

# Collaborate

A2+ – B1

Simon Cupit

PROJECT BOOK

3



Experience  
Better  
Learning

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# AN INTRODUCTION TO PROJECT WORK

**Welcome back! Are you ready for another year of rewarding challenges in your English class? How are you going to help your students develop their skills this year?**

Your students should now be used to project work and be familiar with its different stages: preparation, development and production. They are now ready to expand their language skills in all steps of the process and will be able to use more English as they plan, discuss and reflect on their work. The projects in Level 3 are designed to help your students build on their learning and stay motivated.

This book will guide you on how to make the most of different 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 (*Think outside the box*). Your students have learned vocabulary for making things and materials and practised giving and following instructions. How can you review and expand on this topic? In this case, your students give a presentation of an idea for an invention, including a description of what it is made from, how it works and what problem it solves.

Remember that project work involves students taking ownership of 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 facilitate how this happens. 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:



# 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 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.

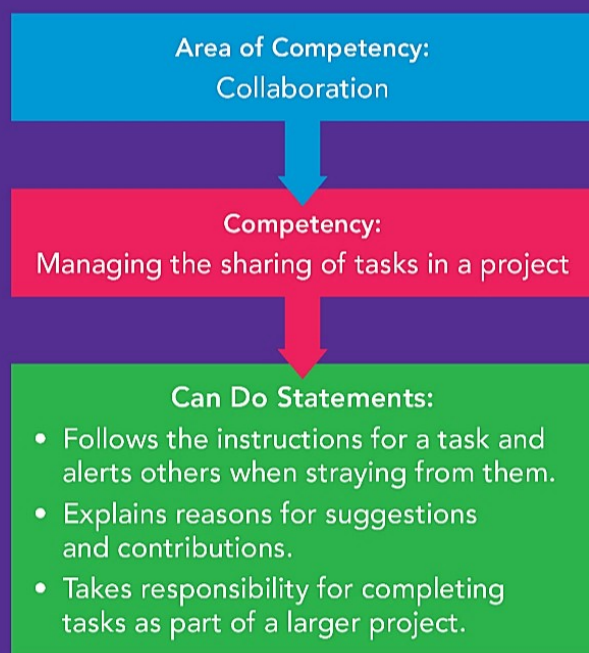
The Framework is closely aligned to the Key Competencies defined in the new LOMLOE law and provides different levels of detail, from six broad Areas of Competency to specific Can Do Statements. We have grouped the different competencies into six main areas, which are supported by three foundation layers.



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](https://cambridge.org/elt)

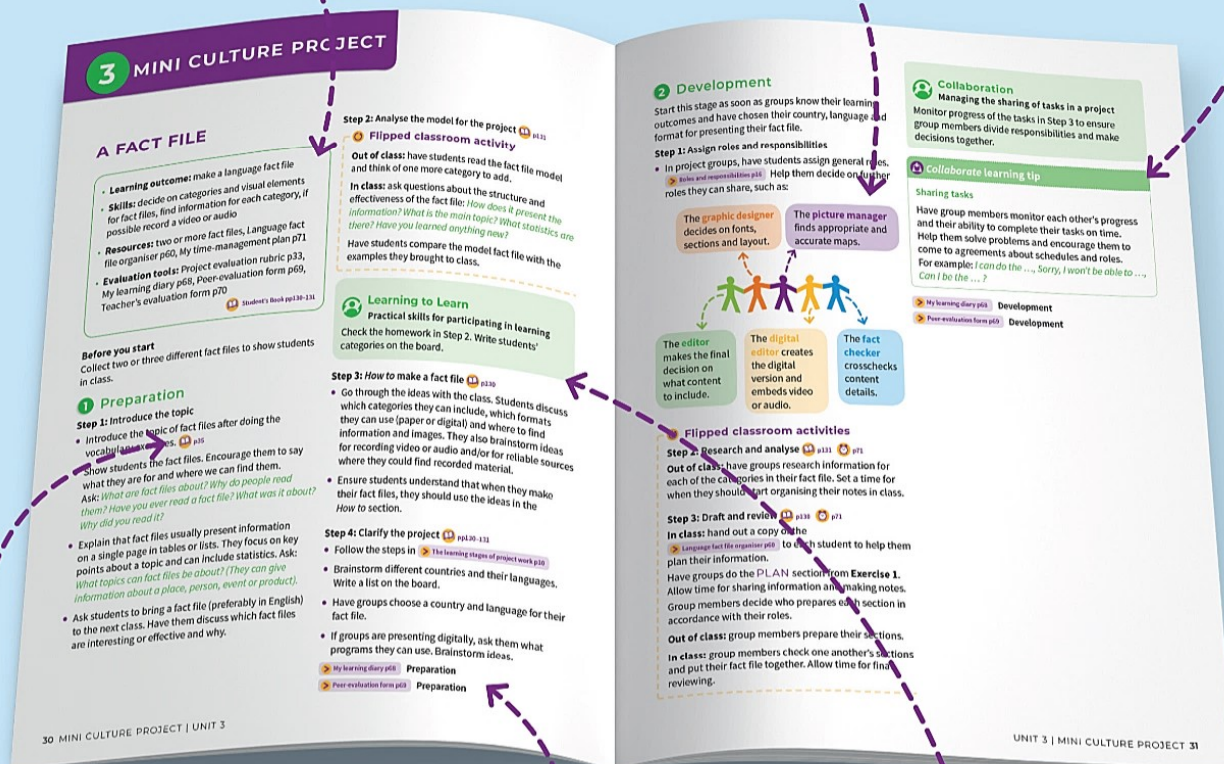
| Level 3 Projects                                       | Area of Competency               | Competency                                                                    | Can Do Statements                                                                                                                                                                             |
|--------------------------------------------------------|----------------------------------|-------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>1 Mini culture project:</b><br>A presentation       | Critical Thinking C7             | Evaluating ideas, arguments and options                                       | <i>Analyses causes and effects of problems; Examines possible solutions to a given problem and states how effective they are.</i>                                                             |
|                                                        | Communication C1                 | Managing conversations                                                        | <i>Uses appropriate strategies to deal with language gaps (using non-linguistic means, approximate synonyms, etc.); Invites contributions from interlocutors in a conversation.</i>           |
| <b>2 The art project:</b><br>A profile of an artist    | Learning to Learn C5             | Taking control of your own learning                                           | <i>Finds sources of information and help (online); Chooses ways to practise English outside the classroom (e.g. watching TV/ films in English, using English on social media).</i>            |
|                                                        | Creative Thinking C7             | Creating new content from own ideas or other resources                        | <i>Makes an assignment original by changing the task or adding new angles; Communicates personal response to creative work from art, music or literature.</i>                                 |
| <b>3 Mini culture project:</b><br>A fact file          | Learning to Learn C5             | Practical skills for participating in learning                                | <i>Completes homework as required; Takes effective notes in class and from homework reading.</i>                                                                                              |
|                                                        | Collaboration C5 C6 C7           | Managing the sharing of tasks in a project                                    | <i>Participates with others to plan, organise and carry out events; Ensures that work is fairly divided among members in group activities.</i>                                                |
| <b>4 The PE project:</b><br>A report                   | Critical Thinking C7             | Evaluating ideas, arguments and options                                       | <i>Gives reasons for an argument's plausibility; Assesses strengths and weaknesses of possible solutions.</i>                                                                                 |
|                                                        | Communication C1                 | Managing conversations                                                        | <i>Uses appropriate language to negotiate meaning (seek repetition, check understanding); Uses simple techniques to start, maintain and close conversations of various lengths.</i>           |
| <b>5 Mini culture project:</b><br>A magazine article   | Social Responsibilities C5 C6 C8 | Understanding personal responsibilities as part of a group and in society     | <i>Understands the rights and responsibilities of individuals in society at local and national levels; Understands various aspects of society.</i>                                            |
|                                                        | Creative Thinking C7             | Participating in creative activities                                          | <i>Encourages group members to make activities more original and imaginative; Participates in 'what if' thinking.</i>                                                                         |
| <b>6 The technology project:</b><br>A presentation     | Collaboration C5 C6 C7           | Working towards a resolution related to a task                                | <i>Is aware others have divergent views and ideas for solving a task; Is able to propose solutions that include other views and ideas than their own.</i>                                     |
|                                                        | Communication C1                 | Participating with appropriate confidence and clarity                         | <i>Develops a clear description or narrative with a logical sequence of points; Uses a number of cohesive devices to link sentences into a clear, coherent discourse.</i>                     |
| <b>7 Mini culture project:</b><br>A travel blog        | Social Responsibilities C5 C6 C8 | Understanding and describing own and others' cultures                         | <i>Accepts others and shows respect for cultural difference, challenges prejudice and discriminatory views; Makes informed comparisons between their own and other societies.</i>             |
|                                                        | Creative Thinking C7             | Using newly created content to solve problems and make decisions              | <i>Employs new ideas and content in solving a task; Makes an assignment original by changing the task or adding new angles.</i>                                                               |
| <b>8 The citizenship project:</b><br>A school brochure | Collaboration C5 C6 C7           | Listening respectfully and responding constructively to others' contributions | <i>Listens to and acknowledges different points of view respectfully; Is ready to justify, adapt and abandon a proposal or point of view in response to others' queries or contributions.</i> |
|                                                        | Critical Thinking C7             | Synthesising ideas and information                                            | <i>Selects key points from diverse sources to create a new account and/or argument.</i>                                                                                                       |
| <b>9 Mini culture project:</b><br>A poster             | Social Responsibilities C5 C6 C8 | Understanding and discussing global issues                                    | <i>Is aware of different global issues; Understands the importance of international cooperation.</i>                                                                                          |
|                                                        | Learning to Learn C5             | Practical skills for participating in learning                                | <i>Completes homework as required; Participates sensibly and positively in learning activities in class.</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 Student's 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.

| LANGUAGE FACT FILE ORGANISER                            |  |
|---------------------------------------------------------|--|
| Country                                                 |  |
| Population                                              |  |
| Main language                                           |  |
| Other languages                                         |  |
| Total number of languages                               |  |
| Common expressions                                      |  |
| Interesting fact                                        |  |
| Famous singer or writer                                 |  |
| Favourite word(s)                                       |  |
| Alphabet – any new letters that aren't in your alphabet |  |
| Ideas for images (flags, maps, people, etc.)            |  |

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. Schedule presentation times and stick to them. Spread the ensuring all groups present their fact files. Allow presentations over a few classes, if necessary. Allow enough time for each presentation and for questions. Before groups produce their final drafts, have them decide on the format for presenting their fact file, if they haven't done so yet. It could be a digital presentation with embedded video and/or audio, or a print poster.

**4 Presentation ideas p13**

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

**Learning to Learn**  
Practical skills for participating in learning  
Completes homework as required.  
Evidence: Students are ready to do the work planned for the in-class project session.  
Takes effective notes in class and from homework reading.  
Evidence: Fact file contains relevant information from various sources.

**Collaboration**  
Managing the sharing of tasks in a project  
Participates with others to plan, organise and carry out events.  
Evidence: Group members complete their tasks with help from others.  
Ensures that work is fairly divided among members in group activities.  
Evidence: Group members divide responsibilities in accordance with their roles and make decisions together.

**Step 1: Prepare** p130 p131

- Go through the checklist in the PRESENT section in Exercise 2.
- As groups prepare their project, ask questions: Did you check your facts? Have you included maps and photos? Is your fact file a digital presentation or a poster? Allow enough time for final adjustments. Encourage students to meet out of class, especially to practise and time their presentation.

**Remind groups of the presentation date and how much time is allowed for it.**

**Grade activities for this step, if necessary. (See Differentiated instruction activities below for further practice.)**

**Differentiated instruction**

**Support**  
Allow group members extra time to practise their part of the presentation and give them tips on how to improve.

**Consolidation**  
Encourage group members to listen actively to each other while they are practising and to give positive feedback.

**Extension**  
Have group members manage how tasks are shared and who should present which sections. Tell them to focus on individual students' interests.

**Step 2: Present** p130

- Draw attention to the CHECK section from Exercise 3. Ask the class to think about these questions as they listen to their peers' presentations.
- If the fact file is digital, we suggest one group member is the technician. Have each group choose their technician.
- Remind speakers to take their time and speak clearly.
- Have groups present their fact files.
- Remind students to interact with their audience and ask for questions at the end of each section or of the whole presentation.

**Step 3: Reflect** p130

- After all the presentations, hold a class discussion on the CHECK questions in Exercise 3.
- Encourage students to reflect on each stage of the project process, including positive experiences and things they could improve.

**Peer-evaluation form p13** Production

**Project evaluation rubric: a language fact file**

Use these project-specific descriptors and your choice of descriptors from the Evaluation rubric p13 to assess students individually or in groups. Make your own evaluation form. Teacher's evaluation form p13

|                                         | 4                                                                                                                                                                                                                             | 3                                                                                                                                                                              | 2                                                                                                                                                                                     | 1                                                                                                                                                                           |
|-----------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Creativity</b>                       | Product has an eye-catching design with very effective use of maps, photos and drawings. It contains a variety of common phrases and a wide range of interesting facts. It uses a wide variety of digital or print resources. | Product has an eye-catching design with good use of maps, photos and drawings. It contains some common phrases and interesting facts. It uses some digital or print resources. | Product has a basic but acceptable design with some good use of maps, photos and drawings. It contains few common phrases and ordinary facts. It uses few digital or print resources. | Product has an unattractive design with no or very few visual elements. It contains no common phrases and no interesting facts. It uses only one digital or print resource. |
| <b>Use of information and resources</b> | Uses interesting and factually correct information. Presents relevant information and extra elements in appropriate categories.                                                                                               | Uses interesting and mostly correct information. Presents mostly relevant information and extra elements in appropriate categories.                                            | Uses interesting information, but some of it is incorrect. Presents some of the information and extra elements in the wrong categories.                                               | Uses irrelevant and incorrect information. Presents all information and extra elements in an illogical way.                                                                 |

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

| FOUNDATIONAL LAYER          | ABILITIES                                             | ACTIONS                                                                                                                                             |
|-----------------------------|-------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Digital Literacy</b>     | Use digital tools                                     | finding content on various online sources, cross-checking facts with other digital sources, using digital tools to design and present the fact file |
| <b>Discipline Knowledge</b> | Provide interesting and factually correct information | giving details, researching and checking facts, demonstrating knowledge by answering questions, taking effective notes                              |

**Flipped classroom activities**

**Evaluate**  
Out of class: have students reflect on their progress at home. My Learning diary p13  
In class: hold a class discussion on what students learned, using the information from their learning diaries.

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**

1. In your group evaluate your performance. Mark 1-4 for each statement.

1. PREPARATION  
We prepared our presentations well.  
We understood the project.  
We prepared our presentations well.  
We prepared our presentations well.  
We prepared our presentations well.

2. DEVELOPMENT  
We prepared our presentations well.  
We prepared our presentations well.  
We prepared our presentations well.  
We prepared our presentations well.  
We prepared our presentations well.

3. PRODUCTION  
We prepared our presentations well.  
We prepared our presentations well.  
We prepared our presentations well.  
We prepared our presentations well.  
We prepared our presentations well.

4. REFLECT  
We prepared our presentations well.  
We prepared our presentations well.  
We prepared our presentations well.  
We prepared our presentations well.  
We prepared our presentations well.

**MY LEARNING DIARY**

1. PREPARATION  
We prepared our presentations well.  
We prepared our presentations well.  
We prepared our presentations well.  
We prepared our presentations well.  
We prepared our presentations well.

2. DEVELOPMENT  
We prepared our presentations well.  
We prepared our presentations well.  
We prepared our presentations well.  
We prepared our presentations well.  
We prepared our presentations well.

3. PRODUCTION  
We prepared our presentations well.  
We prepared our presentations well.  
We prepared our presentations well.  
We prepared our presentations well.  
We prepared our presentations well.

4. REFLECT  
We prepared our presentations well.  
We prepared our presentations well.  
We prepared our presentations well.  
We prepared our presentations well.  
We prepared our presentations well.

**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 in the box.

**Research and analysis**

What do I need to do? Time prediction Actual time

1. ✓ 2. ✓ 3. ✓

**Draft and review**

What do I need to do? Time prediction Actual time

1. ✓ 2. ✓ 3. ✓

**Prepare**

What do I need to do? Time prediction Actual time

1. ✓ 2. ✓ 3. ✓

**Reflect**

Answer the questions.

- I manage my time well during my project work. ☐ Yes ☐ Can be better
- I have time to complete my evaluation work for each task. ☐ Yes ☐ No
- I have time to complete my time management in the next project? ☐ Yes ☐ No

# THE LEARNING STAGES OF PROJECT WORK

