

Collaborate

A1+ – A2

Simon Cupit

PROJECT BOOK

1



Experience
Better
Learning

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AN INTRODUCTION TO PROJECT WORK

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

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

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

What is project work?

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

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

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

Innovate

Question actively

Use social skills

Think critically

Work collaboratively

Create

BENEFITS AND ADVANTAGES OF PROJECT WORK



Personal advantages

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



Academic advantages

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



Language learning

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

Project work and the Cambridge Life Competencies Framework

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

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

The framework is closely aligned to the Key Competencies defined in the new LOMLOE law and provides different levels of detail, from six broad Areas of Competency to specific Can Do Statements. We have grouped the different competencies into six main areas, which are supported by three foundation layers.

Creative Thinking

Critical Thinking

Learning to Learn

Communication

Collaboration

Social Responsibilities

EMOTIONAL DEVELOPMENT

DIGITAL LITERACY

DISCIPLINE KNOWLEDGE

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

Taking personal responsibility for own contribution to a group task

Listening respectfully and responding constructively to others' contributions

Managing the sharing of tasks in a project

Working towards a resolution related to a task

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

Area of Competency:
Collaboration

Competency:
Managing the sharing of tasks in a project

Can Do Statements:

- Follows the instructions for a task and alerts others when straying from them.
- Explains reasons for suggestions and contributions.
- Takes responsibility for completing tasks as part of a larger project.



For more information, go to:
cambridge.org/elt

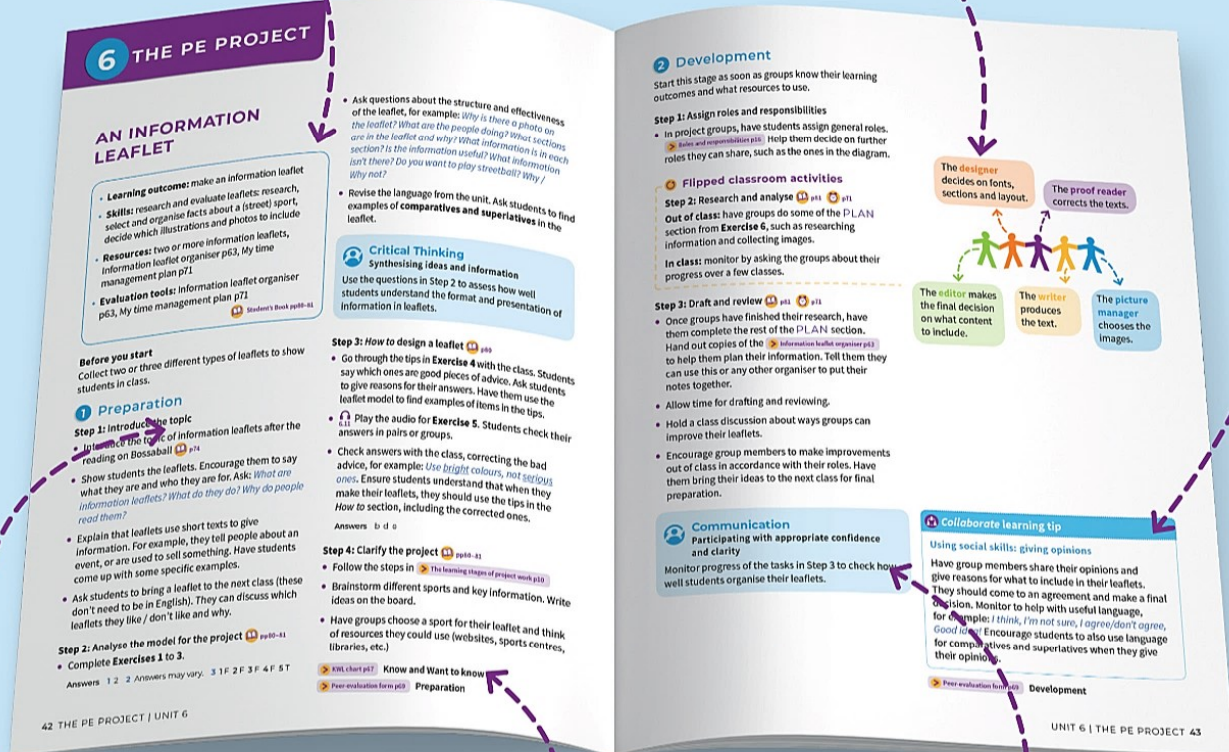
Level 1 Projects	Area of Competency	Competency	Can Do Statements
Mini culture project: a poster	Creative Thinking C7	Creating new content from own ideas or other resources	<i>Illustrates a new poster with unique symbols or persuasive language; Responds imaginatively to contemporary events and ideas.</i>
	Collaboration C5 C6 C7	Managing the sharing of tasks in a project	<i>Works with others to plan and execute class projects; Ensures that all members have a role in group activities.</i>
The maths project: a class survey	Communication C1	Using appropriate language and register for context	<i>Knows how to present points clearly and persuasively; Uses language for effect (exaggerations).</i>
	Critical Thinking C7	Evaluating ideas, arguments and options	<i>Identifies evidence and its reliability; Gives reasons for an argument's plausibility.</i>
Mini culture project: a haiku	Learning to Learn C5	Practical skills for participating in learning	<i>Organises notes systematically; Uses notes to construct original output.</i>
	Social Responsibilities C5 C6 C8	Taking active roles including leadership	<i>Sets strategies and plans; Shows confidence in speaking in public (e.g. to present a project).</i>
The art project: a food truck	Creative Thinking C7	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>
	Collaboration C5 C6 C7	Taking personal responsibility for own contributions	<i>Follows the instructions for a task; Explains reasons for their suggestions and contributions.</i>
Mini culture project: a lookbook	Communication C1	Participating with appropriate confidence and clarity	<i>Speaks with suitable fluency; Uses facial expressions and eye contact appropriately.</i>
	Learning to Learn C5	Taking control of own learning	<i>Identifies helpful resources for their learning; Uses a learner's dictionary and other reference resources.</i>
The PE project: an information leaflet	Communication C1	Participating with appropriate confidence and clarity	<i>Develops a clear description with a logical sequence of points; Uses a number of cohesive devices to link sentences into clear, coherent discourse.</i>
	Critical Thinking C7	Synthesising ideas and information	<i>Selects key points from diverse sources to create a new account and/or argument.</i>
Mini culture project: a scrapbook	Social Responsibilities C5 C6 C8	Understanding and describing own and others' cultures	<i>Accepts others and shows respect for cultural difference; Understands the contributions of different cultures to their own lives.</i>
	Creative Thinking C7	Creating new content from own ideas or other resources	<i>Writes or tells an original story, given prompts or without prompts; Makes up own 'what if' activities and brings others in.</i>
The history project: an interview	Critical Thinking C7	Evaluating ideas, arguments and options	<i>Distinguishes between fact and opinion; Identifies assumptions and inferences in an argument.</i>
	Collaboration C5 C6 C7	Listening respectfully and responding constructively to others' contributions or activities	<i>Is ready to justify, adapt and abandon a proposal in response to others' queries and contributions; Listens to, acknowledges different points of view, respectfully.</i>
Mini culture project: a webpage	Creative Thinking C7	Participating in creative activities	<i>Encourages group members to make activities more original; Participates in activities that include creative thinking.</i>
	Learning to Learn C5	Taking control of own learning	<i>Finds sources of information and help; Reviews vocabulary regularly and systematically.</i>

HOW TO USE THE PROJECT BOOK

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

Manage student roles and responsibilities.

Get useful tips for monitoring collaborative skills.



Identify the corresponding pages of the Students Book.

Find useful photocopiable resources.

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

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

CLASS SURVEY ORGANISER

Title and purpose:

Topic questions:

Total number of students:

Activities	Number of students
1	
2	
3	
4	
5	
6	

Summary of results:

Conclusions:

POSTER ORGANISER

Poster title:

Poster content:

HAIRY ORGANISER

Poster title:

Poster content:

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

See clear guidelines for identifying and assessing student performance.

Identify the other vital skills that project work develops.

Help students evaluate themselves and their peers.

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

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

Name: _____
Date: _____
Unit, topic and project: _____

MY TIME MANAGEMENT PLAN

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

Research and analyse	Time prediction	Actual time
What do I need to do?		
1. ☐	→ ☐	→ ☐
2. ☐	→ ☐	→ ☐
3. ☐	→ ☐	→ ☐

Draft and revise	Time prediction	Actual time
What do I need to do?		
1. ☐	→ ☐	→ ☐
2. ☐	→ ☐	→ ☐
3. ☐	→ ☐	→ ☐

Prepare	Time prediction	Actual time
What do I need to do?		
1. ☐	→ ☐	→ ☐
2. ☐	→ ☐	→ ☐
3. ☐	→ ☐	→ ☐

Reflect
Answer the questions.

- I manage my time well during my project work. ☐ Yes ☐ Don't know
- I have time to complete self-evaluation tools for each stage. ☐ Yes ☐ No
- How can I improve my time management in the next project? _____

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THE LEARNING STAGES OF PROJECT WORK

