



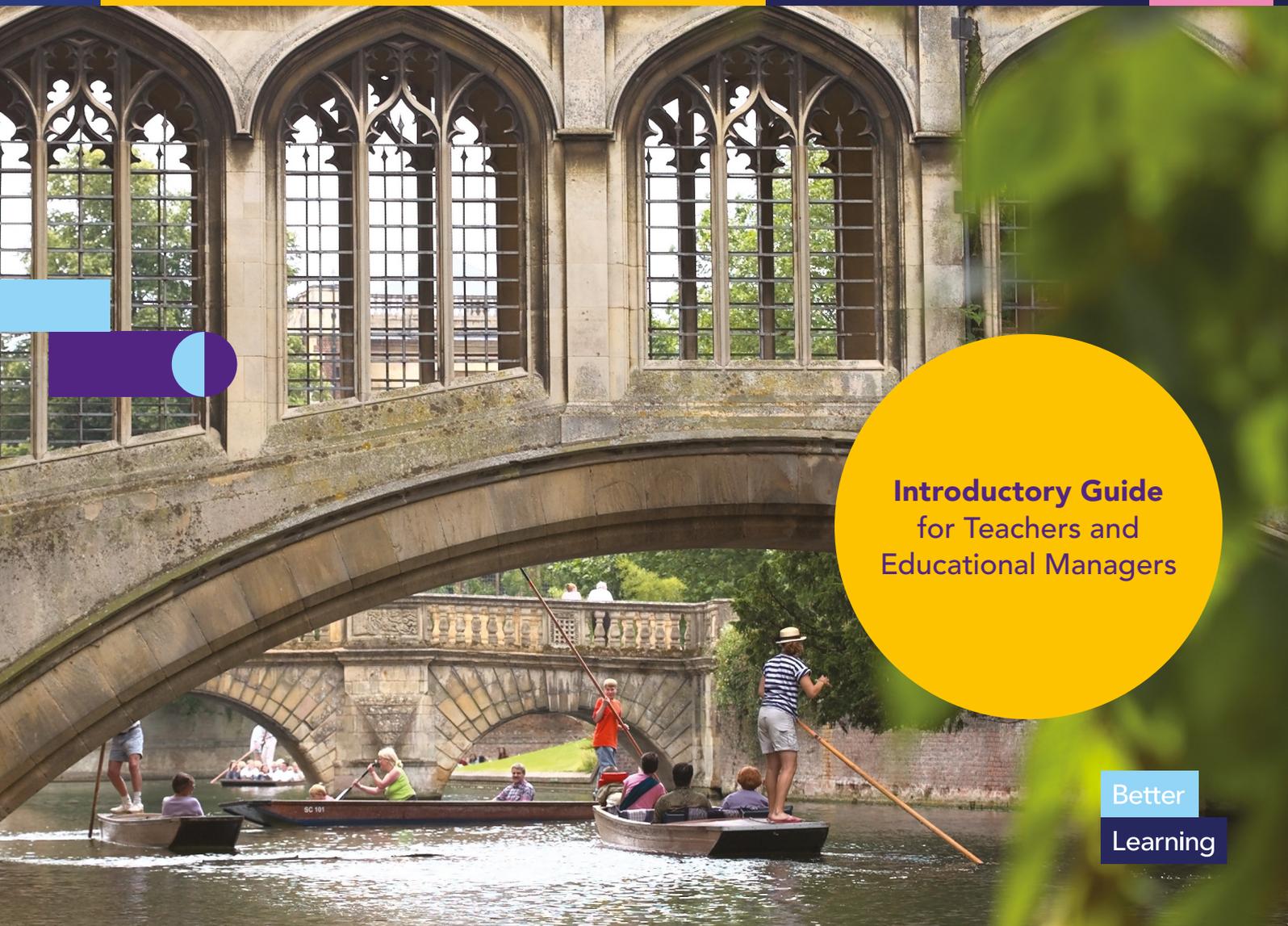
CAMBRIDGE
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The Cambridge Life Competencies Framework

Collaboration

Introductory Guide
for Teachers and
Educational Managers

Better
Learning



Why teach Life Competencies?

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

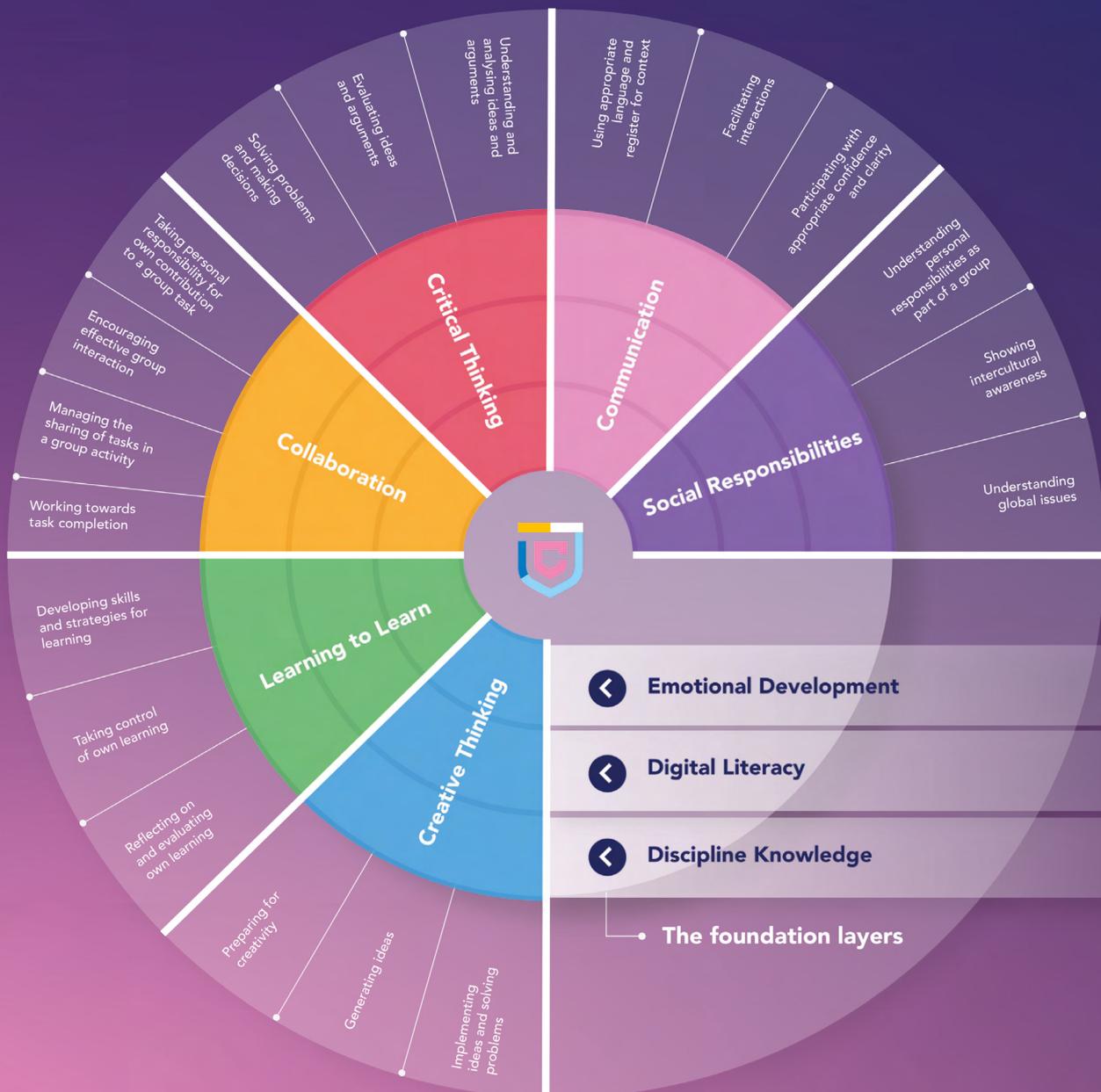
We see the increasing need to work together with people from around the world, to think creatively and solve problems, to analyse sources more critically, to communicate our views effectively, and to maintain a positive mindset in an increasingly complex world.

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



Cambridge Life Competencies

A framework to develop skills for life



What is the Cambridge Life Competencies Framework?

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

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

The Learning Journey

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

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



Understanding the Cambridge Life Competencies Framework

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



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

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

| COMPETENCY | CORE AREAS | COMPONENTS | EXAMPLE CAN DO STATEMENTS | EXAMPLE LANGUAGE |
|---------------|---|---------------------------------|---|------------------|
| COLLABORATION | Taking personal responsibility for own contribution to a group task | Actively contributing to a task | Shares ideas and suggestions about familiar and unfamiliar topics during tasks. | We could... |
| | | Taking on different roles | Identifies how their own sub-task contributes to the aim of the task. | I'm going to... |

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

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

What is Collaboration ?

Collaboration is often described as a key skill for 21st century education (NRC, 2011). Some advantages of collaboration over individual problem-solving are effective division of labour; use of information from multiple sources, perspectives and experiences; higher levels of creativity and better quality of solutions (OECD, 2013).

When people interact with each other, they are not simply sharing information but are supporting each other in collective thinking. This collaborative interaction allows participants to achieve more than they can alone.

We have identified four **Core Areas** within Collaboration:



- **Taking personal responsibility for own contribution to a group task** refers to a learner’s ability to participate actively in group activities through taking on a variety of roles, to share their own ideas freely with others and demonstrate a willingness to provide explanations for their own contributions as required.
- **Encouraging effective group interaction** includes a learner’s ability to listen carefully to others and to acknowledge their views, even when conflicting with their own. Learners are thus able to take turns appropriately in a group task, provide constructive feedback and also put forward their own solutions and ideas in a way that helps the group progress towards completing it. It also involves groups establishing effective ways of working together and offering mutual support to one another.
- **Managing the sharing of tasks in a group activity** refers to a learner’s ability to identify tasks and sub-tasks in a group activity and to share them fairly amongst group members.
- **Working towards task completion** is related to a learner’s ability to ensure the group is making progress towards their goals. This might include evaluating multiple options and points of view during a group activity and recognising the most suitable solution for the resolution of the task. It also involves effectively identifying and resolving issues that may arise during the course of an activity.

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

| | | |
|---------------|---|---------------------------------------|
| COLLABORATION | Taking personal responsibility for own contribution to a group task | Actively contributing to a task |
| | | Taking on different roles |
| | Encouraging effective group interaction | Listening and responding respectfully |
| | | Establishing ways of working together |
| | | Engaging and supporting others |
| | Managing the sharing of tasks in a group activity | Agreeing what needs to be done |
| | | Managing the distribution of tasks |
| | Working towards task completion | Ensuring progress towards a goal |
| | | Identifying issues and challenges |
| | | Resolving issues |

Collaboration

across the learning journey

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

PRE-PRIMARY

| CORE AREAS | COMPONENTS | EXAMPLE CAN DO STATEMENTS | EXAMPLE LANGUAGE |
|--|---------------------------------------|---|---------------------------------|
| Taking personal responsibility for own contribution to a group task | Actively contributing to a task | Shares ideas about pictures, stories and experiences. | Do you know the story about...? |
| | Taking on different roles | Identifies how they are going to contribute to the activity. | I've got to [count]. |
| Encouraging effective group interaction | Listening and responding respectfully | Builds on others' ideas (e.g. in a role-play activity). | And he [lives]... |
| | Establishing ways of working together | Establishes the rules of a game. | We take turns. |
| | Engaging and supporting others | Makes sure everyone joins in by asking them to share their ideas. | Do/did you like...? |
| Managing the sharing of tasks in a group activity | Agreeing what needs to be done | Explains the steps needed to complete an activity. | We're going to... |
| | Managing the distribution of tasks | Suggests roles for group members. | Please can you...? |
| Working towards task completion | Ensuring progress towards a goal | Keeps the group focused on the goal despite distractions or obstacles. | Hurry up. |
| | Identifying issues and challenges | Recognises if own or another child's behaviour is causing a problem. | Don't fight. |
| | Resolving issues | Tries to resolve problems in the group (e.g. through finding a compromise). | Do you want to share? |

PRIMARY

| CORE AREAS | COMPONENTS | EXAMPLE CAN DO STATEMENTS | EXAMPLE LANGUAGE |
|--|---------------------------------------|---|--------------------------------|
| Taking personal responsibility for own contribution to a group task | Actively contributing to a task | Shares ideas and suggestions about familiar and unfamiliar topics during tasks. | We could... |
| | Taking on different roles | Identifies how their own sub-task contributes to the aim of the task. | I'm going to... |
| Encouraging effective group interaction | Listening and responding respectfully | Interrupts politely at appropriate moments in group talk. | Please can I speak now? |
| | Establishing ways of working together | Contributes to establishing group rules. | Remember to... |
| | Engaging and supporting others | Encourages other members of the group who may be shy or less confident in speaking English (e.g. by using inclusive body language). | Go on. |
| Managing the sharing of tasks in a group activity | Agreeing what needs to be done | Incorporates others' ideas about how to organise and carry out an activity when appropriate. | Let's do it [like Jane says]. |
| | Managing the distribution of tasks | Suggests roles for group members. | [Name] writes well. Can he...? |
| Working towards task completion | Ensuring progress towards a goal | Keeps the group focused on the goal despite distractions or obstacles. | Hurry up. |
| | Identifying issues and challenges | Recognises when there are problems between group members. | She's fighting [with...] |
| | Resolving issues | Decides how to work out problems so that the group can achieve their task. | Why don't we...? |

SECONDARY

| CORE AREAS | COMPONENTS | EXAMPLE CAN DO STATEMENTS | EXAMPLE LANGUAGE |
|--|---------------------------------------|--|---|
| Taking personal responsibility for own contribution to a group task | Actively contributing to a task | Makes relevant suggestions based on the current topic of conversation. | I think we should... |
| | Taking on different roles | Volunteers to take on a specific role. | I'm happy to [do this role]. |
| Encouraging effective group interaction | Listening and responding respectfully | Respectfully waits for their turn to speak. | That's a really good point. I'd also say... |
| | Establishing ways of working together | Sets expectations of how long each group member should take on their task. | We'll share what we find in [10 minutes]. |
| | Engaging and supporting others | Helps other students put their ideas across (e.g. by rephrasing their ideas or giving examples). | So you're saying...? |

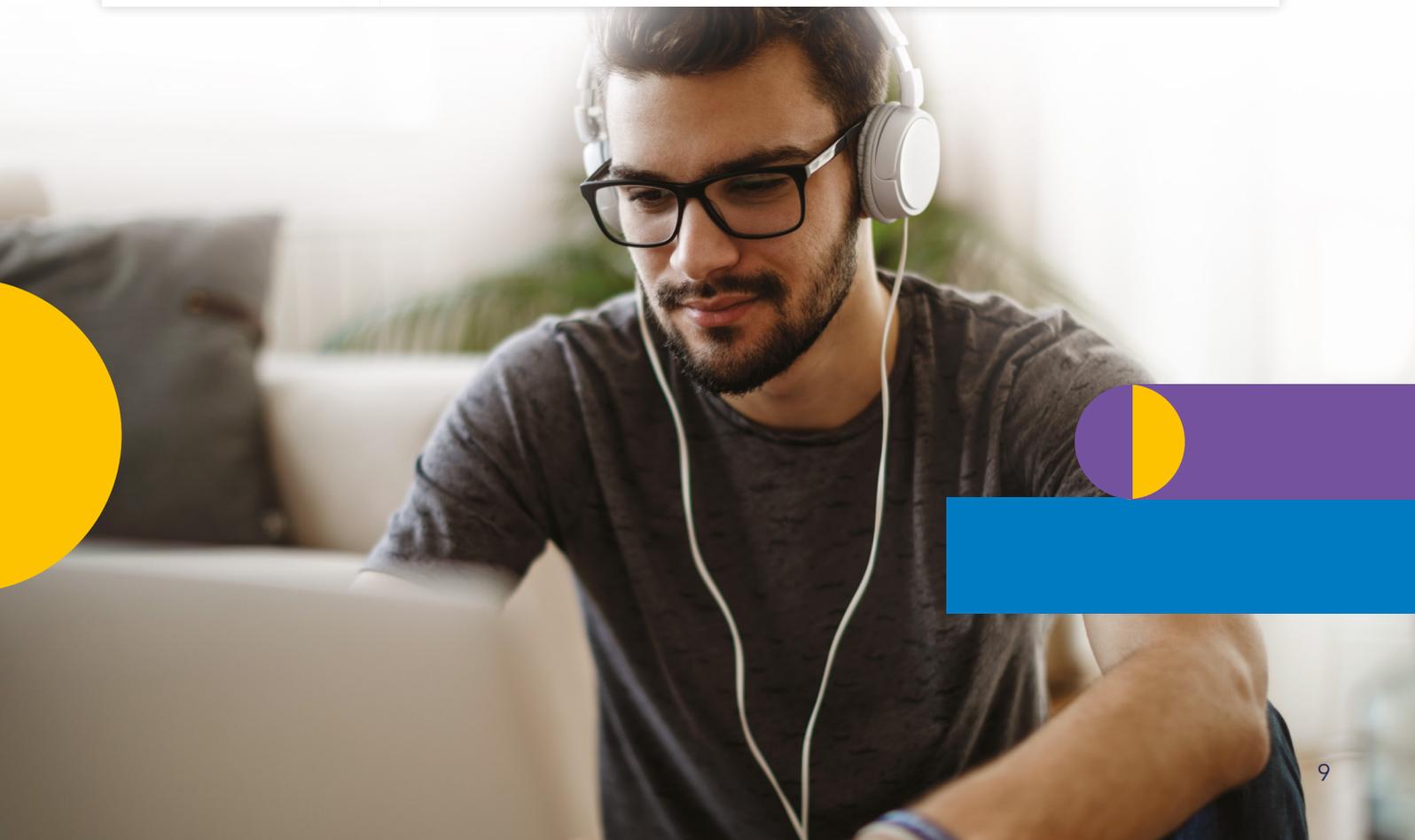
| | | | |
|--|------------------------------------|--|------------------------------|
| Managing the sharing of tasks in a group activity | Agreeing what needs to be done | Clearly explains the requirements of the task, asking other students for clarification when necessary. | It says we should... |
| | Managing the distribution of tasks | Delegates to other students politely and respectfully. | Would you mind ...ing? |
| Working towards task completion | Ensuring progress towards a goal | Encourages other students to stay on task. | Don't forget... |
| | Identifying issues and challenges | Identifies the reasons for disagreement. | The reason [for...] is... |
| | Resolving issues | Encourages other students to agree on a solution after a negotiation. | Is everyone happy with that? |

HIGHER EDUCATION

| CORE AREAS | COMPONENTS | EXAMPLE CAN DO STATEMENTS | EXAMPLE LANGUAGE |
|--|---------------------------------------|---|-----------------------------------|
| Taking personal responsibility for own contribution to a group task | Actively contributing to a task | Contributes relevant points and ideas throughout a discussion or group task. | As far as [...] is concerned, ... |
| | Taking on different roles | Shows flexibility to take on different roles on different occasions. | OK, so what you need to do is... |
| Encouraging effective group interaction | Listening and responding respectfully | Responds in an open-minded way to different ideas, including those which represent an opposing point of view. | I see [what you're saying]. |
| | Establishing ways of working together | Discusses best ways of collaborating on the task | What's next? |
| | Engaging and supporting others | Invites others to share their ideas and opinions throughout a discussion. | What's your opinion on...? |
| Managing the sharing of tasks in a group activity | Agreeing what needs to be done | Identifies the steps needed to complete a task. | What do we need to do [first]? |
| | Managing the distribution of tasks | Contributes to the fair and appropriate allocation of tasks (e.g. taking into account the skills of group members). | Has anyone done... before? |
| Working towards task completion | Ensuring progress towards a goal | Keeps the group focused on the goal despite distractions or obstacles. | Let's stick to the point. |
| | Identifying issues and challenges | Recognises if own or another child's behaviour is causing a problem. | I'm not sure I/we agree. |
| | Resolving issues | Tries to resolve problems in the group (e.g. through finding a compromise). | Instead of..., we could try... |

AT WORK

| CORE AREAS | COMPONENTS | EXAMPLE CAN DO STATEMENTS | EXAMPLE LANGUAGE |
|--|---------------------------------------|---|---|
| Taking personal responsibility for own contribution to a group task | Actively contributing to a task | Contributes relevant ideas and information on both familiar and unfamiliar topics | It's a question of... |
| | Taking on different roles | Identifies what they need to do in their role and how this contributes to completing the overall task. | So I do [...] when you finish. |
| Encouraging effective group interaction | Listening and responding respectfully | Gives appropriate and constructive feedback to colleagues. | I especially like how you've... |
| | Establishing ways of working together | Helps establish group expectations. | How often should we update each other on our progress? |
| | Engaging and supporting others | Invites others to share their ideas and opinions throughout a meeting or discussion. | What's your opinion on...? |
| Managing the sharing of tasks in a group activity | Agreeing what needs to be done | Identifies the steps needed to complete a project. | What do we need to do [first/last]? |
| | Managing the distribution of tasks | Allocates appropriate roles and responsibilities to team members. | You're good at ..., could you do this part, please? |
| Working towards task completion | Ensuring progress towards a goal | Stays focused on the main objective and doesn't allow differences of opinion to divert attention. | Let's stick to the point. |
| | Identifying issues and challenges | Decides when it is necessary to find ways to resolve disagreement in order to achieve an overall objective. | Let's just agree to disagree on that part for now. The important bit we need to agree on is.... |
| | Resolving issues | Puts forward suggestions to resolve differences of opinion within a team. | Let's think of it another way. |



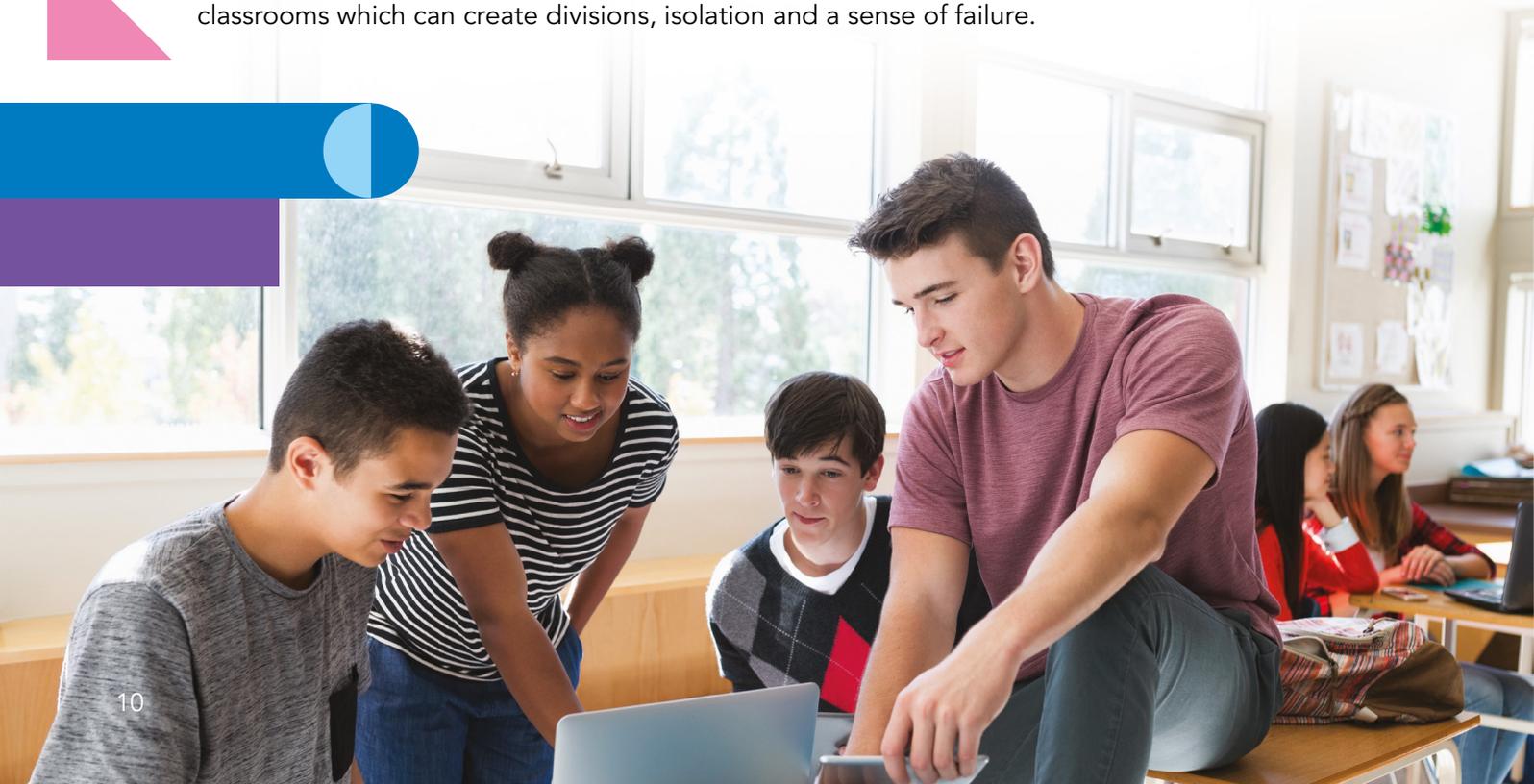
Collaboration in the classroom

Many teachers of English around the world use the communicative approach, and course books generally include activities that encourage learners to work together. Teachers have moved away from teacher-centred to student-centred learning, but this has not always been totally successful for many reasons. Merely asking learners to work together is not enough. In order for learners of all ages to work together effectively, teachers need to be aware of how to establish collaborative practices. Teachers may need to scaffold the experience by initially introducing formal cooperative learning and make decisions about the objectives of a task, size and composition of groups, roles assigned to learners and the materials needed. By following some simple strategies, both teachers and learners can benefit from developing collaborative skills in the classroom.

Collaboration in the language classroom promotes not just language development but also crucial skills for teamwork and self-development. By encouraging learners to become part of a team working together, they can support each other in order to succeed in their learning goals. This is motivating and promotes authentic communication. It can also boost learners' self-esteem, as they become aware of the value of their contributions to their team and build relationships through helping each other to learn.

Other benefits of a collaborative learning environment include:

- It equips learners with useful language and interpersonal skills to take into further study and the workplace.
- All learners participate and feel involved in their learning.
- It links what they learn with how they are learning, as the process is transparent, presented by the teacher and discussed by the class.
- It allows learners to experience a different way of learning. For example, learners from contexts where collaboration is not usually encouraged can experience different ways of approaching problems, thinking and co-operating with others.
- It creates a positive and dynamic learning environment, in contrast to competitive classrooms which can create divisions, isolation and a sense of failure.





Suggestions for classroom practice

The ideas presented here are intended as a general indication of the types of activity that might develop this competency in the classroom, and are not a definitive list.

GENERAL SUGGESTIONS

Promoting a collaborative classroom

- Tasks should have clear goals and steps.
- By using the Core Areas and Components when planning lessons, teachers can clearly focus their activities to specific aims and therefore be more confident; teachers need to select tasks which require collaboration and which will motivate their learners.
- The task should be at the appropriate level of challenge for the learners so that they do not become demotivated by the task or complete it too quickly.
- It is crucial for teachers to explain and discuss the need for collaboration within each task with their learners.
- Learners should understand the aim of what they are doing and how their own contributions fit into the whole task – that the success of the task is the responsibility of each member of the group.
- Teachers must monitor group work and give timely feedback. The teacher can also encourage peer feedback.
- Learners should be encouraged to celebrate the success of the task by reflecting on their own contributions and roles, as well as setting goals for improvement.
- Active listening skills should be taught (making eye contact, showing empathy and understanding, not interrupting, summarising what the speaker has said, etc.) and the language of turn-taking introduced.
- Tasks should allow choice so that learners can choose to work to their strengths (for example, the best at drawing does the illustrating), or the opposite, in order for learners to be able to try things they are not confident at to develop new skills. Additionally, the learners that do have strengths in one particular area can coach others and support general upskilling.

Assessment

Both teachers and learners may have concerns about how collaborative work is assessed, especially in learning environments heavily influenced by the pressures of exam success. Learners may not be motivated to engage in tasks where there is no individual mark that adds to their final assessment, or the task 'is not in the exam'.

Teachers may be using traditional tests and exams in parallel with group work, so a fruitful strategy is to ask learners to reflect on how they think their test results were helped by the collaborative learning they were involved in and discuss how future group work could support exam success.

When introducing the collaborative learning approach, teachers can integrate self- and peer-assessment of both the achievement of the task as well as of the collaborative skills used, so that learners can understand how this way of working is beneficial.

PRIMARY

Developing collaborative skills with young learners can be challenging, as in the early years children tend to be more egocentric and often do not find sharing natural. It is therefore important to lay the foundations for collaboration, starting in pre-primary classes, by creating positive class routines that steadily build up teamwork. Teachers can explain to their learners the merits of collaboration (if necessary, using the learners' mother tongue), and model the behaviour and appropriate language for collaborative tasks.

The following are examples of effective tasks/strategies for building collaboration skills:

Shared tasks

With support from the teacher, the learners take on different roles and collaborate, so that at the end they can see the result and understand that this was only achieved by working together. An example of an activity that would work well would be building a castle which will be used in a story-telling activity.



Games

Games require turn-taking, paying attention to classmates and giving appropriate responses like 'well done' or 'never mind', which are all important aspects of collaboration.

Choral work

A good example of choral work would be action songs, where children have to follow not just the teacher, but also each other to be synchronised and feel part of the whole class. Learners could be grouped to take on different roles within the song, and will be responsible for singing and doing the actions at the relevant parts. Only by playing their part can the class get through the whole song – this can foster a sense of togetherness and responsibility among the learners. An example of a song that could work well is included here.

Throughout these activities, teachers can monitor and encourage good collaboration techniques, and reward members of the group demonstrating these skills. This could be done by taking photos or videos of group activities to show to the learners at the end of the task, as evidence of their collaboration.



*I'm writing a new song,
I'm writing a new song,
At the beach, at the beach.*

*Suzy's getting a lot of shells,
Suzy's getting a lot of shells,
At the beach, at the beach.*

*Scott's swimming in the ocean,
Scott's swimming in the ocean,
At the beach, at the beach.*

*Dad's walking on the sand,
Dad's walking on the sand,
At the beach, at the beach.*

*Mom's reading in the sun,
Mom's reading in the sun,
At the beach, at the beach.*

➤ Over to you...

1. Choose one of the example activities in this section and try it out with your class.
 - When planning the activity, you may find the guidance above on 'Promoting a collaborative classroom' helpful.
 - Following the activity, reflect on what worked well and what could be improved next time, particularly focusing on the extent to which learners were able to develop their collaboration skills.
2. Using your course book or other materials, choose a few activities that you may be using in your classes in the next week or so. Consider how you could make these activities more collaborative.

SECONDARY

As learners move into secondary education, they will generally encounter more opportunities for collaboration, especially with increased project work. However, it is worth considering the problems that teens may face when working together. They can be sensitive about sharing their ideas with their peers and about being judged by others. It is not unusual for some teens to opt out of group work and refuse to work with some of their classmates. While it can be beneficial to mix groups up and get learners working with peers they would not normally work with, this may lead to conflict or silence. Allowing teens to work with their friends some of the time, and providing extra support to groups of learners who are working with others they wouldn't normally work with, can therefore be important. Giving learners a clear objective for the task can also lead to greater motivation and increased levels of collaboration.

The following are examples of effective tasks/strategies for building collaboration skills:

Project work

Project work can be an excellent vehicle for developing collaborative skills as the aims are often very clear and outlined at the very beginning. It is also important when doing projects to establish clear norms and roles.

Building a consensus of opinion

Include age-appropriate activities based on building a consensus of opinion, for example, planning an end-of-year party. These could have a time limit, so that consensus must be reached quickly. In the following example, the learners rank the qualities of teamwork based on their own opinions, but must then work with others and share ideas to decide on a final ranking.

Rank the following qualities in order of how important they are to be a good team player (1 = least important; 5 = most important).

- being a good listener
- possessing strong leadership skills
- having a small ego
- liking your teammates
- respecting your teammates

Think of and note down other important qualities and decide on your final top five.

SPEAKING Work in groups of four. Compare your ranking and agree on a new list of five.



To get the most out of such tasks:

- learners should understand the success criteria for a task;
- there should therefore be a sense of achievement once it's finished;
- the teacher should monitor and help as necessary;
- reasonable time should be allowed – start with short tasks with quick resolutions and work up.

➤ **Over to you...**

1. Choose one of the example activities in this section and try it out with your class.
 - When planning the activity, you may find the guidance above on 'Promoting a collaborative classroom' helpful.
 - Following the activity, reflect on what worked well and what could be improved next time, particularly focusing on the extent to which learners were able to develop their collaboration skills.
2. Using your course book or other materials, choose a few activities that you may be using in your classes in the next week or so. Consider how you could make these activities more collaborative.





ADULT

Adult learners will come to class with the background of their previous learning experiences and may have certain expectations about what their roles in the class are. For example, the teacher teaches and learners do what they are told to do. In this case, a teacher introducing collaborative teaching practices may face resistance and may lose the respect of their learners who may think the teacher doesn't know the answers that they are expected to find. It is thus important for teachers to introduce the reasons for collaborative learning from the outset and allow for questions and discussion throughout the process, so that learners feel secure and clear on the aims of this methodology.

The following activities can be set up at the beginning of the course/semester to foster collaborative practices among learners throughout the course:

Flipped classroom

In the flipped classroom model, learners can research different aspects of a topic and bring in what they have learnt to share with the class.

Online collaboration

Learners could create an online platform (such as on a learning management system [LMS], or use networking apps such as WhatsApp or Skype) to share research, problems, ideas, etc. in order to support each other's learning, prepare for lessons and do homework.

Task preparation

Before starting a task, learners formally present to the rest of the group what they are going to do, take questions and suggestions.

Reflection

After a task is complete, learners reflect on where they were most successful in the task, where collaboration broke down and how they can remedy that aspect in the future.

Peer-assessment

Peer-assessment can be a useful tool when developing collaboration. Learners are required to be active listeners during group tasks and take notes in order to provide others with constructive feedback and counter arguments.



Jigsaw activities

In these types of activity, each member of a group researches one aspect of the topic they are working on (such as famous women, as in the example below) and they have to listen to each other to complete a task. The task could be structured with a fill-in template designed by the teacher.

Work in groups of three. Each read about one woman and make notes.

 Tell each other about your famous woman. Decide together which woman you admire most and give a reason.

➤ Over to you...

1. Choose one of the example activities in this section and try it out with your class.
 - When planning the activity, you may find the guidance above on 'Promoting a collaborative classroom' helpful.
 - Following the activity, reflect on what worked well and what could be improved next time, particularly focusing on the extent to which learners were able to develop their collaboration skills.
2. Using your course book or other materials, choose a few activities that you may be using in your classes in the next week or so. Consider how you could make these activities more collaborative.

Collaboration

in learning materials

PRIMARY

Here, students practise collaboration skills by working in a group to prepare some travel advice (see 'mission' box). The teacher could use this opportunity to encourage effective group interaction through discussing ways of working together.

Culture

5

4

🔊

2:38

Listen and read about the different seasons in Argentina. Answer the questions.



Argentina is a very large country in South America. It's in the southern hemisphere, so winter begins in June and summer begins in December. However, it isn't cold in winter in all of Argentina because it has different climate zones.

Let's look at two examples. The **north** of Argentina is near the equator and it has a **tropical** climate. There are lots of rainforests and there are high temperatures all year, even in winter. The **south** of Argentina has a **polar** climate. It's close to

Antarctica, so it's very cold all year – cold enough for penguins – because it's never near the sun.

In many countries we can say, 'I go skiing in winter and I love swimming in the sea in summer.' You can do those activities in Argentina, but in any season. Why? The Andes is the longest mountain range in the world and 4,000 kilometres of it is on the border between Chile and Argentina. Argentina also has almost 5,000 kilometres of coast from north to south. It's no problem to go skiing in summer and swim in the sea in winter. You only have to choose the correct place!

| | |
|--|---|
| <p>1 Why are the seasons different in various parts of Argentina?</p> <p>_____</p> <p>_____</p> | <p>4 Can you only find penguins in winter?</p> <p>_____</p> <p>_____</p> |
| <p>2 Where are the rainforests?</p> <p>_____</p> <p>_____</p> | <p>5 What's special about the Andes?</p> <p>_____</p> <p>_____</p> |
| <p>3 Where is the polar climate zone in Argentina?</p> <p>_____</p> <p>_____</p> | <p>6 Are the Andes in Argentina longer than the coast?</p> <p>_____</p> <p>_____</p> |

5 **Make a poster about the seasons in your country. Use your poster to describe the things you like best about each season.**



mission STAGE 3

Write some travel advice.

- In your group, think about the weather and prepare travel advice.
It's snowy in the mountains. You can go skiing! Be careful, there will be ice on the road.

My mission diary
Activity Book
page 56

Learn about climate in Argentina

63

Here, students learn about teamwork and cooperation before putting their newly-gained knowledge into practice by collaborating on a poster (exercise 38). For this, they need to manage the sharing of tasks and ensure progress towards a specific goal.

LIFE SKILLS

Teamwork and cooperation

LEAD IN

35 Match the words to the definitions.

- 1 teamwork is 2 cooperation is
- a when one person works with another person for a specific reason
- b a group of people working together on one project



PRACTICE

36 Read the text and choose the best title.

- Groupwork – A skill for your future
- The advantages of groupwork in class
- Groupwork – I always end up doing all the work!

37 THINKING FURTHER Read the text again. Then answer the questions and discuss with your partner.

- According to the text, what can you learn from groupwork at school?
- What is your experience of groupwork? Did you learn these things?
- According to the text, how does groupwork prepare you for your working life?
- Do you think team skills will be useful for you personally? Why / Why not?



Groupwork in the classroom teaches students how to work in a team towards a common goal. Students learn skills such as how to organise work and how to distribute tasks between group members at the beginning of a project. During work on the project, they learn to share their skills and talents and to ask other group members for help with the things they can't do. Good communication is essential to successful groupwork. Students need to learn to cooperate with all the other group members and to share ideas, research and resources. They also need to learn how to agree and disagree with other students in a friendly way. In the world of work, a team usually has a mix of people from different jobs such as IT, design, administration, technical, marketing, sales. Each team member brings a different point of view to the project but the basic teamwork skills are the same as the ones you learn from groupwork at school.

LIFE STRATEGY

Tips for useful teamwork skills

- Communicate your ideas clearly to other students in your team.
- Listen to the opinions and ideas of other students.
- Cooperate with other students – try and work together and share your ideas.
- Persuade other students of your ideas in a friendly way.
- Respect the opinion of other students – do not shout at or interrupt other students.
- Encourage other students to ask questions.
- Try and ensure that all students contribute to the project.



38 TASK In groups of four, produce a poster with information about voluntary work for teenagers in your area. Follow these steps.

- Research:
 - organisations that need volunteers
 - information about the work
 - contacts
 - photos
- Write out the information. Think of some short sentences and slogans.
- Design the layout of the poster. Use your laptop / the internet to think of some ideas.
- Print a few copies and present it to the class.

Here, students engage with collaboration by learning about strategies for group projects, and then practising these strategies in their own small groups (exercise 8). They will need to manage the sharing of the task and reflect on how they identified and dealt with issues and challenges (exercise 9).

SKILLS

Strategies for group projects

- Have a clear goal.
- Choose a leader.
- Plan a timeline, with deadlines for each part of the project.
- Make sure that every member of the group has a specific task.
- Respect everyone's point of view.

PRACTICE

7 Look at the quotes. Match each quote to one of the strategies in the box.

1 What do you think about this, Amina?
Respect everyone's point of view.

4 We should try to finish this by Friday. Then next week we can ...

2 I can do this part of the project.
Would you like to take charge of ... ?

5 Let's choose a leader. I'd like to nominate Cheng.

3 Let's focus on what we need to do today.

REAL-WORLD APPLICATION

8 Work in small groups. Choose one of the tasks below to do as a group. You will present your project to the class in two weeks. Hold a planning meeting. Work out a timeline and a schedule, and assign specific roles to each person.

- Create a website, wiki, or blog for your class.
- Write a short comedy sketch to be presented to the class.
- Create a short audio or video news program about events in your school and/or in your town or city.

9 Report back to the class. Answer the questions.

- 1 What exactly is your group going to produce?
- 2 What is each person in the group going to do?
- 3 How are you going to organize your time?
- 4 Did your group work well together? Why or why not?

Further Reading

For more information on this topic, please see:

Dörnyei, Z. and Murphey, T. (2003). *Group dynamics in the language classroom*. Cambridge: Cambridge University Press.

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NRC – National Research Council (2011) *Assessing 21st Century Skills: Summary of a Workshop*. J.A. Koenig, Rapporteur. Washington, DC: The National Academies Press.

OECD (Organisation for Economic Co-operation and Development) (2017). PISA (Programme for International Student Assessment) 2015 results (volume V): *Collaborative problem solving*. Paris: PISA, OECD Publishing.

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Cambridge Life Competencies

A framework to develop skills for life

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

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