaining eye contact, nodding and smiling a lot, etc.). Put pairs back together and repeat the task. Afterwards, ask them to reflect on each version and discuss how they felt and why.

### Teaching Online?

Consider using a private chat box to give instructions to one half of the group, and then use breakout rooms for pairs to carry out the speaking task.



# Collaboration

Encouraging  
effective group  
interaction

## Establishing ways of working together

### WORKING TOGETHER

After giving instructions for a collaborative coursebook task, ask learners to use the prompts below to plan and explain how they will work together on the task:

- To complete the task, we need to ...
- We will do this by ...
- We will work together by...
- We might need to help and support each other with ...

Teaching Online?

You could ask learners to find images online that relate to each of their completed prompts, and to share these in an online document or digital portfolio.

Adult

# Collaboration

Encouraging  
effective group  
interaction

## Engaging and supporting others

### INVITE A SPEAKER

Write on the board, “[name], what do you think?”, “What’s your view on this, [name]” and “[name], is there anything you want to add?”

Encourage learners to engage others in their group during group speaking tasks by setting a rule that each learner must invite another learner to contribute their ideas at least twice during the task, using one of the phrases on the board.

Teaching Online?

Why not invite learners to use emoji reactions each time they hear someone use one of the phrases on the board.

Adult

# Collaboration

Managing the sharing of tasks in a group activity

## Agreeing what needs to be done

### GOAL & APPROACH

Before learners carry out a group task, ask them to identify the goal of the task and the approach they plan to take in order to achieve that goal. After the task, ask learners to reflect on how well they achieved the goal and how suited their chosen approach was to the task.

Teaching Online?

You could encourage learners to use a digital portfolio to share the approach they plan to take. They could then add notes to this during the reflection stage of the activity.

Adult

# Collaboration

Managing the sharing of tasks in a group activity

## Managing the distribution of tasks

### WHAT AM I BRINGING?

Before learners carry out a group task, ask them to identify the strengths and skills of each group member and what they can bring to the task in order to help the group complete it.

Teaching Online?

Try using breakout rooms for groups to identify the strengths and skills of each group member, and ask them to create a shared document of their notes.

Adult

# Collaboration

Working towards  
task completion

## Ensuring progress towards a goal

### SUCCESS CRITERIA

Before learners begin work on a task in the coursebook, ask them to identify the success criteria and how they will know if they've completed the task successfully. Elicit suggestions from the group and write a list of criteria on the board with tick boxes next to each point. After the task, ask learners to consider whether they have achieved each of the criteria on the board.

Teaching

Online?

Pin the success criteria at the top of a digital whiteboard so learners can easily refer to it during tasks.

Adult

# Collaboration

Working towards  
task completion

## Identifying issues and challenges

### POTENTIAL DISAGREEMENT!

Before starting a collaborative group task such as a coursebook project, encourage groups to discuss and identify points in the task where disagreement might arise. Ask them to discuss how they might resolve any disagreement so that it doesn't become an obstacle to achieving their goal.

Teaching Online?

You could ask learners to find ideas online for different ways of resolving disagreement.

Adult

## Resolving issues

### CONFLICT RESOLUTION

Write the following conflict resolution strategies on the board, or print them out to give to your learners:

- **Avoiding:** one or both parties ignore or sidestep the conflict in the hope that it will resolve itself
- **Compromising:** each party gives up something of value but also gains something
- **Accommodating:** 'giving in' to the wishes or demands of another
- **Competing:** both parties try to 'win', one party 'loses'
- **Collaborating:** finding a solution that entirely satisfies all parties

Ask learners to discuss the pros and cons of each strategy, encouraging them to consider different contexts. After carrying out a longer collaborative group task such as a coursebook project, encourage groups to reflect and identify points in the task where there was disagreement or conflict. Ask them to reflect on the methods and approaches they used to resolve any disagreement, and whether they would do anything differently next time.

### Teaching Online?

Rather than providing the definitions, why not ask learners to use an online dictionary to find out the meaning of each of the conflict resolution strategies.

# Social Responsibilities



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# Social Responsibilities

Understanding personal responsibilities as part of a social group

## Understanding responsibilities within a social group

### ROLES & RESPONSIBILITIES

When working with reading and listening texts, choose a character in the text and ask learners the following questions:

- What is this character's role in this context?
- If their role had a 'job title', what would it be?
- What responsibilities do they have?

Teaching Online?

Learners could search online for an appropriate image that shows what the character might look like.

Adult

# Social Responsibilities

Understanding personal  
responsibilities as part  
of a social group

## Fulfilling responsibilities within a social group

### MY JOB DESCRIPTION

Ask learners to choose a social group to which they belong (e.g. family, classmates, sports club, etc.) and ask them to write a list of their responsibilities within that group.

### Teaching Online?

Digital portfolios, such as [Padlet](#) or [Bulb](#), are a great way for learners to share their job descriptions. They could also create and share an image or avatar of themselves in their social group.

# Social

# Responsibilities

Showing intercultural  
awareness

## Understanding aspects of own culture

### YOUR COMMUNITY

Adapted from *Intercultural language activities* (Corbett & Thornbury, 2010).

At the end of a coursebook unit, ask learners to look back through the unit pages and select two images: one which they feel is a good representation of their local community, and one which they feel is a poor representation of their local community. Ask learners to write a brief description of each of the images they have chosen along with an explanation of why it is a good/poor representation of their local community.

Teaching Online?

Why not ask learners to search online for two photos of their local community to share and discuss with the group. One photo should be an accurate reflection, and the other an 'ideal' or filtered reflection, such as an Instagram photo.

Adult

# Social

# Responsibilities

Showing intercultural awareness

## Understanding aspects of other cultures

### INTERCULTURAL COMMUNICATION

When learners encounter situations in coursebook texts (e.g. someone complaining in a restaurant, someone going shopping), ask them to consider what communication difficulties people from different cultures might encounter in the same situation.

Teaching

Online?

Try using breakout rooms for learners to discuss and share ideas. You could also ask learners to use a storyboarding site such as [Canva](#) or [Visme](#) to create an illustration of one of their ideas.

Adult



**Social**

**Responsibilities**

Showing intercultural awareness

## Interacting with others across cultures

### CULTURAL COMMUNICATIONS

When a coursebook topic relates to business communication (e.g. telephoning, emailing), ask learners to consider how the communication style might vary across different cultures. In classrooms where learners are studying English for work, allocate each learner a different national culture, and set them the task of researching the business communication style in that culture, and sharing their findings with the group.



**Teaching**

**Online?**

Encourage learners to source online videos of people doing business in different cultures.



Adult

# Social

# Responsibilities

Understanding  
global issues

## Discussing a range of global issues

### THE WIDER WORLD

Explain to learners what global issues are, and write some examples on the board (e.g. climate change, poverty, gender equality, overpopulation). When learners discuss a business-related topic in the coursebook, ask them to consider what links there may be between the business topic and the wider world, and how the topic might impact or be impacted by global issues.

Teaching

Online?

Learners could use a digital mind mapping tool to brainstorm links between the business topic and global issues, and could find images online to add to their mind map.

Adult

# Social

# Responsibilities

Understanding  
global issues

## Recognising personal impact on global issues

### MAKING A DIFFERENCE

When coursebook tasks ask learners to describe their job and field of work, ask them to discuss how their organisation affects, or has the capacity to affect, the immediate and wider environment (e.g. by supporting environmentally friendly behaviour or ensuring gender equality in the workplace).

Teaching

Online?

Try asking learners to find images online which illustrate their job, their field of work, and how their organisation impacts on the immediate and wider environment.

Adult

# Emotional Development



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# Emotional Development

Identifying and  
understanding  
emotions

## Recognising and describing emotions

### POKER FACE

Explain the concept of a 'poker face' (showing no emotion) to learners. Before learners carry out a group speaking task, explain that half the group will complete the task with a poker face, while the other half should express and exaggerate a range of emotions during the task. Once groups have completed the task, repeat so learners can swap roles. Finally, ask learners to reflect on the task by discussing in what contexts it might or might not be appropriate to express emotions, and to what degree.

### Teaching Online?

Why not invite learners to find an image online which represents the concept of 'poker face'. You could also choose one specific speaking context (such as a business meeting), and invite learners to create a digital collage of a range of extreme emotions, organised according to how appropriate they are in that particular context.

# Emotional Development

Identifying and  
understanding  
emotions

## Understanding emotions

### EMOTIONAL CONNECTION

When learners encounter work-related issues in the coursebook, ask them to discuss the following questions:

- How might this issue impact on people's emotional states?
- How might people's emotional states impact on this issue?

### Teaching Online?

Try asking learners to use an online tool such as [Canva](#) or [Venngage](#) to create a digital infographic that represents their ideas about how an issue impacts on people's emotional state, and vice versa.

# Emotional Development

Managing own emotions

## Monitoring and reflecting on own emotions

### HEAD TOOLS

Write the acronym 'Head tools' on the whiteboard and explain what each of the letters stand for:

H = Hungry

T = Tired

E = Embarrassed

O = Overwhelmed

A = Angry

O = Optimistic

D = Disappointed

L = Lonely

S = Scared

After reading a text in the coursebook, ask learners to refer to the Head Tools acronym and discuss how the content of the text makes them feel, why it makes them feel that way, and how that feeling might impact on their behaviours or actions.

### Teaching Online?

You could invite learners to search online to find pictures to represent each of the emotions listed. Learners could also use emoji reactions in the chat box to show how the content of the text makes them feel.

# Emotional Development

Managing own  
emotions

## Regulating emotions

### STRESS TRIGGERS

When learners encounter situations in a coursebook text (e.g. someone complaining in a restaurant, someone going shopping), ask them to consider the following questions:

- What elements of this situation might cause stress?
- What strategies could the character/s use to help manage this?

### Teaching Online?

Learners could search online for examples of strategies to help manage stress. They could then create a digital infographic to represent their ideas.

Adult

## Establishing and maintaining positive relationships

### SMALL TALK MINGLE

Before starting a new coursebook unit, write the topic of the unit on the board. Ask learners to write down four 'small talk' questions about the topic, that they might ask a work colleague or someone they meet at a business conference, for example. Monitor and offer language support as necessary. Once learners have had time to write their questions, play some gentle background music and hold a class 'mingle' so learners can walk around the room asking and answering their questions. After the mingle, ask learners to reflect on the task using the following questions:

- Which questions generated the most discussion?
- Were there any that were difficult to answer or made people feel uncomfortable?
- Would they be suitable in other contexts?

### Teaching Online?

Encourage learners to share the questions they've written in the chat box for others to see, and invite learners to source videos online of different small talk situations.

# Emotional Development

Empathy and  
relationship skills

## Showing empathy for the feelings of others

### POLITENESS SCALE

When learners encounter new phrases or expressions in the coursebook, ask them to draw a 'Politeness Scale' in their notebooks and write the phrase from the coursebook at the appropriate level on the scale. Then ask learners to consider how they might use different words to say the same thing politely/impolitely, and to add these alternative phrases to the scale. Ask learners to discuss how the different phrases might impact on others' feelings. Draw their attention to the idea that very polite phrases might make people feel uncomfortable when said in close or familiar relationships.

polite



impolite

That's interesting, but maybe there's another way of looking at it.

**I'm not sure I agree with you.**

I don't agree.

You're wrong.

That's rubbish. You don't know what you're talking about.

### Teaching Online?

Why not use a shared document, such as [Google Docs](#), for learners to add phrases to the politeness scale, and allow learners to refer back to this and add further examples in future lessons.

Adult

## Supporting others

### UNDERLYING FUNCTIONS

Give learners a copy of the list of functions below and explain that these are different types of underlying functions that are common in interactions. Discuss the idea that what we say isn't always what we mean, and elicit or explain the meaning of each of the underlying functions, asking learners to consider the differences between each.

Ask learners why and in what contexts people might use these functions, what they might hope to gain by doing so, and how using them might make themselves and others feel. When learners encounter written or spoken interactions in the coursebook material, ask them to look at their list and identify which underlying function, if any, was used.

- Advising
- Consoling
- Correcting
- Educating
- Empathising
- Explaining
- Fixing
- Interrogating
- One-upping
- Shutting down
- Storytelling
- Sympathising

### Teaching Online?

Try asking learners to source videos online of spoken interactions that illustrate some of the functions.

## Appendix 1: Challenge the assertion! Justifying decisions and solutions

### The question box

#### About reasons for believing:

- Why do you **think** so?
- What's your **evidence** for that?
- What makes you say **that**?

#### When you want more details about a reason:

- Can you explain **why**?
- Can you be more **specific**?

#### About importance:

- How is that **good/bad**?
- How is **that** important?
- Why does **that** matter?

#### When you want another reason:

- Give me another reason why . . .



## Appendix 2: Checklist for essay outline

### Setting goals and planning for learning

#### 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	

# Communication

Using appropriate  
language and  
register for  
context

## Appendix 3: It's not what you say

Adapting language use according to different cultures and social groups

### Interpretations:

- A is very famous. B is not famous and is very happy that A wants to talk to them.
- A and B are teenagers at school. A is very shy and B is very confident.
- A and B are married. A few hours ago, they had a huge row.

# Communication

Participating with  
appropriate  
confidence  
and clarity

## Appendix 4a: Mapping a Text

Structuring spoken and written texts effectively



# Communication

Participating with  
appropriate  
confidence  
and clarity

## Appendix 4b: Mapping a Text

Structuring spoken and written texts effectively

# THE PERFECT APOLOGY

**In the winter of 2007**, the U.S. was hit by a heavy snowstorm, which caused hundreds of flights to be canceled. At one airport, passengers who had already taken their seats on Jet Blue planes before their flight was canceled had to stay there, inside the plane but on the ground, for 11 hours. People were furious with Jet Blue. But Jet Blue's mistake is not what makes this story memorable.

The CEO quickly made a public corporate apology:

Words cannot express how truly sorry we are for the anxiety, frustration, and inconvenience that you, your family, friends, and colleagues experienced ... We know we failed last week ... You deserved better—a lot better ... and we let you down.

His apology was heartfelt. He admitted that Jet Blue had handled the situation poorly and recognized that a lot of people had suffered. He also offered every passenger compensation to make up for it, which cost his company more than \$20 million. And he didn't stop there. He openly explained what had gone wrong and how the company was going to make sure it never happened again.

In short, he followed the three rules for a perfect apology: 1) say you're sorry; 2) promise it will never happen again; 3) do something to make up for it. These are rules that anyone can, and should, follow.

Evolve Student's Book Level 4, Unit 5.4, p 50

Adult

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