

Collaborate

A2 – A2+

Simon Cupit

PROJECT BOOK

2



Experience
Better
Learning

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AN INTRODUCTION TO PROJECT WORK

Welcome back to school! Your students are eagerly 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 real meaning. 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 about a remote place or habitat, including 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 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:



BENEFITS AND ADVANTAGES OF PROJECT WORK



✓ Personal advantages

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

✓ Academic advantages

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

✓ Language learning

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

Project work and the Cambridge Framework for Life Competencies

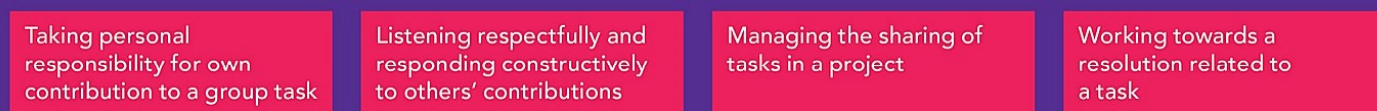
How can we prepare our students to succeed in a rapidly changing world? We see the need to help students develop transferable skills, to work with people from around the globe, to think creatively, analyse sources critically and communicate their views effectively. However, how can we balance the development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

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

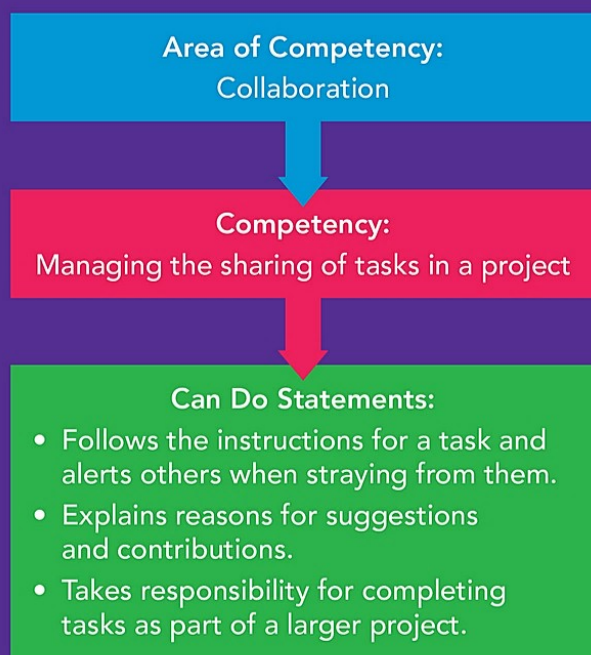
The Framework provides different levels of detail, from six broad Areas of Competency to specific Can Do Statements. We have grouped the different competencies into six main areas, which are supported by three foundation layers.



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



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



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

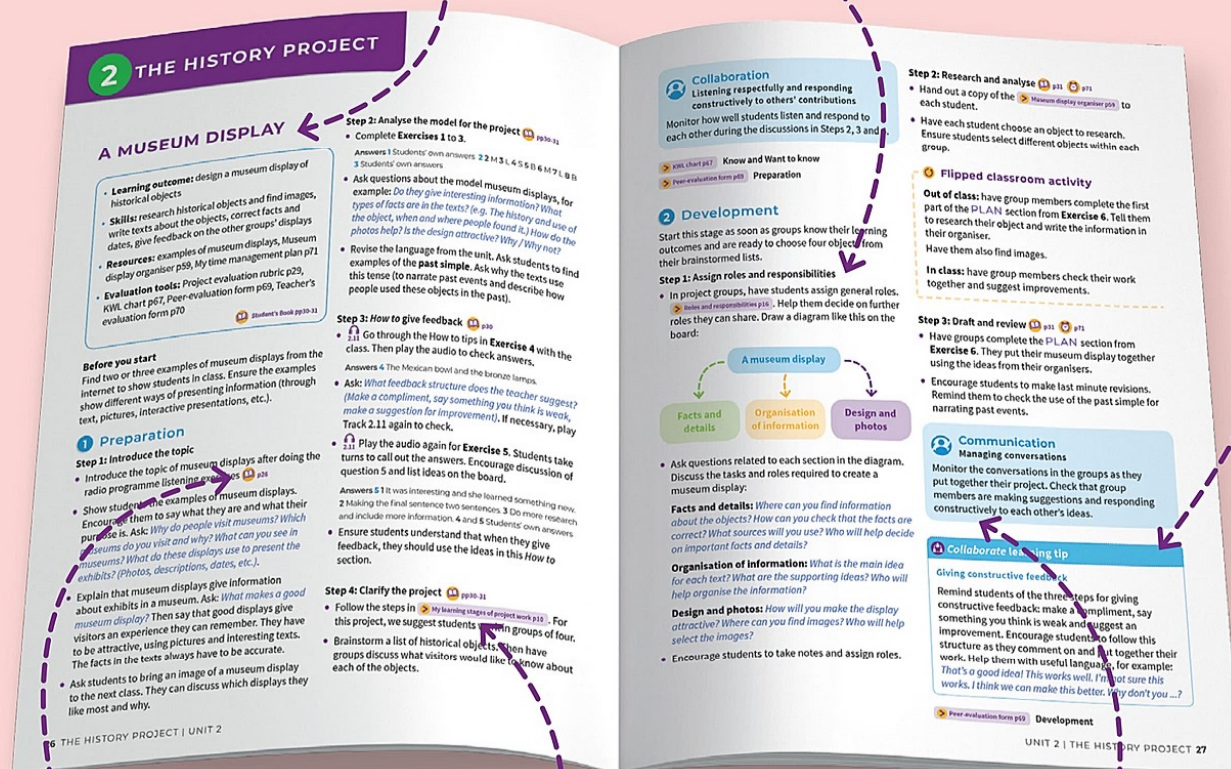
Level 2 Projects	Area of Competency	Competency	Can Do Statements
Mini culture project: a storyboard for an advert	Creative Thinking	Creating new content from own ideas or other resources	<i>Communicates personal response to creative work from art, music or literature.</i>
	Learning to Learn	Reflecting 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 history project: a museum display	Collaboration	Listening respectfully and responding constructively to others' contributions	<i>Listens to / acknowledges different points of view respectfully; Evaluates contributions from other students with appropriate sensitivity.</i>
	Communication	Managing conversations	<i>Can use simple techniques to start, maintain and close conversations of various lengths; Uses appropriate strategies to develop a conversation (e.g. showing interest).</i>
Mini culture project: a comic strip	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 social studies project: a poster	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>
Mini culture project: a poster	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 science project: an information leaflet	Critical Thinking	Understanding and analysing links between ideas	<i>Compares points and arguments from different sources; Identifies the basic structure of an argument.</i>
	Communication	Managing conversations	<i>Uses appropriate language to negotiate meaning: to show understanding; to signal lack of understanding; to seek clarification.</i>
Mini culture project: a 3D room plan	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 design and technology project: a timeline	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>
Mini culture project: a webpage	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>

HOW TO USE THE PROJECT BOOK

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

Manage student roles and responsibilities.

Get useful tips for monitoring collaborative skills.



Identify the corresponding pages of the Students Book.

Find useful photocopiable resources.

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

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

MUSEUM DISPLAY ORGANISER

Name of object: _____

Location: _____

Materials: _____

How did people make it? _____

What did people use it for? _____

Other interesting facts: _____

Write ideas for photos and pictures. You can also write the sources here.

Organise your group's display. Make a sketch.

PHOTOCOPIABLE © Cambridge University Press 2019 Unit 2 Museum display organiser 59



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

See clear guidelines for identifying and assessing student performance.

Identify the other vital skills that project work develops.

3 Production
Schedule presentation times and stick to them. Remember that these projects will be put on the classroom wall. Allow enough time for students to look at all the museum displays, ask questions and give feedback. Before groups produce their final drafts, have them look at different examples of museum displays again. Help them with ideas for how to present their information logically.

2 Presentation ideas (p.1)
As students complete their projects, check their abilities in the following Areas of Competency.

4 Collaboration
Listening respectfully and responding constructively to others' contributions.
Evidence: Groups respond respectfully to constructive feedback. Evaluates contributions from other students with appropriate sensitivity.
Evidence: If groups disagree with feedback, they do it in a polite manner.

5 Communication
Managing conversations.
Can use simple techniques to start, maintain and close conversations of various lengths.
Evidence: Students give feedback on and answer questions about each other's displays.
Evidence: Students give constructive feedback on their peers' displays.

Step 1: Prepare (p.1) (p.1)
Go through the checklist in the PRESENT section from Exercise 7.
As groups prepare their project, ask questions, for example: Are the facts and dates correct? What images are you using? Do the texts match them? What can you do to improve the design?
Check the use of the past simple in the texts. Allow time for final corrections.
Remind groups of the presentation date and how much time is allowed for it.

Step 2: Present (p.1) (p.1)
Have groups put their museum displays on the classroom wall.
Ask the class to review the How to tips and make feedback notes as they look at their classmates' work and writing their comments.
Groups walk around, looking at the museum displays and writing their comments.
Draw attention to the CHECK section from Exercise 8. Have groups give feedback to each other using their notes. Monitor the progress of this task.

Step 3: Reflect (p.1) (p.1)
After the feedback session, encourage students to reflect on each stage of the project process, including the differentiated instruction activities below for

Differentiated Instruction

Support	Consolidation	Extension
Have students vote on the best display and share the result with the class.	Have pairs list the strong and weak elements of one of the displays and share their ideas with the group that designed it.	In project groups, students write three questions about interesting facts from their display. Then pairs of groups quiz each other.

Project evaluation rubric: a museum display of historical objects
Use these project-specific descriptors and your choice of descriptors from the Evaluation rubric (p.1) to assess students individually or in groups. Make your own evaluation form.

	4	3	2	1
Creativity	Product is well-organised and has a very attractive design. It uses interesting and appropriate images. It has relevant information, including accurate facts from reliable sources.	Product is well-organised and has an attractive design. It uses appropriate images, and some of them are interesting. It has mostly relevant information, including accurate facts from reliable sources.	Product is organised and has a clear but not very attractive design. It uses appropriate images, but they are not interesting. It has accurate information from reliable sources, but very few facts are relevant.	Product is poorly organised and has an unattractive design. It has few or no images, appropriate or interesting. It doesn't have relevant or accurate information.
Language use	Excellent use of language from unit (past simple). Project is understandable with only a few mistakes.	Good use of language from unit (past simple). Project is understandable with some mistakes.	Adequate use of language from unit (past simple). Project is understandable, but some sections need further explanation.	Poor or no use of language from unit (past simple). Project is confusing, vague and almost impossible to understand.

The Cambridge Framework for Life Competencies
You can also assess students' progress in the following foundational layers.

FOUNDATIONAL LAYER	ABILITIES	ACTIONS
Emotional Development	Manage emotions	making compliments and suggestions, giving constructive feedback, responding to feedback respectfully
Discipline Knowledge	Convince the audience	explaining facts and images, giving details, summarising information, narrating past events, 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.
Out of class: have students reflect on their progress at home.
In class: hold a class discussion on what students learned, using the information from their KWL charts.

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.

PEER-EVALUATION FORM

TEACHER'S EVALUATION FORM

PEER-EVALUATION FORM

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

What do I need to do?	Time prediction	Actual time
1. ☐ Research and analyse	→	→
2. ☐ Draft and review	→	→
3. ☐ Prepare	→	→
4. ☐ Reflect	→	→

Answer the questions.

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

THE LEARNING STAGES OF PROJECT WORK

