

Second Edition

OWN IT!

2

Project Book

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CAMBRIDGE

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An introduction to project work

Welcome back to school! Your students are waiting for new challenges. How are you going to help them develop their skills this year?

Your class has now experienced project work. Students have worked together in groups to produce and present their projects to the class. At the same time, they have used and developed their language skills to communicate. The projects in Level 2 are designed to help your students expand their learning possibilities and stay motivated.

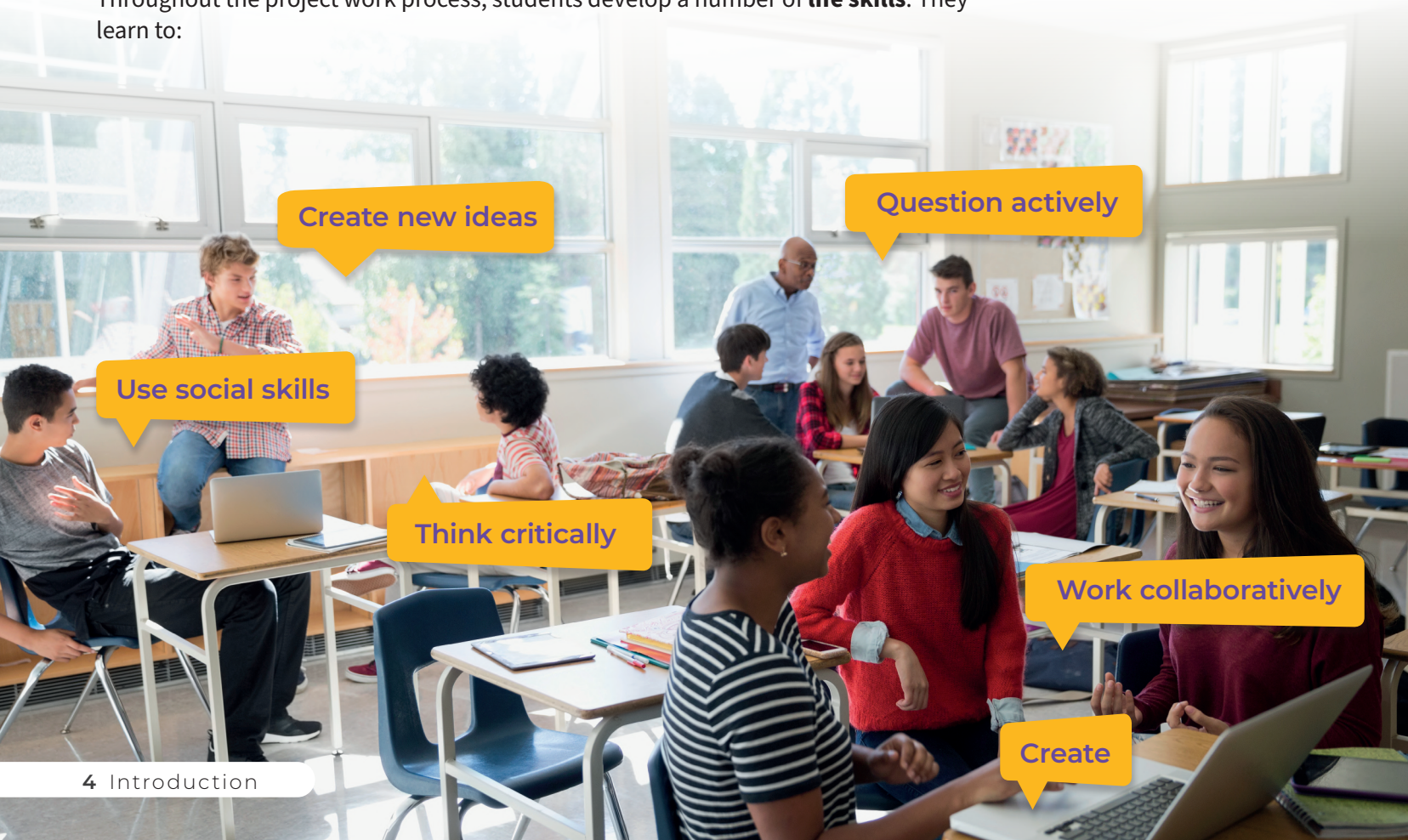
This book will guide you on how to make the most of your projects, so your students can continue to work successfully both in and out of the classroom.

What is project work?

Imagine you and your class have just finished Unit 6 (Hidden danger). Your students have learned vocabulary for parts of the body and practised making suggestions to avoid accidents and injuries. How can you review and expand on this topic? In this case, your students make an information leaflet, with suggestions for how to stay safe.

As you know, this is project work: students taking ownership of their work and making decisions together. There is a 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 help this happen. As a result, students learn by doing and share memorable experiences.

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



Advantages of project work



✓ Personal advantages

- encourages **creativity** by promoting **different ways of 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**
- offers a '**flipped classroom**' approach
- **helps 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 naturally**
- 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 Life Competencies Framework

Life Competencies are skills students need in order to fulfill their potential and take ownership of their learning. *Own It!* Second Edition applies the information outlined in the Cambridge Life Competencies Framework to unit project work in all levels, with special focus on critical thinking, creative thinking and collaboration. This application helps teachers recognise and assess the skills developed in project work, alongside language learning.

Critical thinking will guide students engaging in project work to:

- assess information and sources for evidence, relevancy and accuracy
- develop arguments and distinguish between fact and opinion
- use supporting evidence and information to evaluate ideas and options
- understand and analyse links between ideas

Collaboration is a skill students will carry into their adult and working lives, as they learn to work together during projects to:

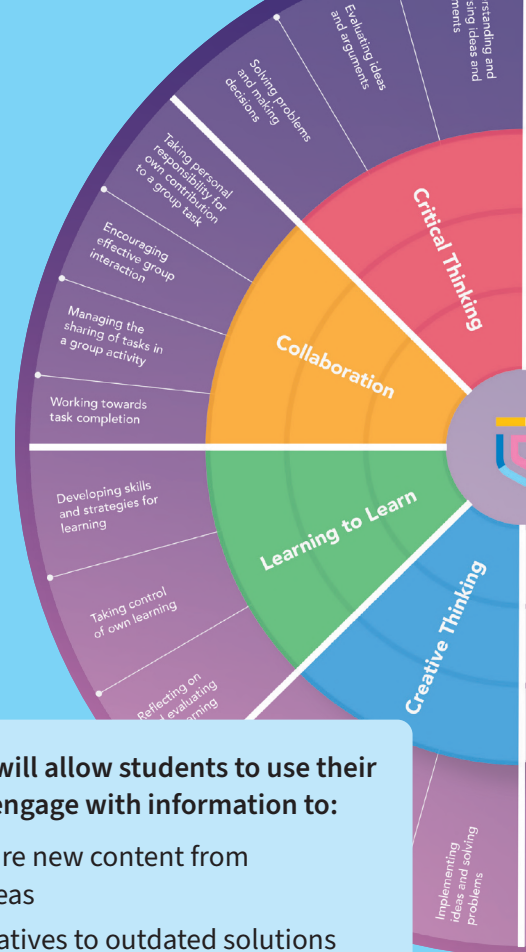
- listen and respond constructively to each other's contributions
- find common ground on real-world problems and solutions
- encourage each other's academic, personal and social strengths
- manage the sharing of tasks in a project

See the next page for correlations of project work to the Framework.

You can visit cambridge.org/clcf to explore the *Life Competencies Framework* in more detail and find more support on developing certain competencies in your classroom. Additionally, you can download detailed booklets for each competency, as well as activity cards for teenage learners with specific tasks that develop students' Life Competencies skills to complement the material found throughout the course.

Creative thinking will allow students to use their imaginations and engage with information to:

- create and share new content from established ideas
- present alternatives to outdated solutions to problems
- respond to events and ideas
- use new language to share their thoughts and opinions



Level 2 Projects	Competency	Core Area	Can Do Statements
The Culture Project: a storyboard for an advert  Teacher's Resource Bank Unit 1	Creative Thinking	Creating new content from own ideas or other resources	<i>Communicates personal response to creative work from art, music or literature.</i>
	Learning to Learn	Reflecting on and evaluating own learning success	<i>Selects and uses a wide range of mind maps and other tools to organise thoughts; Identifies what needs to be revisited before identifying new learning goals.</i>
The CLIL Project: History: a timeline  Student's Book pp30–31, 120	Learning to learn	Practical skills for participating in learning	<i>Uses metacognitive strategies (e.g. time management) to maximise learning; Takes effective notes in class and from homework reading</i>
	Creative thinking	Creating new content from own ideas or other resources	<i>Writes or tells an original story, given prompts or without prompts; Responds imaginatively to contemporary or historical events and ideas</i>
The Culture Project: a comic strip  Teacher's Resource Bank Unit 3	Critical Thinking	Synthesising ideas and information	<i>Selects key points from diverse sources to create a new account.</i>
	Social Responsibilities	Taking active roles including leadership	<i>In group work, makes consultative decisions; Encourages others to participate and contribute in projects.</i>
The CLIL Project: Social studies: a poster  Student's Book pp54–55, 121	Social Responsibilities	Understanding personal responsibilities as part of a group and in society	<i>Understands various aspects of society (e.g. volunteering); Gets involved in collective action in the school (e.g. through volunteering).</i>
	Creative Thinking	Using newly created content to solve problems	<i>Employs new ideas and content in solving a task or activity; Makes an assignment original by adding new angles.</i>
The Culture Project: a poster  Teacher's Resource Bank Unit 5	Learning to Learn	Practical skills for participating in learning	<i>Participates sensibly and positively in learning activities in class; Understands essential grammatical terms and concepts.</i>
	Collaboration	Managing the sharing of tasks in a project	<i>Ensures that work is fairly divided among members in group activities; Offers to help others finish a task.</i>
The CLIL Project: Science: a leaflet  Student's Book pp78–79, 122	Critical Thinking	Understanding problems and evaluating solutions	<i>Examines possible solutions to a given problem and states how effective they are.</i>
	Communication	Managing conversations	<i>Uses appropriate language to negotiate meaning: to show understanding; to signal lack of understanding; to seek clarification.</i>
The Culture Project: a 3D room plan  Teacher's Resource Bank Unit 7	Critical Thinking	Evaluating ideas, arguments and options	<i>Examines possible solutions to a given problem and states how effective they are; Assesses strengths and weaknesses of possible solutions.</i>
	Collaboration	Working towards a resolution related to a task	<i>Is aware when others have divergent views and ideas for solving a problem or task; Is able to propose solutions that include other views and ideas to own.</i>
The CLIL Project: Design & Technology: an infographic  Student's Book pp102–103, 123	Critical thinking	Implementing ideas and solving problems	<i>Identifies potential solutions to a real-world problem; presents justification for a particular solution in a well-structured report</i>
	Collaboration	Managing the shared tasks of a project	<i>Works with others to plan and execute class projects; Ensures that work is fairly divided among members in group activities</i>
The Culture Project: a webpage  Teacher's Resource Bank Unit 9	Communication	Managing conversations	<i>Uses appropriate language to negotiate meaning: to check own understanding; to check interlocutors' understanding; Invites contributions from interlocutors in a conversation.</i>
	Social Responsibilities	Understanding and describing own and others' cultures	<i>Makes informed comparisons between their own society and other societies; Understands the contributions of different cultures to their own lives.</i>

Project work and Sustainability

Project work involving sustainability allows you to reinforce for students the knowledge, skills and attitudes we need to make a fairer, brighter future for all people and for the wider natural world. The **Sustainability framework for ELT** incorporates the four dimensions of Knowledge, Values, Innovation and Transformation and their core areas of understanding.



Own It! Second Edition content aligns in some units to the **United Nations Sustainability Development Goals**. These 17 goals were designed to be ‘a blueprint to achieve a better and more sustainable future for all’ (United Nations, n.d.) and adopted in 2015 to ‘ensure healthy lives and promote well-being for all at all ages.’ Goals are global, rather local or regional, to encourage worldwide participation; they build on each other to ensure progress and action, with targets and indicators; and are based on respect for human rights.

The Sustainable Development Goals (SDGs) aim to transform our world. They are a call to action to end poverty and inequality, protect the planet, and ensure that all people enjoy health, justice and prosperity. It is critical that no one is left behind.

Own It! Second Edition connects to the SDGs through promotion of these values and goals in the text and activities and guided discussion outlined in the Teacher’s Book notes. Students are introduced to a specific goal and discuss and answer questions prompted by what they have read and will be researching, learning and sharing with each other especially during their project work.

➤ **Sustainability Activity Cards** in the Teacher’s Resource Bank follow the Sustainability Framework to provide opportunities for discussions, games, and other activities to help learners ‘become informed, compassionate and innovative agents for positive environmental, social and economic change.’

(See next page for Project correlations with the Sustainability Framework and the Sustainable Development Goals.)

Knowledge

Appreciating interdependence

Understanding social and environmental responsibilities

MY IMPACTS

When learners discuss personal habits or behaviours in class (e.g. daily routines or how they spend their free time), ask them to draw a framework like the one below. Ask learners to choose something that they do (i.e. one habit or behaviour) and to draw an icon or sketch to represent this in the central circle. Next, ask them to consider how this behaviour affects other individuals and/or groups of people, and how it affects the environment. Ask them to draw their ideas in the circles on either side. Then they compare and discuss their drawings in groups.

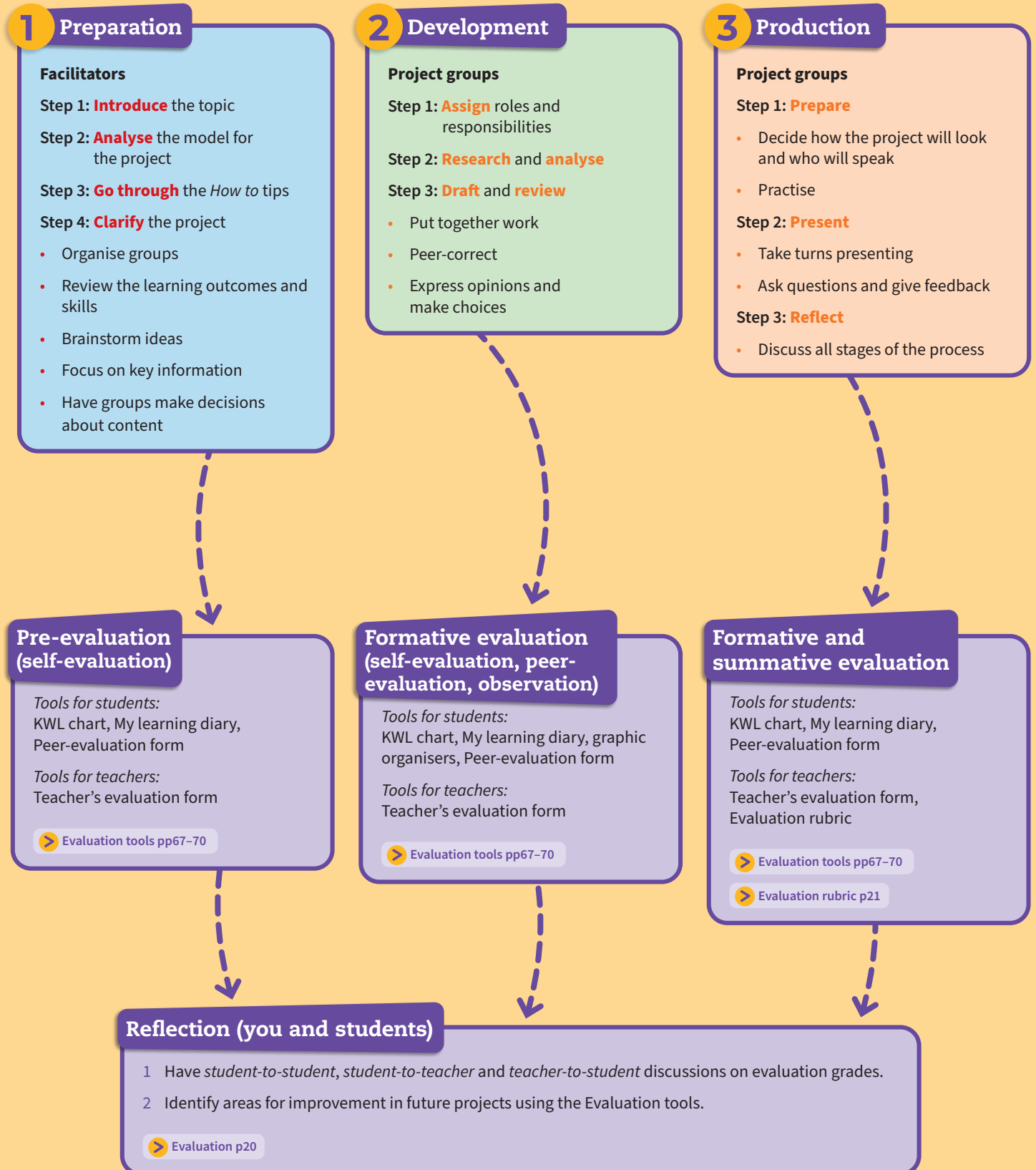
Impact on others

Impact on the environment

Teenage

Level 2 Projects	Sustainability Framework	I understand ...
The CLIL Project: History: a timeline  Student's Book pp30–31, 120	Knowledge: Understanding sustainability	<i>how to recognise the environmental, social and economic dimensions of sustainability</i>
	Knowledge: Thinking in systems	<i>how to find connections with and between systems</i>
	Knowledge: Appreciating interdependence	<i>social and environmental responsibilities</i>
	Innovation: Exploring perspectives	<i>the bigger picture</i>
	Sustainable Development Goals: Responsible consumption and production	
	Sustainability activity cards: Knowledge and Innovation	
The CLIL Project: Social studies: a poster  Student's Book pp54–55, 121	Knowledge: Understanding sustainability	<i>how to identify and understand obstacles to sustainability</i>
	Knowledge: Thinking in systems	<i>observable and hidden consequences</i>
	Values: Valuing people and the wider natural world	<i>empathy and compassion for all forms of life; human rights and social justice</i>
	Values: Caring for oneself and others	<i>how to generate hope in self and others</i>
	Sustainable Development Goals: Zero hunger	
	Sustainability activity cards: Knowledge and Values	
The CLIL Project: Science: a leaflet  Student's Book pp78–79, 122	Knowledge: Thinking in systems	<i>How to identify components and their roles within a system</i>
	Knowledge: Appreciating interdependence	<i>how living beings in an ecosystem depend on each other for survival and growth; how to consider the welfare of present and future generations</i>
	Transformation: Understanding agency	<i>how to inspire agency in others</i>
	Sustainable Development Goals: Life on land	
	Sustainability activity cards: Knowledge	
The CLIL Project: Design & Technology: an infographic  Student's Book pp102–103, 123	Innovation: Generating ideas	<i>recognise opportunity for positive transformation</i>
	Innovation: Exploring solutions	<i>sustainability issues and challenges</i>
	Transformation: Making positive change	<i>how to take action towards a sustainable future for all</i>
	Sustainable Development Goals: Clean water and sanitation	
	Sustainability activity cards: Innovation and Transformation	

The learning stages of project work



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 data to support the above idea (Kerr, 2016)¹. In fact, there are occasions when allowing students to use L1 is positive. This is particularly true of project work.

We can use L1 in different steps of the project cycle. Take *Clarifying 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 2, we suggest you allow own-language use for explaining or discussing things in more detail. However, students should be using more English in the development and presentation stages.



Tips for L1 use

- Set rules for when students can use L1.
- Encourage groups to monitor their own-language use and think of ways to use more English.
- 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		
1 Preparation	OL	E
Introducing and discussing the topic		■
Analysing the model for the project		■
Going through the <i>How to</i> 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.

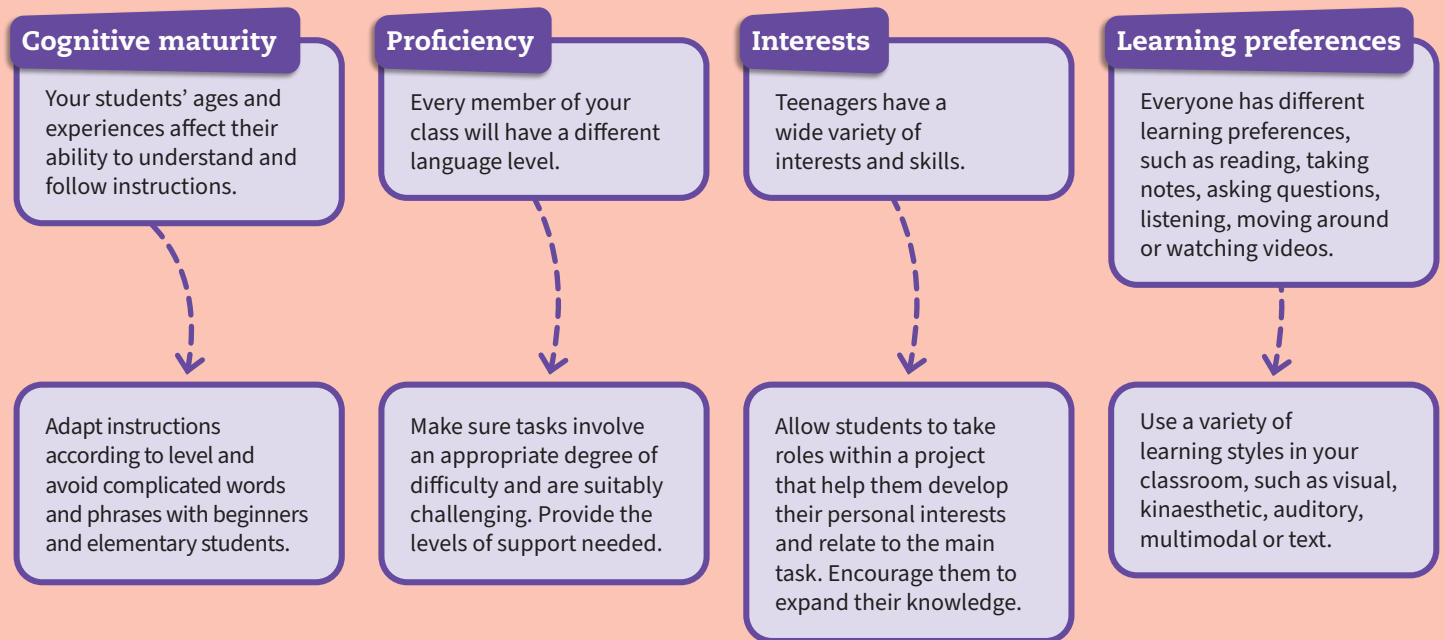
² Kerr, Philip (2014). *Translation and Own-language Activities*. Cambridge: Cambridge University Press.

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 classes can have 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 be happy with 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, which means getting to know your students and their differences in the following four areas:

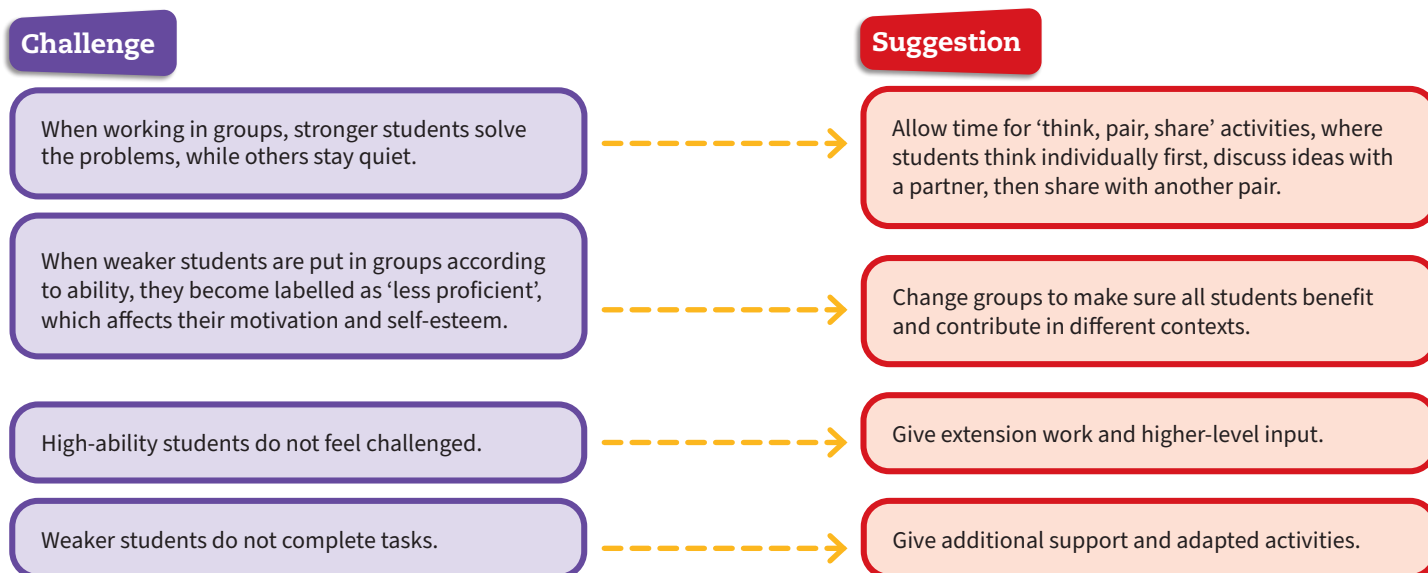


The roles of the facilitator



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



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 stronger 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. Check 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
Check 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

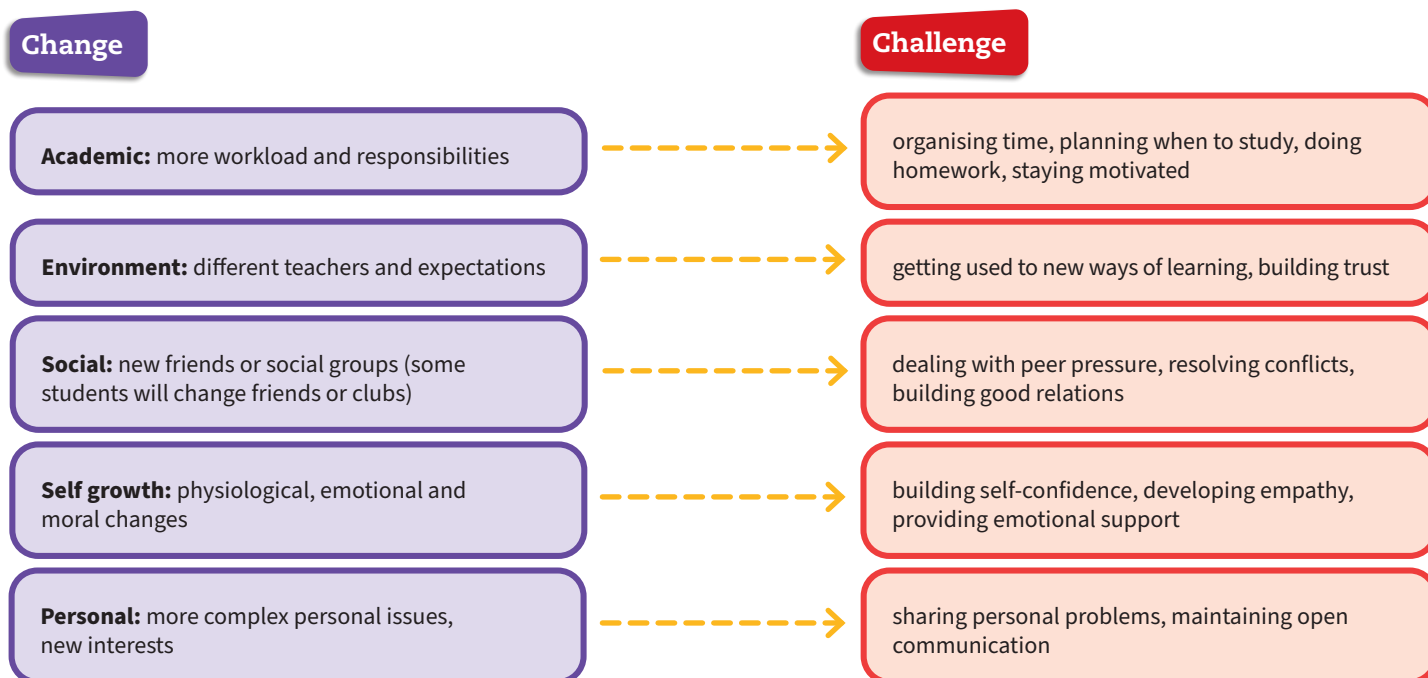


Challenges and implications

As it is their second year, most of your students are now familiar with the school environment and have experience of working in groups. While many will still prefer to work individually, they will have also seen the benefits of a well-organised project group.

Your second-year students will continue to go through social, emotional and physiological changes. Also, they will probably have more responsibilities and academic pressure.

What are some changes and challenges to expect?

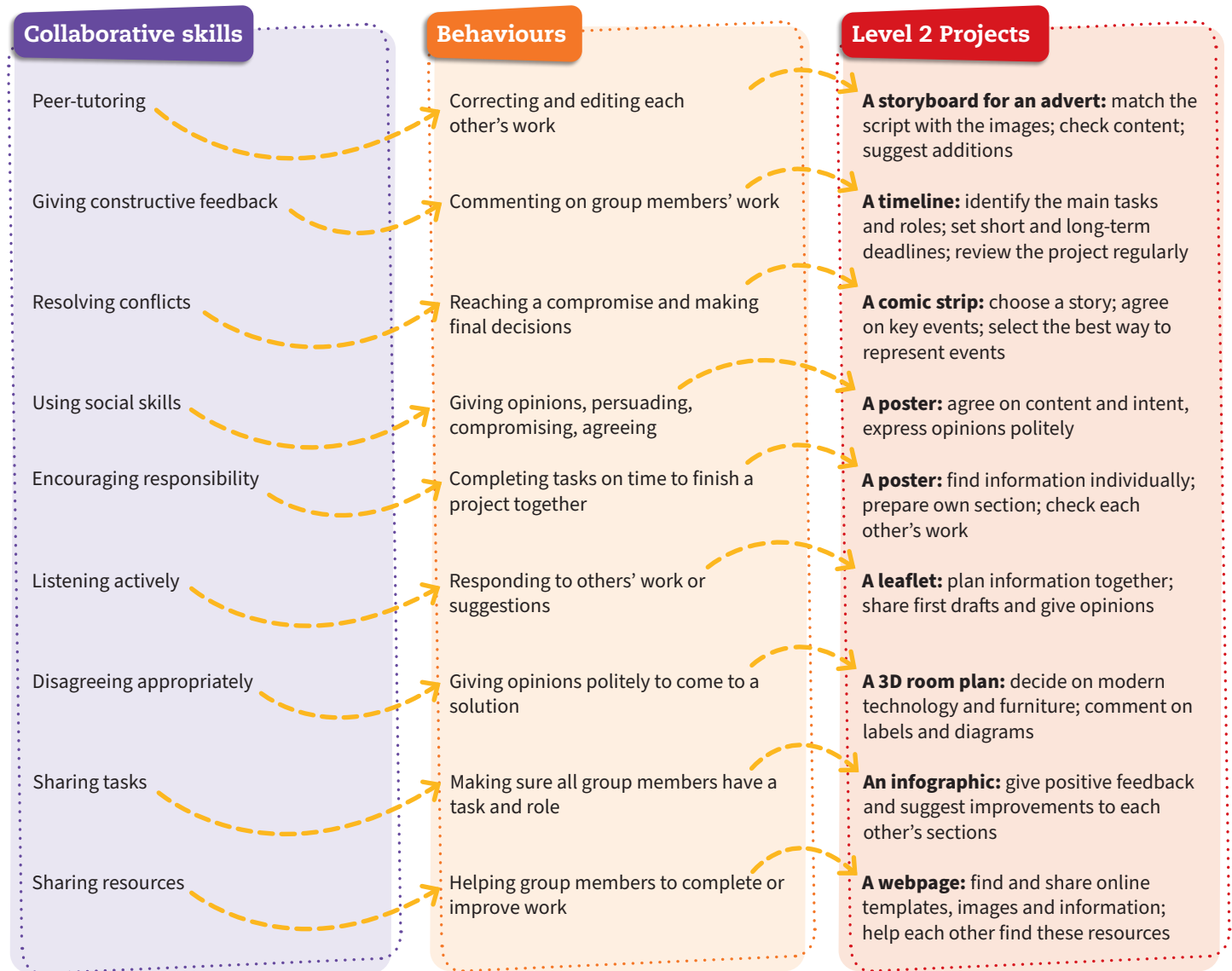


All these changes and their challenges have implications for how to use project work in your classroom. You can encourage successful collaboration by:

- describing how you are going to organise your classes
- explaining how much guidance you will give, and your expectations
- making students feel excited about how they can work (using the internet, online programs, library, etc.)
- 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)
- continuing to pay attention to each student as an individual.



Collaboration

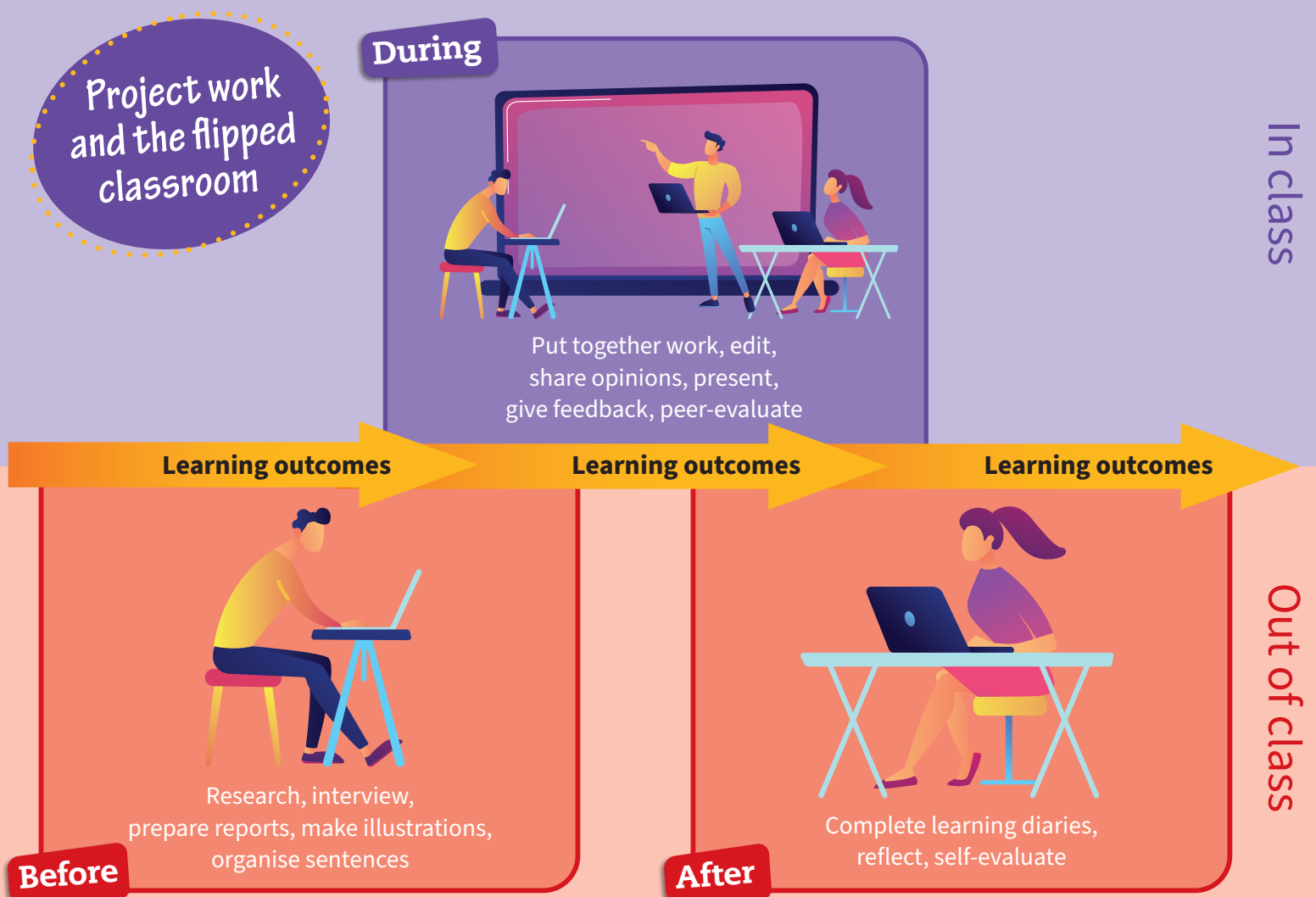


Roles and responsibilities

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



The flipped classroom



Each project in this book contains at least one flipped classroom idea. Students are still collaborating when they use this approach. They have to share roles, get things ready on time, share information and resources and check one another's work. Students should 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.

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 check students' progress in the foundational layers of the Cambridge Life Competencies Framework.

 Cambridge Life Competencies Framework p6

Foundation layers	Abilities	Example actions
Emotional Development and Wellbeing	- 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

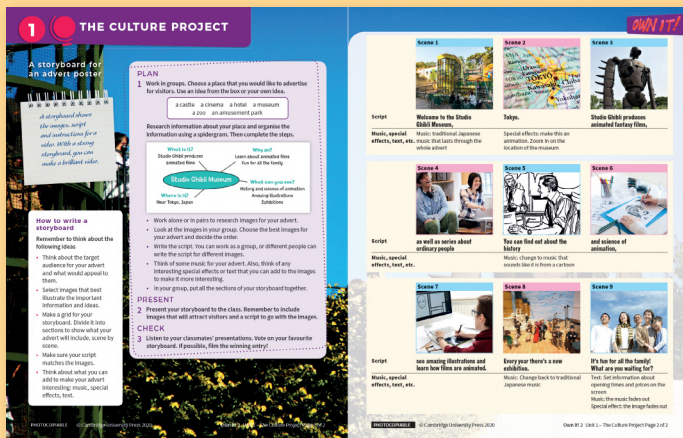
Here are a few practical considerations when facilitating the presentation stage.

- ✓ Allow students enough time to prepare.
- ✓ Make sure students support each other 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 2 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 Storyboards



Have students use word-processing programs to make storyboards and room plans online.

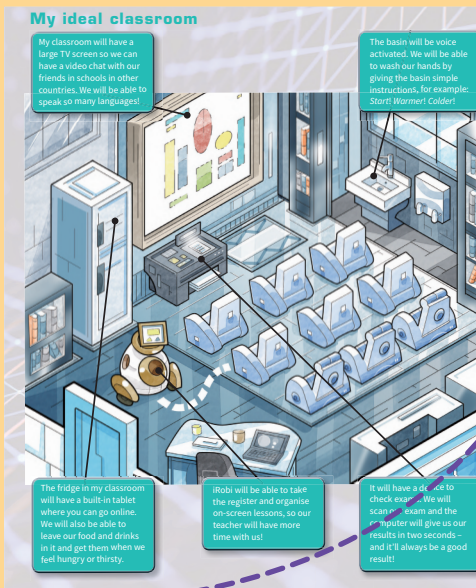
- 1 Create a template**
(boxes for scenes, space for script and extra features)
- 2 Find or draw images for the story**
(photos, illustrations or drawings)
- 3 Write the script**
(describe each scene)
- 4 Check that the images match the script**
- 5 Add extra features**
(music, special effects, etc.)
- 6 Put it all together**
(check, correct and edit final version)

2 Room plans

1 Choose an area. Draw an outline and take measurements.

2 Add fixed features (doors, windows, sinks ...)

3 Add furniture. Use simple shapes.



4 Label the plan. Add descriptions in call-out boxes where necessary.

5 Check spelling and grammar. Make sure the room plan is easy to understand.

3 Timelines

1 Research the topic and select events to include.

2 Look at different examples of timelines. Choose one and decide how to present events.

3 Select your start and end dates. Choose time frames (decades, years, months, etc.).



4 Draw your timeline

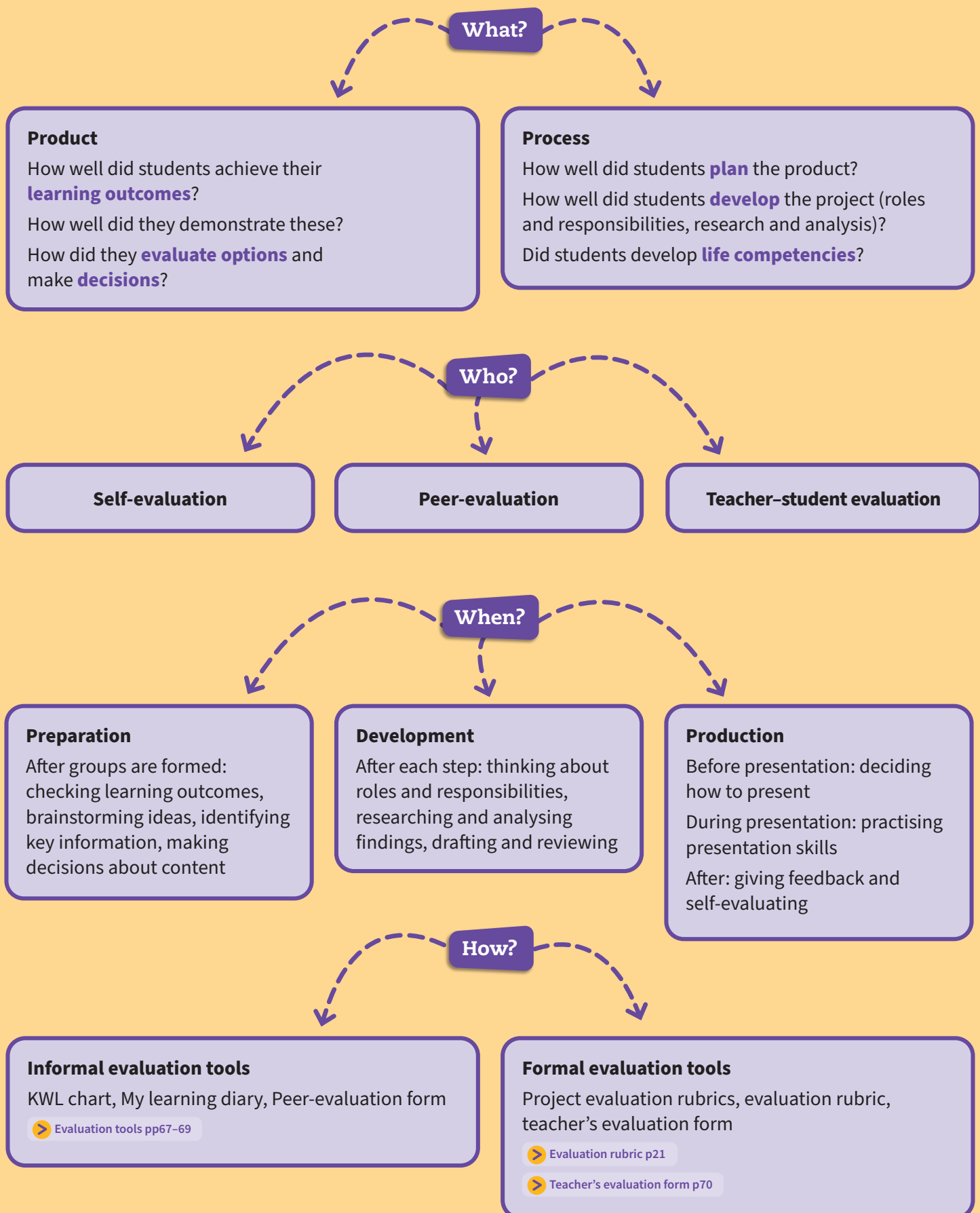
5 Add important details about each event and pictures.

6 Give the timeline a title

7 Check the timeline is clear.

Have students use digital programs to make timelines online.

Evaluation



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 important 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 about the product.	Uses different resources to get information, with some gaps.	Most information is 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 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.

1 The Culture Project

A storyboard for an advert

- **Learning outcome:** make a storyboard for an advert
- **Skills:** research information and make a spidergram to organise it, research and choose images for an advert, write a script
- **Resources:** two or more short video adverts for places, Storyboard 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

 Unit 1

Before you start

Find two or three video adverts for places from the internet to show students in class.

1 Preparation

Step 1: Introduce the topic

- Introduce the topic of adverts after doing the vocabulary exercises.  p11 Ask: *What do TV channels show between programmes? What types of things do adverts show?*
- Show students the video adverts. Encourage them to say what they are for and what they see in each scene. Ask: *What is the purpose of the advert? Is it a good advert? Why / Why not?*
- Discuss where we can find adverts (online, in magazines, on TV, etc.). Explain that adverts give information about products or places to get people to buy things or visit places.
- Ask students to bring an example of a video advert for a place to the next class (in their own language or English). They can discuss them and say whether they'd like to visit the place and why.

Step 2: Analyse the model for the project Unit 1

- Look at the model storyboard with the class. Ask: *Which place is the storyboard about? What sections can you see? (Images, scenes, script, music, special effects and text.) What is interesting? Would you like to visit this place?*
- Ask students to imagine the advert this storyboard is for. They could suggest extra ideas to include.



Creative Thinking

Creating new content from own ideas or other resources

Monitor students' participation during the class discussion in Step 2.

Step 3: How to write a storyboard Unit 1

- Go through the first two *How to* tips with the class. Say it is important to know who the target audience is (for example, children, teenagers or adults) so that the information in the advert appeals to them.
- Discuss where students can find suitable images. Explain that for storyboards, it is also common to sketch images before finding them.
- Go through the rest of the tips. Check that students understand that when they make their storyboards, they should use the ideas in this *How to* section.

Step 4: Clarify the project Unit 1

- Follow the steps in  [The learning stages of project work p10](#).
- Brainstorm different places from around the world to advertise.
- Have groups discuss why each place is interesting and what information they can put in an advert about it.

 [My learning diary p68](#) Preparation

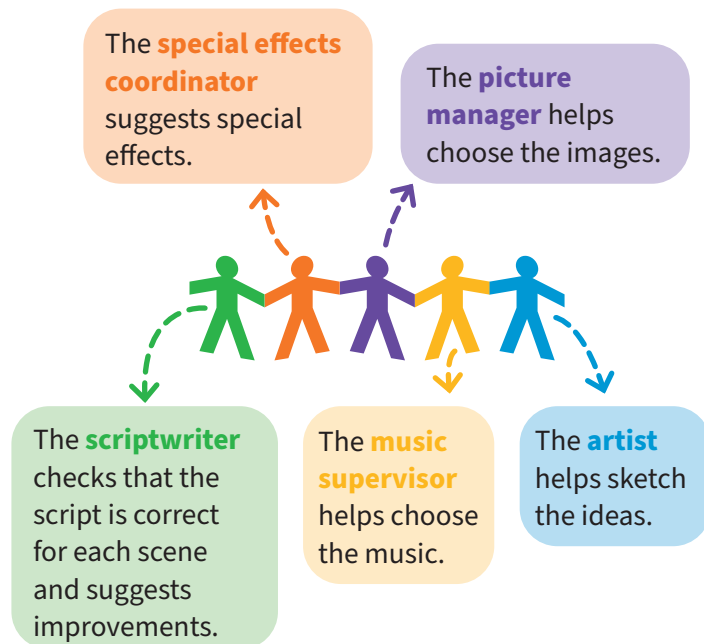
 [Peer-evaluation form p69](#) Preparation

2 Development

Start this stage as soon as groups know their learning outcomes and have brainstormed places to advertise.

Step 1: Assign roles and responsibilities

- In project groups, have students decide on 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 [Unit 1](#) [p71](#)

- Have groups do the first part of the **PLAN** section from **Exercise 1**. Have them choose a place from the ones they brainstormed or think of a different one, using the ideas from the box.
- Point to the model spidergram and ask what type of information it has.

Flipped classroom activity

Out of class: have students research information about their place, using the questions in the model spidergram and organising their notes into a similar spidergram. Have them also find images.

In class: group members compare their findings. Ask: *Who is your target audience? Are the images useful?* Students choose the best information and images for their storyboard.

Step 3: Draft and review [Unit 1](#) [p71](#)

- Hand out a copy of the [Storyboard organiser p58](#) to each student.
- Group members complete the last four points of the **PLAN** section. Ask them to sketch or place their ideas in their organisers. Give each member of the group an image or two to write the script for.

Flipped classroom activity

Out of class: in their organisers, students write the scripts for their part of the storyboard (alternatively, groups can work together on the whole script in class). Encourage them to describe their images using the **present simple** and **present continuous**.

In class: group members work together to make notes about music, special effects and any other features. Then they put their storyboards together and review them.



Learning to Learn

Reflecting on and evaluating own learning success

Monitor progress of the tasks in Steps 2 and 3, checking that group members use their spidergrams and organisers effectively. (See Differentiated instruction activities below for further practice.)

Differentiated instruction

Support
Help students review their storyboard section, checking it contains all the necessary information.
Consolidation
Encourage students to check each other's scripts. Suggest moving text around to match images.
Extension
Allow students to make final decisions on the order of the images, as well as on the script, music and special effects.

[My learning diary p68](#) Development

[Peer-evaluation form p69](#) Development

3 Production

Schedule presentation times and stick to them, so that each group can present their storyboards. Spread the presentations over a few classes, if necessary. Allow enough time for each presentation and for questions.

Before groups present their final storyboards, check that they have followed and completed the steps.

 Presentation ideas p19

As students complete their projects, check their abilities in the following Competencies.



Creative Thinking

Creating new content from own ideas or other resources

Communicates personal response to creative work from art, music or literature.

Evidence: Students look at different storyboards and vote for the best one.



Learning to Learn

Reflecting on and evaluating own learning success

Selects and uses a wide range of mind maps and other tools to organise thoughts.

Evidence: Students use their spidergrams and storyboard organisers to put together key information. *Identifies what needs to be revisited before identifying new learning goals.*

Evidence: Group members check each other's work and suggest improvements.

Step 1: Prepare Unit 1 p71

- Go through the **PRESENT** section in **Exercise 2**.
- As groups prepare their project, ask questions, for example: *Does the script match the images? Are there ideas for music and special effects? What else can you add?*
- Check grammar and spelling. Remind students to use the present simple for facts and the present continuous for actions in progress.
- Remind groups of the presentation date and how much time each group will have.



Own it! learning tip

Peer-tutoring

Monitor group members as they correct and edit each other's work. Explain that this includes checking spelling, punctuation and language as well as checking that the scripts and extra features match the images. Encourage students to suggest improvements or additions to each other's work and make changes where necessary. Help with useful language, for example: *Why don't you ... ? You could ... Maybe you should change this.*

Step 2: Present Unit 1

- Draw attention to the **CHECK** section in **Exercise 3**. Ask the class to check each group's storyboards. Have them write down any interesting facts.
- Have groups present their storyboards. Remind speakers to explain their section, describing each image and saying how the script relates to it.

Step 3: Reflect Unit 1

- After all the presentations, hold a class vote on the best storyboard.
- Discuss different steps of the project process and the final result. Ask: *How well did you work in your group? What did you find difficult / interesting? Would you like to visit any of the places?*
- Have students vote on their favourite storyboard.
- If possible, have the winning group film their advert, using the images they found, recording their script and adding the music and special effects. Suggest that they share roles, such as narrator, editor and director.



Peer-evaluation form p69

Production

Project evaluation rubric: a storyboard for an advert

Use these project-specific descriptors and your choice of descriptors from the [Evaluation rubric p21](#) to check 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 shows attractive images in a logical order. It uses interesting scripts and includes all the extra features.	Product is organised with interesting ideas. It shows attractive images in a mostly logical order. It uses fairly interesting scripts and includes some of the extra features.	Product has interesting ideas but lacks organisation. It shows images in an order that is sometimes confusing. It uses scripts, though they're not very interesting, and includes very few extra features.	Product lacks interesting ideas and organisation. It shows images in a confusing order. The scripts aren't interesting and some are missing. There are no extra features.
Language use	Product shows excellent use of grammar, punctuation and spelling. Excellent use of language from unit (present simple and continuous). Project is understandable with only a few or no mistakes.	Product shows good use of grammar, punctuation and spelling. Good use of language from unit (present simple and continuous). Project is understandable with some mistakes.	Product shows adequate use of grammar, punctuation and spelling. Adequate use of language from unit (present simple and continuous). Project is understandable, but some sections need further explanation.	Product shows poor use of grammar, punctuation and spelling. Poor or no use of language from unit (present simple and continuous). Project is confusing and almost impossible to understand.



Cambridge Life Competencies Framework

You can also check students' progress in the following foundation layers.

FOUNDATION LAYERS	ABILITIES	ACTIONS
Digital Literacy	Use digital tools	finding content on various websites, downloading images, sharing work online, assessing online material
Discipline Knowledge	Convince the audience	presenting ideas, summarising information, describing images, explaining the extra features, answering questions



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 think about their progress at home. [My learning diary p68](#) **Production**

In class: discuss what students learned using the information from their learning diaries.

[My learning diary p68](#) **Production**