CONTENTS

AN INTRODUCTION TO PROJECT WORK

Welcome back to school! Your new class of excited, nervous and eager students is waiting for you. Each one of them comes from a unique social and academic background.

Have they had the opportunity to experience project work before? We know that successful language learning takes place when students are able to communicate real meaning. Project work provides multiple possibilities for this. By working together towards a goal, students can become more motivated and involved in their learning, as well as develop key communication, critical-thinking and decision-making skills.

This book will guide you on how to make the most of your projects, and help your students work successfully both in and out of the classroom.

What is project work?

Imagine you and your class have just finished Unit 5 (*What's your style?*). Your students have learned vocabulary for clothes and accessories and practised functional language for buying these items. How can you review and expand on this topic? You are in luck! Each unit is accompanied by a project. In this case, your students choose a style of clothing that they like and make a lookbook about it. Groups find pictures for the different sections and create a book to describe what people are wearing.

This is project work: students taking ownership of their work and making decisions together. There is a realistic final objective and a series of stages to follow, where groups can explore how to achieve their goals. The final aim is always a presentation stage. **>** Presentation ideas p18 Your role is to facilitate how this happens. As a result, students learn by doing and have a memorable experience to look back on.

Throughout the project work process, students develop a number of **life skills**. They learn to:

Innovate

Question actively

Use social skills

Think critically

Work collaboratively

Create

BENEFITS AND ADVANTAGES OF PROJECT WORK

✓ Personal advantages

- encourages **creativity** by promoting **lateral thinking**
- increases **motivation** through challenge
- develops **autonomy** and a **sense of responsibility**
- increases natural **curiosity**
- improves **self-knowledge** through **self-evaluation**
- improves **communication skills** through teamwork
- involves family and friends in the **learning process**
- improves **interpersonal** relationships
- develops **life skills**

✓ Academic advantages

- allows teachers to deal with **mixed-ability** classes
- motivates whole-team / cooperation / group work and promotes chances to **learn from one another**
- develops **planning** and **organisational skills**
- permits a '**flipped classroom**' approach
- **consolidates learning** through research and opportunities for deep thinking
- increases opportunities to **integrate cross-curricular** and **cultural topics**
- encourages **peer teaching** and **correction**
- enables students with **different learning styles** to help one another

✓ Language learning

- provides opportunities to **use language authentically**
- integrates all **four skills** (reading, writing, listening and speaking)
- allows for the use of **self- and peer-evaluation language**
- encourages research and **use of English out of the class**
- is learner-centred: students **learn language from one another**
- practises both **fluency** and **accuracy** through different types of presentations

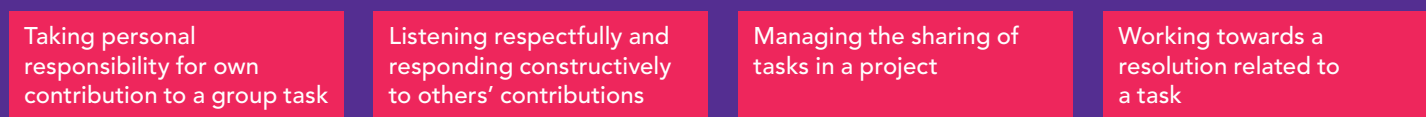# Project work and the Cambridge Framework for Life Competencies

How can we prepare our students to succeed in a rapidly changing world? We see the need to help students develop transferable skills, to work with people from around the globe, to think creatively, analyse sources critically and communicate their views effectively. However, how can we balance the development of these skills with the demands of the language curriculum?

Cambridge have developed the Cambridge Framework for Life Competencies. This Framework reinforces project work, helping teachers recognise and assess the many transferable skills that project work develops, alongside language learning.

The Framework provides different levels of detail, from six broad Areas of Competency to specific Can Do Statements. We have grouped the different competencies into six main areas, which are supported by three foundation layers.

Creative Thinking	Critical Thinking	Learning to Learn	Communication	Collaboration	Social Responsibilities

EMOTIONAL DEVELOPMENT	DIGITAL LITERACY	DISCIPLINE KNOWLEDGE

It then defines specific competencies in each Area. For example, here are the Competencies for Collaboration :

Taking personal responsibility for own contribution to a group task	Listening respectfully and responding constructively to others' contributions	Managing the sharing of tasks in a project	Working towards a resolution related to a task

Finally, there is a Can Do statement for each Competency. These will differ depending on the age of the students.

Area of Competency:
Collaboration

⬇

Competency:
Managing the sharing of tasks in a project

⬇

Can Do Statements:
- Follows the instructions for a task and alerts others when straying from them.
- Explains reasons for suggestions and contributions.
- Takes responsibility for completing tasks as part of a larger project.
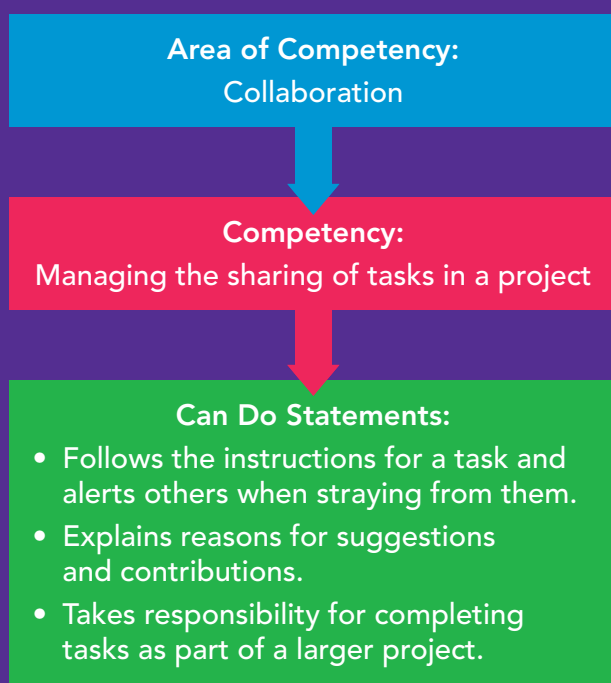
For more information, go to:
cambridge.org/elt

Level 1 Projects	Area of Competency	Competency	Can Do Statements
Mini culture project: a poster	Creative Thinking	Creating new content from own ideas or other resources	*Illustrates a new poster with unique symbols or persuasive language; Responds imaginatively to contemporary events and ideas.*
	Collaboration	Managing the sharing of tasks in a project	*Works with others to plan and execute class projects; Ensures that all members have a role in group activities.*
The maths project: a class survey	Communication	Using appropriate language and register for context	*Knows how to present points clearly and persuasively; Uses language for effect (exaggerations).*
	Critical Thinking	Evaluating ideas, arguments and options	*Identifies evidence and its reliability; Gives reasons for an argument's plausibility.*
Mini culture project: a haiku	Learning to Learn	Practical skills for participating in learning	*Organises notes systematically; Uses notes to construct original output.*
	Social Responsibilities	Taking active roles including leadership	*Sets strategies and plans; Shows confidence in speaking in public (e.g. to present a project).*
The art project: a food truck	Creative Thinking	Using newly created content to solve problems	*Employs new ideas and content in solving a task or activity; Makes an assignment original by adding new angles.*
	Collaboration	Taking personal responsibility for own contributions	*Follows the instructions for a task; Explains reasons for their suggestions and contributions.*
Mini culture project: a lookbook	Communication	Participating with appropriate confidence and clarity	*Speaks with suitable fluency; Uses facial expressions and eye contact appropriately.*
	Learning to Learn	Taking control of own learning	*Identifies helpful resources for their learning; Uses a learner's dictionary and other reference resources.*
The PE project: an information leaflet	Communication	Participating with appropriate confidence and clarity	*Develops a clear description with a logical sequence of points; Uses a number of cohesive devices to link sentences into clear, coherent discourse.*
	Critical Thinking	Synthesising ideas and information	*Selects key points from diverse sources to create a new account and/or argument.*
Mini culture project: a scrapbook	Social Responsibilities	Understanding and describing own and others' cultures	*Accepts others and shows respect for cultural difference; Understands the contributions of different cultures to their own lives.*
	Creative Thinking	Creating new content from own ideas or other resources	*Writes or tells an original story, given prompts or without prompts; Makes up own 'what if' activities and brings others in.*
The history project: an interview	Critical Thinking	Evaluating ideas, arguments and options	*Distinguishes between fact and opinion; Identifies assumptions and inferences in an argument.*
	Collaboration	Listening respectfully and responding constructively to others' contributions or activities	*Is ready to justify, adapt and abandon a proposal in response to others' queries and contributions; Listens to, acknowledges different points of view, respectfully.*
Mini culture project: a webpage	Creative Thinking	Participating in creative activities	*Encourages group members to make activities more original; Participates in activities that include creative thinking.*
	Learning to Learn	Taking control of own learning	*Finds sources of information and help; Reviews vocabulary regularly and systematically.*

HOW TO USE THE *PROJECT* BOOK

See learning outcomes at a glance, as well as the skills students will develop and the resources and evaluation tools you may wish to use.

Manage student roles and responsibilities.

Get useful tips for monitoring collaborative skills.

Identify the corresponding pages of the Students Book.

Find useful photocopiable resources.

Monitor and assess the skills that project work develops, mapped to the Cambridge Framework for Life Competencies.

A photocopiable graphic organiser helps students organise their notes in the developmental stage of each project.

CLASS SURVEY ORGANISER

Title and purpose:	Bar chart
Topic question:	
Total number of students:	

Activities	Number of students
1	
2	
3	
4	
5	
6	

Summary of results

Conclusions

PHOTOCOPIABLE © Cambridge University Press 2019 Unit 2 Class survey organiser 59

Get ideas for extra differentiated practice in each project; perfect for mixed abilities!

See clear guidelines for identifying and assessing student performance.

Identify the other vital skills that project work develops.
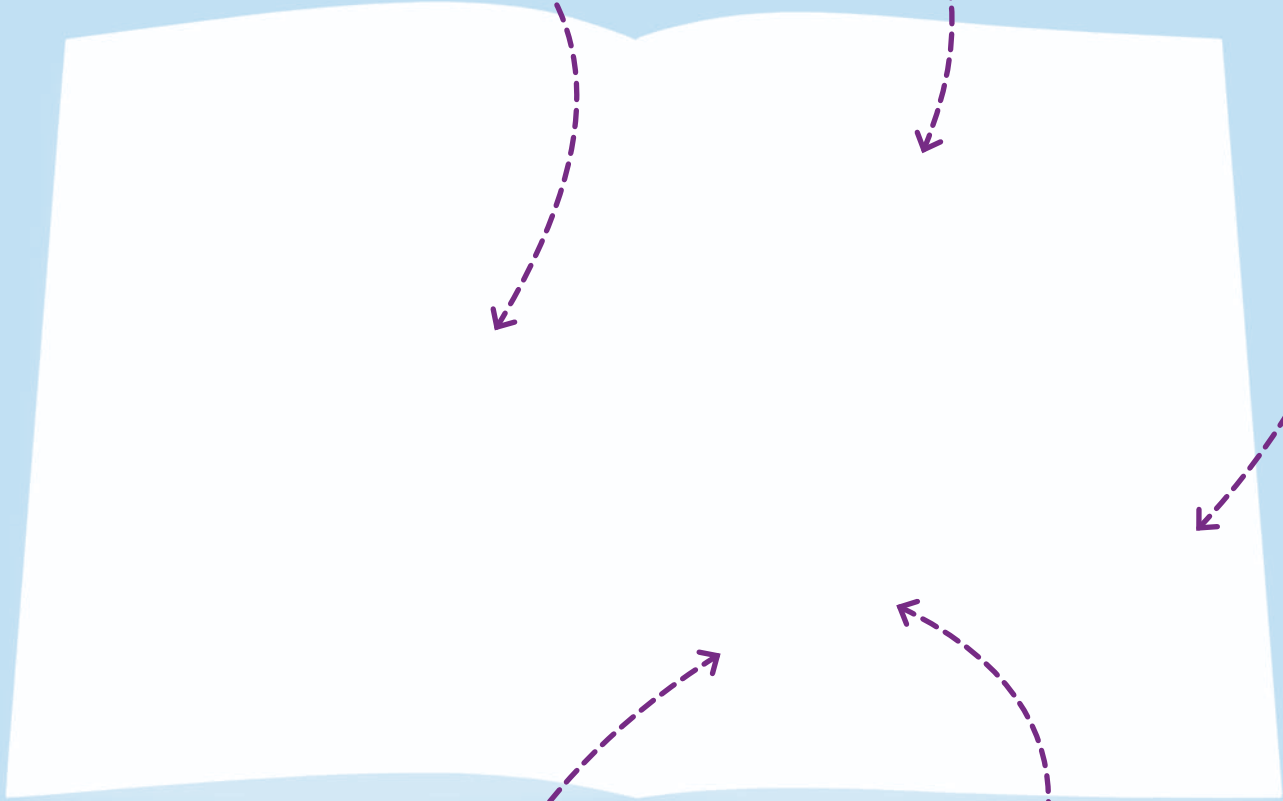
Help students evaluate themselves and their peers.

Get flipped classroom ideas for carrying out the activities both in and out of class.

Photocopiable assessment and time-management sheets help students work more independently.

Name: _____

Date: _____

Unit, topic and project: _____

MY TIME MANAGEMENT PLAN

What tasks do you need to do for each step? Write them below, and write the time prediction. Then tick (✓) each task as you complete it and write the actual time it takes.

Research and analyse

What do I need to do?	Time prediction	Actual time

Draft and review

What do I need to do?	Time prediction	Actual time

Prepare

What do I need to do?	Time prediction	Actual time

Reflect

Answer the questions.

• I manage my time well during my project work.   ☐ Yes.   ☐ Can be better.
• I have time to complete self-evaluation tools for each stage.   ☐ Yes.   ☐ No.
• How can I improve my time management in the next project?

PHOTOCOPIABLE © Cambridge University Press 2019 Evaluation tools: My time management plan   71

THE LEARNING STAGES OF PROJECT WORK

1 Preparation

Facilitators

Step 1: Introduce the topic

Step 2: Analyse the model for the project

Step 3: Go through the *How to* tips

Step 4: Clarify the project

- Organise groups
- Review the learning outcomes and skills
- Brainstorm ideas
- Focus on key information
- Have groups make decisions about content

2 Development

Project groups

Step 1: Assign roles and responsibilities

Step 2: Research and **analyse**

Step 3: Draft and **review**

- Put together work
- Peer-correct
- Express opinions and make choices

3 Production

Project groups

Step 1: Prepare

- Decide how the project will look and who will speak
- Practise

Step 2: Present

- Take turns presenting
- Ask questions and give feedback

Step 3: Reflect

- Discuss all stages of the process

Pre-evaluation (self-evaluation)

Tools for students:
KWL chart, My learning diary, Peer-evaluation form

Tools for teachers:
Teacher's evaluation form

> **Evaluation tools pp67–70**

Formative evaluation (self-evaluation, peer-evaluation, observation)

Tools for students:
KWL chart, My learning diary, graphic organisers, Peer-evaluation form

Tools for teachers:
Teacher's evaluation form

> **Evaluation tools pp67–70**

Formative and summative evaluation

Tools for students:
KWL chart, My learning diary, Peer-evaluation form

Tools for teachers:
Teacher's evaluation form, Evaluation rubric

> **Evaluation tools pp67–70**

> **Evaluation rubric p21**

Reflection (you and students)

1 Have *student-to-student*, *student-to-teacher* and *teacher-to-student* discussions on evaluation grades.

2 Identify areas for improvement in future projects using the Evaluation tools.

> **Evaluation p20**

L1 IN PROJECT WORK

Many teachers believe that the only way for students to learn English effectively is by using it at all times in class. They feel that any time students spend using their own language is a missed opportunity.

Do you allow L1 use in your classroom? If you do, don't worry: there is little evidence to support the above idea (Kerr, 2016)[1]. In fact, there are occasions when allowing students to use L1 is beneficial. This is particularly true of project work.

We can exploit the potential of L1 in different steps of the project cycle. Take Clarify the project as an example (Preparation stage, Step 4). If students fail to understand the project's objectives, they won't carry it out properly. Allowing L1 use is not a 'missed opportunity' here. It ensures a richer project experience.

Of course, this doesn't mean you should use students' own language *all* of the time. You have to consider factors like age, level, the complexity of the project and its outcomes. The question is not *if* you should use own language, but *when*, *how* and *how much*.

At Level 1, we suggest you allow own-language use for explanations, wider discussions, reflection and analysis, while encouraging English for research and presentation.

Tips for L1 use

- Set rules for when students can use L1.
- Encourage groups to monitor their own-language use and explore English equivalents.
- Allow students 'own-language moments' (Kerr, 2014: 26–29)[2], such as preparing for speaking activities. Remember that the students' goal is to produce English in the Production stage of project work.

OL = Own language, E = English, ■ shows suggested language

THE LEARNING STAGES OF PROJECT WORK	OL	E
1 Preparation	OL	E
Introducing and discussing the topic	■	■
Analysing the model for the project	■	■
Going through the *How to* tips	■	
Clarifying the project	■	
2 Development	OL	E
Assigning roles and responsibilities	■	■
Researching and analysing	■	■
Drafting and reviewing	■	■
3 Production	OL	E
Preparing the final presentation		■
Presenting the project		■
Reflecting on the process	■	■

[1] Kerr, Philip (2016). The learner's own language. Explorations in English Language and Linguistics. 3.1:1-7.
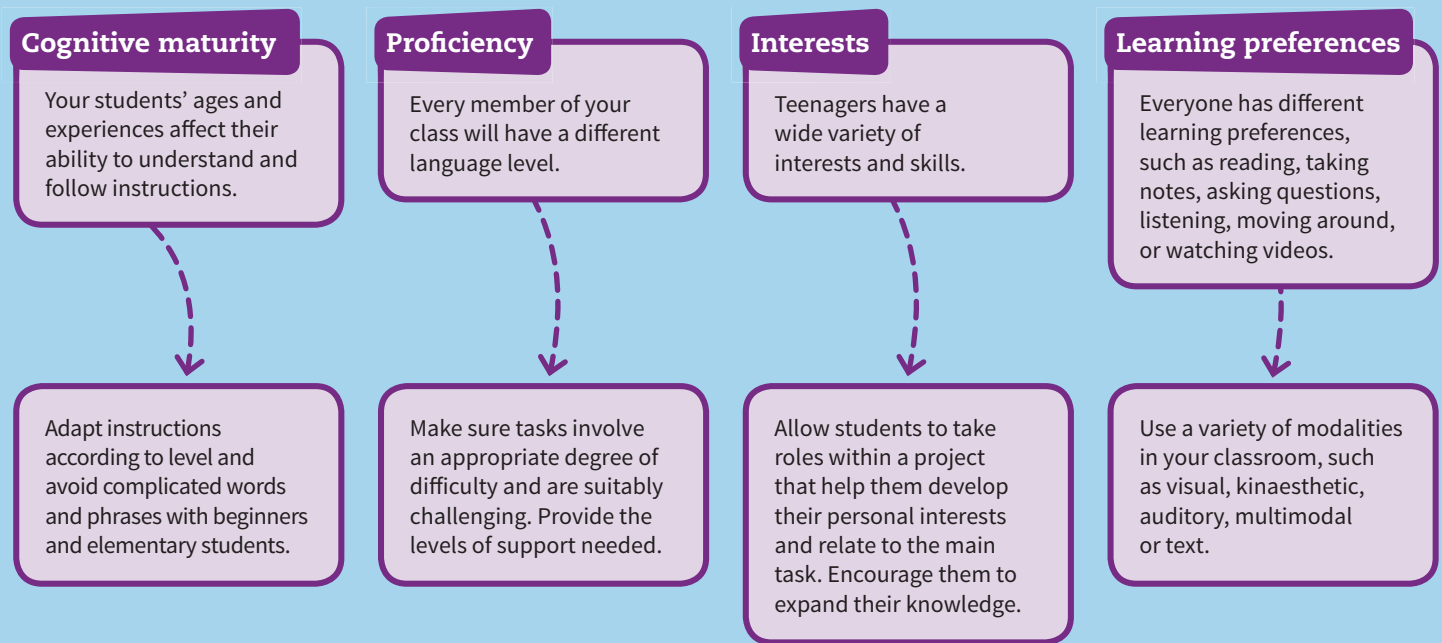[2] Kerr, Philip (2014). Translation and Own-language Activities. Cambridge: Cambridge University Press.

MIXED ABILITIES IN PROJECT WORK

How can you teach in ways that suit each type of learner? Projects offer a great advantage in this area, as students can explore different ways of completing them.

Mixed-ability class characteristics can depend on individual differences such as motivation, ability, age and experience. Allow your students to express their ideas in different ways, and remember that no one will benefit from a project that is too difficult or too easy.

Studies have shown that adolescence is the best time for instructed language learning. Teenagers are faster at learning and are ready to observe and use rules (DeKeyser, 2010)[1]. Your activities should reflect this learning phase, which means getting to know your students and their differences in the following four areas:

Cognitive maturity
Your students' ages and experiences affect their ability to understand and follow instructions.

Adapt instructions according to level and avoid complicated words and phrases with beginners and elementary students.

Proficiency
Every member of your class will have a different language level.

Make sure tasks involve an appropriate degree of difficulty and are suitably challenging. Provide the levels of support needed.

Interests
Teenagers have a wide variety of interests and skills.

Allow students to take roles within a project that help them develop their personal interests and relate to the main task. Encourage them to expand their knowledge.

Learning preferences
Everyone has different learning preferences, such as reading, taking notes, asking questions, listening, moving around, or watching videos.

Use a variety of modalities in your classroom, such as visual, kinaesthetic, auditory, multimodal or text.

The roles of the facilitator

Give feedback

Is it a mouse?

Ask for and give reasons

Why? Because …

Encourage participation

What do you think?

Listen actively

That's interesting! Really?

[1] DeKeyser, R., Alfi-Shabtay, I., & Ravid, D. (2010). Cross-linguistic evidence for the nature of age effects in second language acquisition. Applied Psycholinguistics, 31(3), 413-438.

Classroom suggestions

Challenge

Suggestion

Challenge	Suggestion
When working in groups, more proficient students solve the problems, while others stay quiet.	Allow time for 'think, pair, share' activities, where students think individually first, discuss ideas with a partner, then share with another pair.
When less proficient students are put in groups according to ability, they become labelled as 'less proficient', which affects their motivation and self-esteem.	Vary groupings to ensure all students benefit and contribute in different contexts.
High-ability students do not feel challenged.	Give extension work and higher-level input.
Lower-proficiency students do not complete tasks.	Give additional support and adapted activities.

Differentiated instruction

We provide a specific suggestion for differentiated instruction in each project.
Each one has three categories:

1 *Support* activities help students to better understand the tasks and concepts
2 *Consolidation* activities reinforce what students are learning
3 *Extension* activities provide additional challenges for more proficient students.

1 PREPARATION

Support	Consolidation	Extension
Suggest ways to record and keep notes. Extend time limits. Give specific goals related to competencies.	Have students organise ideas. Provide specific tasks to improve competencies. Give extra roles and responsibilities.	Suggest alternative ideas. Focus on additional competencies. Set additional goals.

2 DEVELOPMENT

Support	Consolidation	Extension
Provide more examples of models. Suggest sources for research. Give essential information that helps with students' roles. Ask specific questions about findings.	Analyse different models. Have students share opinions. Make additional notes of findings. Assess validity of sources. Give extra responsibility in line with roles.	Produce another model for the project. Analyse opinions. Look for different points of view. Allow for peer-teaching.

3 PRODUCTION

Support	Consolidation	Extension
Ensure level-appropriate participation during presentation. Allow feedback in own language. Suggest ways to improve.	Encourage feedback in English. Have students discuss self-evaluation. Encourage suggestions for ways to improve.	Give all feedback and evaluation in English. Have students interview each other about what they learned. Encourage suggestions for ways to improve.

TIME MANAGEMENT IN PROJECT WORK
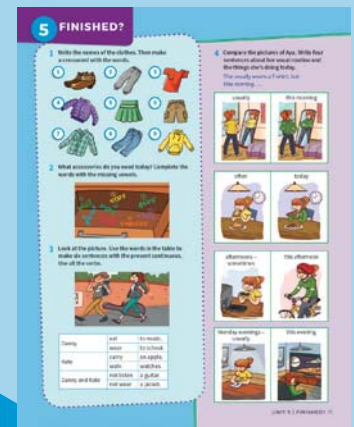
① Be prepared

Take a look at the project before you start the unit.

② Divide the project into smaller tasks

Every project is made of a number of smaller tasks, such as research, preparation, organising notes and brainstorming. Ask yourself:
- *How long will each task take?*
- *Can the task be done in class or out of class?*
- *At what stage of the unit can students complete each step?*
- *What language do they need?*

By approaching the project this way, you will see that the steps may not take up too much class time.

③ Prioritise and set short-term goals

Think about how the project groups can best use class time. Should they brainstorm, draw pictures or organise sentences? Be clear about what you want the groups to achieve by the end of each session.

It is important that groups present their projects when they expect to do so. It can be demotivating if you run out of time before they present.

④ Help students plan out-of-class assignments

Ensure the groups understand that the out-of-class tasks are just as important as the in-class ones when preparing a project. Set goals and give time limits. Encourage them to use their My time-management plans when you see this icon: 🕐

> My time-management plan p71

⑤ Be flexible between projects

How much time you give students for each task will vary from project to project. It may depend on factors such as previous knowledge, level of language difficulty or access to information.

⑥ Set a time for the presentation

Make sure you allow sufficient class time for the presentation step, including its evaluation. If the steps leading to the final product have been distributed and completed in an organised way, it's likely there will be more time for presenting it.

CHALLENGES AND IMPLICATIONS

The first year of secondary school coincides with important social, emotional and physiological changes. Many students at this age still prefer to work autonomously and it may take time for them to feel comfortable working in groups.

New secondary students will also have to adjust to their new environment. The year before, they were the oldest students in primary ... but now, they are suddenly among the youngest.

What are some changes and challenges to expect?

Change

Challenge

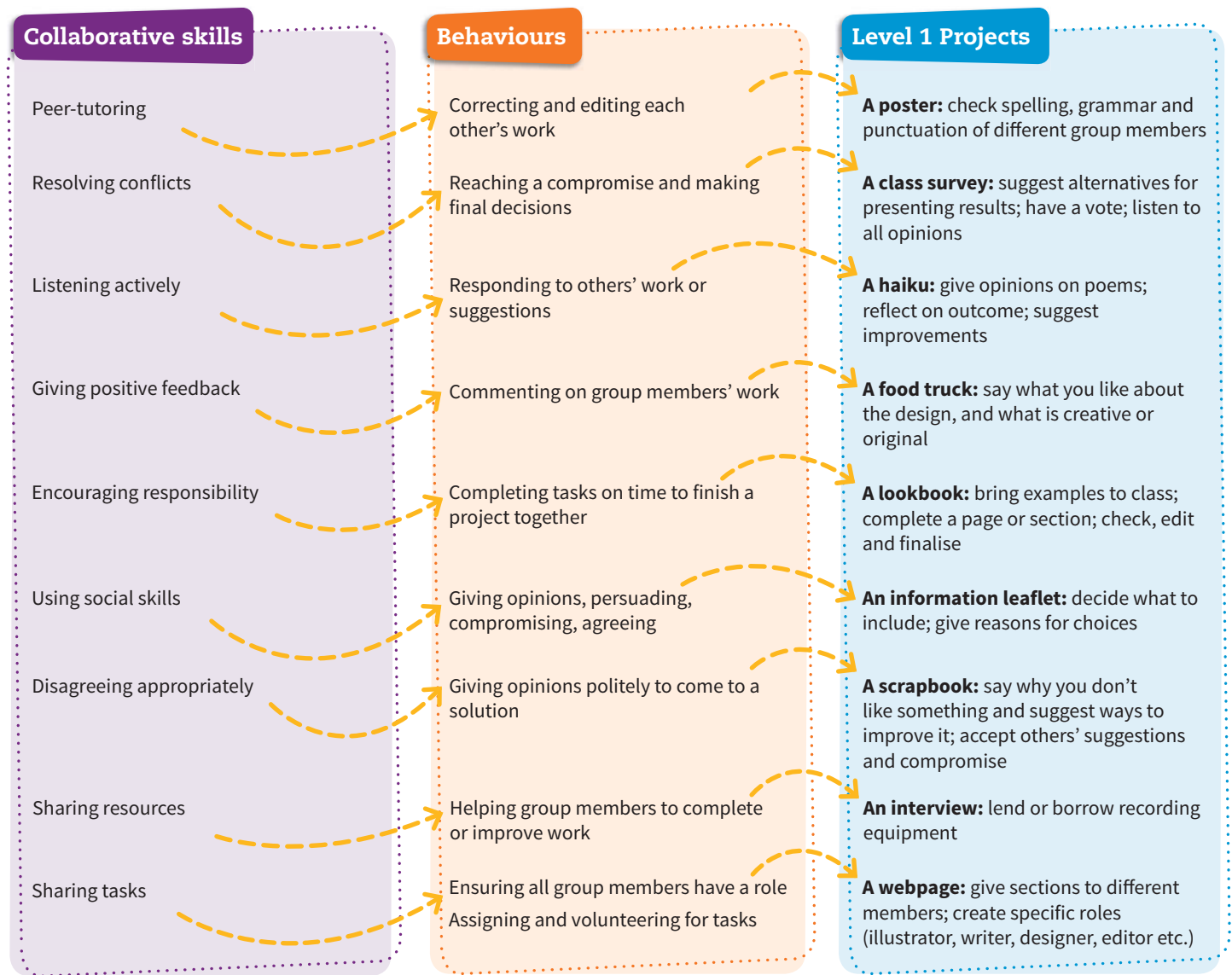| Change	Challenge
Academic: new subjects, new ways of working (less guided), different (more) teachers	organising time, planning when to study, doing homework, working in groups for projects
Environment: different building	overcoming fear after years in same school, getting to know new environment
Social: new peers (some students might not know anyone)	adjusting to new groups, dealing with peer pressure
Self growth: physiological, emotional and moral changes	developing self-identity, thinking for themselves
Personal: more reserved and nervous about personal issues	sharing personal problems

All these changes and their challenges have implications for how to use project work in your classroom. You can encourage successful collaboration by:

- describing how you are going to organise your classes

- explaining how much guidance you will give, and your expectations

- making students feel excited about their new environment (showing them the computer room, library, etc.)

- getting to know the group and observing group dynamics

- organising group work from the start

- making sure no one is isolated

- developing different skills through different ways of working (e.g. reflection, peer-evaluation, listening to others)

- getting to know students individually, so they feel comfortable.

COLLABORATION

Collaborative skills	Behaviours	Level 1 Projects
Peer-tutoring	Correcting and editing each other's work	**A poster:** check spelling, grammar and punctuation of different group members
Resolving conflicts	Reaching a compromise and making final decisions	**A class survey:** suggest alternatives for presenting results; have a vote; listen to all opinions
Listening actively	Responding to others' work or suggestions	**A haiku:** give opinions on poems; reflect on outcome; suggest improvements
Giving positive feedback	Commenting on group members' work	**A food truck:** say what you like about the design, and what is creative or original
Encouraging responsibility	Completing tasks on time to finish a project together	**A lookbook:** bring examples to class; complete a page or section; check, edit and finalise
Using social skills	Giving opinions, persuading, compromising, agreeing	**An information leaflet:** decide what to include; give reasons for choices
Disagreeing appropriately	Giving opinions politely to come to a solution	**A scrapbook:** say why you don't like something and suggest ways to improve it; accept others' suggestions and compromise
Sharing resources	Helping group members to complete or improve work	**An interview:** lend or borrow recording equipment
Sharing tasks	Ensuring all group members have a role. Assigning and volunteering for tasks	**A webpage:** give sections to different members; create specific roles (illustrator, writer, designer, editor etc.)

Roles and responsibilities

Each project has specific roles, however here are some general roles that you can apply at any time.

The **group leader** supervises, communicates with the teacher and manages participation.

The **resource manager** looks after resources and keeps the final product for presentation.

The **diary keeper** records decisions and tracks roles and responsibilities.

The **coordinator** tracks time and makes sure individuals complete their tasks.

The **inspector** verifies and edits information.

The flipped classroom

Project work and the flipped classroom

During

IN CLASS

Put together work, edit,
share opinions, present,
give feedback, peer-evaluate

LEARNING OUTCOMES → LEARNING OUTCOMES → LEARNING OUTCOMES →

OUT OF CLASS

Before

Research, interview,
prepare reports, make illustrations,
organise sentences

After

Complete learning diaries,
reflect, self-evaluate

Each project in this book contains at least one flipped classroom idea. Students are still collaborating when they use this approach. They have to assign roles, get things ready on time, share information and resources and check one another's work. Ensure students plan out-of-class project work and use their My time-management plans. **My time-management plan p71**

How well did I collaborate?

At the end of the process, have students answer a few questions about how well they collaborated.

Collaboration

Did I ...
help my group?
share information?
do the tasks for my role?

Was I motivated?

Did we ...
trust each other in my group?
share opinions in my group?
share materials in my group?

What can I do to be a better group member?

PRESENTATION IDEAS

The end goal of project work is the presentation step. This is when students are able to show their final product and how they have achieved their learning outcomes.

As well as being a natural way to end the project process, this stage also gives you an opportunity to assess students' progress in the foundational layers of *The Cambridge Framework for Life Competencies*. > **The Cambridge Framework for Life Competencies p6**

FOUNDATIONAL LAYER	ABILITIES	EXAMPLE ACTIONS
Emotional Development	• Identify and understand emotions • Manage emotions • Empathise and build relationships	reflecting on strengths and weaknesses, verbalising emotions, employing coping mechanisms, adapting to stressful emotions, caring for others
Digital Literacy	• Use digital tools	creating documents, collaborating, sharing work, finding content, following safe practices
Discipline Knowledge	• Convince the audience	giving details, using facts and logic, demonstrating knowledge, summarising information, answering questions

Here are a few practical considerations when facilitating the presentation stage:

✓ Allow students enough time to prepare.

✓ Ensure students support each other – particularly shy students – before, during and after the presentation.

✓ Remind students of the learning outcomes and *why* they are presenting.

✓ Give students a reason for listening to presentations (peer-evaluation) and leave time for questions and discussion.

The following page gives ideas for ways to present some of the Level 1 projects. However, they are only suggestions. Where possible, let students choose modes of presentation that are most suitable for their projects and the classroom context.

1 Leaflets or brochures

Have students use word-processing programs to make leaflets and find websites for making digital posters online.

1 Choose a format
(bi-fold or tri-fold)

2 Choose a title
(brief and informative)

3 Decide on sections
(information grouped together, space for images)

4 Add text
(simple sentences)

5 Add icons and images
(related to text)

6 Check, correct and edit
(final version)

2 Posters

1 **Summarise** the poster in one short and concise title.

2 **Add** essential details that support the poster's main objective.

3 **Encourage** the reader to take the next step.

4 **Choose** appropriate fonts, and make sure there is a hierarchy for titles, subtitles and text.
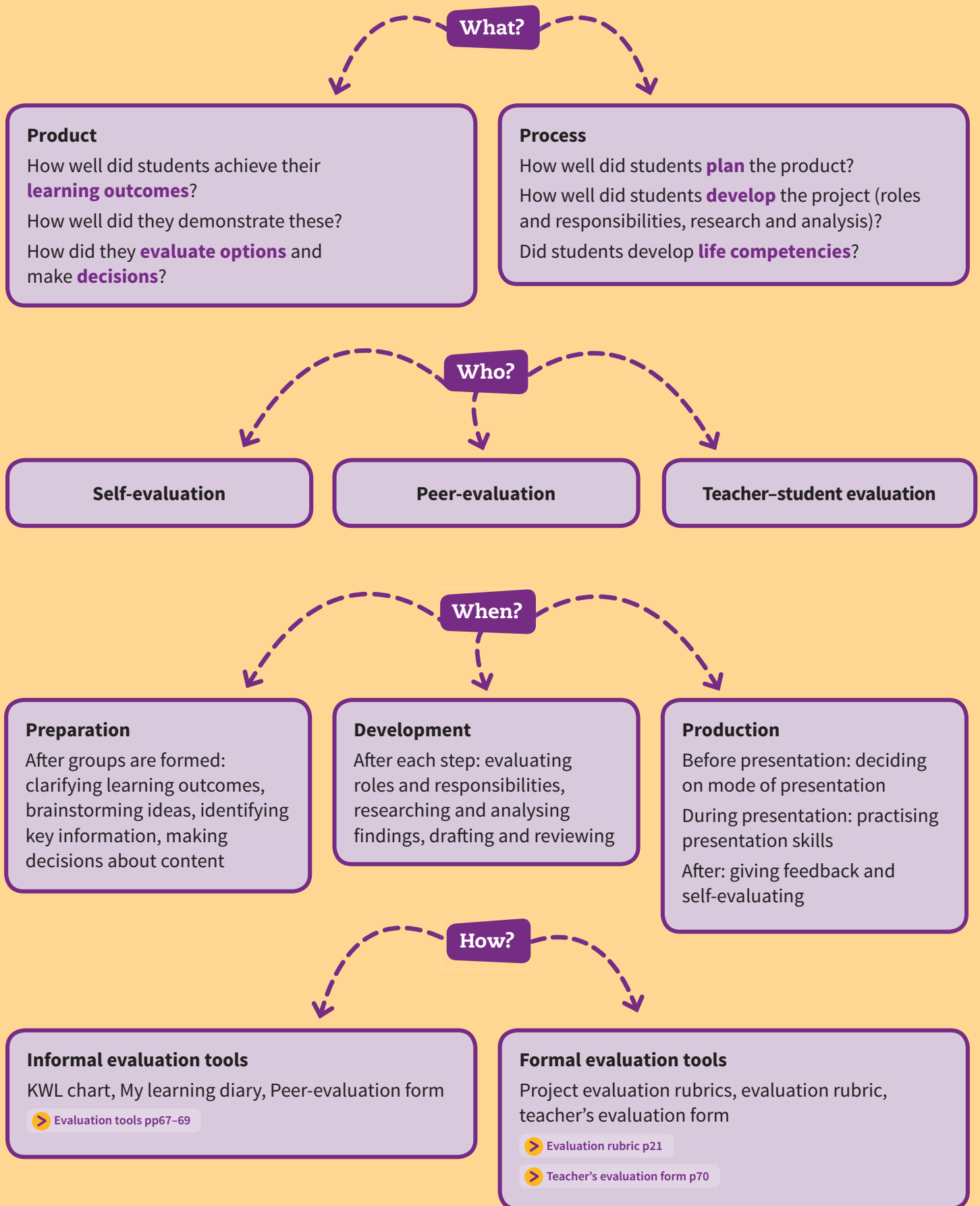
5 **Use** relevant and interesting visuals.

6 **Emphasise** key features on different backgrounds.

3 Webpages

1 **Look at** an example of a **wireframe** (show students the elements of a webpage).

2 **Research** more examples of webpage designs and make own sketches.

3 **Choose** a favourite webpage design and arrange the information into the relevant sections.

4 **Find** an online webpage template similar to the design chosen.

5 **Follow** the online steps to complete the product this way.

Wireframe

EVALUATION

What?

Product

How well did students achieve their **learning outcomes**?

How well did they demonstrate these?

How did they **evaluate options** and make **decisions**?

Process

How well did students **plan** the product?

How well did students **develop** the project (roles and responsibilities, research and analysis)?

Did students develop **life competencies**?

Who?

Self-evaluation

Peer-evaluation

Teacher–student evaluation

When?

Preparation

After groups are formed: clarifying learning outcomes, brainstorming ideas, identifying key information, making decisions about content

Development

After each step: evaluating roles and responsibilities, researching and analysing findings, drafting and reviewing

Production

Before presentation: deciding on mode of presentation

During presentation: practising presentation skills

After: giving feedback and self-evaluating

How?

Informal evaluation tools

KWL chart, My learning diary, Peer-evaluation form

> **Evaluation tools pp67–69**

Formal evaluation tools

Project evaluation rubrics, evaluation rubric, teacher's evaluation form

> **Evaluation rubric p21**

> **Teacher's evaluation form p70**

EVALUATION RUBRIC

The rubric below covers areas you can evaluate in every project. You can select some or all of these for each project when you feel it is necessary. There are also two project-specific rubrics with adapted evaluation descriptors in each unit.

Exceeds expectations (4): students show they are ready to go further and can take extra challenges in certain areas.

Very good (3): students complete the tasks successfully and as expected.

Good (2): students complete the tasks reasonably well with some aspects done better than others.

Needs improvement (1): students show room for improvement in most areas evaluated.

	4	3	2	1
Learning outcomes	Completes all stages to successfully achieve the overall learning outcomes.	Completes most stages effectively. Largely achieves overall learning outcomes.	Has missed some stages. Partially completes overall learning outcomes.	Hasn't successfully completed any of the stages. Overall learning outcomes unachieved.
Planning and organisation	Product is well organised, interesting and easy to follow. It follows the model for the project and no details are missing.	Product is well organised and easy to follow. Some details are incorrect or missing.	Product is similar to the model for the project, but is missing essential information. It follows the model with difficulty.	Product does not look or sound anything like the one specified in the task. There is little or no sequence to ideas.
Use of information and resources	Uses a wide range of resources to get information relevant to the product.	Uses different resources to get information relevant to the product, with some gaps.	Most information is relevant and useful, but only comes from one or two resources.	There is little evidence of research and hasn't used appropriate resources.
Collaboration (Teamwork)	Collaborated in all stages and understood roles and responsibilities.	Collaborated in all stages and understood responsibilities. There was minor confusion about roles and responsibilities.	Collaborated in most stages but there was some confusion about roles and responsibilities.	There was little or no collaboration throughout all stages. Didn't recognise roles and responsibilities.
Time management	Completed everything on time. Revised and corrected project.	Completed everything on time, with one or two steps at the last minute. Revised and corrected project.	Completed all steps, but at the last minute. There was little time for revision or correction.	Did not finish project. Missed steps in the process.
Creativity	Product is very original and interesting. All ideas are well developed.	Product is interesting and very creative. Most ideas are well developed.	There is some evidence of creativity which could have been developed. Product is a mixture of original and copied ideas.	Little imagination or creativity. Most ideas copied and pasted from other sources.
Problem-solving skills	All group members participate and listen actively to solve problems effectively at all times.	Most group members are actively involved to solve most problems.	Some evidence of problem-solving but not by all group members.	Little or no evidence of problem-solving, either individually or in groups.
Language use	Excellent use of language. Project is clear and understandable with only a few mistakes.	Good use of language. Project is clear and understandable with some mistakes.	Adequate use of language. Project is understandable, but some sections need further explanation.	Random words are used in a confusing and vague way. Project is almost impossible to understand.
Presentation skills	All group members participate. Presentation is well put-together and is clear and interesting throughout.	All group members participate. Presentation is mostly clear and interesting.	All group members participate, but the method of presentation is sometimes inappropriate or not engaging.	None of the group members fully participate. Inappropriate and uninteresting method of presentation.
Final product	Exceeds expectations.	Very good.	Good.	Needs improvement.

A POSTER

- **Learning outcome:** design a poster
- **Skills:** research and select facts and visuals about a festival, make a spidergram to organise information, correct and edit each other's work
- **Resources:** two or more posters, Poster organiser p58, My time-management plan p71
- **Evaluation tools:** Project evaluation rubric p25, My learning diary p68, Peer-evaluation form p69, Teacher's evaluation form p70

📖 **Student's Book pp128–129**

Before you start
Collect two or three different posters about events to show students in class.

1 Preparation

Step 1: Introduce the topic

- Introduce the topic of posters after doing the reading exercises. 📖 **p12**
- Show students the posters. Encourage them to say what they are for and where we can find them. Ask: *Are these events interesting? Why / Why not?*
- Explain that posters use text and pictures to get people's attention. Ask: *What kind of information is on posters? (Information about festivals, shows, movies, concerts, etc.)*
- Ask students to bring a poster to the next class (in their own language or English). They can discuss which posters are most attractive and why.

⏱ **Flipped classroom activities**

Step 2: Analyse the model for the project 📖 **p129**

Out of class: have students read the model poster and answer the questions: *What is the key information? What is interesting? Are the pictures attractive? Is this a festival for you?*

In class: have students discuss their ideas.

Ask students to compare the model poster with the examples they brought to class.

👤 Creative Thinking
Creating new content from own ideas or other resources

Monitor students' ideas during the class discussion in Step 2 and write the best ones on the board. Then tell students to choose three ideas they'd like to use in their poster.

Step 3: *How to* design a poster 📖 **p128**

- Go through the *How to* tips with the class. Explain that organising information well makes for an attractive poster. Say that a short and clear title is more effective than a long one. Point out that neat handwriting and well-written information also attract the reader. Finally, discuss where students can find suitable images and give them the option of presenting their posters digitally.
- Ensure students understand that, when they design their posters, they should use the ideas in this *How to* section.

Step 4: Clarify the project 📖 **pp128–129**

- Follow the steps in ❯ **The learning stages of project work p10**
- Brainstorm different festivals. Write a list on the board, together with any information students already know.
- Have groups choose a festival for their poster.
- If groups are thinking of presenting digitally, tell them to research suitable programs.

❯ **My learning diary p68**   Preparation

❯ **Peer-evaluation form p69**   Preparation

② Development

Start this stage as soon as groups know their learning outcomes and have chosen a festival for their poster.

Step 1: Assign roles and responsibilities

- In project groups, have students assign general roles. **> Roles and responsibilities p16** Help them decide on further roles they can share, such as the ones in the diagram.

Step 2: Research and analyse ⏰ **p71**

- Hand out a copy of the **> Poster organiser p58** to each student. In their groups, students decide which section(s) each one will research.

⏱ Flipped classroom activity

Out of class: group members find information for their section(s) and write notes in their organiser.

Step 3: Draft and review 📖 **p128** ⏰ **p71**

In class: have groups do some of the PLAN section from **Exercise 1**. They put together the information from their organisers by making a group spidergram. Then they agree on who will draft each section – we suggest each member prepares the part they were assigned in Step 2.

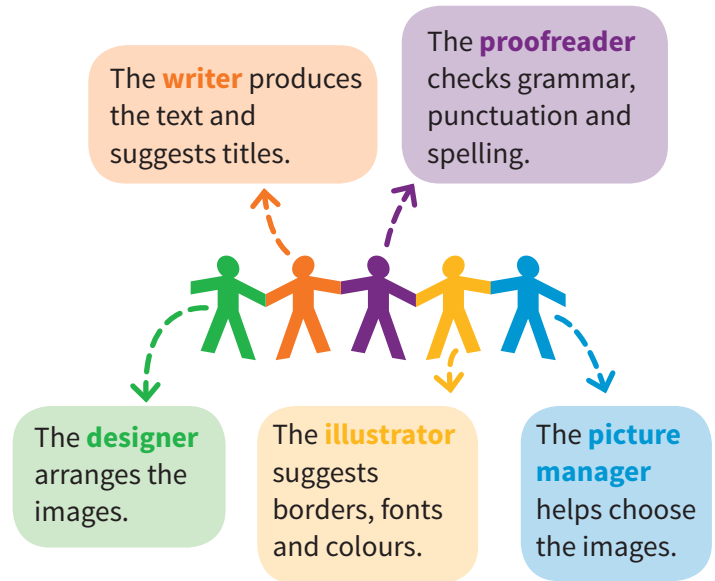**Out of class:** group members draft their section(s).

In class: group members check each other's sections and put their poster together in accordance with their roles. Allow time for final reviewing.

👤 Collaboration
Managing the sharing of tasks in a project

Monitor progress of the tasks in Steps 2 and 3. Ensure that group members are checking each other's work, making suggestions and actively participating. (See Differentiated instruction activities opposite for further practice.)

The **writer** produces the text and suggests titles.

The **proofreader** checks grammar, punctuation and spelling.

The **designer** arranges the images.

The **illustrator** suggests borders, fonts and colours.

The **picture manager** helps choose the images.

Differentiated instruction

Support
Help students self- and peer-correct their sections. Encourage suggestions for improvements.
Consolidation
Encourage students to use different sources (websites, dictionaries, their Student's Book) to check grammar, vocabulary and spelling.
Extension
Have students make final decisions over corrections, and explain their arguments to their group.

> My learning diary p68 Development

> Peer-evaluation form p69 Development

3 Production

Schedule presentation times and stick to them, ensuring all groups present their posters. Spread the presentations over a few classes, if necessary. Allow enough time for each presentation and for questions.

Before groups produce their final drafts, ask them how they will present their posters (print or digital) and give ideas.

> **Presentation ideas p18**

As students complete their projects, check their abilities in the following Areas of Competency.

Creative Thinking
Creating new content from own ideas or other resources

Illustrates a new poster with unique symbols or persuasive language.
Evidence: Poster has a suitable title, clear information and visuals that attract the audience.

Responds imaginatively to contemporary events and ideas.
Evidence: Students transfer the notes from their spidergram to their poster in an attractive way.

Collaboration
Managing the sharing of tasks in a project

Works with others to plan and execute class projects.
Evidence: Group members complete their tasks with help from their peers.

Ensures that all members have a role in group activities.
Evidence: Group members divide the work and share information.

Step 1: Prepare 📖 p128 ⏰ p71

- Go through the checklist in the PRESENT section in **Exercise 2**.

- As groups prepare their project, ask questions: *Does your poster have photos, maps and drawings? Is the title short and interesting? Is this word/sentence correct? Are these facts correct?* Allow enough time for final adjustments. Encourage groups to practise and time their presentation.

- Remind groups of the presentation date and how much time each group will have.

🖧 *Collaborate* learning tip

Peer-tutoring

Monitor group members as they correct and edit each other's work. Explain that this includes checking grammar, punctuation and spelling. Encourage students to use dictionaries, such as the Cambridge Dictionary: **https://dictionary.cambridge.org/**. Have them use grammar references and help them with above-level structures. Have students refer to the model poster for punctuation aspects such as question marks, exclamation marks and colons.

Step 2: Present 📖 p128

- Draw attention to the CHECK section from **Exercise 3**. Ask the class to think about these questions as they listen to their peers' presentations.

- If the poster is digital, we suggest one group member is chosen as the technician. Have each group choose their technician.

- Have groups present their posters. If some students find it difficult to speak in front of the class, tell them to take their time and breathe deeply. Allow group members to help each other.

- Remind speakers to interact with their audience and ask for questions at the end of their presentation.

Step 3: Reflect 📖 p128

- After the presentations, hold a class discussion on the CHECK questions in **Exercise 3**.
  - Discuss different steps of the project process and the final result. Ask: *Are you happy with your poster? Which section is your favourite? Why? Is planning/researching/designing a poster easy/difficult? Why / Why not?*

> **Peer-evaluation form p69**   Production

Project evaluation rubric: a poster

Use these project-specific descriptors and your own choice of descriptors from the **> Evaluation rubric p21** to assess students individually or in groups. Make your own evaluation form. **> Teacher's evaluation form p70**

	4	3	2	1
Creativity	Product is well organised with creative and interesting ideas. It has a short and interesting title and all the key information. It includes attractive borders, photos, maps and drawings.	Product is organised with interesting ideas. It has a short and interesting title and most of the key information. It includes borders, photos, maps and drawings.	Product has interesting ideas but lacks organisation. It has a title and some key information. It includes photos, maps and drawings, but the borders and design are not attractive.	Product lacks interesting ideas and organisation. It is missing a title and/or key information. It doesn't include any design features and the visuals are not related to the topic.
Language use	Shows excellent use of grammar, punctuation and spelling. Project is understandable with only a few mistakes.	Product shows good use of grammar, punctuation and spelling. Project is understandable with some mistakes.	Product shows adequate use of grammar, punctuation and spelling. Project is understandable, but some sections need further explanation.	Product shows poor use of grammar, punctuation and spelling. Project is confusing, vague and almost impossible to understand.

The Cambridge Framework for Life Competencies

You can also assess students' progress in the following foundational layers.

FOUNDATIONAL LAYER	ABILITIES	ACTIONS
Digital Literacy	• Use digital tools	finding content on various websites, cross-checking facts with other digital sources, using digital tools to design and present posters
Emotional Development	• Empathise and build relationships	reflecting on strengths and weaknesses, helping others complete their tasks, using coping mechanisms when giving presentations (such as taking some time and breathing deeply)

Flipped classroom activities

Evaluate

In project groups, have students discuss their completed Peer-evaluation forms and ways to work better as a group. **> Peer-evaluation form p69**

Out of class: have students reflect on their progress at home. **> My learning diary p68** Production

In class: hold a class discussion on what students learned using the information from their learning diaries.
> My learning diary p68 Production