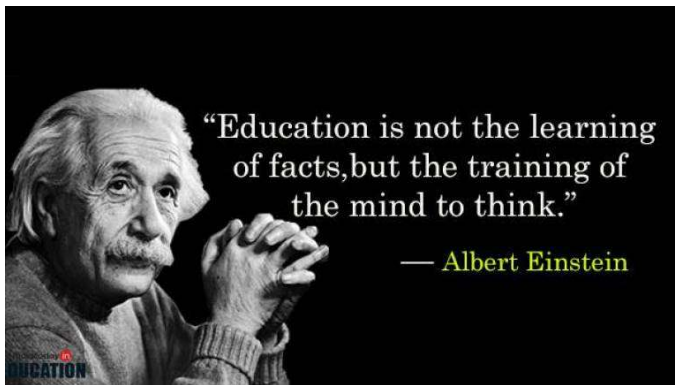
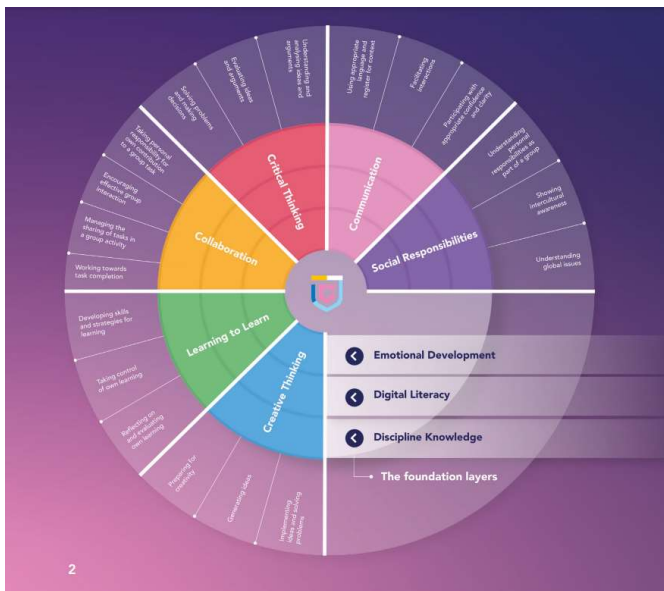


Time to 'Get Thinking'!!



The Cambridge Life Competencies Framework



Critical Thinking

https://languageresearch.cambridge.org/images/Language_Research/CamFLiC/CLCF_Critical_Thinking.pdf

Creative Thinking

https://languageresearch.cambridge.org/images/Language_Research/CamFLiC/CLCF_Creative_Thinking.pdf

What can you do with a paper clip?

<https://www.inc.com/john-brandon/are-you-a-divergent-thinker-take-this-simple-paper-clip-test-to-find-out.html>

Life Competencies activity cards

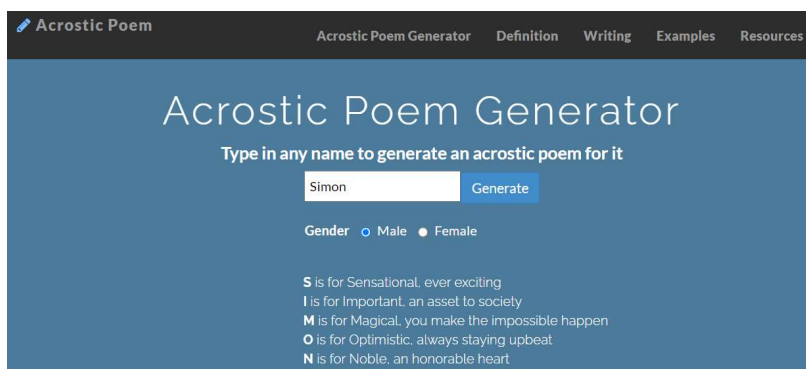
https://www.cambridge.org/gb/files/4116/4974/0473/CLC_TeenLearners_activitycards_2022.pdf.pdf



Cambridge Life Competencies: activity cards in use!

<https://www.cambridge.org/elt/blog/2021/07/12/cambridge-life-competencies-activity-cards/>

www.acrosticpoem.org/



Autumn Acrostic Poem

A Apples falling and
U mber leaves
T umbling to the Ground
U nderfoot are acorns and conkers
M any colors all around
N ature has been found

Creative Thinking

Participating in a range of creative activities

GOING VERTICAL: ACROSTIC POEMS

When exploring a topic with learners, explain the concept of acrostic poetry, in which a word or phrase is written vertically on the page and each line of a poem is built around that phrase. The vertical phrase can provide the first letter of each line or can appear anywhere, like in the example here. Show learners an example and ask them to work together in pairs to write an acrostic poem based on or inspired by the topic.

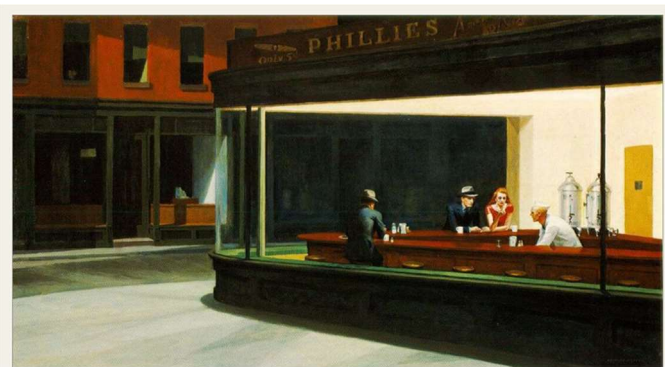
Teaching Online?

Try inviting learners to work together using a collaborative document such as [Google Docs](#), or ask them to upload photos of their poems on a shared portfolio such as [Padlet](#) or [Bulb](#).

Teen

Creative Thinking

- Choose a person in the artwork and think about them for a few minutes:**
- a) What's my name? Where am I? (I am in...)
 - b) What is happening?/What has just happened to me? (I am/I have...)
 - c) What am I feeling now? (I'm feeling...)
 - d) What will happen next? (They will...)
 - e) What do I regret or what am I looking forward to? (I regret...)
 - f) What do I wish most in the world? (If only...)



Critical Thinking


Critical Thinking

Understanding and analysing ideas and arguments

Interpreting and drawing inferences from arguments and data

MOMENTS BEFORE

When learners encounter images in the coursebook, encourage them to look at the picture and try to guess what happened just before the picture was taken.



Teaching Online?

Try sharing the image in a collaborative document, and invite learners to add notes about what they think happened just before the picture was taken.

Teen

CAMBRIDGE

Critical Thinking


Solving problems and making decisions

Justifying decisions and solutions

AND HERE'S WHY

Have the phrase 'And here's why...' written on a corner of the whiteboard or printed out and stuck on the wall. When learners give an answer to a question, encourage them to justify their decision by pointing to the phrase and asking them to complete the sentence.

'And here's why ...'



Teaching Online?

Write the phrase on your digital whiteboard, or on paper you can hold up to your camera during your online lesson.

Teen

[Where your world grows](#)