

Collaborate

B1 – B1+

Simon Cupit

PROJECT BOOK

4



Experience
Better
Learning

CAMBRIDGE
UNIVERSITY PRESS

University Printing House, Cambridge CB2 8BS, United Kingdom

One Liberty Plaza, 20th Floor, New York, NY 10006, USA

477 Williamstown Road, Port Melbourne, VIC 3207, Australia

314–321, 3rd Floor, Plot 3, Splendor Forum, Jasola District Centre, New Delhi – 110025, India

79 Anson Road, #06–04/06, Singapore 079906

José Abascal, 56 – 1º, 28003 Madrid, Spain

Cambridge University Press is part of the University of Cambridge.

It furthers the University's mission by disseminating knowledge in the pursuit of education, learning and research at the highest international levels of excellence.

www.cambridge.org

Information on this title: www.cambridge.org/9788413220130

© Cambridge University Press 2019

This publication is in copyright. Subject to statutory exception and to the provisions of relevant collective licensing agreements, no reproduction of any part may take place without the written permission of Cambridge University Press.

First published 2019

20 19 18 17 16 15 14 13 12 11 10 9 8 7 6 5 4 3 2 1

Printed in 'country' by 'printer'

Legal deposit: M-465-2019

ISBN 978-84-1322-013-0 Project Book 4

Additional resources for this publication at www.cambridge.es/collaborate

Cambridge University Press has no responsibility for the persistence or accuracy of URLs for external or third-party internet websites referred to in this publication, and does not guarantee that any content on such websites is, or will remain, accurate or appropriate. Information regarding prices, travel timetables, and other factual information given in this work is correct at the time of first printing but Cambridge University Press does not guarantee the accuracy of such information thereafter.

CONTENTS

An introduction to project work	4
Benefits and advantages of project work	5
Project work and the Cambridge Framework for Life Competencies	6
How to use the <i>Project book</i>	8
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
1 Mini culture project	
A fact file	22
2 The history project	
A history exhibit	26
3 Mini culture project	
A poster	30
4 The science project	
An infographic on animal senses	34
5 Mini culture project	
A travel blog	38
6 The citizenship project	
A leaflet	42
7 Mini culture project	
A presentation	46
8 The art and design project	
An advert storyboard	50
9 Mini culture project	
A story	54
Print materials	58
Fact file organiser	58
History exhibit organiser	59
Poster organiser	60
Infographic organiser	61
Travel blog organiser	62
Leaflet 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
Acknowledgements	72

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 schedule and create a history exhibit.

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 and 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.

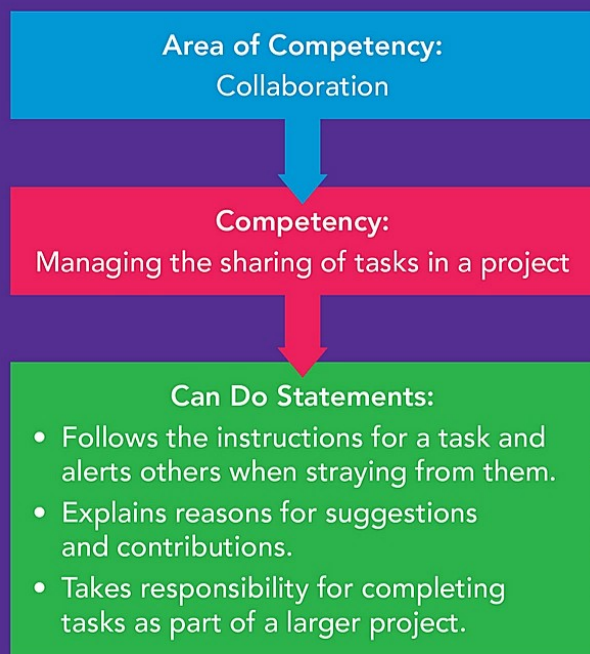
The Framework provides different levels of detail, from six broad Areas of Competency to specific Can Do Statements. We have grouped the different competencies into six main areas, which are supported by three foundation layers.



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 4 Projects	Area of Competency	Competency	Can Do Statements
Mini culture project: A fact file	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>
The history project: A history exhibit	Learning to Learn	Practical skills for participating in learning	<i>Produces a revision plan to focus on key skills and knowledge in a systematic way; Uses metacognitive strategies (e.g. time management) to maximise learning.</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>
Mini culture project: A poster	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>
The science project: An infographic on animal senses	Critical Thinking	Evaluating ideas, arguments and options	<i>Distinguishes between fact and opinion; Identifies evidence and its reliability.</i>
	Collaboration	Managing the sharing of tasks in a project	<i>Works with others to plan and execute class projects; Ensures that work is fairly divided among members in group activities.</i>
Mini culture project: A travel blog	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>
The citizenship project: A leaflet	Social Responsibilities	Taking active roles including leadership	<i>In group work, makes consultative decisions; Encourages others to participate and contribute in projects.</i>
	Communication	Participating with appropriate confidence and clarity	<i>Starts and manages conversations with confidence; Uses facial expressions and eye contact appropriately.</i>
Mini culture project: A presentation	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>
The art and design project: An advert storyboard	Critical Thinking	Understanding and analysing links between ideas	<i>Distinguishes between main and supporting arguments; Identifies the basic structure of an argument.</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>
Mini culture project: A story	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>

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 Framework for Life Competencies.

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

FACT FILE ORGANISER

Type of traditional dress:

Garment	Material	Other information

History

Images, video, other features

CONCEPT ORGANISER

PLAY ORGANISER

MUSEUM DISPLAY ORGANISER

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, ensuring all groups present their fact files. Allow enough time for other groups to comment on different groups' traditional dress, ask questions and give feedback.
Before groups present their final fact files, check that they have followed and completed the relevant steps, depending on which method of presentation they have chosen. [Peer-evaluation form p25](#)
As students complete their projects, check their abilities in the following Areas of Competency.

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 assess similarities and differences between traditional clothes from different cultures.

Learning to Learn
Taking control of your 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 a variety of sources to make sure facts and details are correct.

Step 1: Prepare [p23](#) [p24](#) [p25](#)
• Go through the checklist in the PRESENT section from **Exercise 2**.
• As groups prepare their final project, ask: *Does the fact file contain accurate information? Do the examples of the clothing in the images match the information in the text? Do you have an appropriate video? What else can you add?*

Step 2: Present [p23](#)
• Draw attention to the CHECK section from **Exercise 3**. Tell the class to use these questions to assess 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 reflect on similarities and differences between the traditional clothes in the presentations, and how they compare to traditional clothes in other cultures.

Step 3: Reflect [p23](#)
• After all the presentations, hold a class discussion on the CHECK questions in **Exercise 3**.
• Discuss the different steps of the project process and the final result. Ask: *How well did you work in your group? What did you find difficult / interesting? What new things have you learned? What would you change about your presentations?*
• Ask students to reflect on each stage of the project process, and make a note of their positive experiences. [Peer-evaluation form p25](#) **Production and Reflection**

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.

Project evaluation rubric: a fact file
Use these project-specific descriptors and your choice of descriptors from the [Evaluation rubric p25](#) to assess students individually or in groups. Make your own evaluation form. [Teacher's evaluation form p26](#)

	4	3	2	1
Creativity	Product is well-organised with creative and interesting ideas. It has logical categories with very interesting facts. It uses a wide variety of images, video or other additional features to support information.	Product is organised with some creative and interesting ideas. It has logical categories with some interesting facts. 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. It has some logical categories but not many interesting facts. It uses a limited selection of images and additional features to support information.	Product is disorganised and lacks interesting ideas. It has no logical categories and few interesting facts. There are no images or other additional features to support information.
Language use	Product shows excellent use of grammar, punctuation and spelling. Excellent use of language from unit (present perfect simple and continuous). Project communicates main ideas clearly with few or no mistakes.	Product shows good use of grammar, punctuation and spelling. Good use of language from unit (present perfect simple and continuous). Project communicates main ideas clearly with some mistakes.	Product shows adequate use of grammar, punctuation and spelling. Adequate use of language from unit (present perfect simple and continuous). Project is understandable, but some sections need further explanation.	Product shows poor use of grammar, punctuation and spelling. Poor or no use of language from unit (present perfect simple and continuous). 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
Digital Literacy	• Use digital tools	finding content on various websites, downloading images or videos, sharing work online, assessing online material, using video-making programs
Discipline Knowledge	• Convince the audience	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 p25](#)
Out of class: ask students to reflect on their progress at home. [My learning diary p26](#)
In class: hold a class discussion on what students have learned, using the information from their learning diaries. [My learning diary p26](#) **Production**

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

TEACHER'S EVALUATION FORM
Name: _____
Date: _____
Unit, topic and project: _____

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.

Research and analyse

What do I need to do?	Time prediction	Actual time
1. I need to find out what the project is about.	→	→
2. I need to find out what the project is about.	→	→
3. I need to find out what the project is about.	→	→

Draft and review

What do I need to do?	Time prediction	Actual time
1. I need to find out what the project is about.	→	→
2. I need to find out what the project is about.	→	→
3. I need to find out what the project is about.	→	→

Prepare

What do I need to do?	Time prediction	Actual time
1. I need to find out what the project is about.	→	→
2. I need to find out what the project is about.	→	→
3. I need to find out what the project is about.	→	→

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?

PHOTOCOPIABLE © Cambridge University Press 2019 Evaluation tools My time management plan 71

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, ensuring all groups present their fact files. Allow enough time for other groups to comment on different groups' traditional dress, ask questions and give feedback.
Before groups present their final fact files, check that they have followed and completed the relevant steps, depending on which method of presentation they have chosen. [Peer-evaluation form p25](#)
As students complete their projects, check their abilities in the following Areas of Competency.

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 assess similarities and differences between traditional clothes from different cultures.

Learning to Learn
Taking control of your 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 a variety of sources to make sure facts and details are correct.

Step 1: Prepare [p23](#) [p24](#) [p25](#)
• Go through the checklist in the PRESENT section from **Exercise 2**.
• As groups prepare their final project, ask: *Does the fact file contain accurate information? Do the examples of the clothing in the images match the information in the text? Do you have an appropriate video? What else can you add?*

Step 2: Present [p23](#)
• Draw attention to the CHECK section from **Exercise 3**. Tell the class to use these questions to assess 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 reflect on similarities and differences between the traditional clothes in the presentations, and how they compare to traditional clothes in other cultures.

Step 3: Reflect [p23](#)
• After all the presentations, hold a class discussion on the CHECK questions in **Exercise 3**.
• Discuss the different steps of the project process and the final result. Ask: *How well did you work in your group? What did you find difficult / interesting? What new things have you learned? What would you change about your presentations?*
• Ask students to reflect on each stage of the project process, and make a note of their positive experiences. [Peer-evaluation form p25](#) **Production and Reflection**

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.

Project evaluation rubric: a fact file
Use these project-specific descriptors and your choice of descriptors from the [Evaluation rubric p25](#) to assess students individually or in groups. Make your own evaluation form. [Teacher's evaluation form p26](#)

	4	3	2	1
Creativity	Product is well-organised with creative and interesting ideas. It has logical categories with very interesting facts. It uses a wide variety of images, video or other additional features to support information.	Product is organised with some creative and interesting ideas. It has logical categories with some interesting facts. 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. It has some logical categories but not many interesting facts. It uses a limited selection of images and additional features to support information.	Product is disorganised and lacks interesting ideas. It has no logical categories and few interesting facts. There are no images or other additional features to support information.
Language use	Product shows excellent use of grammar, punctuation and spelling. Excellent use of language from unit (present perfect simple and continuous). Project communicates main ideas clearly with few or no mistakes.	Product shows good use of grammar, punctuation and spelling. Good use of language from unit (present perfect simple and continuous). Project communicates main ideas clearly with some mistakes.	Product shows adequate use of grammar, punctuation and spelling. Adequate use of language from unit (present perfect simple and continuous). Project is understandable, but some sections need further explanation.	Product shows poor use of grammar, punctuation and spelling. Poor or no use of language from unit (present perfect simple and continuous). 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
Digital Literacy	• Use digital tools	finding content on various websites, downloading images or videos, sharing work online, assessing online material, using video-making programs
Discipline Knowledge	• Convince the audience	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 p25](#)
Out of class: ask students to reflect on their progress at home. [My learning diary p26](#)
In class: hold a class discussion on what students have learned, using the information from their learning diaries. [My learning diary p26](#) **Production**

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

TEACHER'S EVALUATION FORM
Name: _____
Date: _____
Unit, topic and project: _____

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.

Research and analyse

What do I need to do?	Time prediction	Actual time
1. I need to find out what the project is about.	→	→
2. I need to find out what the project is about.	→	→
3. I need to find out what the project is about.	→	→

Draft and review

What do I need to do?	Time prediction	Actual time
1. I need to find out what the project is about.	→	→
2. I need to find out what the project is about.	→	→
3. I need to find out what the project is about.	→	→

Prepare

What do I need to do?	Time prediction	Actual time
1. I need to find out what the project is about.	→	→
2. I need to find out what the project is about.	→	→
3. I need to find out what the project is about.	→	→

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?

PHOTOCOPIABLE © Cambridge University Press 2019 Evaluation tools My time management plan 71