

EMPOWER

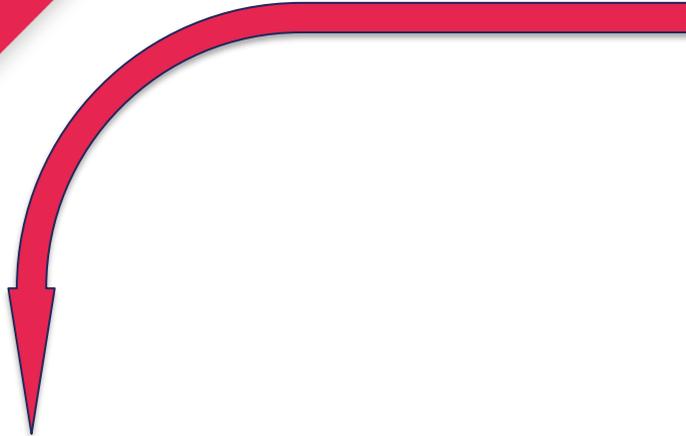
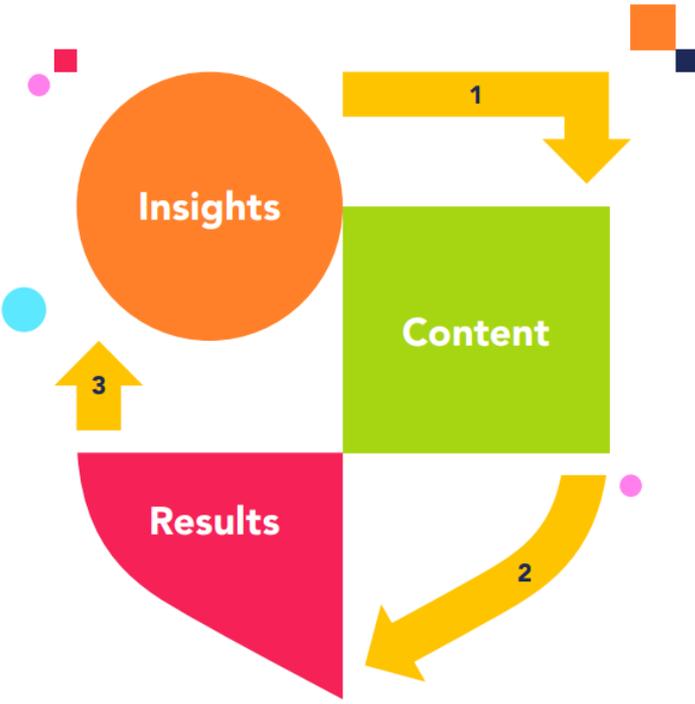
SECOND EDITION

ETAS Annual Conference 2022

Empowering Language Learners with
Life Skills for Work and Higher Education



Better Learning



World of Better Learning

The screenshot shows the 'World of Better Learning' website. The header is purple with the text 'World of Better Learning' and navigation options: 'Search', 'Skills', 'Learning Focus', 'Topic', 'Blog Type', and a user profile icon. Below the header, the main content area is titled 'Hot off the Press'. On the left, there is a 'Trending globally' section featuring a post by Jo Szoke with the headline 'A teacher's experience of... hybrid classes: incorporating online and face-to-face teaching'. The main content area features a large image of a man wearing a blue face mask and glasses, with a woman in a yellow shirt working at a computer in the background. To the right of the image, there are two article previews. The first is by Catherine Rayson, titled 'Reflecting and looking to the future in Brazil', with a Brazilian flag icon. The second is by Veronica Teodorov, titled 'Cross-cultural awareness and understanding: culture around the world', with a colorful geometric pattern icon. A 'Feedback' button is visible on the right side of the page.

EMPOWER
SECOND EDITION

Insights:

<https://tinyurl.com/CamInsightsOD>

YouTube

Home
Explore
Subscriptions
Library
History
Your videos
Watch later
Liked videos

SCRIPTIONS
Boho Beautiful Yoga
Dark Horse Rowing
FINA
Disney Descendants
MiltonRoadOnlineLe...
Paper For Water
Browse channels

FROM YOUTUBE
YouTube Premium
Movies & Shows
Gaming
Live
Fashion & Beauty

Search

Insights on Demand
35 videos • 1,548 views • Last updated on Jul 19, 2021

Did you know, effective feedback involves helping students modify their own learning strategies or knowledge? Or that having a role model can make language learning more achievable, and help students feel motivated? Insights like these, which are rooted in research, are at the core of our Insights on Demand sessions

Cambridge University Press ELT **SUBSCRIBE**

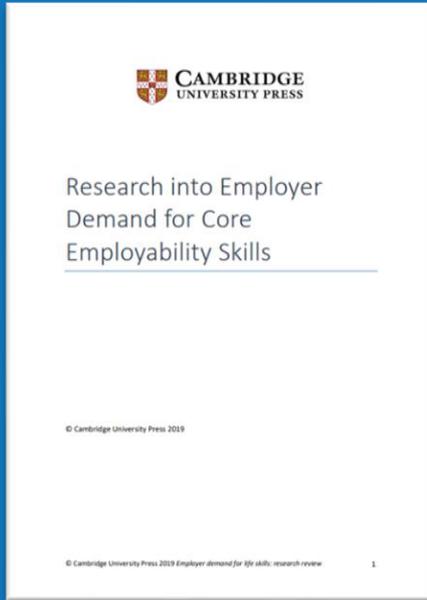
- Cambridge Papers in brief: the development of oracy skills in school aged learners with Rebecca Rios**
Cambridge University Press ELT 6:35
- Cambridge Papers in brief: test anxiety in adult learners**
Cambridge University Press ELT 6:16
- Cambridge Papers in brief: giving feedback to language learners**
Cambridge University Press ELT 6:17
- Developing a CLIL English curriculum with Ben Knight**
Cambridge University Press ELT 8:45
- How can we improve language learning? Insights from cognitive psychology with Jasmin Silver**
Cambridge University Press ELT 16:48
- Insights from the Cambridge English Corpus with Laura Grimes**
Cambridge University Press ELT 8:32
- What's new in the CEFR with Graham Seed**
Cambridge University Press ELT 11:25
- Digital Literacy with Roxana Herescu**
Cambridge University Press ELT 19:35
- Cambridge Papers in brief: creating a safe speaking environment**
Cambridge University Press ELT 8:08
- Cambridge Papers in brief: the development of life skills through play**

Cambridge Insights on Demand Playlist



What skills do learners need to be successful in higher education?





- interpersonal skills - within organisation and client management skills
- teamwork/collaboration/co-ordinating with others
- emotional intelligence
- self-awareness
- judgement and decision-making
- resilience/patience/adaptability
- positive attitude/work ethic
- strategic planning skills
- problem-solving skills
- sales/marketing skills

- communication skills
- organisational ability
- creativity/innovation
- service orientation
- detail-oriented
- analytical skills
- technical skills
- negotiation
- leadership
- initiative
- IT skills

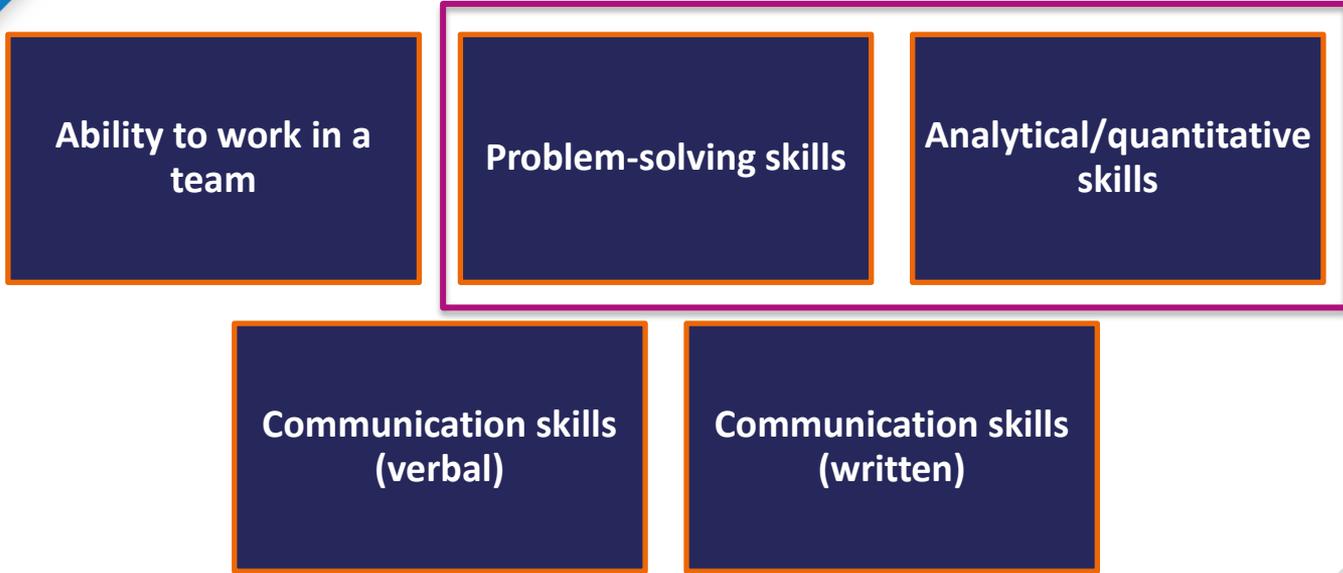


This report was produced by
Dr Biljana Savikj, University
College London, Institute of
Education.

April 13, 2021

(National Association of Colleges and Employers)

Top 5 Attributes Employers Seek



The Key Attributes Employers Seek on College Graduates' Resumes

(naceweb.org). Accessed June 27, 2021.

<https://www.naceweb.org/talent-acquisition/candidate-selection/key-attributes-employers-want-to-see-on-students-resumes/>



CAMBRIDGE
UNIVERSITY PRESS

Critical Thinking

“[...] is the kind of thinking involved in solving problems, formulating inferences, calculating likelihoods, and making decisions. [...] When people think critically, they are evaluating the outcomes of their thought processes. (Halpern, 1998, p. 450 - 451)”



Better
Learning

Halpern, D. F. (1998). Teaching critical thinking for transfer across domains: Disposition, skills, structure training, and metacognitive monitoring. *American Psychologist*, 53(4), 449–455. <https://doi.org/10.1037/0003-066X.53.4.449>

“[...] many colleges [...] throughout the world now require all students to take a course in critical thinking as part of their general education program. [...] The most important reason for [this] is that the rest of the world has changed and is continuing to change at an accelerating rate. [...] the workforce is one critical place where the dizzying pace of change can be witnessed.” (Halpern, 1998, p. 450)

Q: Is there such a focus on critical thinking in your school programmes?



“[...] there is an increased demand for a new type of worker – [...] someone who can carry out multistep operations, manipulate abstract and complex symbols and ideas, efficiently acquire new information, and remain flexible enough to recognize the need for continuing change and new paradigms for lifelong learning.” (Halpern, 1998, p. 450)

Q: From your experience, how do students feel about this type of demand/expectation?



“The rate at which knowledge has been growing is exponential, and the most valued asset of any society in the coming decades is a knowledgeable, thinking citizenry - human capital is the wisest investment.” (Halpern, 1998, p. 450)

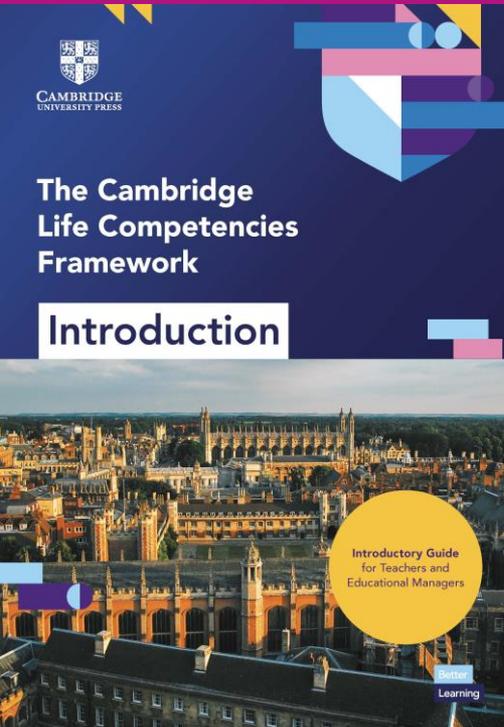


How can we provide language learners with the appropriate skills to study, live and work?





Today we will focus on one of these insights:



Cambridge Life Competencies

A framework to develop skills for life

<https://www.cambridge.org/ch/cambridgeenglish/better-learning-insights/cambridgelifecompetenciesframework>





Cambridge Life Competencies

A framework to develop skills for life

CREATIVE THINKING

CRITICAL THINKING

LEARNING TO LEARN

COMMUNICATION

COLLABORATION

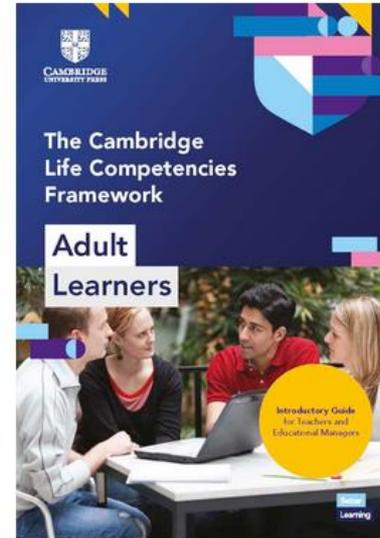
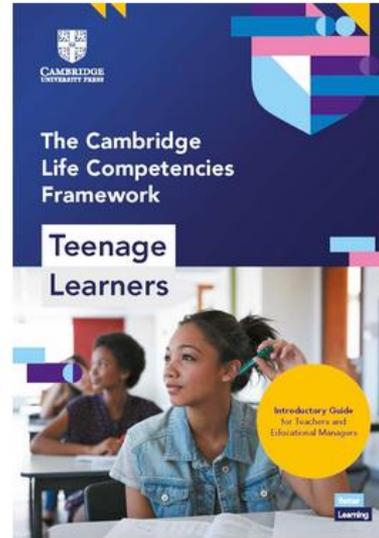
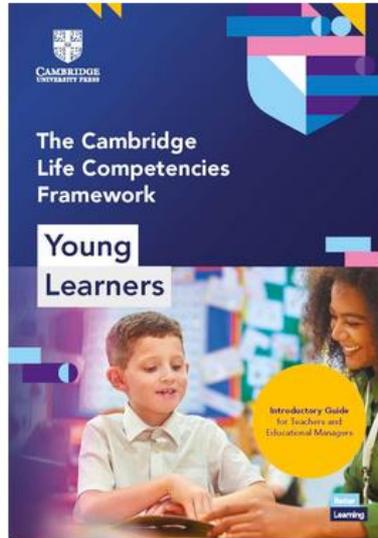
SOCIAL RESPONSIBILITIES

EMOTIONAL DEVELOPMENT

COMPETENCY	CORE AREA	COMPONENT
CREATIVE THINKING	Preparing for creativity	Participating in a range of creative activities
		Exploring issues and concepts
		Considering multiple perspectives
		Finding connections
	Generating ideas	Generating multiple ideas
		Elaborating on and combining ideas
		Imagining alternatives and possibilities
	Implementing ideas and solving problems	Experimenting with and refining ideas
		Implementing, presenting and explaining ideas and solutions



EMPOWER
SECOND EDITION



<https://www.cambridge.org/ch/cambridgeenglish/better-learning-insights/cambridgelifecompetenciesframework>

Better
Learning

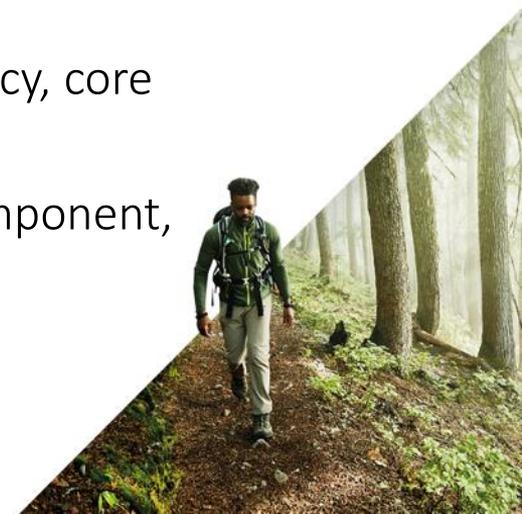
How can teachers use this in their classes and show they are providing these skills to study, live, and work?



Theory to Practice

3 different ways to apply the Cambridge Life Competencies Framework in your class

1. Notice and exploit opportunities that are already embedded into course materials.
2. Add or modify an activity to focus on a competency, core area, or component.
3. Plan lessons around a competency/core area/component, using can-do statements and example language.



Theory to Practice

3 different ways to apply the Cambridge Life Competencies Framework in your class

1. Notice and exploit opportunities that are already embedded into course materials.
2. Add or modify an activity to focus on a competency, core area, or component.
3. Plan lessons around a competency/core area/component, using can-do statements and example language.



Content:

Notice and exploit opportunities that are already embedded into course materials.

AMERICAN EMPOWER

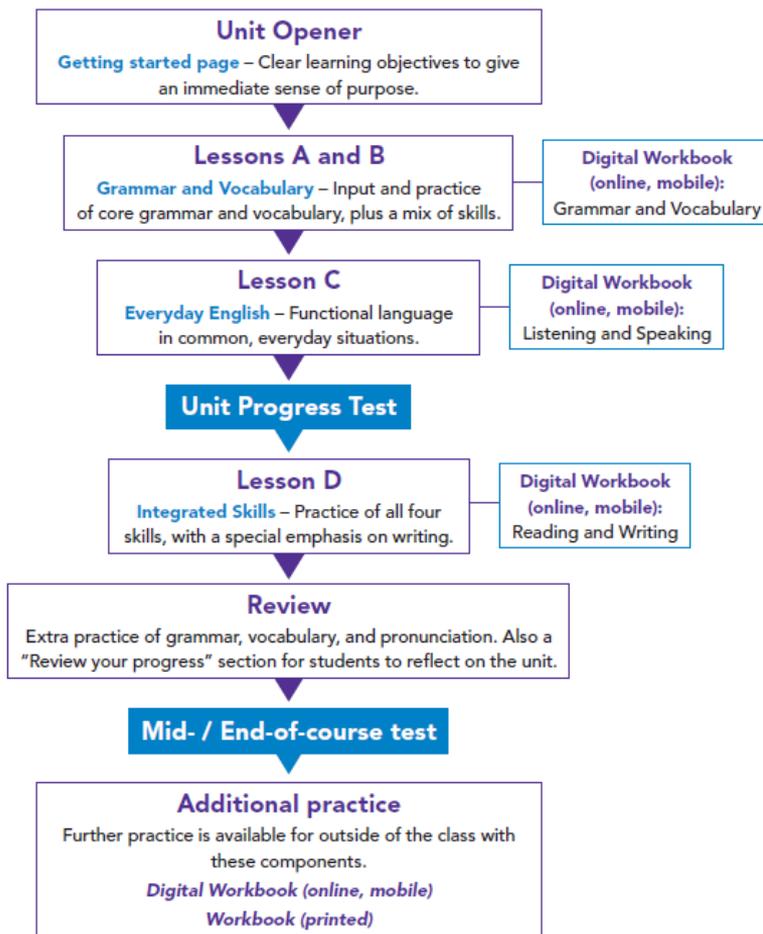
STUDENT'S BOOK
WITH EBOOK

B1+

INTERMEDIATE

Adrian Doff, Craig Thorne,
Herbert Puchta, Jeff Stranks, Peter Lewis-Jones

Unit overview





Overtly

Through topics related to life and work

Lesson and objective	Grammar	Vocabulary	Pronunciation	Everyday English
Unit 2 Modern life				
Getting started Talk about the workplace				
2A Talk about experiences of work and training	Present perfect and simple past	Work	Present perfect and simple past: <i>I've worked / I worked</i>	
2B Talk about technology	Present perfect and present perfect continuous	Technology	Sentence stress: main verb / auxiliary verb	
2C Make and respond to suggestions			Sentence stress	Making and responding to suggestions
2D Write an email giving news				
Listening	Reading	Speaking	Writing	
Radio show: likeability	Article: "Not the Best Interview I've Ever Had!"	Work and training experiences		
	Article: "What's Your Favorite App?"	Interviewing classmates about technology use		
A problem		Making and responding to suggestions; Sounding sympathetic or pleased		
Conversation: life changes	An email about a new job	Life changes	An informal email Adding new information	



4 LISTENING

a  Think of five reasons why an employer might not offer a candidate a job. Compare your ideas with a partner.

b  02.06 Listen to the beginning of a radio show. Answer the questions.

- 1 Are any of your ideas in 4a mentioned?
- 2 What quality does Nancy Maynard believe all employers are looking

c **f**  Discuss the questions.

- 1 Think of different kinds of jobs. When applying for each job, what is more important – likeability or good qualifications? Why?
- 2 Do you think schools should help students develop “soft skills”? How could they do this?

d  02.07 Listen to five speakers. Do they agree that being likeable is more important than other skills? Write *A* (agree) or *D* (disagree).

Speaker 1 _____ Speaker 3 _____ Speaker 5 _____
Speaker 2 _____ Speaker 4 _____

e  02.07 Listen again and answer the questions.

- 1 According to Speaker 1, why don't people know that likeability is important?
- 2 According to Speaker 2, what's the advantage of developing your “soft skills”?
- 3 What does Speaker 3 believe are the most important things in her job?
- 4 What problem does Speaker 4 have with “soft skills”?
- 5 According to Speaker 5, what are the most important things you can offer an organization?

f  Discuss the questions.

- 1 Think of different kinds of jobs. When applying for each job, what is more important – likeability or good qualifications? Why?
- 2 Do you think schools should help students develop “soft skills”? How could they do this?





CAMBRIDGE
UNIVERSITY PRESS

Covertly

Embedded into tasks where the skills can transfer



CAN DO OBJECTIVES

- Describe a building
- Describe a town or city
- Make offers and ask for permission
- Write a note with useful information

Unit 7 House and home

Getting started Talk about ideal houses

7A	Describe a building	Modals of deduction	Buildings
7B	Describe a town or city	Quantifiers	Verbs and prepositions
7C	Make offers and ask for permission		
7D	Write a note with useful information		

UNIT 7

HOUSE AND HOME

Unit 7 House and home

Getting started Talk about ideal houses

7A	Describe a building	Modals of deduction	Buildings
7B	Describe a town or city	Quantifiers	Verbs and prepositions
7C	Make offers and ask for permission		
7D	Write a note with useful information		

Better

Learning

7B

THERE ARE PLENTY OF THINGS TO DO

Learn to describe a town or city

G Quantifiers

V Verbs and prepositions

1 LISTENING

a Where did you grow up – in a big city or a small town? What was good and bad about it?

b Read “Five Reasons Why Small Towns Are Better Than Cities.” Do you agree with the reasons in the list? Can you add any more reasons?

c Think of five reasons why cities are better places to live than small towns. Tell a partner.

d **07.08** Listen to Tim and Kate’s conversation. Are Tim’s reasons the same as yours in 1c?

e **07.08** Listen again. Are these statements true (T) or false (F)?

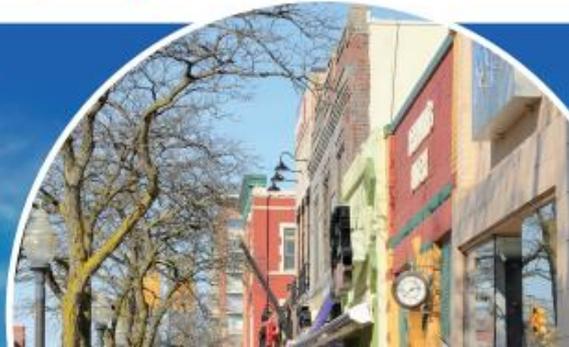
- 1 Kate grew up in a small town.
- 2 Tim wouldn’t want to live in a small town.
- 3 Kate thinks small towns are safer.
- 4 More people have car accidents in the city than in the country.
- 5 People who live in the country have a smaller carbon footprint.

f Discuss the questions.

- 1 Where do you think it’s safer to live – in the city or in the country?
Think about:
 - driving • crime • hospitals • other ideas
- 2 Is your (nearest) city designed in a way that’s good for the environment? Why / Why not?
- 3 How could your (nearest) city be better? Think about:
 - public transportation • bike lanes • other ideas

Five Reasons Why Small Towns Are Better Than Cities

1 There are no traffic jams. You don’t need to spend hours trying to get to work. Fantastic!



CREATIVE THINKING

CRITICAL THINKING

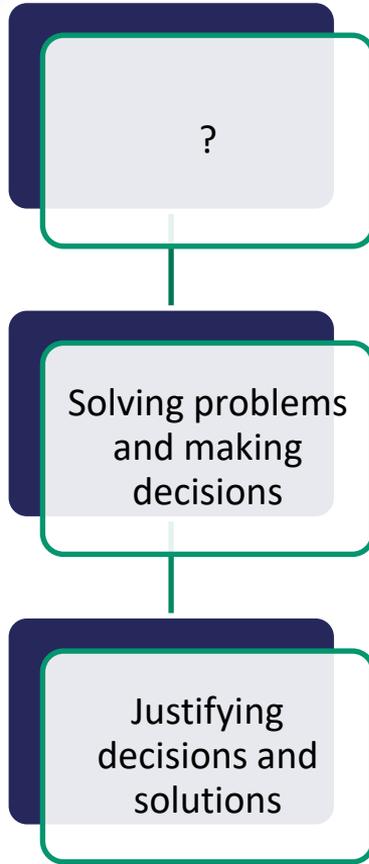
LEARNING TO LEARN

COMMUNICATION

COLLABORATION

SOCIAL RESPONSIBILITIES

EMOTIONAL DEVELOPMENT

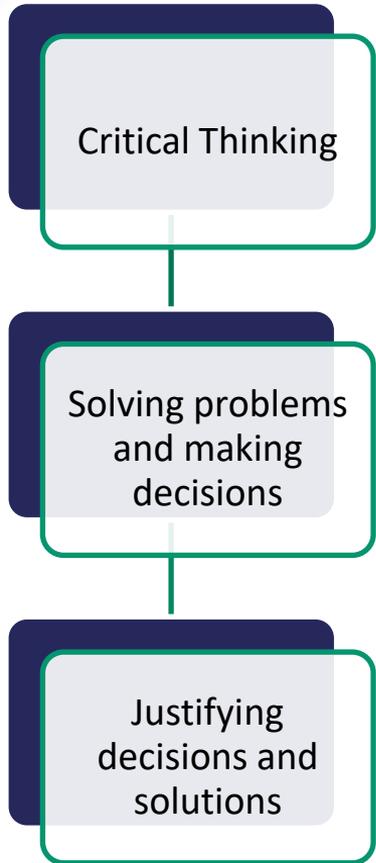


b Read “Five Reasons Why Small Towns Are Better Than Cities.” Do you agree with the reasons in the list? Can you add any more reasons?

c  Think of five reasons why cities are better places to live than small towns. Tell a partner.

c  Put students into pairs to make a list of reasons why cities are better places to live than small towns. After a few minutes, elicit feedback by writing a list of students’ reasons on the board. Leave the list on the board for 1d.

- CREATIVE THINKING
- CRITICAL THINKING
- LEARNING TO LEARN
- COMMUNICATION
- COLLABORATION
- SOCIAL RESPONSIBILITIES
- EMOTIONAL DEVELOPMENT



b Read “Five Reasons Why Small Towns Are Better Than Cities.” Do you agree with the reasons in the list? Can you add any more reasons?

c Think of five reasons why cities are better places to live than small towns. Tell a partner.

c Put students into pairs to make a list of reasons why cities are better places to live than small towns. After a few minutes, elicit feedback by writing a list of students’ reasons on the board. Leave the list on the board for 1d.

Critical Thinking

Solving problems
and making
decisions

Justifying
decisions and
solutions

f  Discuss the questions.

- 1 Where do you think it's safer to live – in the city or in the country?
Think about:
 - driving
 - crime
 - hospitals
 - other ideas
- 2 Is your (nearest) city designed in a way that's good for the environment? Why / Why not?
- 3 How could your (nearest) city be better? Think about:
 - public transportation
 - bike lanes
 - other ideas

e  07.08 Give students time to read the statements. You may wish to pre-teach the phrase *carbon footprint* (a measurement of the amount of carbon dioxide that someone's activities produce). ~~Play the recording again.~~ Students compare answers in pairs. Encourage students to justify their answers as far as possible.

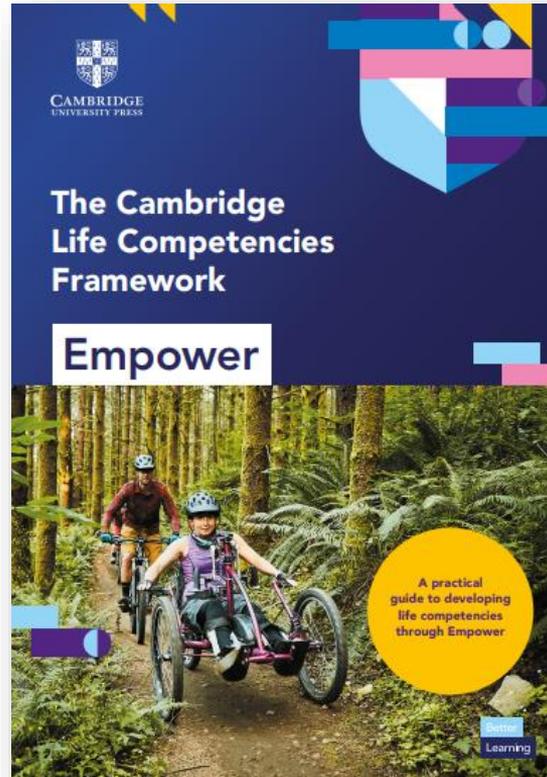
Answers

1 T 2 T 3 T 4 F 5 F

f  Give students time to read the questions. Put them into pairs to discuss their ideas. After a few minutes, put pairs with other pairs to extend the discussion. Elicit feedback from the whole class. Nominate a few students to talk about the question that their group discussed the most.

EMPOWER
SECOND EDITION

<https://tinyurl.com/CamEmpowerCLCF>



Better
Learning



STARTER A1

HE: Higher education
W: Work

COMPETENCY	CORE AREA	COMPONENT	EXAMPLE ACTIVITY: EMPOWER STARTER A1				REFERS TO HE OR WORK?
			UNIT	PAGE	EXERCISE	DESCRIPTION	
CREATIVE THINKING	Preparing for creativity	Participating in a range of creative activities	11	87	a	What questions do you want to ask him?	HE
		Exploring issues and concepts					
		Considering multiple perspectives	11C	92	2	Talking about opinions	W
		Finding connections	3	29	4	Speaking: use the conversation map	
		Generating ideas					
	Generating ideas	Generating multiple ideas					
		Elaborating on and combining ideas	6C	53	5	Use the ideas below to make a conversation.	HE
		Imagining alternatives and possibilities					
	Implementing ideas and solving problems	Experimenting with and refining ideas					
		Implementing, presenting and explaining ideas and solutions					
CRITICAL THINKING	Understanding and analysing ideas and arguments	Identifying and classifying information	8B	66	1b	Read the stories below. Write the story titles next to the sentences.	
		Recognising patterns and relationships	10A	80	1a	Match the words in the box with the pictures.	
			5A	41	3	Match the words in the box with the places in pictures.	
			12B	99	4c	Compare your line with other students. Who has clear plans for the future?	HE
		Interpreting and drawing inferences from arguments and data					
	Evaluating ideas and arguments	Evaluating specific information or points in an argument	5A	40	1d	Do you think Resolute Bay and Stovosippe Wells are nice places to live? ... Why/Why not?	
		Evaluating arguments as a whole	10	79	b3	What are the good things and bad things about using the internet to speak to people?	
		Drawing appropriate conclusions					
	Solving problems and making decisions	Identifying and understanding problems					
		Identifying, gathering and organising relevant information					
		Evaluating options and recommendations to come to a decision	12A	96	1d	Read the people's ideas for after the TV show. Which is the best idea? Tell a partner.	
		Justifying decisions and solutions	11A	88	1c	Read 'They Were the First!' again. Choose one thing about each person you think is interesting and say why.	
			4C	53 & 140	Writing	because and also	
Evaluating the effectiveness of implemented solutions							

COMPETENCY	CORE AREA	COMPONENT	EXAMPLE ACTIVITY: EMPOWER STARTER A1				REFERS TO HE OR WORK?	
			UNIT	PAGE	EXERCISE	DESCRIPTION		
LEARNING TO LEARN	Developing skills and strategies for learning	Engaging in directed activities	8C	69 & 141	Writing	Short emails, notes and texts		
		Using effective systems for finding, keeping and retrieving information	7B	110	Communication Plus	Look at picture 1. Write notes about their clothes.		
			8B	129	Grammar Focus, d.	Complete the sentences about you or your friends.		
			1	14	Unit Review	Unit Review	HE	
		Using effective strategies for learning and retaining information	1A	8	1f	Practise the conversations in 1b.		
			2C	20	1c	Listen to Part 1. Answer the questions.	HE	
		Using effective strategies for comprehension and production tasks	3C	28	1g	Listen again. Are the sentences true or false?		
			10B	83	4	Before you speak on the phone, write notes.	W	
		Taking control of own learning	Setting goals and planning for learning	1	7		Can Do Objectives	HE
			Taking initiative to improve own learning					
	Managing the learning environment							
	Reflecting on and evaluating own learning	Managing attitudes and emotions						
		Keeping track of progress	1	14	Review your progress	Review your progress	HE	
Evaluating learning and progress								
Using feedback to improve learning								
COMMUNICATION	Using appropriate language and register for context	Using language appropriate for the situation	11C	92	2	Talking about opinions		
		Using a variety of language and communication strategies to achieve a desired effect	4A	33	4	Simple present: Wh questions		
			9C	44	2	Emphasising what you say 1	W	
			6C	53	4	Emphasising what you say 2		
		Adapting language use according to different cultures and social groups	1C	12 to 13	3 & 4	Meeting new people		
	Facilitating interactions	Using communication strategies to facilitate conversations	2C	20	2	Asking for and giving personal information		
		Using strategies for overcoming language gaps and communication breakdowns						
		Participating with appropriate confidence and clarity	Structuring spoken and written texts effectively	6C	53 & 140	Writing	because and also	HE
	Using appropriate language and presentation styles with confidence and fluency		9C	77 & 142	Writing	Making the order clear	W	
			12C	101 & 143	Writing	Paragraphs		



COMPETENCY	CORE AREA
COLLABORATION	Engaging and supporting others

11C

EVERYDAY ENGLISH

What do you think?

Learn to talk about opinions

- Comment clauses
- An email to a friend

1 LISTENING

- 1 Ask and answer the questions.
- What's your favorite restaurant in your town or city?
 - What food do you usually eat there?
- 2 Look at pictures a-c. What do you think happens in the story. Use 1 or 2?
- Leah and Carter are brother and sister. There's a restaurant. Their mum calls and invites them for dinner. They leave the restaurant and go to her house.
- Carter and Leah are brother and sister. They're at a restaurant. They talk about what restaurant to take her to.
- 3 Listen. Check your answer in 2b.
- 4 Listen again. Read the sentences. Write Leah (L), Carter (C), or both (B). Who ... ?
- loves Indian food
 - talks to her mum on the phone
 - wants to eat their mum's meat on weekend
 - wants to take their mum to an Indian restaurant
 - doesn't think an Italian restaurant is a good idea for their mum
 - is hungry
- 5 Are there any interesting places to visit in your town or city?



2 USEFUL LANGUAGE Talking about opinions

- 1 Look at the expressions. Do we use them to ... ?
- ask for an opinion
 - give an opinion
 - use the same opinion
 - have a different opinion
1. Where's a good place to take Mum?
2. My Dad's not the favorite.
3. Maybe we're right.
4. I don't think the Italian option is a good idea.
5. It sounds good.
6. How about that new restaurant near here?
7. I think you're right.
8. What do you think?
- 2 Listen and check your answers.
- 3 Pronunciation Listen to sentences 1-4 in 2a again. Underline the words with the most stress. Listen again and repeat.
- 4 Look at expressions 1-4. Are they in group a, b, c, or d in 2a? Listen and check.
- Yes, yes
 - What about the Italian restaurant near you?
 - What's so bad here?
 - I'm not so sure.
- 5 Put the words in the correct order to make expressions. Listen and check.
- what do you eat on / next weekend
 - you think what do / new restaurant / of the ?
 - you're / think / right
 - or / think / don't
 - idea / and / that's a
- 6 Complete the conversation with your ideas.
- A: What do you think of English?
B: Yes.
A: Yes, maybe you're right. What about the summer?
B: Yes.
A: Really? I don't think so. I think your language is even better.
B: Yes.
A: Well, all languages are a little hard.
B: Yes.
- 7 Practice the conversation in 2a with a partner. Take turns being A.

COMPETENCY	CORE AREA
COMMUNICATION	Using language appropriate for the situation

COMPETENCY	CORE AREA
CREATIVE THINKING	Considering multiple perspectives



COMPETENCY	CORE AREA	COMPONENT	EXAMPLE ACTIVITY: EMPOWER INTERMEDIATE B1+				REFERS TO HE OR WORK?
			UNIT	PAGE	EXERCISE	DESCRIPTION	
CRITICAL THINKING	Understanding and analysing ideas and arguments	Identifying and classifying information	8D	101	3	Writing skills: Summarising information	W
		Recognising patterns and relationships	9D	113	3	Writing skills: Contrasting ideas; the structure of an article	HE
			8B	96	2	Verb patterns	
			5B	59	1a.3	What is the connection between the things in the two photos?	



Solving problems and making decisions	Identifying and understanding problems					
	Identifying, gathering and organising relevant information	2B	25	4	Use your questionnaire to interview different people in the class.	
	Evaluating options and recommendations to come to a decision	6C	74	2	Asking for and giving recommendations	
		9C	110	2	Recommending and responding	
	Justifying decisions and solutions	7B	83	1c	Think of five reasons why cities are better places to live than small towns. Tell a partner.	





e Complete each sentence with the correct form of a verb + preposition from 2d.

- 1 Do I like living in the country? That _____ the weather – when it's warm and sunny, I love it!
- 2 My friend just moved from the country to the city, and she's finding it hard to _____ all the noise.
- 3 He moved here to look for work, but he hasn't _____ finding a job yet, unfortunately.
- 4 I'd like to _____ what I said earlier. I didn't mean to be so rude.
- 5 I _____ the parking attendant about the fine for ten minutes, but in the end I had to pay it.
- 6 People _____ the traffic here, but it isn't bad compared to a big city.
- 7 **A** Do you _____ bad luck?
B No, not really. I think people are in control of their own lives.
- 8 All of the land near the river is private – it _____ the university. You can't walk there.

f Complete the game instructions below with the correct prepositions. Then play the game in teams.

“TWO”

Think of two things for each category. You win a point for each answer that no other team has written.

a ways you can pay for things

1 _____ 2 _____

b things hotel guests often complain _____

1 _____ 2 _____

c ways you can apologize _____ being late

1 _____ 2 _____

d things people often do when they're waiting _____ a bus or train

1 _____ 2 _____

e things that a lot of adults worry _____

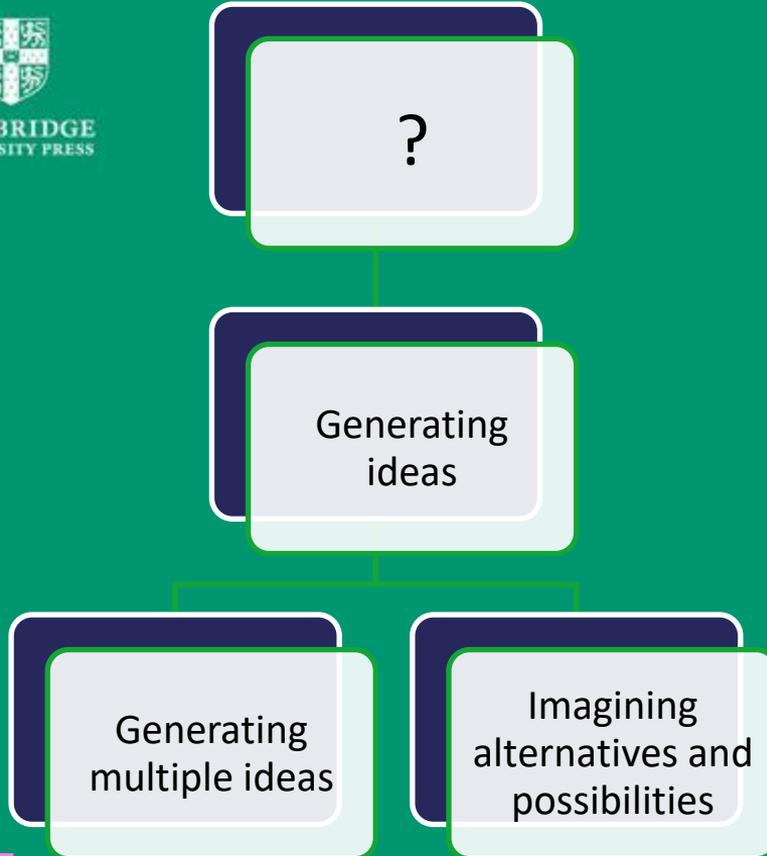
1 _____ 2 _____

f things that a lot of children believe _____

1 _____ 2 _____

Life competencies can be embedded even when teaching language systems.





f  Complete the game instructions below with the correct prepositions. Then play the game in teams.

“TWO”

Think of two things for each category.
You win a point for each answer that
no other team has written.

a ways you can pay for things

1 _____ 2 _____

b things hotel guests often complain _____

1 _____ 2 _____

c ways you can apologize _____ being late

1 _____ 2 _____

d things people often do when they're waiting _____ a bus or train

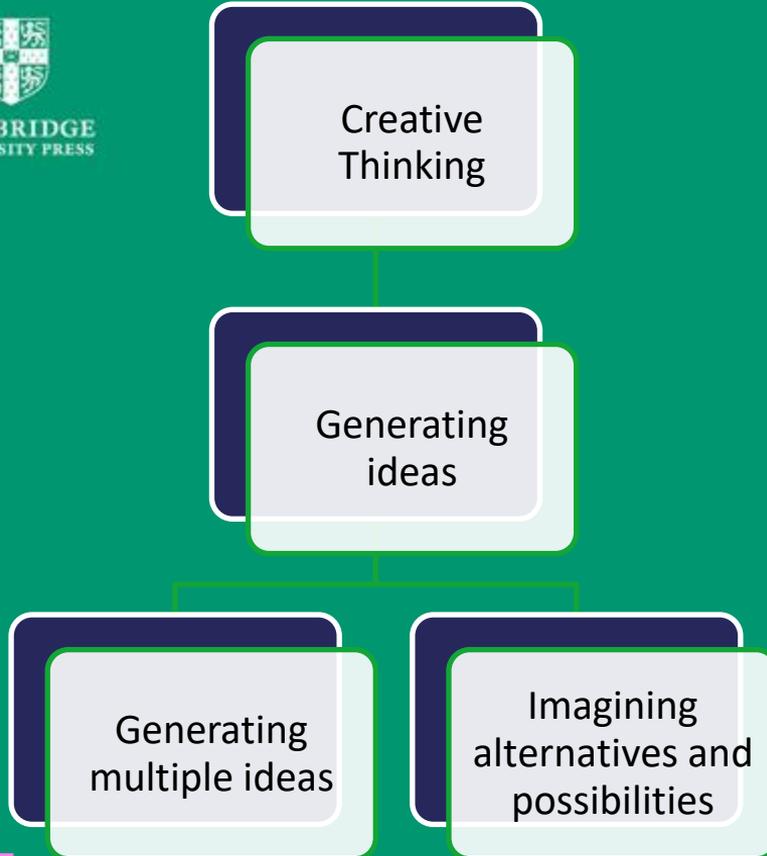
1 _____ 2 _____

e things that a lot of adults worry _____

1 _____ 2 _____

f things that a lot of children believe _____

1 _____ 2 _____



f  Complete the game instructions below with the correct prepositions. Then play the game in teams.

“TWO”

Think of two things for each category.
You win a point for each answer that
no other team has written.

a ways you can pay for things

1 _____ 2 _____

b things hotel guests often complain _____

1 _____ 2 _____

c ways you can apologize _____ being late

1 _____ 2 _____

d things people often do when they're waiting _____ a bus or train

1 _____ 2 _____

e things that a lot of adults worry _____

1 _____ 2 _____

f things that a lot of children believe _____

1 _____ 2 _____

7C

EVERYDAY ENGLISH

Is there anything we can do to help?

Learn to make offers and ask for permission

- 🎧 **1** Soundings gentle
- 🎧 **2** Imagining how people feel

1 LISTENING

a 🗣️ Discuss the questions.

- 1 Do you take a gift when you visit someone's home? What might you bring?
- 2 What should you do to be polite when visiting someone's home? (e.g., arrive on time, take your shoes off, etc.)

b 🗣️ Bradley is going to spend his vacation with his friend Fausto at Fausto's parents' house. How do you think Bradley might feel? What kind of gift might he bring?

c 🎧 **1a** Listen to Part 1 and check your ideas.

d 🎧 **1b** Listen again. Are the sentences true (T) or false (F)?

- 1 Bradley hasn't met Fausto's parents before.
- 2 Fausto's mother's favorite flowers are tulips.
- 3 Alicia needs to check on the food.
- 4 David is an accountant.
- 5 Fausto says he told his parents Bradley was a vegetarian.

e Do you think that Bradley has been a good guest? Has he made a good first impression?

2 USEFUL LANGUAGE Offers, requests, and asking for permission

a Match questions 1–5 with responses a–e.

- 1 **Is there anything we can do to help?**
- 2 **Do you think you could** give me a hand in here?
- 3 **Come in and have a seat**, Bradley.
- 4 **Would it be possible** for a moment?
- 5 **Let me make you a salad** or something.

- a Of course.
- b Sure.
- c Oh no, it's all under control.
- d A salad would be great. Thanks.
- e Oh, thank you.

c What phrases in **bold** in 2a do we use to ...

- 1 offer something politely? 3 ask for permission?
- 2 ask for help politely?

d Match requests 1–5 with responses a–e.

- 1 Do you mind if I borrow some money?
- 2 May I sit here?
- 3 Do you think I could have a glass of water?
- 4 Can I use your phone for a moment?
- 5 Would you mind if I opened the window?

- a Yes, of course. Let me get you one.
- b Not at all. How much do you want?
- c Sure. Here it is.
- d Not at all. It's hot in here.
- e Of course. There's plenty of space.

b 🎧 **2a** Listen and check your answers.



Emotional
development

Empathy and
relationship skills

Showing
empathy for the
feelings of others

4 CONVERSATION SKILLS

Imagining how people feel

- a 07.17 Complete the sentences with the missing words. Listen and check.
- You _____ excited about the soccer game this afternoon.
 - I _____ that's very interesting.
- b Read the exchanges and underline the phrases we use to imagine what someone else is feeling.
- A** I have three part-time jobs at the moment.
B You must be very tired!
 - A** I have an important interview tomorrow.
B I expect you're a little nervous!
- c Look at the sentences below. Respond with *must be* and an appropriate adjective.
- I'm planning a vacation to France.
 - I just broke my tooth!
 - I lost my smartphone – and I can't remember any of my friends' numbers.
 - I'm learning Japanese at the moment.

I'm planning a
vacation to France.

That must be
exciting!

- d Tell your partner about some of the things below. Answer with a phrase from 4a or 4b.
- something you're planning on doing soon
 - a hobby you have
 - a problem you have at school/work

I have Spanish
lessons at 7:30 in
the morning, before
I go to work.

That must be
tiring.

Yes, but I really
enjoy them.

5 PRONUNCIATION Sounding polite

- a 07.18 Listen to these sentences spoken twice. Which sentence sounds more polite, a or b?
- Fausto, do you think you could give me a hand in here? *a / b*
 - Hello! It's great to meet you, Bradley. *a / b*
- b 07.19 Listen to three more pairs of sentences. Which sentences sound more polite, a or b?
- How long are you staying? *a / b*
 - She seems really great. *a / b*
 - I'm really happy to hear that. *a / b*
- c Practice saying the sentences in 5b with polite intonation.

6 SPEAKING

- Communication 7C** Student A: Read the instructions below. Student B: Go to p. 132.

Student A

- You are staying with Student B in their home. During the conversation, ask permission to:
 - use the Internet
 - take a shower
 - wash some clothes
- Student B is a new coworker in your office. Ask them how it's going and try to sound interested (e.g., *That must be ...*). They will ask you for permission to do things. Decide whether or not to give permission.

UNIT PROGRESS TEST

CHECK YOUR PROGRESS

You can now do the Unit Progress Test.

4 CONVERSATION SKILLS

Imagining how people feel

- a 07.17 Complete the sentences with the missing words. Listen and check.

- You _____ excited about the soccer game this afternoon.
- I _____ that's very interesting.

- b Read the exchanges and underline the phrases we use to imagine what someone else is feeling.

- A I have three part-time jobs at the moment.
B You must be very tired!
- A I have an important interview tomorrow.
B I expect you're a little nervous!

- c Look at the sentences below. Respond with *must be* and an appropriate adjective.

- I'm planning a vacation to France.
- I just broke my tooth!
- I lost my smartphone – and I can't remember any of my friends' numbers.
- I'm learning Japanese at the moment.

I'm planning a vacation to France.

That must be exciting!

- d Tell your partner about some of the things below. Answer with a phrase from 4a or 4b.

- something you're planning on doing soon
- a hobby you have
- a problem you have at school/work

I have Spanish lessons at 7:30 in the morning, before I go to work.

That must be tiring.

Yes, but I really enjoy them.

5 PRONUNCIATION *Sounding polite*

- a 07.18 Listen to these sentences spoken twice. Which sentence sounds more polite, a or b?

- Fausto, do you think you could give me a hand in here? a / b
- Hello! It's great to meet you, Bradley. a / b

- b 07.19 Listen to three more pairs of sentences. Which sentences sound more polite, a or b?

- How long are you staying? a / b
- She seems really great. a / b
- I'm really happy to hear that. a / b

- c Practice saying the sentences in 5b with polite intonation.

6 SPEAKING

- Communication 7C** Student A: Read the instructions below. Student B: Go to p. 132.

Student A

- You are staying with Student B in their home. During the conversation, ask permission to:
 - use the Internet
 - take a shower
 - wash some clothes
- Student B is a new coworker in your office. Ask them how it's going and try to sound interested (e.g., *That must be ...*). They will ask you for permission to do things. Decide whether or not to give permission.

UNIT PROGRESS TEST

→ CHECK YOUR PROGRESS

You can now do the Unit Progress Test.

?

Using appropriate language and register for context

Using language appropriate for the situation

CREATIVE THINKING

CRITICAL THINKING

LEARNING TO LEARN

COMMUNICATION

COLLABORATION

SOCIAL RESPONSIBILITIES

EMOTIONAL DEVELOPMENT

4 CONVERSATION SKILLS

Imagining how people feel

- a 07.17 Complete the sentences with the missing words. Listen and check.

- You _____ excited about the soccer game this afternoon.
- I _____ that's very interesting.

- b Read the exchanges and underline the phrases we use to imagine what someone else is feeling.

- A I have three part-time jobs at the moment.
B You must be very tired!
- A I have an important interview tomorrow.
B I expect you're a little nervous!

- c Look at the sentences below. Respond with *must be* and an appropriate adjective.

- I'm planning a vacation to France.
- I just broke my tooth!
- I lost my smartphone – and I can't remember any of my friends' numbers.
- I'm learning Japanese at the moment.

I'm planning a vacation to France.

That must be exciting!

- d Tell your partner about some of the things below. Answer with a phrase from 4a or 4b.

- something you're planning on doing soon
- a hobby you have
- a problem you have at school/work

I have Spanish lessons at 7:30 in the morning, before I go to work.

That must be tiring.

Yes, but I really enjoy them.

5 PRONUNCIATION *Sounding polite*

- a 07.18 Listen to these sentences spoken twice. Which sentence sounds more polite, a or b?

- Fausto, do you think you could give me a hand in here? a / b
- Hello! It's great to meet you, Bradley. a / b

- b 07.19 Listen to three more pairs of sentences. Which sentences sound more polite, a or b?

- How long are you staying? a / b
- She seems really great. a / b
- I'm really happy to hear that. a / b

- c Practice saying the sentences in 5b with polite intonation.

6 SPEAKING

- Communication 7C** Student A: Read the instructions below. Student B: Go to p. 132.

Student A

- You are staying with Student B in their home. During the conversation, ask permission to:
 - use the Internet
 - take a shower
 - wash some clothes
- Student B is a new coworker in your office. Ask them how it's going and try to sound interested (e.g., *That must be ...*). They will ask you for permission to do things. Decide whether or not to give permission.

UNIT PROGRESS TEST

CHECK YOUR PROGRESS

You can now do the Unit Progress Test.

Communication

Using appropriate language and register for context

Using language appropriate for the situation

CREATIVE THINKING

CRITICAL THINKING

LEARNING TO LEARN

COMMUNICATION

COLLABORATION

SOCIAL RESPONSIBILITIES

EMOTIONAL DEVELOPMENT

4 CONVERSATION SKILLS

Imagining how people feel

- a 07.17 Complete the sentences with the missing words. Listen and check.
- You _____ excited about the soccer game this afternoon.
 - I _____ that's very interesting.
- b Read the exchanges and underline the phrases we use to imagine what someone else is feeling.
- A** I have three part-time jobs at the moment.
B You must be very tired!
 - A** I have an important interview tomorrow.
B I expect you're a little nervous!
- c Look at the sentences below. Respond with *must be* and an appropriate adjective.
- I'm planning a vacation to France.
 - I just broke my tooth!
 - I lost my smartphone – and I can't remember any of my friends' numbers.
 - I'm learning Japanese at the moment.

I'm planning a vacation to France.

That must be exciting!

- d Tell your partner about some of the things below. Answer with a phrase from 4a or 4b.
- something you're planning on doing soon
 - a hobby you have
 - a problem you have at school/work

I have Spanish lessons at 7:30 in the morning, before I go to work.

That must be tiring.

Yes, but I really enjoy them.

5 PRONUNCIATION

Sounding polite

- a 07.18 Listen to these sentences spoken twice. Which sentence sounds more polite, a or b?
- Fausto, do you think you could give me a hand in here? *a / b*
 - Hello! It's great to meet you, Bradley. *a / b*
- b 07.19 Listen to three more pairs of sentences. Which sentences sound more polite, a or b?
- How long are you staying? *a / b*
 - She seems really great. *a / b*
 - I'm really happy to hear that. *a / b*
- c Practice saying the sentences in 5b with polite intonation.

6 SPEAKING

- Communication 7C** Student A: Read the instructions below. Student B: Go to p. 132.

Student A

- You are staying with Student B in their home. During the conversation, ask permission to:
 - use the Internet
 - take a shower
 - wash some clothes
- Student B is a new coworker in your office. Ask them how it's going and try to sound interested (e.g., *That must be ...*). They will ask you for permission to do things. Decide whether or not to give permission.

?

Reflecting on and evaluating own learning

Keeping track of progress

UNIT PROGRESS TEST

CHECK YOUR PROGRESS

You can now do the Unit Progress Test.

CREATIVE THINKING

CRITICAL THINKING

LEARNING TO LEARN

COMMUNICATION

COLLABORATION

SOCIAL RESPONSIBILITIES

EMOTIONAL DEVELOPMENT

4 CONVERSATION SKILLS

Imagining how people feel

- a 07.17 Complete the sentences with the missing words. Listen and check.
- You _____ excited about the soccer game this afternoon.
 - I _____ that's very interesting.
- b Read the exchanges and underline the phrases we use to imagine what someone else is feeling.
- A I have three part-time jobs at the moment.
B You must be very tired!

A I have an important interview tomorrow.
B I expect you're a little nervous!
- c Look at the sentences below. Respond with *must be* and an appropriate adjective.
- I'm planning a vacation to France.
 - I just broke my tooth!
 - I lost my smartphone – and I can't remember any of my friends' numbers.
 - I'm learning Japanese at the moment.

I'm planning a vacation to France.

That must be exciting!

- d Tell your partner about some of the things below. Answer with a phrase from 4a or 4b.
- something you're planning on doing soon
 - a hobby you have
 - a problem you have at school/work

I have Spanish lessons at 7:30 in the morning, before I go to work.

That must be tiring.

Yes, but I really enjoy them.

5 PRONUNCIATION

Sounding polite

- a 07.18 Listen to these sentences spoken twice. Which sentence sounds more polite, a or b?
- Fausto, do you think you could give me a hand in here? a / b
 - Hello! It's great to meet you, Bradley. a / b
- b 07.19 Listen to three more pairs of sentences. Which sentences sound more polite, a or b?
- How long are you staying? a / b
 - She seems really great. a / b
 - I'm really happy to hear that. a / b
- c Practice saying the sentences in 5b with polite intonation.

6 SPEAKING

- Communication 7C** Student A: Read the instructions below. Student B: Go to p. 132.

Student A

- You are staying with Student B in their home. During the conversation, ask permission to:
 - use the Internet
 - take a shower
 - wash some clothes
- Student B is a new coworker in your office. Ask them how it's going and try to sound interested (e.g., *That must be ...*). They will ask you for permission to do things. Decide whether or not to give permission.

Learning to learn

Reflecting on and evaluating own learning

Keeping track of progress

UNIT PROGRESS TEST

CHECK YOUR PROGRESS

You can now do the Unit Progress Test.

CREATIVE THINKING

CRITICAL THINKING

LEARNING TO LEARN

COMMUNICATION

COLLABORATION

SOCIAL RESPONSIBILITIES

EMOTIONAL DEVELOPMENT

7D

SKILLS FOR WRITING
Make yourselves at home

Learn to write a note with
useful information
Offering choices

1 SPEAKING

- 1 Talk about a recent vacation.
- 1 What kinds of activities did you do?
 - 2 Did the people you were with want to do the same things as you or different things?
 - 3 Think of a vacation you would like to go on. What would you do on the vacation?

2 READING AND LISTENING

- 1 You're going to read about vacationing in Miami. Before you do, discuss the questions.
- 1 Where is Miami? Have you ever been there? Do you know anyone who's been there?
- 2 What is it like, or what do you imagine it's like? Talk about the points below.
- the weather
 - the atmosphere
 - the people
 - things to see and do
 - the buildings

- b Read about the top five things to do in and around Miami. Which things would you like to do? Why? Are there any things you would not want to do? Why not?
- c Rossana is talking to a coworker. Listen to their conversation and answer the questions.
- 1 How many people are in Rossana's family?
 - 2 Where are they staying?
 - 3 Which of the "top five things" are they going to visit?
- d Listen again and write notes in the chart.

	Where do they want to go?	Why do they want to go there?
Rossana's daughter		
Rossana's son		
Rossana's husband		
Rossana		

- e Do you think Rossana is looking forward to the vacation? Why / Why not?

TOP FIVE THINGS TO DO
... in and around Miami, Florida



1 Admire the architecture of Miami Beach
Wander the streets of Miami Beach and admire the art deco hotels and houses from the 1930s. The movie stars from the 1930s stayed here when they came to Miami. Many of the buildings have been repainted in their original colors.

2 Go to the beach
Miami has endless sandy beaches along the coast. You can find crowds if you want them, or you can have a beach to yourself. And the water is always warm.

3 Visit the Everglades
Ninety minutes from Miami are the Everglades, a huge area of natural swamps that is home to alligators, snakes, and rare birds. Take a boat through the area and get a close-up view of the wildlife.

4 Spend a day at Walt Disney World
Walt Disney World is not very far from Miami - a great day trip. You can find all the characters from Disney movies and have hours of fun with (or without) your kids.

5 Take a trip to Cape Canaveral
North of Miami is Cape Canaveral, where the United States sends some of its rockets into space. You can tour the Kennedy Space Center and see where they built the Apollo rockets that went to the moon.



?

Encouraging
effective group
interaction

Establishing
ways of working
together

4 WRITING SKILLS Offering choices

a What do the words in **bold** below mean?

- 1 The Sunshine Center has a few good places to eat. **Otherwise**, there's a good place for burgers a little farther down the road.
 - a if you don't like that idea
 - b however
 - c finally
- 2 The nearest one is Golden Beach, about a 15-minute drive away. **Another** 30 minutes farther...
 - a a different direction
 - b a different choice
 - c a much better beach

b Read the note again. Write phrases that you could use. *Another option is ...*

c Use words or phrases from 4a and 4b to write the second sentences below.

- 1 If you drive north, you can see a lot of birds. You can also go to the Sunshine Center. *Another option is to go to the Sunshine Center.*
- 2 There are a lot of good restaurants in Miami. Or you can try the Sunshine Center.
- 3 You can get an interesting view of the city. You can also rent a car.
- 4 You can drive through the city. You can also see birds and alligators.

5 WRITING A note with useful information

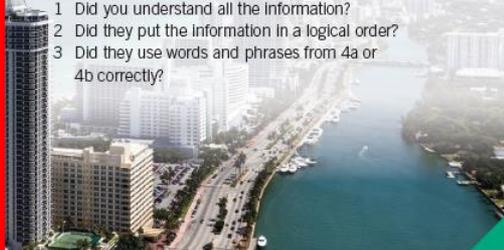
a You are going to write a note for someone who will be staying in your home while you are away. Think about:

- things in the house/apartment
- things they can and can't do
- things you want to ask them to do
- food and shopping
- things to do in the area.

b Compare your ideas with a partner.

c Read another student's note and answer the questions.

- 1 Did you understand all the information?
- 2 Did they put the information in a logical order?
- 3 Did they use words and phrases from 4a or 4b correctly?



Encouraging effective group interaction	Listening and responding respectfully	1C	14	2	Giving and responding to opinions	HE
	Establishing ways of working together	7D	89	4	Writing skills: Offering choices	
		7C	86	2	Offers, requests and asking for permission	

7D

SKILLS FOR WRITING

Make yourselves at home

Learn to write a note with useful information

Offering choices

1 SPEAKING

a Talk about a recent vacation.

- What kinds of activities did you do?
- Did the people you were with want to do the same things as you or different things?
- Think of a vacation you would like to go on. What would you do on the vacation?

2 READING AND LISTENING

a You're going to read about vacationing in Miami. Before you do, discuss the questions.

- Where in Miami? Have you ever been there? Do you know anyone who's been there?
- What is it like, or what do you imagine it's like? Talk about the points below.
 - the weather
 - the atmosphere
 - the people
 - things to see and do
 - the buildings

TOP FIVE THINGS TO DO ... in and around Miami, Florida

- 1 Admire the architecture of Miami Beach**
Wander the streets of Miami Beach and admire the art deco hotels and houses from the 1930s. The movie stars from the 1930s stayed here when they came to Miami. Many of the buildings have been repainted in their original colors.
- 2 Go to the beach**
Miami has endless sandy beaches along the coast. You can find crowds if you want them, or you can have a beach to yourself. And the water is always warm.
- 3 Visit the Everglades**
Ninety minutes from Miami are the Everglades, a huge area of natural swamps that is home to alligators, snakes, and rare birds. Take a boat through the area and get a close-up view of the wildlife.
- 4 Spend a day at Walt Disney World**
Walt Disney World is not very far from Miami - a great day trip. You can find all the characters from Disney movies and have hours of fun with (or without) your kids.
- 5 Take a trip to Cape Canaveral**
North of Miami is Cape Canaveral, where the United States sends some of its rockets into space. You can tour the Kennedy Space Center and see where they built the Apollo rockets that went to the moon.

Collaboration

Encouraging effective group interaction

Establishing ways of working together

4 WRITING SKILLS Offering choices

a What do the words in **bold** below mean?

1 The Sunshine Center has a few good places to eat. **Otherwise**, there's a good place for burgers a little farther down the road.

- a if you don't like that idea
- b however
- c finally

2 The nearest one is Golden Beach, about a 15-minute drive away. **Another** 30 minutes farther r

- a a different direction
- b a different choice
- c a much better be

5 WRITING A note with useful information

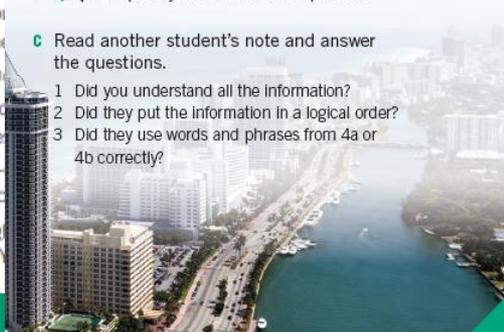
a You are going to write a note for someone who will be staying in your home while you are away. Think about:

- things in the house/apartment
- things they can and can't do
- things you want to ask them to do
- food and shopping
- things to do in the area.

b Compare your ideas with a partner.

c Read another student's note and answer the questions.

- Did you understand all the information?
- Did they put the information in a logical order?
- Did they use words and phrases from 4a or 4b correctly?



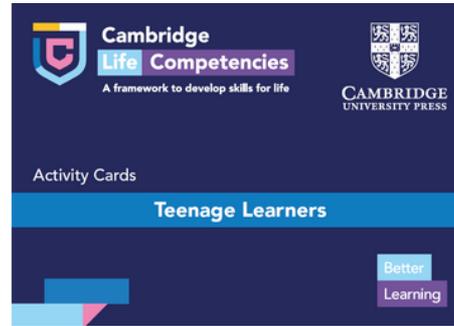
Theory to Practice

3 different ways to apply the Cambridge Life Competencies Framework in your class

1. Notice and exploit opportunities that are already embedded into course materials.
2. Add or modify an activity to focus on a competency, core area, or component.
3. Plan lessons around a competency/core area/component, using can-do statements and example language.



Free classroom activities



Blue, J. (2021). The Cambridge Life Competencies Framework Activity Cards for Teachers: Adult Learners. [pdf]
Cambridge: Cambridge University Press

Social Responsibilities



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



Theory to Practice

3 different ways to apply the Cambridge Life Competencies Framework in your class

1. Notice and exploit opportunities that are already embedded into course materials.
2. Add or modify an activity to focus on a competency, core area, or component.
3. Plan lessons around a competency/core area/component, using can-do statements and example language.





CAMBRIDGE
UNIVERSITY PRESS



The Cambridge Life Competencies Framework

Introduction

Introductory Guide
for Teachers and
Educational Managers

Cambridge
Learning



What is Learning to Learn ?

The rate of change for what we need to know and be able to do at work is accelerating. It is essential that we continue to learn new skills and knowledge throughout our 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 should 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 for making notes, storing and retrieving information as well as techniques for remembering information. In an ELT context, learners also benefit from using these techniques to help them understand and communicate in English. There are various models for engaging in these techniques, and learners need to experiment and choose the ones that best suit their own personal style, needs and resources.
- **Taking control of own learning** implies developing self-regulatory strategies for autonomous, maintaining motivation, and staying focused on the task at hand to achieve the best results. To accomplish this, learners need to be clear about their goals.
- **Reflecting on and evaluating own learning** involves learners reflecting on their learning in order to assess what worked for them and what did not. This reflection informs decisions regarding whether to persevere with certain courses of action or make changes. As a result, learners are able to identify and use effective learning strategies. In addition, learners who keep track of and evaluate their own 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 within 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 systems for finding, keeping and retrieving information
	Using effective strategies for learning and remembering information	Using effective strategies for learning and remembering information
	Using effective strategies for comprehension	Using effective strategies for comprehension
	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 Can Do Examples

HIGHER EDUCATION CORE AREAS Developing skills and strategies for learning

The Cambridge Life Competencies Framework

Adult Learners



**Introductory Guide
for Teachers and
Educational Managers**

...ers in higher education or at work is the ability to learn from their classmates/colleagues and to learn from this. It is essential to create a supportive learning atmosphere in lessons, rather than a negative one, and to encourage these learners to bring mistakes made in the classroom so that causes can be identified, and corrected and frequently tried out. In this way, the teacher models and learners can become accustomed to this way of learning, leading to doing so independently.

...es in this section and try it out with your class. If you use this strategy, reflect on what worked well and what didn't, particularly focusing on the extent to which learners are able to learn to learn. Materials, choose a few activities that you may be able to use in your class or so. Consider how you could use these activities to learn skills.

<https://www.cambridge.org/ch/cambridgeenglish/better-learning-insights/cambridgelifecompetenciesframework>

What have we learnt?



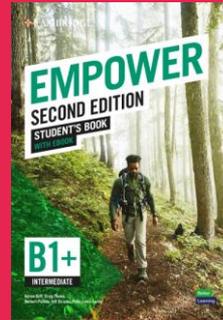
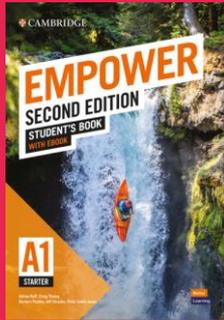
To sum up

- Empowering language learners with life skills/competencies well-suited to the language classroom for higher education and workforce success.
- Learnt overtly and covertly in the course of our lessons.
- The Cambridge Life Competencies Framework can guide us, helping us design appropriate tasks that integrate language learning with the development of these crucial skills.
- Work has been done to map the skills appropriately to the stage of the learner.
- Three ways to incorporate the framework:
 - Lesson planning outcomes
 - Supplemental or adapted activities
 - Notice and raise awareness from the activities in the coursebook and provide language-related and competency-related feedback.



- **Cambridge Dictionary:** <https://dictionary.cambridge.org/>
 - **Cambridge *Insights on Demand* Playback:** <https://tinyurl.com/CamInsightsOD>
 - **Cambridge Life Competencies Website:**
<https://www.cambridge.org/ch/cambridgeenglish/better-learning-insights/cambridgelifecompetenciesframework>
 - **Cambridge Life Competencies Classroom Activity Cards:**
<https://tinyurl.com/CamCLCFCardsAdult>
 - **Cambridge Life Competencies for Empower:**
<https://tinyurl.com/CamEmpowerCLCF>
 - ***Empower 2nd edition:***
<https://www.cambridge.org/it/cambridgeenglish/catalog/adult-courses/empower-2nd-edition>
- **Empower 2nd edition Demo on Cambridge One**
<https://drive.google.com/file/d/1BqjIH7Oxc5kYoWnF6tTbGTODHCzklmJb/view?usp=sharing>

Thank you!



Any questions?

tania.pichierri@cambridge.org

