

Second Edition

# OWN IT!



**Project book**  
Simon Cupit

 **CAMBRIDGE**



# CONTENTS

|                                                            |           |
|------------------------------------------------------------|-----------|
| <b>An introduction to project work</b>                     | <b>4</b>  |
| Advantages of project work                                 | 5         |
| Project work and the Cambridge Life Competencies Framework | 6         |
| Project work and Sustainability                            | 8         |
| <b>How to use the <i>Project book</i></b>                  | <b>10</b> |
| The learning stages of project work                        | 10        |
| L1 in project work                                         | 11        |
| Mixed abilities in project work                            | 12        |
| Time management in project work                            | 14        |
| Challenges and implications                                | 15        |
| Collaboration                                              | 16        |
| Presentation ideas                                         | 18        |
| Evaluation                                                 | 20        |
| Evaluation rubric                                          | 21        |
| <b>1 The Culture Project</b>                               | <b>22</b> |
| A fact file                                                | 22        |
| <b>2 The CLIL Project: Social studies</b>                  | <b>26</b> |
| A fact file                                                | 26        |
| <b>3 The Culture Project</b>                               | <b>30</b> |
| A poster                                                   | 30        |
| <b>4 The CLIL Project: Music</b>                           | <b>34</b> |
| A proposal                                                 | 34        |
| <b>5 The Culture Project</b>                               | <b>38</b> |
| A travel blog                                              | 38        |
| <b>6 The CLIL Project: Digital citizenship</b>             | <b>42</b> |
| A blog post                                                | 42        |
| <b>7 The Culture Project</b>                               | <b>46</b> |
| A presentation on how to be happy                          | 46        |
| <b>8 The CLIL Project: Art and design</b>                  | <b>50</b> |
| An advert storyboard                                       | 50        |
| <b>9 The Culture Project</b>                               | <b>54</b> |
| A traditional story from your culture                      | 54        |
| <b>Print Materials</b>                                     | <b>58</b> |
| Fact file organiser                                        | 58        |
| Fact file organiser                                        | 59        |
| Poster organiser                                           | 60        |
| Proposal organiser                                         | 61        |
| Travel blog organiser                                      | 62        |
| Blog post organiser                                        | 63        |
| Presentation organiser                                     | 64        |
| Advert storyboard organiser                                | 65        |
| Story organiser                                            | 66        |
| KWL chart                                                  | 67        |
| My learning diary                                          | 68        |
| Peer-evaluation form                                       | 69        |
| Teacher's evaluation form                                  | 70        |
| My time-management plan                                    | 71        |
| <b>Acknowledgements</b>                                    | <b>72</b> |

# An introduction to project work

**Welcome to your students' final year of study! How will project work help them prepare for life beyond secondary school?**

Your students should now have the confidence to carry out different types of projects successfully. Most of them are familiar with all stages of the process and can complete the majority of the steps in English. The projects in Level 4 recycle students' previous knowledge in a motivating way, while allowing them to continue to develop their collaborative skills.

This book will guide you on how to make the most of project work and help students get ready for the next stages of their lives.

## What is project work?

Imagine you and your class have just finished Unit 2 (*Changes*). Your students have learned vocabulary for parts of objects and practised using past tenses as well as *used to* and *would*. How can you review and expand on this topic? In this case, your students work in groups to create a museum exhibition.

Remember that project work involves students being responsible for their work and making decisions together. There is a realistic final outcome and a series of stages to follow that allow groups to explore how they can 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 and 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:

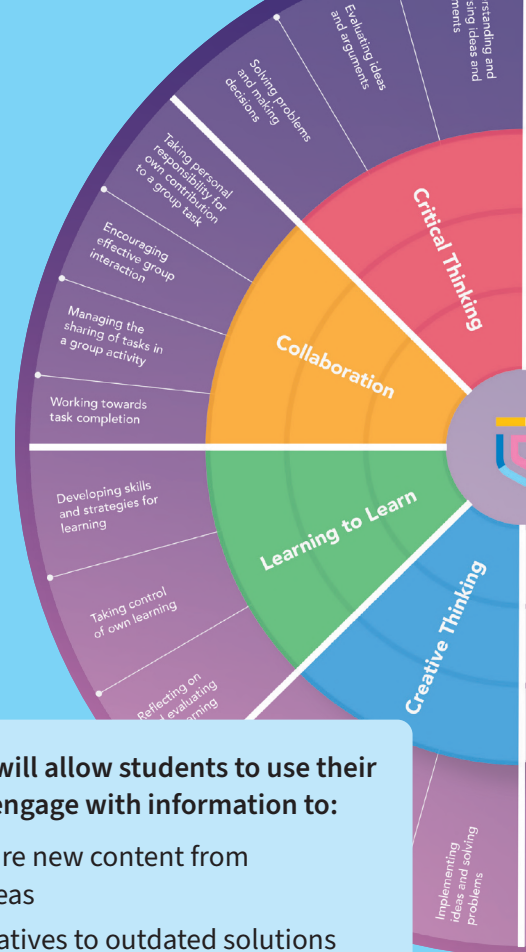
- listen and respond constructively to each other's contributions
- find common ground on real-world problems and solutions
- encourage each other's academic, personal and social strengths
- manage the sharing of tasks in a project

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

You can visit [cambridge.org/clcf](https://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 4 Projects                                                                                                                                                                   | Competency              | Core Area                                                                                         | Can Do Statements                                                                                                                                                                                                                                                   |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------|---------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>The Culture Project:</b><br>a fact file<br> Teacher's Resource<br>Bank Unit 1                  | Social Responsibilities | Understanding and describing own and others' cultures                                             | <i>Accepts others and shows respect for cultural difference; Makes informed comparisons between their own society and other societies.</i>                                                                                                                          |
|                                                                                                                                                                                    | Learning to Learn       | Taking control of own learning                                                                    | <i>Identifies helpful resources for their learning; Finds sources of information and help (online and in school).</i>                                                                                                                                               |
| <b>The CLIL Project:</b><br>Social studies: a fact file<br> Student's Book<br>pp30–31, 120        | Social responsibility   | Showing intercultural awareness                                                                   | <i>Recognises immigrants' contribution to society; Develops understanding of human rights issues.</i>                                                                                                                                                               |
|                                                                                                                                                                                    | Collaboration           | Taking personal responsibility for own contributions to a group task                              | <i>Follows the instructions for a task and alerts others when there are problems; Takes responsibility for completing tasks as part of a larger project.</i>                                                                                                        |
| <b>The Culture Project:</b><br>a poster<br> Teacher's Resource<br>Bank Unit 3                     | Creative Thinking       | Creating new content from own ideas or other resources                                            | <i>Responds imaginatively to contemporary events and ideas; Makes an assignment original by changing the task or adding new angles.</i>                                                                                                                             |
|                                                                                                                                                                                    | Critical Thinking       | Synthesising ideas and information                                                                | <i>Selects key points from diverse sources to create a new account.</i>                                                                                                                                                                                             |
| <b>The CLIL Project:</b><br>Music: a proposal<br> Student's Book<br>pp54–55, 121                  | Emotional development   | Showing empathy and support for the feelings of others                                            | <i>Shows understanding of other people's perspectives and feeling; Provides practical support for others who are struggling.</i>                                                                                                                                    |
|                                                                                                                                                                                    | Creative thinking       | Generating, implementing, presenting and explaining ideas and solutions                           | <i>Asks 'what if' questions to come up with alternatives and possibilities; Presents a solution confidently to their peers</i>                                                                                                                                      |
| <b>The Culture Project:</b><br>a travel blog<br> Teacher's Resource<br>Bank Unit 5              | Creative Thinking       | Participating in creative activities                                                              | <i>Encourages group members to make activities more original and imaginative; Participates in 'what if' thinking.</i>                                                                                                                                               |
|                                                                                                                                                                                    | Communication           | Using appropriate language and register for context                                               | <i>Knows how to present points clearly and persuasively; Uses language for effect.</i>                                                                                                                                                                              |
| <b>The CLIL Project:</b><br>Digital citizenship: a blog post<br> Student's Book<br>pp78–79, 122 | Digital literacy        | Safety and well-being online                                                                      | <i>Describes appropriate actions that help ensure online safety (e.g. maintaining appropriate privacy settings and blocking / reporting inappropriate content); Uses clear, concise and respectful language when sharing ideas and responding to others online.</i> |
|                                                                                                                                                                                    | Critical Thinking       | Evaluating options, recommendations and implemented solutions                                     | <i>Examines possible solutions to a given problem and states how effective they are; Evaluates the effectiveness of implemented solutions.</i>                                                                                                                      |
| <b>The Culture Project:</b><br>a presentation<br> Teacher's Resource<br>Bank Unit 7             | Communication           | Managing conversations                                                                            | <i>Can use simple techniques to start, maintain and close conversations of various lengths; Paraphrasing.</i>                                                                                                                                                       |
|                                                                                                                                                                                    | Social Responsibilities | Understanding personal responsibilities as part of a group and in society – including citizenship | <i>Is aware of positive behaviour in different groups; Makes informed choices (e.g. in relation to diet, exercise, etc.)</i>                                                                                                                                        |
| <b>The CLIL Project:</b><br>Art and design: a storyboard<br> Student's Book<br>pp102–103, 123   | Critical Thinking       | Experimenting with and refining ideas                                                             | <i>Redrafts a story or proposal in order to improve it; Tests out new theories or models to evaluate their effectiveness and identify areas in which they need to be refined.</i>                                                                                   |
|                                                                                                                                                                                    | Collaboration           | Listening respectfully and responding constructively to others' contributions                     | <i>Listens to and acknowledges different points of view respectfully; Evaluates contributions from other students with appropriate sensitivity</i>                                                                                                                  |
| <b>The Culture Project:</b><br>a traditional story<br> Teacher's Resource<br>Bank Unit 9        | Learning to Learn       | Practical skills for participating in learning                                                    | <i>Organises notes systematically; Uses notes to construct original output.</i>                                                                                                                                                                                     |
|                                                                                                                                                                                    | Creative Thinking       | Creating new content from own ideas or other resources                                            | <i>Writes or tells an original story given prompts or without prompts; Communicates personal response to creative work from literature.</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 than 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* promotes the values and goals of Sustainability 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.

➤ **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.)

### Knowledge

Appreciating interdependence

#### Understanding social and environmental responsibilities

**MY IMPACTS**

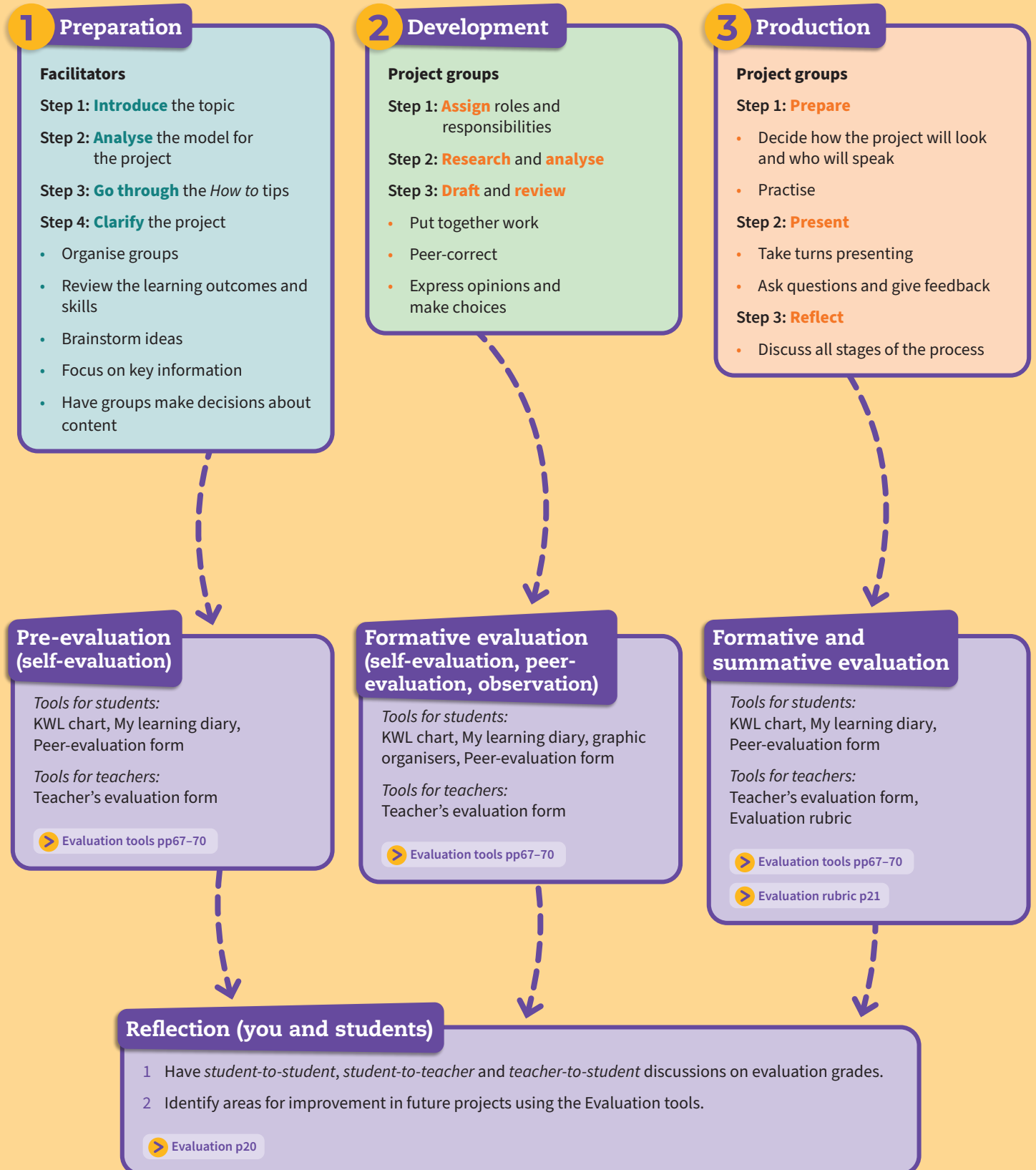
When learners discuss personal habits or behaviours in class (e.g. daily routines or how they spend their free time), ask them to draw a framework like the one below. Ask learners to choose something that they do (i.e. one habit or behaviour) and to draw an icon or sketch to represent this in the central 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 1 Projects                                                                                                                                                                    | Sustainability Framework                                                        | I understand ...                                                                                                                                     |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>The CLIL Project:</b><br>Social studies:<br>a fact file<br> Student's Book<br>pp30–31, 120      | <b>Values:</b> Valuing people and the wider natural world                       | <i>the importance of human rights and social justice</i>                                                                                             |
|                                                                                                                                                                                     | <b>Transformation:</b> Working together                                         | <i>how to appreciate cultural diversity; how to promote social inclusion</i>                                                                         |
|                                                                                                                                                                                     | Sustainability activity cards: Values and Transformation                        |                                                                                                                                                      |
| <b>The CLIL Project:</b><br>Music: a proposal<br> Student's Book<br>pp54–55, 121                   | <b>Knowledge:</b> Thinking in systems                                           | <i>how to identify the potential for alternative outcomes</i>                                                                                        |
|                                                                                                                                                                                     | <b>Innovation:</b> Generating ideas and exploring solutions                     | <i>how to recognise opportunity for positive transformation; how to promote equality, non-discrimination, and equity in sustainability solutions</i> |
|                                                                                                                                                                                     | <b>Transformation:</b> Working together                                         | <i>how to promote social inclusion</i>                                                                                                               |
|                                                                                                                                                                                     | Sustainability activity cards: Knowledge, Values, Innovation and Transformation |                                                                                                                                                      |
| <b>The CLIL Project:</b><br>Digital citizenship: a blog post<br> Student's Book<br>pp78–79, 122   | <b>Innovation:</b> Exploring solutions                                          | <i>how to evaluate the effectiveness of sustainable solutions</i>                                                                                    |
|                                                                                                                                                                                     | <b>Transformation:</b> Understanding agency and making positive change          | <i>one's personal agency; how to promote a culture of peace and non-violence</i>                                                                     |
|                                                                                                                                                                                     | Sustainability activity cards: Innovation and Transformation                    |                                                                                                                                                      |
| <b>The CLIL Project:</b><br>Art and design:<br>a storyboard<br> Student's Book<br>pp102–103, 123 | <b>Innovation:</b> Exploring solutions                                          | <i>how to evaluate the effectiveness of sustainable solutions</i>                                                                                    |
|                                                                                                                                                                                     | <b>Transformation:</b> Working together                                         | <i>how to encourage collaborative approaches</i>                                                                                                     |
|                                                                                                                                                                                     | 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)<sup>1</sup>. 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 4, we suggest you encourage the use of English for most stages of each project. This includes during in-depth discussions of the topic and reflection stages.



## 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)<sup>2</sup>, 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            |    | ■ |

<sup>1</sup> Kerr, Philip (2016). 'The learner's own language.' *Explorations in English Language and Linguistics*. 3.1: 1–7.

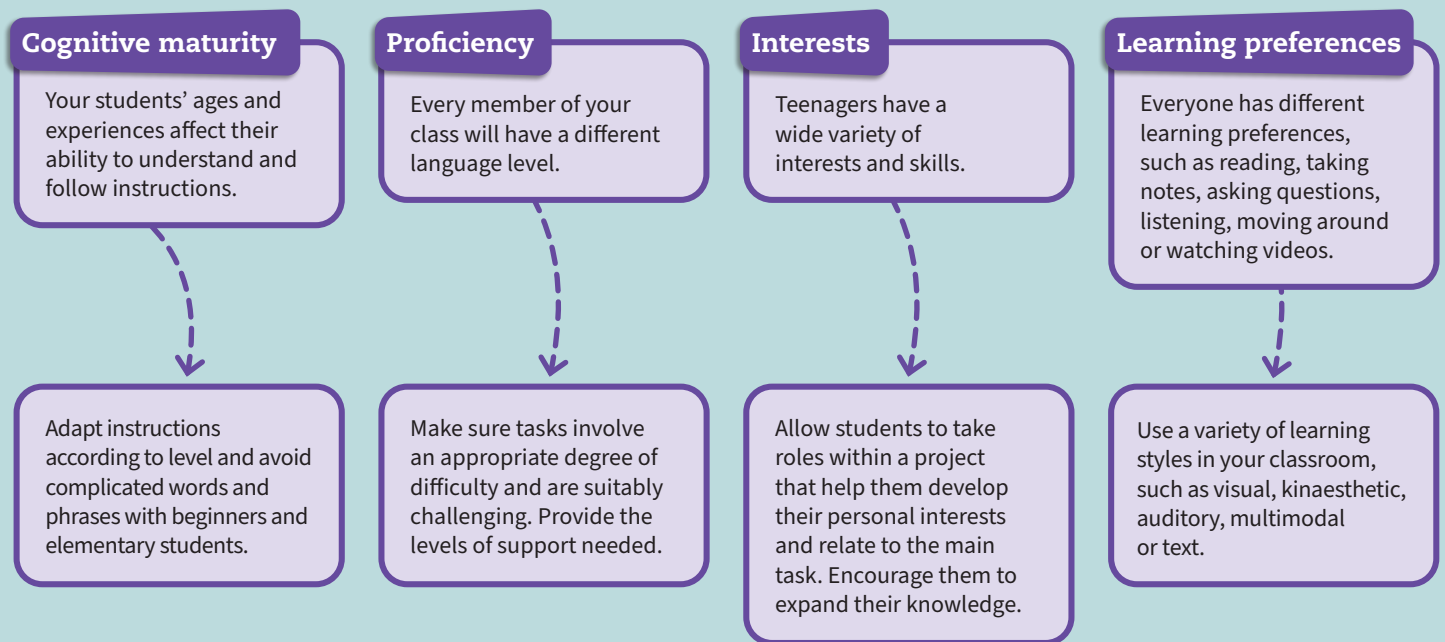
<sup>2</sup> Kerr, Philip (2014). *Translation and Own-language Activities*. Cambridge: Cambridge University Press.

# 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)<sup>1</sup>. 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



<sup>1</sup> 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

When working in groups, stronger students solve the problems, while others stay quiet.

When weaker students are put in groups according to ability, they become labelled as 'less proficient', which affects their motivation and self-esteem.

High-ability students do not feel challenged.

Weaker students do not complete tasks.

### Suggestion

Allow time for 'think, pair, share' activities, where students think individually first, discuss ideas with a partner, then share with another pair.

Change groups to make sure all students benefit and contribute in different contexts.

Give extension work and higher-level input.

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.<br>Extend time limits.<br>Give specific goals related to competencies. | Have students organise ideas.<br>Provide specific tasks to improve competencies.<br>Give extra roles and responsibilities. | Suggest alternative ideas.<br>Focus on additional competencies.<br>Set additional goals. |

| 2 DEVELOPMENT                                                                                                                                                           |                                                                                                                                                                     |                                                                                                                               |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------|
| Support                                                                                                                                                                 | Consolidation                                                                                                                                                       | Extension                                                                                                                     |
| Provide more examples of models.<br>Suggest sources for research. Give essential information that helps with students' roles.<br>Ask specific questions about findings. | Analyse different models.<br>Have students share opinions.<br>Make additional notes of findings.<br>Check sources.<br>Give extra responsibility in line with roles. | Produce another model for the project.<br>Analyse opinions.<br>Look for different points of view.<br>Allow for peer-teaching. |

| 3 PRODUCTION                                                                                                              |                                                                                                                        |                                                                                                                                                           |
|---------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------|
| Support                                                                                                                   | Consolidation                                                                                                          | Extension                                                                                                                                                 |
| Check level-appropriate participation during presentation.<br>Allow feedback in own language.<br>Suggest ways to improve. | Encourage feedback in English.<br>Have students discuss self-evaluation.<br>Encourage suggestions for ways to improve. | Give all feedback and evaluation in English.<br>Have students interview each other about what they learned.<br>Encourage suggestions for ways to improve. |

# Time management in project work



# Challenges and implications

Students have had plenty of exposure to different learning styles through project work: visual, aural, verbal, physical and logical. Throughout secondary school, they have learned in groups and have also worked alone. The variety of projects in Level 4 allows students to continue developing their skills, no matter which learning style they prefer. As with previous levels, you can take advantage of these opportunities throughout the year.

Your students will be part of established social circles, but will be feeling the pressure of end-of-year exams and what they will need to do in the future. It is important to take these academic pressures into account.

What are some changes and challenges to expect?

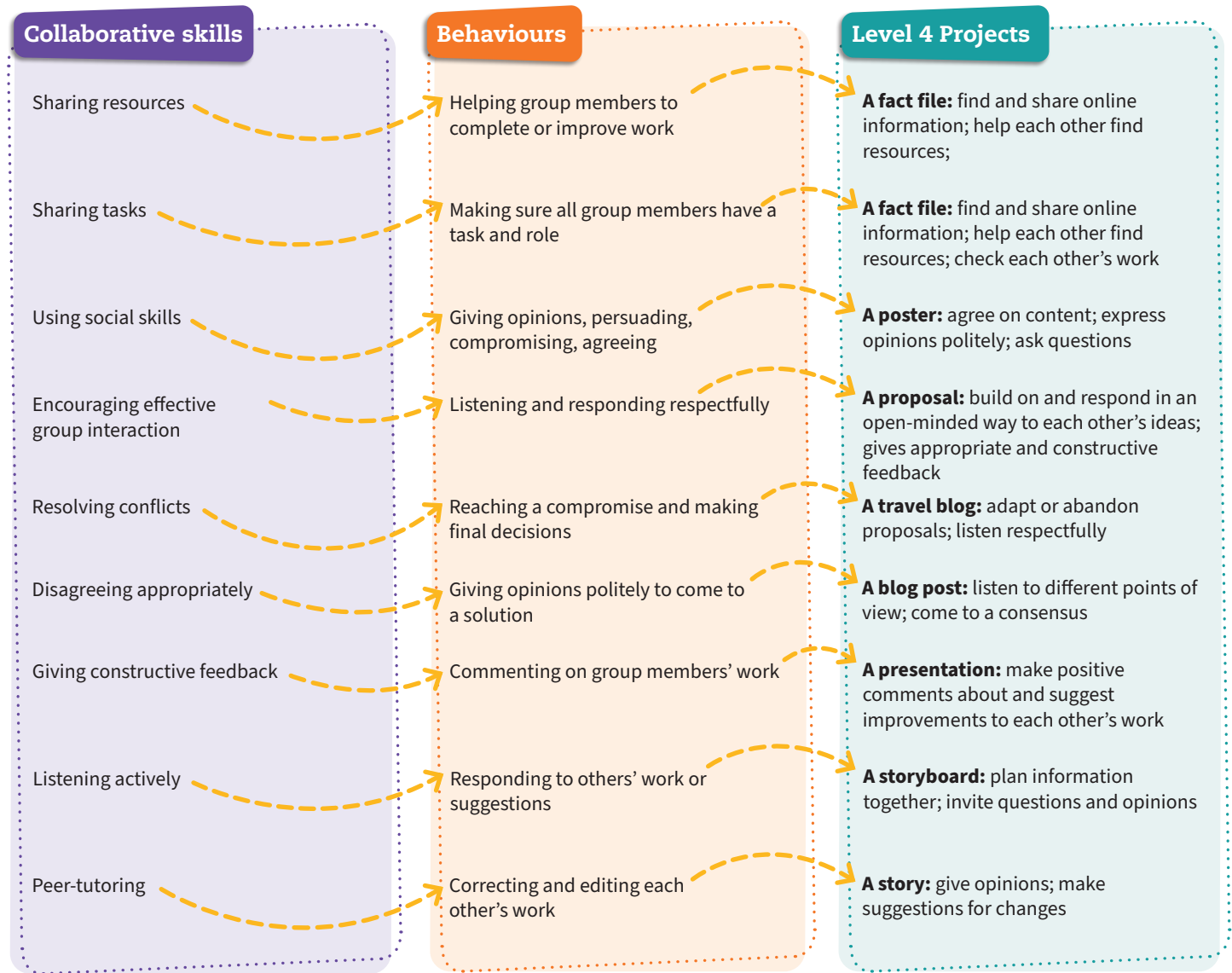


All these changes and their challenges have implications for how to use project work in your classroom. You can encourage successful collaboration by:

- providing consistency in how you organise your classes
- explaining how much guidance you will give (less than previous levels), and detailing your expectations
- giving students autonomy about the ways in which they can work (using the internet, online programs, library, etc.) to encourage motivation
- 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

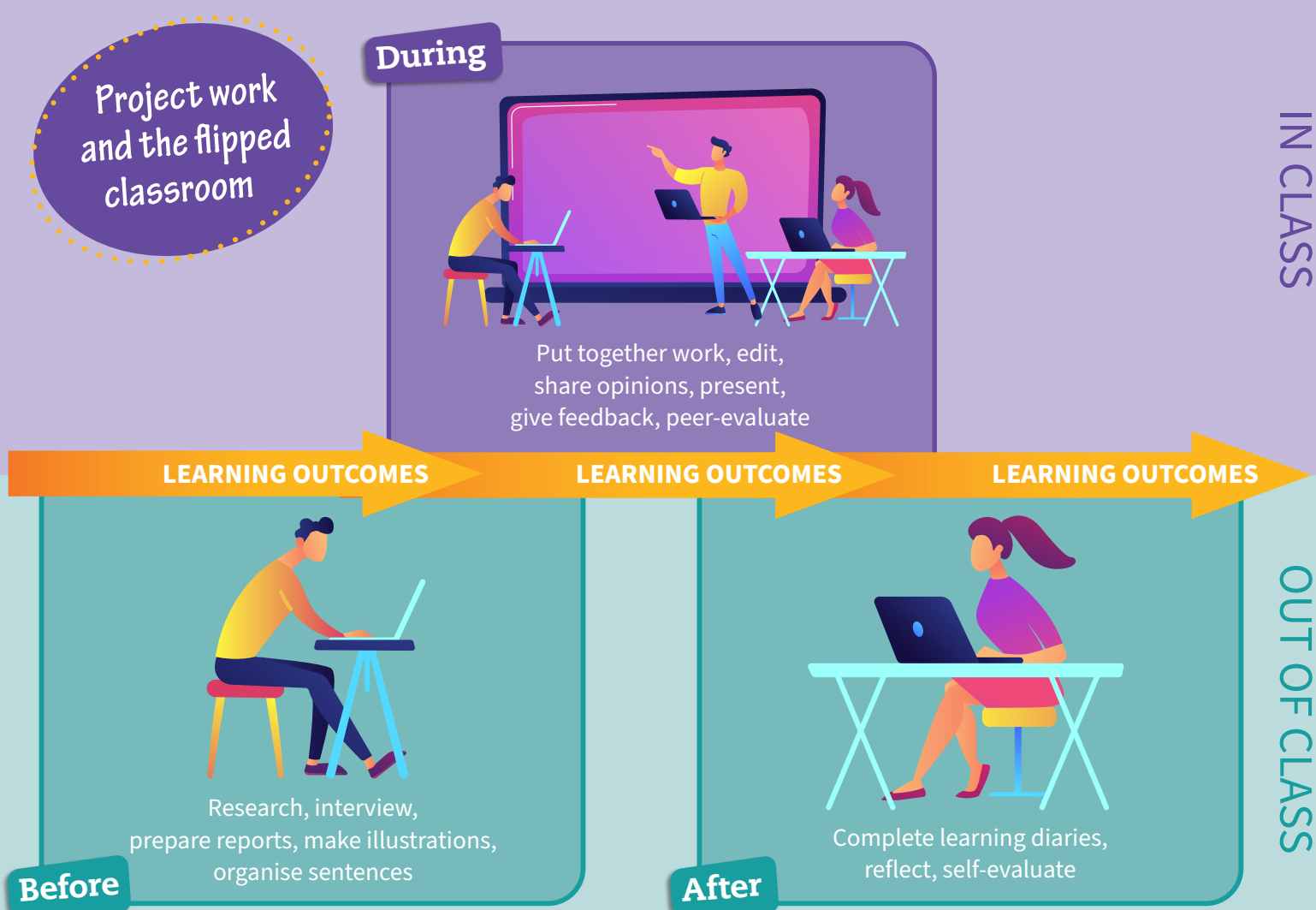


## Roles and responsibilities

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.

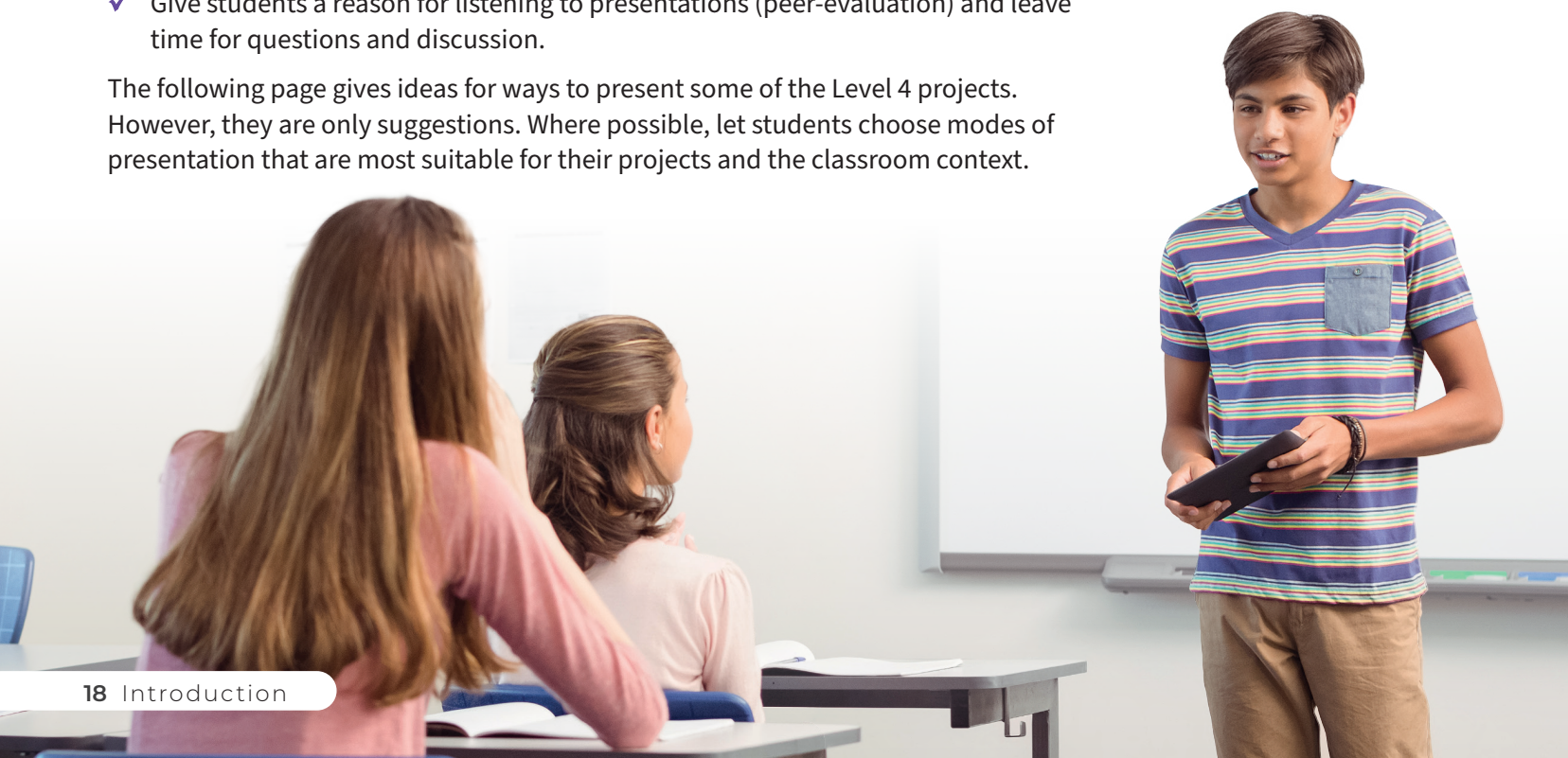
 Cambridge Life Competencies Framework p6

| Foundation layers                          | Abilities                                                                                                                                          | Example actions                                                                                                                              |
|--------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Emotional Development and Wellbeing</b> | <ul style="list-style-type: none"><li>Identify and understand emotions</li><li>Manage emotions</li><li>Empathise and build relationships</li></ul> | reflecting on strengths and weaknesses, verbalising emotions, employing coping mechanisms, adapting to stressful emotions, caring for others |
| <b>Digital Literacy</b>                    | <ul style="list-style-type: none"><li>Use digital tools</li></ul>                                                                                  | creating documents, collaborating, sharing work, finding content, following safe practices                                                   |
| <b>Discipline Knowledge</b>                | <ul style="list-style-type: none"><li>Convince the audience</li></ul>                                                                              | 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 – 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 4 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 Posters



- 1 **Summarise** the poster in one 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.

Have students use digital platforms to make visually appealing brochures or posters online.

# 2 Blog posts



- 1 **Look at** examples of blog posts online.

- 2 **Research** the information or advice you want to share.

- 3 **Choose** a title and images for the blog.

- 4 **Find** a blog template similar to the design chosen (incorporating subheads, bullet points, section, images, etc..)

- 5 **Follow** the online steps to complete the blog post.

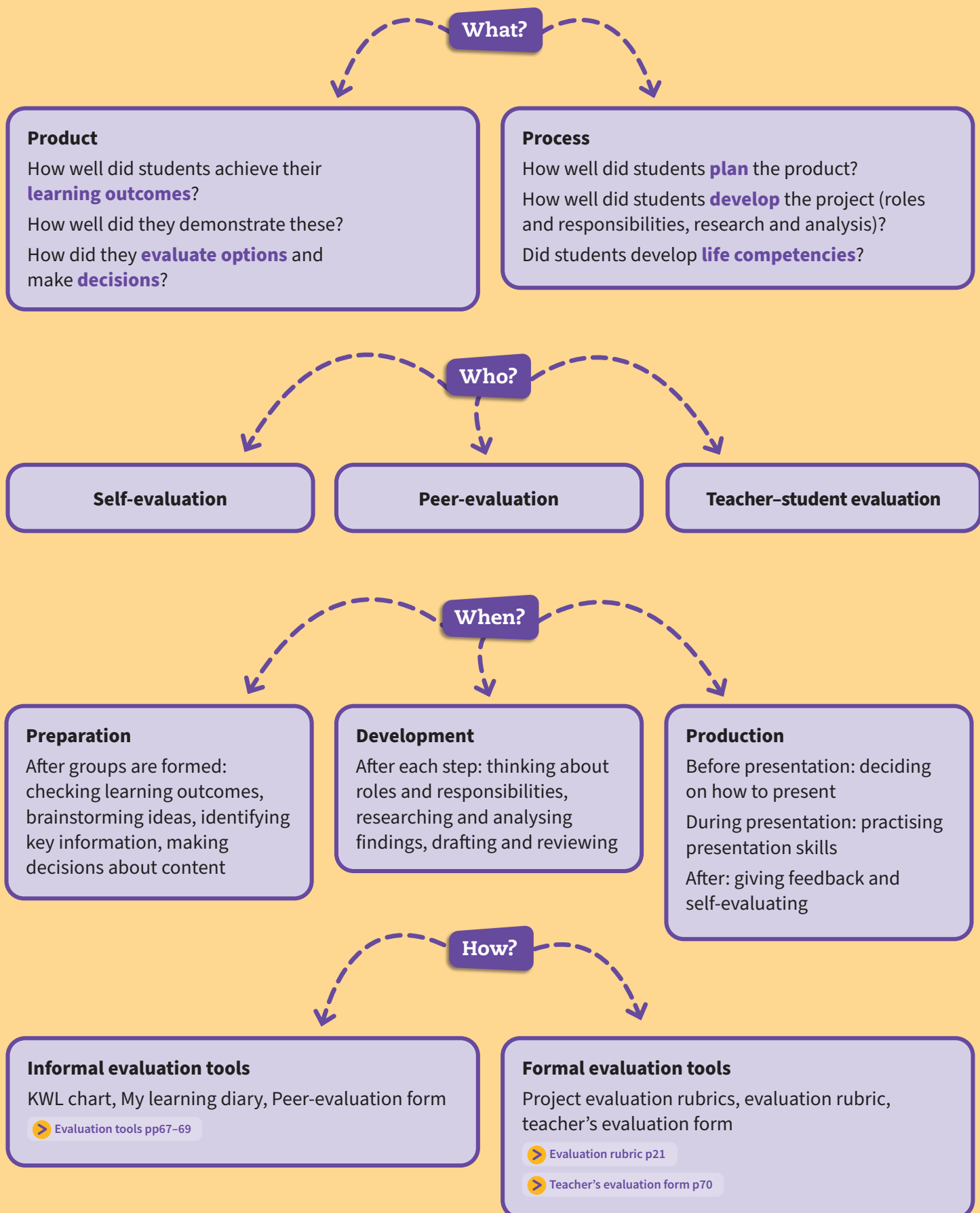
# 3 Storyboards



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

Have students use digital platforms to make storyboards 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 things done better than others.

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

|                                         | 4                                                                                                                           | 3                                                                                                                       | 2                                                                                                                            | 1                                                                                                                    |
|-----------------------------------------|-----------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------|
| <b>Learning outcomes</b>                | Completes all stages to successfully achieve the overall learning outcomes.                                                 | Completes most stages effectively.<br>Largely achieves overall learning outcomes.                                       | Has missed some stages.<br>Partially completes overall learning outcomes.                                                    | Hasn't successfully completed any of the stages.<br>Overall learning outcomes unachieved.                            |
| <b>Planning and organisation</b>        | 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. |
| <b>Use of information and resources</b> | 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.                                          |
| <b>Collaboration (Teamwork)</b>         | 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.             |
| <b>Time management</b>                  | 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.                                                                 |
| <b>Creativity</b>                       | 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.                                   |
| <b>Problem-solving skills</b>           | 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.                                          |
| <b>Language use</b>                     | 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.                                |
| <b>Presentation skills</b>              | 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.<br>Inappropriate and uninteresting method of presentation.              |
| <b>Final product</b>                    | Exceeds expectations.                                                                                                       | Very good.                                                                                                              | Good.                                                                                                                        | Needs improvement.                                                                                                   |

# 1 The Culture Project

## A fact file

- **Learning outcome:** make a fact file
- **Skills:** research information, decide on categories and sections, decide how to present information
- **Resources:** two or more fact files on aspects of culture, Fact file 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



### Before you start

Find two or three fact files on cultural topics (e.g. traditions, food, clothes, etc.) to show students in class.

## 1 Preparation

### Step 1: Introduce the topic

- Introduce the topic of fact files after doing the vocabulary activities. p11
- Show students the fact files. Encourage them to say what the purpose of a fact file is and to describe what each fact file is about. Ask: *What information do the fact files show? What is each section about? Are there any images?*
- Discuss where we can find fact files (online, in newspapers or magazines, in leaflets and brochures, etc.). Explain that fact files present information about a topic in a clear way, usually using tables, bullet points and headings for different sections.
- Ask students to bring an example of a fact file (in English) about traditional dress or another cultural topic to the next class. Ask them to discuss how the information is presented.

### Step 2: Analyse the model for the project

- Look at the model fact file with the class. Ask: *What is the fact file about? How is the information presented? What are the sections of the table? What do the images show?*
- Ask students to read the fact file and find two or three pieces of interesting information. Tell them to make questions with that information to ask a partner. For example, *What is a ghillie? What happened to people who wore Scottish dress after the Battle of Culloden?*



### Social Responsibilities

Understanding and describing own and others' cultures

Ask students to compare traditional Highland dress with traditional dress in their own culture. Ask students to say one or two things they like about traditional Highland dress.

### Step 3: How to make a fact file

- Go through the *How to* tips with the class. Ask them how they want to present their information (in print or digitally). Make sure students understand that their fact file will be about traditional dress from their own culture. Ask: *Where can you find information for your fact file? What information will you include?*
- Discuss using a video in a fact file. Ask students what free software they can use to make one or discuss finding a video online that they can show.

### Step 4: Clarify the project

- Follow the steps in The learning stages of project work p10 .
- Brainstorm different types of traditional dress to include in the fact file.
- Ask groups to discuss what information they could research.

My learning diary p68

Preparation

Peer-evaluation form p69

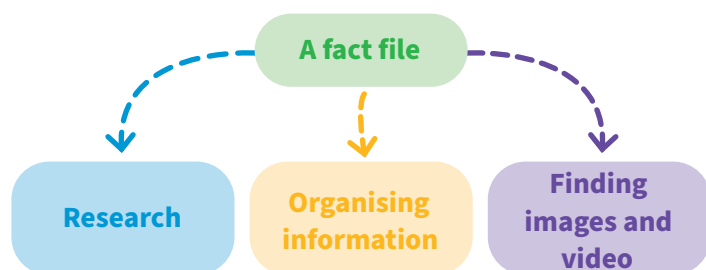
Preparation

## 2 Development

Start this stage as soon as groups know their learning outcomes and what to research.

### Step 1: Assign roles and responsibilities

- In project groups, students decide on general roles.  
➤ **Roles and responsibilities p16** Help them decide on further roles they can share.
- Explain that there are some important roles when making a fact file. Draw a diagram like this on the board:



- Discuss the different tasks in making a fact file.

**Research:** *Where can you find information about the topic? What sources will you use? How can you check the facts are correct? Who will decide on the most important or interesting details?*

**Organising information:** *How will you present your information (tables, bullets, headings)? What sections will you have? Who will organise the information?*

**Finding images and video:** *How will you make the fact file attractive? Where can you find images and who will select them? Will you use a video? Who will be responsible for it?*

- Encourage students to make notes and decide on roles.

### Step 2: Research and analyse Unit 1 p71

#### Flipped classroom activity

**Out of class:** ask groups to do the first three points of the **PLAN** section in **Exercise 1** at home. Hand out a copy of the  **Fact file organiser p58** to each student.

**In class:** ask groups to discuss the information they found and complete the rest of the **PLAN** section. Remind students that the design of their fact files can differ from the model and the layout of the organisers.



## Learning to Learn

### Taking control of own learning

Ask students how they are progressing with the out-of-class work in Step 2. Make sure that group members are using and sharing resources and allow more time if necessary.



### Own it! learning tip

#### Sharing resources

Encourage group members to share where they have found useful information and online resources. This can include photos, maps, drawings and facts about the traditional dress they have been researching. If they are making a video presentation, ask them to share different ideas about which programs to use. Monitor and help with useful language: *Look at this resource. Why don't you try ...? I've found lots of information at ...*

### Step 3: Draft and review Unit 1 p71



#### Flipped classroom activity

**Out of class:** ask students to prepare their sections at home. Remind them to use the **present perfect simple** to talk about facts from unspecified times in the past and the **present perfect continuous** when the focus is on how long something lasts.

**In class:** ask group members to complete the **PLAN** section by checking each other's work. Encourage them to make suggestions for improvement. Finally, ask groups to put all their information together and make a draft of their fact file. If they are doing the project digitally, now is the time for them to insert videos and other media.



**My learning diary p68** Development



**Peer-evaluation form p69** Development

### 3 Production

Schedule presentation times and stick to them, checking that all groups present their fact files. Allow enough time for other groups to comment on different groups' fact files, ask questions and give feedback.

Before groups present their final fact files, check that they have followed and completed the steps, depending on which method of presentation they have chosen.

 Presentation ideas p19

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



#### Social Responsibilities

Understanding and describing own and others' cultures

*Accepts others and shows respect for cultural difference.*

**Evidence:** Students research historical reasons for traditional dress and why it is important today, and comment on each other's findings.

*Makes informed comparisons between their own society and other societies.*

**Evidence:** Groups think about similarities and differences between traditional clothes from different cultures.



#### Learning to Learn

Taking control of own learning

*Identifies helpful resources for their learning.*

**Evidence:** Students find and use different resources to help present their projects.

*Finds sources of information and help (online and in school).*

**Evidence:** Groups use different of sources to make sure facts and details are correct.

#### Step 1: Prepare Unit 1 p71

- Go through the **PRESENT** section in **Exercise 2**.
- As groups prepare their final fact files, ask: *Does the fact file contain correct information? Do the examples of the clothing in the images match the information in the text? Do you have any video? What else can you add?*

- Ask students to check their grammar and spelling, particularly their use of the **present perfect simple** and **present perfect continuous**. (See Differentiated instruction activities below for further practice.)
- Remind groups of the presentation date and how much time each group will have.

### Differentiated instruction

#### Support

Help students decide what to include. Review the information in their organisers and make suggestions for how to present it.

#### Consolidation

Encourage students to rewrite different sections of their fact files based on their group's feedback and comments.

#### Extension

Allow students to draft different versions of their fact files (using tables, bullets, etc.) and decide together on which one to use.

#### Step 2: Present Unit 1

- Draw attention to the **CHECK** section in **Exercise 3**. Tell the class to use these questions to check each group's fact files.
- Ask groups to present their fact files. As the class listens, tell them to make a note of two new things they learn.
- Ask students to discuss the most interesting facts. Encourage them to think about similarities and differences between the traditional clothes in the presentations and how they compare with traditional clothes in other cultures.

#### Step 3: Reflect Unit 1

- After all the presentations, discuss the **CHECK** question in **Exercise 3**.
- Encourage students to think about each stage of the project process, including positive experiences and things they could improve. Ask: *How well did you work in your group? What did you find difficult/interesting? What new things have you learned? What would you change about your presentations?*

 Peer-evaluation form p69

**Production and Reflection**

## Project evaluation rubric: a fact file

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                                                                                                                                                                                                       |
|---------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Creativity</b>   | Product is well organised with creative and interesting ideas.<br>It is logical with very interesting facts.<br>It uses a wide variety of images, video or other additional features to support information. | Product is organised with some creative and interesting ideas.<br>It is logical with some interesting facts.<br>It uses a variety of images, video or other additional features to support information. | Product is organised into some sections with a few creative and interesting ideas.<br>It is logical but there are not many interesting facts.<br>It uses a limited selection of images and additional features to support information. | Product is disorganised and lacks interesting ideas.<br>It is not logical and has few interesting facts.<br>There are no images or other additional features to support information.                    |
| <b>Language use</b> | Excellent use of grammar, punctuation and spelling.<br>Excellent use of language from the unit (present perfect simple and continuous).<br>Project communicates main ideas clearly with few or no mistakes.  | Good use of grammar, punctuation and spelling.<br>Good use of language from the unit (present perfect simple and continuous).<br>Project communicates main ideas clearly but with some mistakes.        | Adequate use of grammar, punctuation and spelling.<br>Adequate use of language from the unit (present perfect simple and continuous).<br>Project is understandable, but some sections need further explanation.                        | Poor use of grammar, punctuation and spelling.<br>Poor or no use of language from the unit (present perfect simple and continuous).<br>Project is confusing, vague and almost impossible to understand. |



### Cambridge Life Competencies Framework

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

| FOUNDATION LAYERS           | ABILITIES                                                               | ACTIONS                                                                                                                                        |
|-----------------------------|-------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Digital Literacy</b>     | <ul style="list-style-type: none"> <li>Use digital tools</li> </ul>     | finding content on various websites, downloading images or videos, sharing work online, assessing online material, using video-making programs |
| <b>Discipline Knowledge</b> | <ul style="list-style-type: none"> <li>Convince the audience</li> </ul> | presenting ideas, categorising information, giving facts and details, using appropriate video and images, answering questions                  |

### Flipped classroom activities

#### Evaluate

In project groups, ask students to discuss their completed Peer-evaluation forms and ways to work better as a group. [Peer-evaluation form p69](#)

**Out of class:** Ask students to think about their progress at home. [My learning diary p68](#) **Production**

**In class:** Discuss what students have learned, using the information from their learning diaries.

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