Second Edition



Project book

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CAMBRIDGE

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An introduction to project work

Welcome back to school! Your new class of excited, nervous students is waiting for you. Each one of them comes from a unique 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, as well as develop key communication, critical-thinking and decision-making skills.

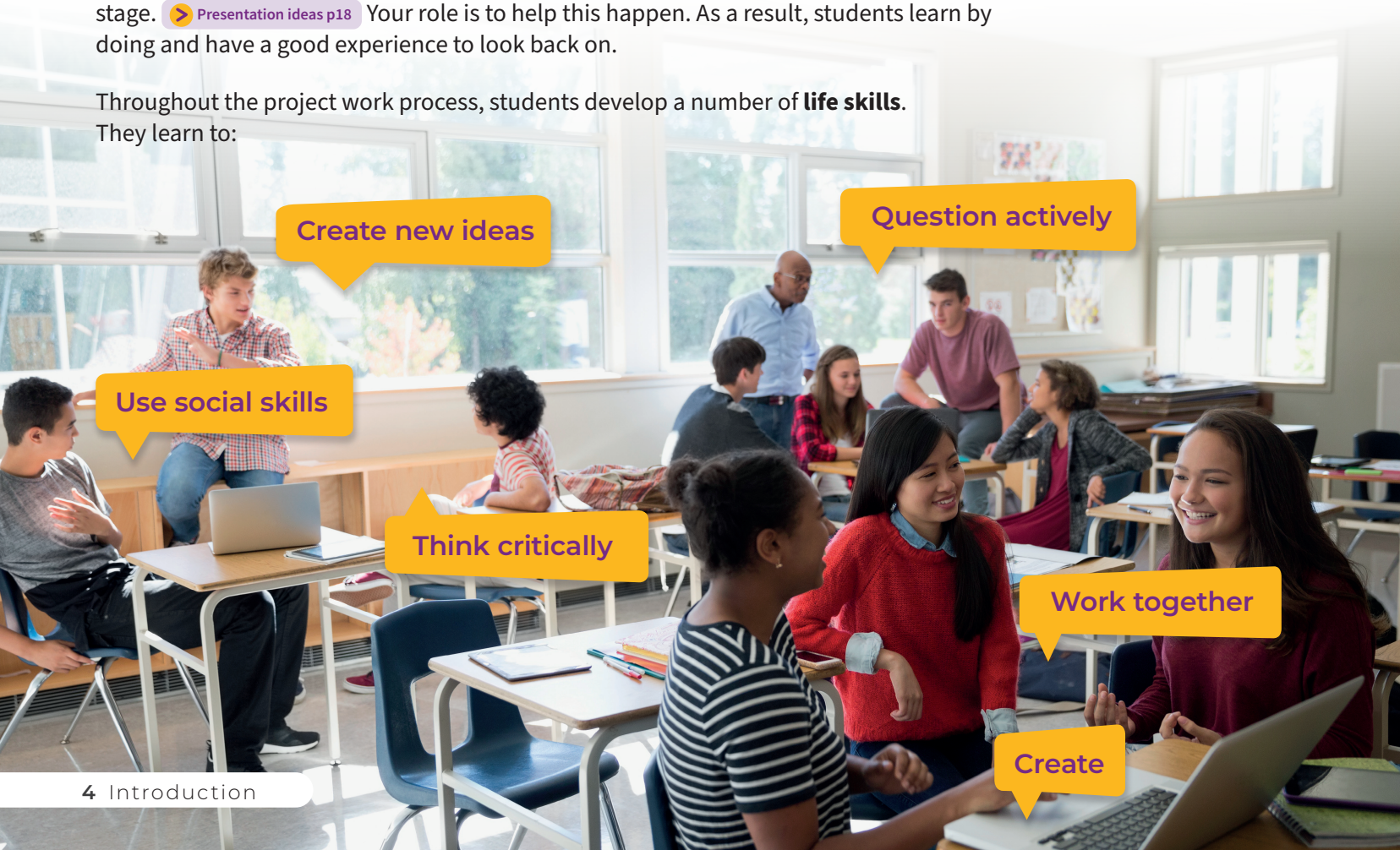
This book will guide you on how to make the most of your projects, and help your students work successfully both in and out of the classroom.

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 build 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 being responsible for 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 help this happen. As a result, students learn by doing and have a good experience to look back on.

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 **independence** 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

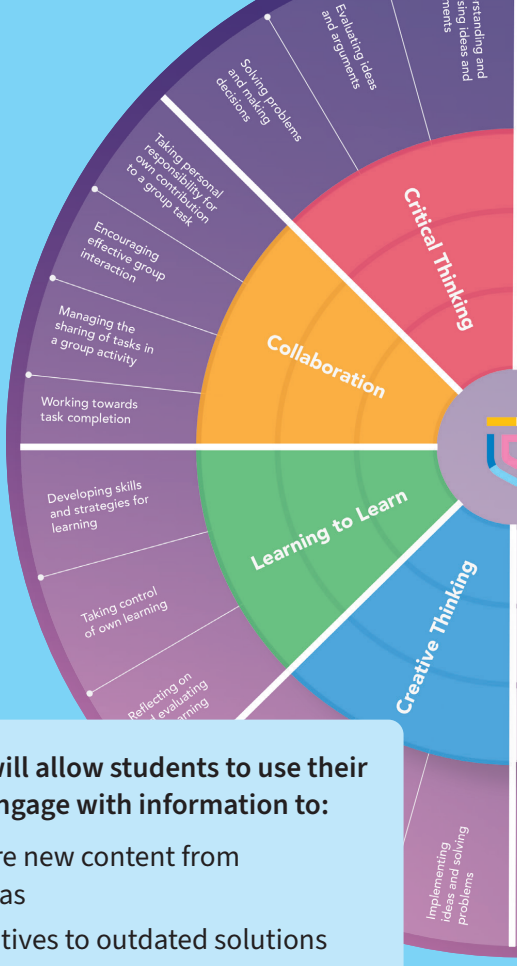
- allows teachers to deal with **mixed-ability** classes
- motivates whole-team / cooperation / group work and promotes chances to **learn from one another**
- develops **planning** and **organisational skills**
- permits a '**flipped classroom**' approach
- **helps learning** through research and opportunities 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

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

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



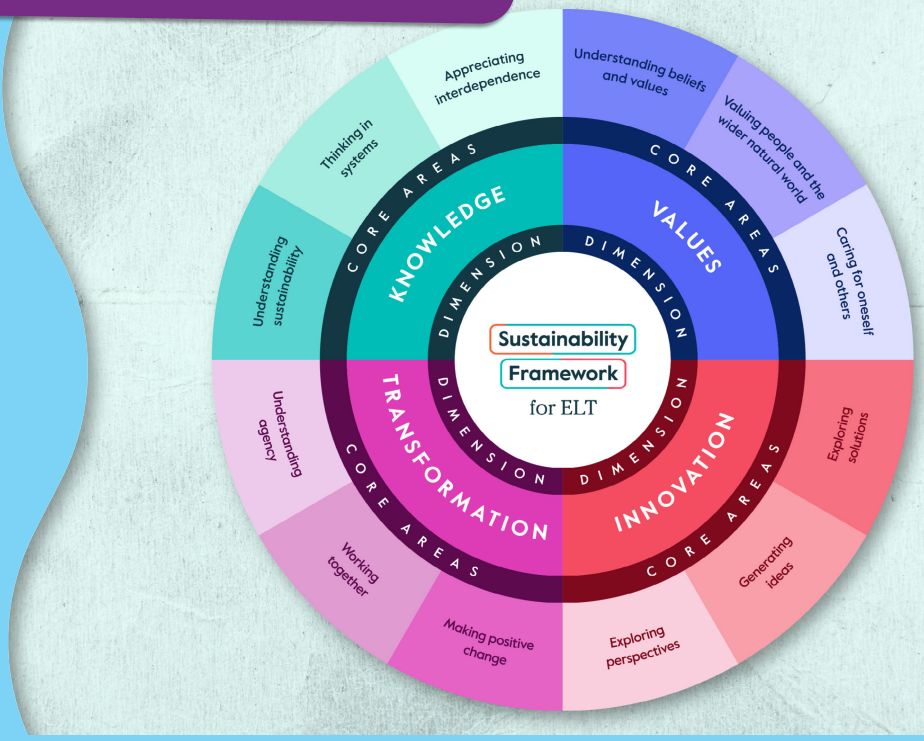
See the next page for correlations of project work to the Framework.

You can visit cambridge.org/clcf 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.

Level 1 Projects	Competency	Core Area	Can Do Statements
The Culture Project: a poster Teacher's Resource Bank Unit 1	Creative Thinking	Creating new content from own ideas or other resources	*Illustrates a new poster with unique symbols or persuasive language; Responds imaginatively to contemporary events and ideas.*
	Collaboration	Managing the sharing of tasks in a project	*Works with others to plan and execute class projects; Ensures that all members have a role in group activities.*
The CLIL Project: Maths: a class survey Student's Book pp30–31, 120	Digital literacy	Staying safe online; Maintaining personal wellbeing	*Describes appropriate actions that help ensure online safety; Discusses the potential negative impacts of social media on wellbeing; Identifies different forms of cyber-bullying and suggests ways to deal with these.*
	Critical Thinking	Evaluating ideas, arguments and opinions	*Identifies evidence and its reliability; Gives reasons for an argument's plausibility.*
The Culture Project: a haiku Teacher's Resource Bank Unit 3	Learning to Learn	Practical skills for participating in learning	*Organises notes systematically; Uses notes to construct original output.*
	Social Responsibilities	Taking active roles including leadership	*Sets strategies and plans; Shows confidence in speaking in public (e.g. to present a project).*
The CLIL Project: Science: a menu Student's Book pp54–55, 121	Collaboration	Taking personal responsibilities for own contributions	*Actively contributes to a task; Makes relevant suggestions based on the current topic of conversation.*
	Creative thinking	Using newly created content to solve problems	*Employs new ideas and content in solving a task or activity; Makes an assignment original by adding new angles.*
The Culture Project: a lookbook Teacher's Resource Bank Unit 5	Communication	Participating with appropriate confidence and clarity	*Speaks with suitable fluency; Uses facial expressions and eye contact appropriately.*
	Learning to Learn	Taking control of own learning	*Identifies helpful resources for their learning; Uses a learner's dictionary and other reference resources.*
The CLIL Project: Biology: an exercise plan Student's Book pp78–79, 122	Critical thinking	Solving problems and making decisions	*Examines possible solutions to a given problem and states how effective they are; Presents justification for a particular solution in a well-structured report.*
	Collaboration	Managing the sharing of tasks in a project	*Works with others to plan and execute class projects; Ensures that all members have a role in group activities.*
The Culture Project: a scrapbook Teacher's Resource Bank Unit 7	Social Responsibilities	Understanding and describing own and others' cultures	*Accepts others and shows respect for cultural difference; Understands the contributions of different cultures to their own lives.*
	Creative Thinking	Creating new content from own ideas or other resources	*Writes or tells an original story, given prompts or without prompts; Makes up own 'what if' activities and brings others in.*
The CLIL Project: Art: a factsheet Student's Book pp102–103, 123	Creative thinking	Creating new content from own ideas or other resources	*Communicates personal response to creative work from art, music or literature.*
	Learning to learn	Taking control of own learning	*Identifies helpful resources for their learning; Finds sources of information and help (online and in school).*
The Culture Project: a webpage Teacher's Resource Bank Unit 9	Creative Thinking	Participating in creative activities	*Encourages group members to make activities more original; Participates in activities that include creative thinking.*
	Learning to Learn	Taking control of own learning	*Finds sources of information and help; Reviews vocabulary regularly and systematically.*

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.



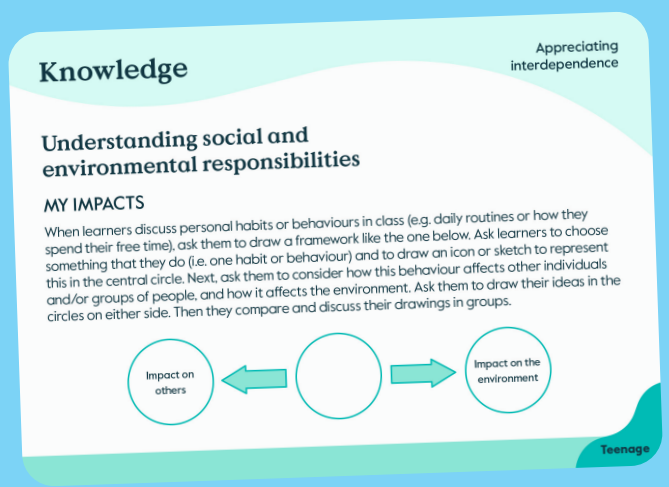
Own It! Second Edition content aligns in some units to the **United Nations Sustainability Development Goals**. These 17 goals were designed to be 'a blueprint to achieve a better and more sustainable future for all' (United Nations, n.d.) and adopted in 2015 to 'ensure healthy lives and promote well-being for all at all ages.' Goals are global, rather 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 connects to the SDGs through promotion of these values and goals 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 especially during their project work.

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 and the Sustainable Development Goals.)


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 …
The CLIL Project: Maths: a class survey  Student's Book pp30–31, 120	**Transformation:** Understanding agency	*one's personal agency and the relationship between agency and outcome*
	Transformation: Working together	*how to encourage fair, respectful and equitable interaction*
	Sustainability activity cards: Transformation	
The CLIL Project: Science: a menu  Student's Book pp54–55, 121	**Knowledge:** Understanding sustainability	*how to recognise the environmental, social and economic dimensions of sustainability*
	Knowledge: Appreciating interdependence	*social and environmental responsibilities*
	Sustainable Development Goals: Responsible consumption and production	
	Sustainability activity cards: Knowledge	
The CLIL Project: Biology: an exercise plan  Student's Book pp78–79, 122	**Values:** Caring for oneself and others	*how to generate hope in self and others*
	Innovation: Generating ideas	*how to recognise opportunity for positive transformation*
	Transformation: Understanding agency	*how to inspire agency in others*
	Sustainable Development Goals: Good health and well-being	
	Sustainability activity cards: Values, Innovation and Transformation	
The CLIL Project: Art: a factsheet  Student's Book pp102–103, 123	**Knowledge:** Appreciating interdependence	*recognise relationships with each other and the wider world*
	Innovation: Exploring perspectives	*the bigger picture*
	Sustainability activity cards: Knowledge and Innovation	

The learning stages of project work

1 Preparation

Facilitators

Step 1: Introduce the topic

Step 2: Analyse the model for the project

Step 3: Go through the *How to* tips

Step 4: Clarify the project

- Organise groups
- Review the learning outcomes and skills
- Brainstorm ideas
- Focus on key information
- Have groups make decisions about content

2 Development

Project groups

Step 1: Assign roles and responsibilities

Step 2: Research and **analyse**

Step 3: Draft and **review**

- Put together work
- Peer-correct
- Express opinions and make choices

3 Production

Project groups

Step 1: Prepare

- Decide how the project will look and who will speak
- Practise

Step 2: Present

- Take turns presenting
- Ask questions and give feedback

Step 3: Reflect

- Discuss all stages of the process

Pre-evaluation (self-evaluation)

Tools for students:
KWL chart, My learning diary, Peer-evaluation form

Tools for teachers:
Teacher's evaluation form

Evaluation tools pp67–70

Formative evaluation (self-evaluation, peer-evaluation, observation)

Tools for students:
KWL chart, My learning diary, graphic organisers, Peer-evaluation form

Tools for teachers:
Teacher's evaluation form

Evaluation tools pp67–70

Formative and summative evaluation

Tools for students:
KWL chart, My learning diary, Peer-evaluation form

Tools for teachers:
Teacher's evaluation form, Evaluation rubric

Evaluation tools pp67–70

Evaluation rubric p21

Reflection (you and students)

1 Have *student-to-student*, *student-to-teacher* and *teacher-to-student* discussions on evaluation grades.

2 Identify areas for improvement in future projects using the Evaluation tools.

Evaluation p20

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)[1]. 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 *Clarify 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 difficulty of the project and its outcomes. The question is not *if* you should use own language, but *when*, *how* and *how much*.

At Level 1, we suggest you allow own-language use for explanations, wider discussions, reflection and analysis, while encouraging English for research and presentation.



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)[2], 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 *How to* 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	■	■

[1] Kerr, Philip (2016). 'The learner's own language. Explorations' in *English Language and Linguistics*. 3.1:1–7.
[2] 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 depend on 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 understand and use rules (DeKeyser, 2010)[1]. Your activities should reflect this, which means getting to know your students and their differences in the following four areas:

Cognitive maturity

Your students' ages and experiences affect their ability to understand and follow instructions.

Adapt instructions according to level and avoid complicated words and phrases with beginners and elementary students.

Proficiency

Every member of your class will have a different language level.

Make sure tasks involve an appropriate degree of difficulty and are suitably challenging. Provide the levels of support needed.

Interests

Teenagers have a wide variety of interests and skills.

Allow students to take roles within a project that help them develop their personal interests and relate to the main task. Encourage them to expand their knowledge.

Learning preferences

Everyone has different learning preferences, such as reading, taking notes, asking questions, listening, moving around, or watching videos.

Use a variety of learning styles in your classroom, such as visual, aural, verbal, physical or logical.

The roles of the facilitator



Give feedback

Is it a mouse?

Encourage participation

What do you think?

Ask for and give reasons

Why? Because ...

Listen actively

That's interesting! Really?

[1] 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	Suggestion
When working in groups, stronger students solve the problems, while others stay quiet.	Allow time for 'think, pair, share' activities, where students think individually first, discuss ideas with a partner, then share with another pair.
When weaker students are put in groups according to ability, they become labelled as 'less proficient', which affects their motivation and self-esteem.	Change groups to make sure all students benefit and contribute in different contexts.
High-ability students do not feel challenged.	Give extension work and higher-level input.
Weaker students do not complete tasks.	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. Extend time limits. Give specific goals related to competencies.	Have students organise ideas. Provide specific tasks to improve competencies. Give extra roles and responsibilities.	Suggest alternative ideas. Focus on additional competencies. Set additional goals.

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

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

Time management in project work



1 Be prepared

Take a look at the project before you start the unit.

2 Divide the project into smaller tasks

Every project is made of a number of smaller tasks, such as research, preparation, organising notes and brainstorming. Ask yourself:

- *How long will each task take?*
- *Can the task be done in class or out of class?*
- *At what stage of the unit can students complete each step?*
- *What language do they need?*

By approaching the project this way, you will see that the steps may not take up too much class time.

3 Prioritise and set short-term goals

Think about how the project groups can best use class time. Should they brainstorm, draw pictures or organise sentences? Be clear about what you want the groups to achieve by the end of each session.

4 Help students plan out-of-class assignments

Ensure the groups understand that the out-of-class tasks are just as important as the in-class ones when preparing a project. Set goals and give time limits. Encourage them to use their My time-management plans when you see this icon:

My time-management plan p71

5 Be flexible between projects

How much time you give students for each task will vary from project to project. It may depend on factors such as previous knowledge, level of language difficulty or access to information.

6 Set a time for the presentation

Make sure you allow sufficient class time for the presentation step, including its evaluation. If the steps leading to the final product have been distributed and completed in an organised way, it's likely there will be more time for presenting it.

It is important that groups present their projects when they expect to do so. It can be demotivating if you run out of time before they present.

Challenges and implications

The first year of secondary school coincides with important social, emotional and physiological changes. Many students at this age still prefer to work alone and it may take time for them to feel comfortable working in groups.

New secondary students will also have to adjust to their new environment. The year before, they were the oldest students in primary ... but now, they are suddenly among the youngest.

What are some changes and challenges to expect?

Change	Challenge
Academic: new subjects, new ways of working (less guided), different (more) teachers	organising time, planning when to study, doing homework, working in groups for projects
Environment: different building	overcoming fear after years in same school, getting to know new environment
Social: new people (some students might not know anyone)	adjusting to new groups, dealing with peer pressure
Self growth: physiological, emotional and moral changes	developing self-identity, thinking for themselves
Personal: more nervous about personal issues	sharing personal problems

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

- describing how you are going to organise your classes
- explaining how much guidance you will give, and your expectations
- making students feel excited about their new environment (showing them the computer room, library, etc.)
- getting to know the group and observing group dynamics
- organising group work from the start
- making sure no one is alone
- developing different skills through different ways of working (e.g. reflection, peer-evaluation, listening to others)
- getting to know students individually, so they feel comfortable.



Collaboration

Collaborative skills	Behaviours	Level 1 Projects
Peer-tutoring	Correcting and editing each other's work	**A poster:** check spelling, grammar and punctuation of different group members
Resolving conflicts	Reaching a compromise and making final decisions	**A class survey:** suggest alternatives for presenting results; have a vote; listen to all opinions
Listening actively	Responding to others' work or suggestions	**A haiku:** give opinions on poems; reflect on outcome; suggest improvements
Giving positive feedback	Commenting on group members' work	**A menu:** agree on what makes a sustainable menu; say what you like about the design
Encouraging responsibility	Completing tasks on time to finish a project together	**A lookbook:** bring examples to class; complete a page or section; check, edit and finalise
Using social skills	Giving opinions, persuading, compromising, agreeing	**An exercise plan:** decide what activities to include; give reasons for choices
Disagreeing appropriately	Giving opinions politely to come to a solution	**A scrapbook:** say why you don't like something and suggest ways to improve; accept others' suggestions and make a decision together
Sharing resources	Helping group members to complete or improve work	**A factsheet:** help each other research information; make suggestions for improvement; accept others' suggestions
Sharing tasks	Checking all group members have a role	**A webpage:** give sections to different members; create roles (illustrator, writer, designer, editor, etc.)
	Choosing and working on tasks	

Roles and responsibilities

Each project has specific roles, however here are some general roles that you can apply at any time.

The **group leader** supervises, communicates with the teacher and manages participation.

The **resource manager** looks after resources and keeps the final product for presentation.

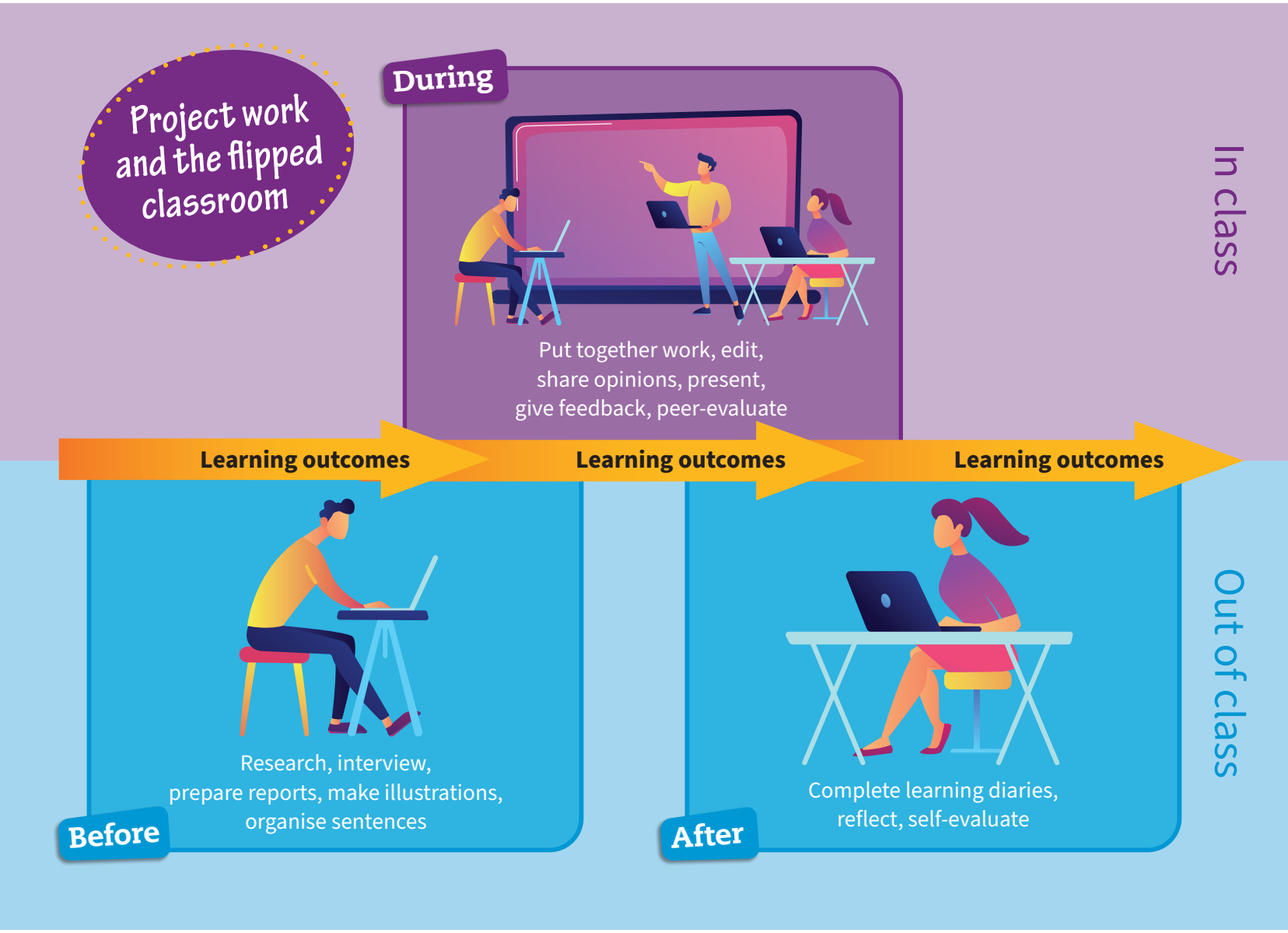


The **diary keeper** records decisions and tracks roles and responsibilities.

The **coordinator** tracks time and makes sure individuals complete their tasks.

The **inspector** checks and edits information.

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 assess students' progress in the foundational layers of the Cambridge Life Competencies Framework. Cambridge Life Competencies Framework p6

Foundation layers	Abilities	Example actions
Emotional Development and Wellbeing	• Identify and understand emotions • Manage emotions • Empathise and build relationships	reflecting on strengths and weaknesses, verbalising emotions, employing coping mechanisms, adapting to stressful emotions, caring for others
Digital Literacy	• Use digital tools	creating documents, collaborating, sharing work, finding content, following safe practices
Discipline Knowledge	• Convince the audience	giving details, using facts and logic, demonstrating knowledge, summarising information, answering questions

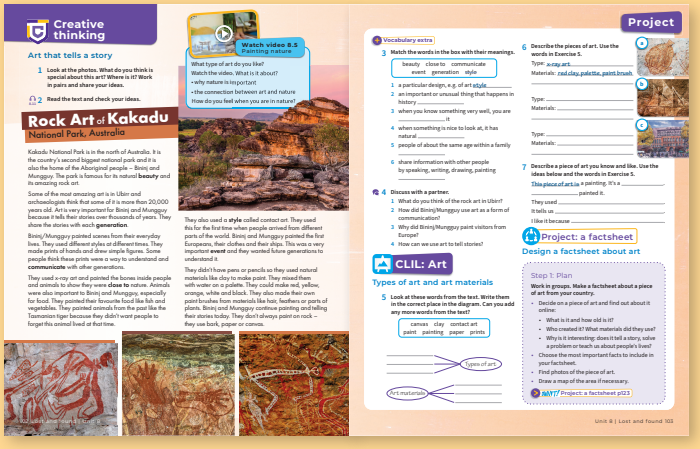
Here are a few practical considerations when facilitating the presentation stage.

- ✓ Allow students enough time to prepare.
- ✓ Ensure students support each other 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 1 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 Factsheets



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

1. **Choose a layout** (pictures and text)
2. **Choose a title** (brief and descriptive)
3. **Decide on sections** (information grouped together, position of images)
4. **Add text** (short paragraphs with clear information)
5. **Add images** (related to text and explanatory)
6. **Check, correct and edit** (final version)

2 Posters

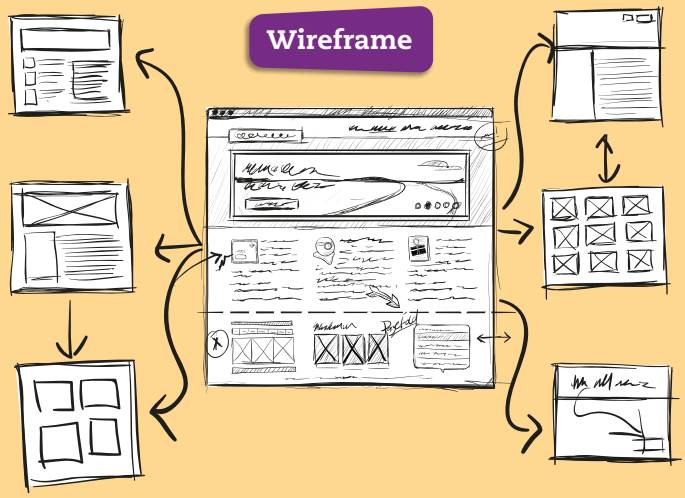
1. **Summarise** the poster in one short and concise title.
2. **Add** essential details that support the poster's main objective.
3. **Encourage** the reader to take the next step.



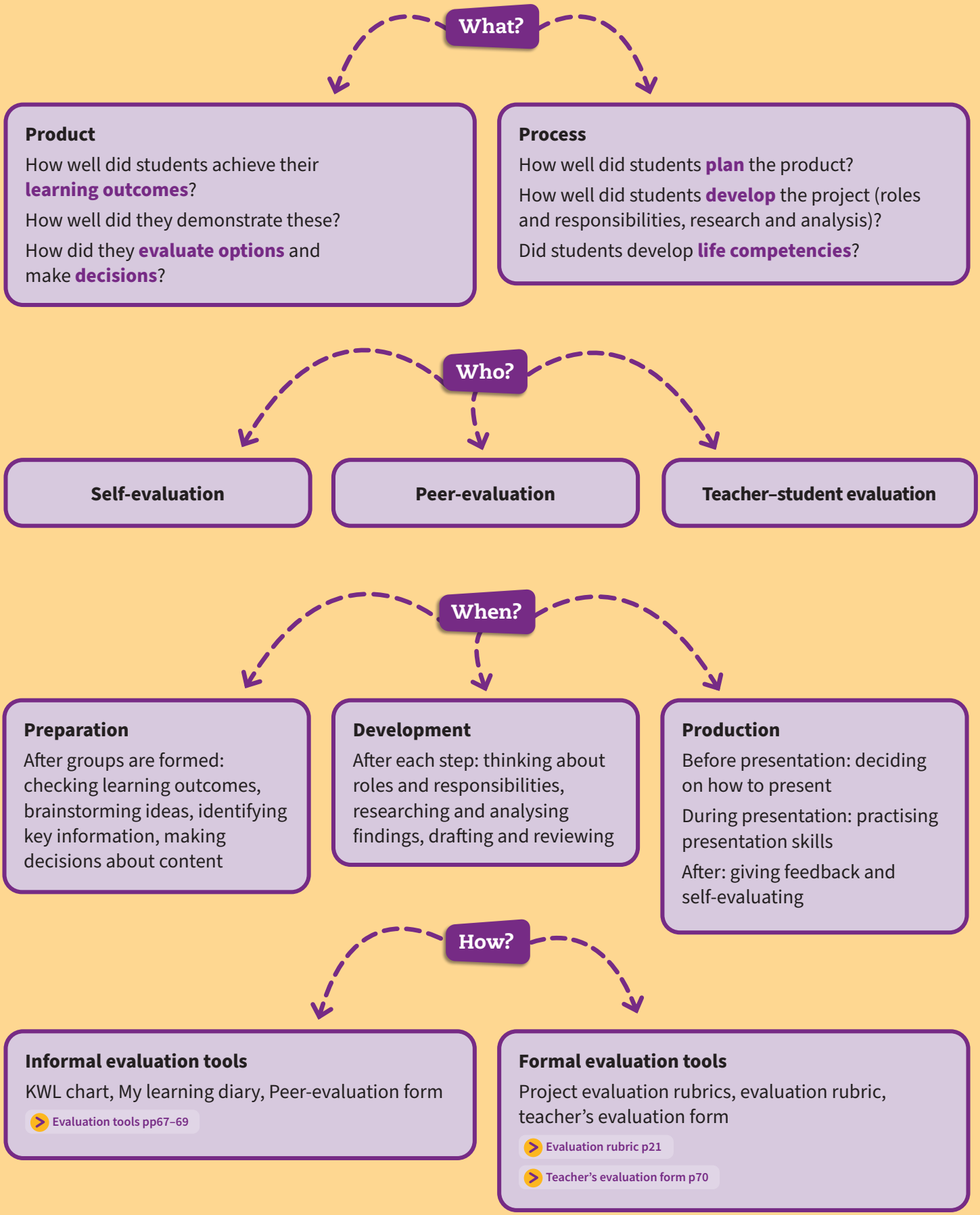
4. **Choose** appropriate fonts, and make sure there is a hierarchy for titles, subtitles and text.
5. **Use** relevant and interesting visuals.
6. **Emphasise** key features on different backgrounds.

3 Webpages

1. **Look at** an example of a **wireframe** (show students the elements of a webpage).
2. **Research** more examples of webpage designs and make sketches.
3. **Choose** a favourite webpage design and arrange the information into sections.
4. **Find** an online webpage template similar to the design chosen.
5. **Follow** the online steps to complete the product this way.



Evaluation


What?
Product
How well did students achieve their learning outcomes?
How well did they demonstrate these?
How did they evaluate options and make decisions?
Process
How well did students plan the product?
How well did students develop the project (roles and responsibilities, research and analysis)?
Did students develop life competencies?
Who?
Self-evaluation
Peer-evaluation
Teacher–student evaluation
When?
Preparation
After groups are formed: checking learning outcomes, brainstorming ideas, identifying key information, making decisions about content
Development
After each step: thinking about roles and responsibilities, researching and analysing findings, drafting and reviewing
Production
Before presentation: deciding on how to present
During presentation: practising presentation skills
After: giving feedback and self-evaluating
How?
Informal evaluation tools
KWL chart, My learning diary, Peer-evaluation form
Evaluation tools pp67–69
Formal evaluation tools
Project evaluation rubrics, evaluation rubric, teacher's evaluation form
Evaluation rubric p21
Teacher's evaluation form p70

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
Learning outcomes	Completes all stages to successfully achieve the overall learning outcomes.	Completes most stages effectively. Largely achieves overall learning outcomes.	Has missed some stages. Partially completes overall learning outcomes.	Hasn't successfully completed any of the stages. Overall learning outcomes unachieved.
Planning and organisation	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 important 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.
Use of information and resources	Uses a wide range of resources to get information about the product.	Uses different resources to get information, with some gaps.	Most information is relevant and useful, but only comes from one or two resources.	There is little evidence of research and hasn't used appropriate resources.
Collaboration (Teamwork)	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.
Time management	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.
Creativity	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 creativity. Most ideas copied and pasted from other sources.
Problem-solving skills	All group members participate and listen actively to solve problems 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.
Language use	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.
Presentation skills	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. Inappropriate and uninteresting method of presentation.
Final product	Extremely good.	Very good.	Good.	Needs improvement.

1 The Culture Project

A poster

- **Learning outcome:** design a poster
- **Skills:** research and select facts and visuals about a festival, make a spidergram to organise information, correct and edit each other's work
- **Resources:** two or more posters, Poster 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

Unit 1

Before you start
Collect two or three different posters about events to show students in class.

1 Preparation

Step 1: Introduce the topic

- Introduce the topic of posters after doing the reading exercises. Unit 1
- Show students the posters. Encourage them to say what they are for and where we can find them. Ask: *Are these events interesting? Why / Why not?*
- Explain that posters use text and pictures to get people's attention. Ask: *What kind of information is on posters? (Information about festivals, shows, movies, concerts, etc.)*
- Ask students to bring a poster to the next class (in their own language or English). They can discuss which posters they like and why.

Flipped classroom activities

Step 2: Analyse the model for the project Unit 1

Out of class: have students read the model poster and answer the questions: *What is the important information? What is interesting? Do you like the pictures? Is this a festival for you?*

In class: have students discuss their ideas.

Ask students to compare the model poster with the examples they brought to class.

Creative Thinking

Creating new content from own ideas or other resources

Monitor students' ideas during the class discussion in Step 2 and write the best ones on the board. Then tell students to choose three ideas they'd like to use in their poster.

Step 3: *How to* design a poster Unit 1

- Go through the *How to* tips with the class. Explain that organising information well makes for a good poster. Say that a short and clear title is better than a long one. Point out that neat handwriting and well-written information also help the reader. Finally, discuss where students can find images and give them the option of presenting their posters digitally.
- Check students understand that, when they design their posters, they should use the ideas in this *How to* section.

Step 4: Clarify the project Unit 1

- Follow the steps in The learning stages of project work p10
- Brainstorm different festivals. Write a list on the board, together with any information students already know.
- Have groups choose a festival for their poster.
- If groups are thinking of presenting digitally, tell them to find programs they can use easily.

My learning diary p68 **Preparation**

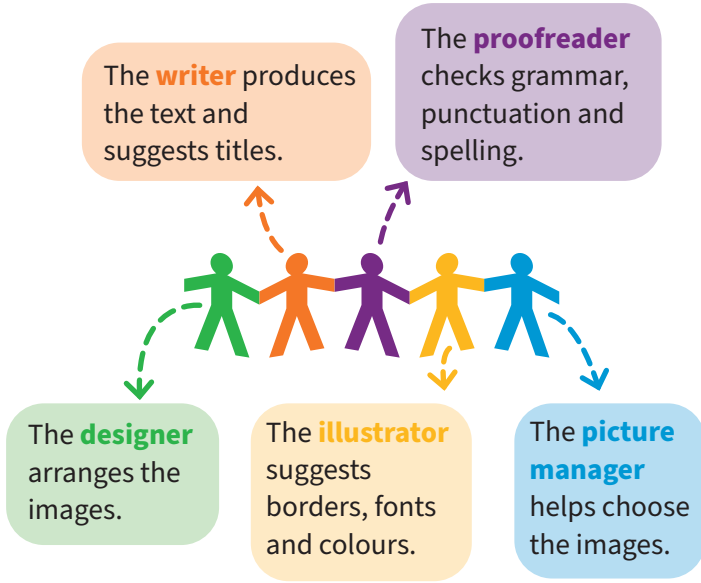
Peer-evaluation form p69 **Preparation**

2 Development

Start this stage as soon as groups know their learning outcomes and have chosen a festival for their poster.

Step 1: Assign roles and responsibilities

- In project groups, have students give each other general roles. Roles and responsibilities p16 Help them decide on further roles they can share, such as the ones in the diagram.



Step 2: Research and analyse p71

- Hand out a copy of the Poster organiser p58 to each student. In their groups, students decide which section(s) each one will research.

Flipped classroom activity

Out of class: group members find information for their section(s) and write notes in their organiser.

Step 3: Draft and review Unit 1 p71

In class: have groups do some of the Plan section from **Exercise 1**. They put together the information from their organisers by making a group spidergram. Then they agree on who will draft each section – we suggest each member prepares the part they were assigned in Step 2.

Out of class: group members draft their section(s).

In class: group members check each other's sections and put their poster together. Allow time for final reviewing.

Collaboration

Managing the sharing of tasks in a project

Monitor progress of the tasks in Steps 2 and 3. Check that group members are looking at each other's work, making suggestions and actively participating. (See Differentiated instruction activities opposite for further practice.)

Differentiated instruction

Support
Help students self- and peer-correct their sections. Encourage suggestions for improvements.
Consolidation
Encourage students to use different sources (websites, dictionaries, their Student's Book) to check grammar, vocabulary and spelling.
Extension
Have students make final decisions over corrections, and explain their arguments to their group.

My learning diary p68 **Development**

Peer-evaluation form p69 **Development**

3 Production

Schedule presentation times and stick to them, asking all groups to present their posters. Spread the presentations over a few classes, if necessary. Allow enough time for each presentation and for questions.

Before groups produce their final drafts, ask them how they will present their posters (print or digital) and give ideas.

Presentation ideas p18

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

Creative Thinking

Creating new content from own ideas or other resources

Illustrates a new poster with unique symbols or persuasive language.
Evidence: Poster has a title, clear information and interesting visuals.

Responds imaginatively to contemporary events and ideas.
Evidence: Students transfer the notes from their spidergram to their poster in an attractive way.

Collaboration

Managing the sharing of tasks in a project

Works with others to plan and execute class projects.
Evidence: Group members complete their tasks with help from each other.

Ensures that all members have a role in group activities.
Evidence: Group members divide the work and share information.

Step 1: Prepare Unit 1 p71

- Go through the checklist in the Present section in **Exercise 2**.
- As groups prepare their project, ask questions: *Does your poster have photos, maps and drawings? Is the title short and interesting? Is this word/sentence correct? Are these facts correct?* Allow enough time for final changes. Encourage groups to practise and time their presentation.
- Remind groups of the presentation date and how much time each group will have.

Own it! learning tip

Peer-tutoring

Monitor group members as they correct and edit each other's work. Explain that this includes checking grammar, punctuation and spelling. Encourage students to use dictionaries, such as the Cambridge Dictionary: **https://dictionary.cambridge.org/**. Have them use grammar references and help them with above-level structures. Have students refer to the model poster for punctuation such as question marks, exclamation marks and colons.

Step 2: Present Unit 1

- Draw attention to the Check section from **Exercise 3**. Ask the class to think about these questions as they listen to each other's presentations.
- If the poster is digital, we suggest one group member is chosen as the technician. Have each group choose their technician.
- Have groups present their posters. If some students find it difficult to speak in front of the class, tell them to take their time and breathe deeply. Allow group members to help each other.
- Remind speakers to interact with their audience and ask for questions at the end of their presentation.

Step 3: Reflect Unit 1

- After the presentations, hold a class discussion on the Check questions in **Exercise 3**.
  - Discuss different steps of the project process and the final result. Ask: *Are you happy with your poster? Which section is your favourite? Why? Is planning/researching/designing a poster easy/difficult? Why / Why not?*

Peer-evaluation form p69 **Production**

Project evaluation rubric: a poster

Use these project-specific descriptors and your own 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
Creativity	Product is well organised with creative and interesting ideas. It has a short and interesting title and important information. It includes interesting borders, photos, maps and drawings.	Product is organised with interesting ideas. It has a short and interesting title and most of the important information. It includes borders, photos, maps and drawings.	Product has interesting ideas but lacks organisation. It has a title and some important information. It includes photos, maps and drawings, but the borders and design are not attractive.	Product lacks interesting ideas and organisation. It is missing a title and/or important information. It doesn't include any design features and the visuals are not related to the topic.
Language use	Shows excellent use of grammar, punctuation and spelling. Project is understandable with only a few mistakes.	Product shows good use of grammar, punctuation and spelling. Project is understandable with some mistakes.	Product shows adequate use of grammar, punctuation and spelling. Project is understandable, but some sections need further explanation.	Product shows poor use of grammar, punctuation and spelling. Project is confusing and almost impossible to understand.

Cambridge Life Competencies Framework

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

Foundation layers	Abilities	Actions
Digital Literacy	• Use digital tools	finding content on various websites, cross-checking facts with other digital sources, using digital tools to design and present posters
Emotional Development and Wellbeing	• Empathise and build relationships	reflecting on strengths and weaknesses, helping others complete their tasks, using coping mechanisms when giving presentations (such as taking some time and breathing deeply)

Flipped classroom activities

Evaluate

In project groups, have students discuss their completed Peer-evaluation forms and ways to work better as a group. Peer-evaluation form p69

Out of class: have students reflect on their progress at home. My learning diary p68 **Production**

In class: hold a class discussion on what students learned using the information from their learning diaries. My learning diary p68 **Production**

2 The CLIL Project: Maths

A class survey

- **Learning outcome:** think about online safety and do a class survey about students' free time activities
- **Skills:** ask questions and record information, draw a bar chart, present and give opinions on survey results
- **Resources:** information on online safety, Class survey organiser p59, My time-management plan p71
- **Evaluation tools:** Project evaluation rubric p29, KWL chart p67, Peer-evaluation form p69, Teacher's evaluation form p70

Student's Book pp20-21, 120

Before you start
Collect information on risks to teens' safety online and how schools and families can protect and help students.

1 Preparation

Step 1: Introduce the topic

- After students have watched Video 2.5, elicit a few interesting things students learned. What are the most popular things students do online? How much time do they spend online every day or every week? What things do they do, or what content do they share or like to watch?
- Explain that watching and reading things online can be a great way to spend our free time, but there are things we can and should do to keep ourselves safe while we're online.
- Point out the heading at the top left of p30: **Digital literacy**. Explain that *digital literacy* means being able to search for, identify, evaluate and manage the information we read, see and share online. Elicit some definitions of *safe* from students and ask them to think about what safety means in the context of being online. What do they do to keep themselves safe online?
- Discuss cyberbullying as class. Ask: *What effect can cyberbullying have on a person? What should someone do if they are being bullied online? What can students do if they see someone else being bullied online?*

Digital literacy
Staying safe online

Use the information in Step 1 to check how well students understand the issues surrounding online safety, especially the definition and effects of cyberbullying. Encourage students to identify ways they can respond to cyberbullying and its effects, and resolve conflicts online respectfully.

For more information on Digital literacy, see the CLCF activity cards in the Teacher's Resource Bank.

Step 2: Analyse the model for the project p120

- Ask students to look at p120 in their Student's Book to view the model project. Point out the features in the survey, such as the title and survey question, the organisation of information in the bar chart, bullet points with short paragraphs, and bold text to draw attention to numbers. These features help readers understand the information being presented.
- Explain that surveys use questions to find out information from a number of people. You ask the questions, record the answers and present the results in graphs or charts. You can then draw conclusions from the information you received.
- Have students work in pairs to discuss the model survey results. They make notes on what they like and don't like about how the model presented the information, to use later in group discussions. Ask students to especially note anything they think could be improved.

Step 3: How to present survey results p120

- Tell students they will be presenting their survey results to their classmates, using the same techniques and features that they saw in the model.
- Explain that the first steps students will take will be to compile the information. They will ask their chosen question, record their classmates' answers and put the results in both statistical form for their bar charts, and in bullet point paragraphs to help explain the information.
- Tell students that they should look back at the model survey on p120 as a guide as they complete their work.

Step 4: Clarify the project pp30–31

- Follow the steps in The learning stages of project work p10.
- Introduce the CLIL unit theme of Maths. Share that *statistics* are how we use numbers to explain things, usually in relation to how time, money or other resources are spent or used. Explain that in their projects, students will use statistics and the words and phrases we use to describe them to make the information they received in their surveys clear to readers, and to give the information greater impact.
- After students have joined their groups, have them start brainstorming ideas for their projects. Encourage them to discuss the questions on p31 and decide which question they will ask their classmates.

KWL chart p67 **Know and Want to know**

Peer-evaluation form p69 **Preparation**

2 Development

Start this stage as soon as groups know their learning outcomes and have thought of their survey question.

Step 1: Assign roles and responsibilities

- In project groups, have students decide on general roles. Roles and responsibilities p16 Help them decide on further roles they can share, such as the ones in the diagram.

The **interviewer** asks the questions.

The **analyst** summarises the results and draws conclusions.



The **note- taker** makes notes of the answers.

The **statistician** adds up the results and presents them in a bar chart.

Communication

Using appropriate language and register for context

Monitor progress of the tasks in Step 3 to check that groups summarise their results clearly. Focus on the use of the present simple and presentation of information.

Step 2: Research and analyse p31 p72

- Have groups complete the Plan section of their project. Remind them to write their survey question.
- Groups brainstorm activities related to their topic question and choose six for their survey. They then write the questions.
- Allow enough class time for groups to conduct their surveys in a way that works for your class. Have groups circulate around the room to survey each other before groups analyse their results and draw conclusions. Remind students to make notes on anything they learned that surprised them.
- Hand out a copy of the Class survey organiser p59 to each student.

Flipped classroom activity

Step 3: Draft and review p31 p71

Out of class: have students complete the class survey organiser and bring them to the next class.

In class: have groups draft a final survey using ideas from their organisers. Encourage discussion about how to present the results clearly in the bar chart and with spoken explanations, and what conclusions to make.

Check that group members help prepare each part of their presentations in accordance with their roles (see Step 1).

Peer-evaluation form p69 **Preparation**

Own it! learning tip

Resolving conflicts

If group members don't agree on how to present the results or on the conclusions, encourage them to reach a compromise and make a final decision. Ask them to suggest alternatives, have a vote and listen to everyone's opinions. Monitor to help with useful language, for example: *Why don't we say ... , Let's write ... , We can try ...*

3 Production

Schedule presentation times and stick to them, so that all groups can present their surveys. Spread the 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 their survey. They could present their bar chart digitally or as a poster. Presentation ideas p18

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

Digital literacy

Staying safe online; maintaining personal wellbeing

Describes appropriate actions that help ensure online safety.
Evidence: Results of students' time spent online are presented correctly as a bar chart and they lead to clear conclusions.

Discusses the potential negative impacts of social media on wellbeing
Evidence: Attention is drawn to the negative impacts of social media during discussion before surveys begin.

Identifies different forms of cyberbullying and suggests ways to deal with these.
Evidence: Students discuss cyberbullying as they read and evaluate survey results.

Critical Thinking

Evaluating ideas, arguments and options

Identifies evidence and its reliability.
Evidence: Students draw logical conclusions from their survey results.

Gives reasons for an argument's plausibility.
Evidence: Students explain any surprising or interesting results.

Step 1: Prepare p31 p71

- Go through the checklist in the Present section on Student's Book page 120 and ask students to confirm that they have completed all steps.
- As groups prepare their project, ask questions, for example: *Is the bar chart accurate? Is the summary of the results correct? Do you agree on the conclusions?*
- Check use of the present simple. Allow enough time for rehearsal and final adjustments.
- Remind groups of the presentation date and how much time each group will have to present their survey results.

Step 2: Present p31

- Students choose one group member to present their survey results in the bar chart, one person to explain who was surveyed and the questions that were asked, and one person to present the group's conclusions, including information that surprised them.
- Draw attention to the Respond section on page 120 of the Student's Book. Ask the class to focus on these questions as they listen to each other's presentations.
- Have groups present their surveys.
- Remind groups to invite their classmates to study the bar chart and results, and to ask questions.

Step 3: Respond p31

- After the presentations, have the class share their ideas from the Respond section. Encourage students to give positive feedback on interesting or surprising results.
- Encourage further discussion with the Respond questions on Teacher's Book p45.
- Grade activities for the Present and Respond steps, if necessary (See Differentiated instruction activities below for further practice.)

Differentiated instruction

Support
Have students make an illustrated poster about the most popular free-time or online activities in the class.
Consolidation
Have students make an illustrated poster about the activities from their survey, with a sentence describing each one.
Extension
Have students make an illustrated poster about at least four surprising results from all groups' surveys.

Peer-evaluation form p69 **Production**

Project evaluation rubric: a class survey

Use these project-specific descriptors and your own 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
Creativity	Product is well organised and includes surprising or interesting results. It uses a very clear bar chart. It shows a purpose and an interesting topic question. It draws interesting conclusions.	Product is organised and includes surprising or interesting results. It uses a clear bar chart. It shows a purpose and a topic question. It draws conclusions.	Product is fairly well organised and presents results, but does not focus on anything interesting or surprising. It uses a bar chart with some mistakes. It shows a purpose and a topic question, but they are not fully related. It draws conclusions, but some are inaccurate.	Product is poorly organised and the results are confusing. It uses a bar chart, but it is not clear. It does not show a purpose or a topic question. It draws inaccurate conclusions.
Language use	Excellent use of language from unit (present simple). Project is understandable with only a few mistakes.	Good use of language from unit (present simple). Project is understandable with some mistakes.	Adequate use of language from unit (present simple). Project is understandable, but some sections need further explanation.	Poor or no use of language from unit (present simple). Project is confusing and almost impossible to understand.

Cambridge Life Competencies Framework

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

Foundation layers	Abilities	Actions
Emotional Development and Wellbeing	• Manage emotions	verbalising emotions appropriately when resolving conflicts, making compromises as a group
Discipline Knowledge	• Convince the audience	explaining facts and images, giving details, summarising information, drawing conclusions

Flipped classroom activities

Evaluate

In project groups, have students discuss their completed Peer-evaluation forms and ways to work better as a group. Peer-evaluation form p69

Out of class: have students reflect on their progress at home. KWL chart p67 **Learned**

In class: hold a class discussion on what students know now, using the information from their KWL charts. KWL chart p67 **Learned**

3 The Culture Project

A haiku

- **Learning outcome:** write a haiku
- **Skills:** brainstorm words related to the haiku topic, organise words into sentences, speak to a large group
- **Resources:** two or more haikus, Haiku organiser p60, My time-management plan p71
- **Evaluation tools:** Project evaluation rubric p33, My learning diary p68, Peer-evaluation form p69, Teacher's evaluation form p70

Unit 3

Before you start
Collect two or three different haikus to show students in class.

1 Preparation

Step 1: Introduce the topic

- Introduce the topic of haikus after doing the Learn to Learn exercise. p38 Ask: *What is a haiku? Where are they from?* Then read the haiku definition Unit 3 to check students' answers.
- Show students the haikus on a screen or write them on the board. Read them aloud and count the number of lines and syllables with the class. Go over the structure again.
- Explain that haikus can be about any topic and that they always follow the same structure. Say that they don't rhyme. Ask what the example haikus are about.
- Ask students to bring a haiku to the next class (in their own language or English). They can say what they are about.

Step 2: Analyse the model for the project Unit 3

- Have students describe the pictures. Then they take turns to read the model haikus aloud. After each haiku, ask: *What is the topic?*
- Ask more questions about the haikus, for example: *Do they follow the correct structure? Which one is your favourite? Why?*

Step 3: *How to* speak to a large group Unit 3

- Go through the *How to* tips with the class. Then tell students that you will read one of the model haikus aloud, following some of the tips but not others. When you have finished, read out each tip again. Students tell you which ones you followed.
- Check students understand that, when they present their haikus, they should use the ideas in this *How to* section.

Social Responsibilities
Taking active roles including leadership
In groups, have students take turns to read the model haikus aloud. Tell them to follow the *How to* tips. Encourage students to choose one of the haikus and try to say it from memory.

Step 4: Clarify the project Unit 3

- Follow the steps in The learning stages of project work p10.
- Brainstorm different topics for haikus. Review the structure of a haiku (the number of lines and syllables per line).
- Tell students that they will each write their own haiku on a topic of their choice. Then they will check each other's work in their project groups.

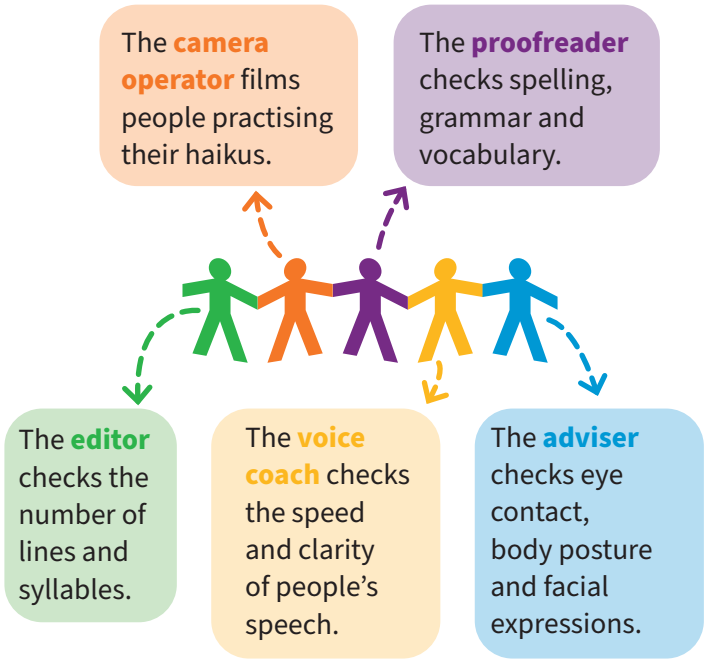
My learning diary p68 **Preparation**
Peer-evaluation form p69 **Preparation**

2 Development

Start this stage as soon as groups know their learning outcomes and have brainstormed ideas for haikus.

Step 1: Assign roles and responsibilities

- In project groups, have students decide on general roles. Roles and responsibilities p16 Help them decide on further roles they can share, such as those in the diagram.



Step 2: Research and analyse Unit 3 p71

- Tell students first to work on their own. Have them start the PLAN section from **Exercise 1** and choose a topic for their haiku. They can use the ideas in the box, the brainstormed ideas, or their own.
- Hand out a copy of the Haiku organiser p60 to each student. Have them make notes about how they feel and draw or find some pictures.
- Tell students to complete the second part of their organisers (the spidergram) on their own. Then encourage group members to help brainstorm more topic words to add to each one's spidergrams.

Flipped classroom activities

Step 3: Draft and review Unit 3 p71

Out of class: have students complete the Plan section, using their organisers. Encourage them to use their imagination and creativity. Suggest they choose their favourite words, write sentences and count the number of syllables in each line. Say that they may need to change words if their lines don't have the correct number of syllables.

In class: group members check each other's haikus, with editors and proofreaders taking leading roles.

Each student writes their final haiku. Grade activities for this step, if necessary. (See Differentiated instruction activities below for further practice.)

Differentiated instruction

Support
Tell students which words need changing and how many syllables their new words need.
Consolidation
Encourage students to use dictionaries to find synonyms and other topic-related words for their haiku.
Extension
Have students use their words to write different versions of their haiku and decide on the best one with their group members.

Learning to Learn

Practical skills for participating in learning

Check students' notes and final haikus when they complete Step 3. Check that they use sentences that fit the haiku structure.

My learning diary p68 **Development**

Peer-evaluation form p69 **Development**

3 Production

Schedule presentation times and stick to them, checking that everyone presents their haikus. You could aim for all students reading their haikus in just one class.

You can also ask students to write their final haikus as illustrated posters. These can be individual or group posters. Point to the model haiku. Unit 3

Presentation ideas p18

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

Social Responsibilities

Taking active roles including leadership

Check students' notes and final haiku when they complete Step 3. Check that they use sentences that fit the haiku structure.

Sets strategies and plans.

Evidence: Students follow the ideas in the *How to* section and use them to give feedback.

Shows confidence in speaking in public (e.g. to present a project).

Evidence: Students read their haikus clearly and confidently to the class.

Learning to Learn

Practical skills for participating in learning

Organises notes systematically.

Evidence: Students use the notes in their Haiku organisers to structure their haikus.

Uses notes to construct original output.

Evidence: Students present original haikus with topic-related vocabulary.

Own it! learning tip

Listening actively

Although each group member has a specific role, encourage all members to listen to each other's haikus and give feedback. Have them use the ideas in the *How to* section to give advice on body posture and eye contact, and to remember to smile and speak clearly. Encourage students to use language from the unit, such as: *I like/love ... . I can't hear you. You can read well!*

Step 1: Prepare Unit 3 p71

- Go through the checklist in the Present section from **Exercise 2**.
- As students prepare their haikus, ask questions, for example: *Does your haiku have the correct number of lines/syllables? Does it show your feelings?*
- Have students practise presenting their haikus in their groups. Remind them to use the ideas in the *How to* section.

Step 2: Present Unit 3

- Draw attention to the Check section from **Exercise 3**. Ask the class to think about these questions as they listen to their peers' presentations.
- Tell students to remember the ideas in the *How to* section when they speak.
- Have students present their haikus.
- If groups made posters, display them around the room.

Step 3: Reflect Unit 3

- After the presentations, hold a class discussion on the Check questions in **Exercise 3**.
- Discuss the haikus. Ask: *What are the haikus about? Which is your favourite? Why?*
- Encourage students to think about each stage of the project process, including positive experiences and things they could improve.

Peer-evaluation form p69 **Production**

Project evaluation rubric: a haiku

Use these project-specific descriptors and your own 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
Creativity	Product is very well written with a clear topic and related vocabulary. It follows the haiku structure and is easy to understand. It uses language in an imaginative way.	Product is well written with a fairly clear topic and related vocabulary. It is one or two syllables away from the haiku structure, but is easy to understand. It uses language in a fairly imaginative way.	Product is adequately written with appropriate vocabulary, but the topic is not very clear. One or two of its lines follow the haiku structure and it is fairly understandable. It uses appropriate language, but not in an imaginative way.	Product is poorly written with an unclear topic and unrelated vocabulary. It doesn't follow the haiku structure and it is difficult to understand. It doesn't use language in an imaginative way.
Presentation skills	Speaks slowly, clearly and confidently. Looks at the audience and smiles. Keeps very good time.	Speaks slowly, clearly and confidently most of the time. Looks at the audience and smiles most of the time. Keeps good time.	Speaks slowly, clearly and confidently some of the time. Looks at the audience and smiles some of the time. Is slightly too slow or fast.	Doesn't speak clearly or confidently. Doesn't look at the audience or smile. Is much too slow or fast.

Cambridge Life Competencies Framework

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

Foundation layers	Abilities	Actions
Discipline Knowledge	• Convince the audience	conveying a clear message, using appropriate vocabulary, following the structure of a haiku
Emotional Development and Wellbeing	• Manage emotions	adapting to stressful situations (speaking in front of a large group) by using coping mechanisms (such as taking a deep breath and speaking slowly), caring for others (giving positive feedback)

Flipped classroom activities

Evaluate

In project groups, have students discuss their completed Peer-evaluation forms and ways to work better as a group. Peer-evaluation form p69

Out of class: have students reflect on their progress at home. My learning diary p68 **Production**

In class: hold a class discussion on what students know now, using the information from their learning diaries. My learning diary p68 **Production**

4 The CLIL Project: Science

A sustainable menu

- **Learning outcome:** consider the issues surrounding sustainable food choices, design a menu that uses sustainable ingredients
- **Skills:** decide and agree on a menu, create an attractive design, evaluate own and others' design projects
- **Resources:** two or more menus, A3 paper/card, Menu organiser p61, My time-management plan p71
- **Evaluation tools:** Project evaluation rubric p37, KWL chart p67, Peer-evaluation form p69, Teacher's evaluation form p70

Student's Book pp54–55, p121

Before you start

Collect or find online two or three different menus, including some that show where the food sold at the restaurant or café has come from, to show students in class.

1 Preparation

Step 1: Introduce the topic

- After students have watched Video 4.5, explain that we can often make choices about the impact that the food we eat has on the environment.
- Show students the menus you collected. Ask: *What kinds of food do they sell? Is the menu easy to read? Can you tell where the food has come from?*
- Point out the headings at the top left of p54: **Social responsibilities: Sustainable food choices**. Explain that choosing fresh food which is grown locally helps farmers, uses less energy, and can mean we eat delicious food.

Collaboration

Taking personal responsibility for own contributions

Monitor students' ability to analyse the text and explain their answers during the discussion in Step 2.

For more information on Collaboration, see the CLCF activity cards in the Teacher's Resource Bank.

Step 2: Analyse the model for the project p121

- Have students look at the model project on Student's Book p121. Point out the features of the menu, including the introduction, the photos, the organisation of information in courses, the short descriptions of the food and where it comes from, and how the menu uses sustainable and healthy choices.
- Ask: *Does the menu show what the restaurant sells for a starter, main course and dessert? Is there information about where the food comes from? How do the images help you understand what is available at the restaurant?*
- Revise the language from the unit. Ask students to find examples of countable and uncountable nouns, *a/an*, *some/any*, *there is/isn't* and *there are/aren't*.

Step 3: How to evaluate the design of a menu p54, p121

- Tell students they will be working in groups to create a healthy and sustainable food menu.
- Students will present their menus to their classmates, sharing information about the type of food that is available and where it was grown and bought, and how the restaurant uses it to create delicious meals.
- Share that menus use vibrant images and specific language. Explain that other groups will evaluate their menus, including the design, content, language and pictures.

Step 4: Clarify the project pp54–55

- Follow the steps in The learning stages of project work p10.
- Introduce the CLIL unit theme of Science and the environment. Remind students that they should consider the effects on the environment as they discuss what foods they will feature in their sustainable menus.
- Have students start brainstorming ideas for their menus. Encourage them to give reasons for the foods they think should be on their menus, and to think about how they will make their menus look appealing.

KWL chart p67 **Know and Want to know**

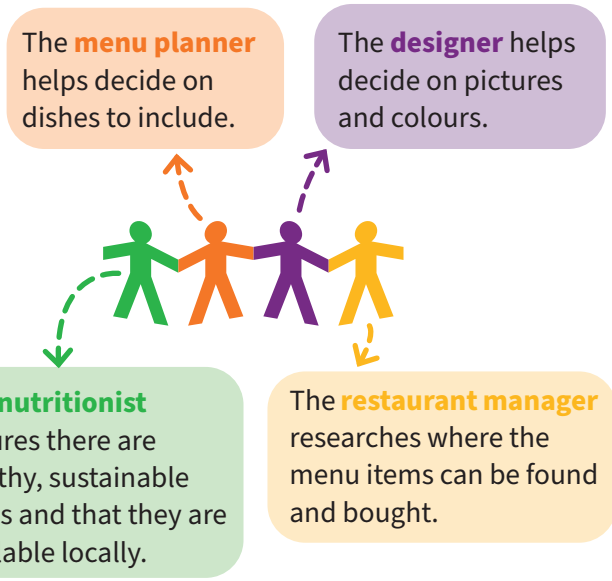
Peer-evaluation form p69 **Preparation**

2 Development

Start this stage as soon as groups know their learning outcomes and understand their task.

Step 1: Assign roles and responsibilities

- In project groups, have students decide on general roles. > Roles and responsibilities p16 Help them decide on further roles, such as the ones in the diagram.



- Discuss the tasks and roles required to create a poster.
  Menu planner: *What kind of food does your restaurant want to serve? Do you have items for starters, main courses and desserts? Is your menu appealing to people who are trying to eat sustainably?*
  Designer: *How will you make the menu look appealing? Where can you find photos? Who will help choose the photos?*
  Nutritionist: *What makes the food you chose healthy and sustainable? Is it grown or easily found locally at this time of year?*
  Restaurant manager: *Where can you find and buy the foods on the menu?*
- Have students make notes and decide on roles.

Step 2: Research and analyse p55 p71

- Have students read the ideas in the Plan section and divide the research tasks among themselves.
- Hand out a copy of the > Menu organiser p61 to each student.
- Have group members do their research and discuss what they have learned together, then move into their individual roles and responsibilities for the project.

Flipped classroom activities

Out of class: Have students go through the Plan section of their project and complete the organiser with their ideas. Remind them to look for information on foods available now (including plant-based food) from local markets and farms, food that can be bought without plastic packaging and food that is fresh and healthy. Tell them to bring their notes to the next class.

In class: ask groups to go through each point in the Plan section and compare their notes. Give each group one more > Menu organiser p61 to complete with their best ideas. Check that students agree about the best ideas for completing their group's organiser.

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

Differentiated instruction

Support
Help students with language so they offer a variety of food. There can be overlap of items between groups, but encourage students to think of options that are different to the items on the model menu.
Consolidation
Help students with language for agreeing, disagreeing, and making decisions, such as: *I think ... , In my opinion ... , We can/can't ... , Why don't we ... ?*
Extension
Allow students to create two menus. Help them with ideas, such as vegetarian, inexpensive or family menus.

Creative Thinking

Using newly created content to solve problems

Monitor groups as they plan their menus and decide on content and design. Ensure that all group members are offering feedback.

Step 3: Draft and review p55 p71

- Have students use the ideas from their group organiser to create a final version of their menu, with the designer taking the leading role.
- Encourage peer-correction and discussion about the best way to present the project. Remind students that other groups will be evaluating their menus.

> Peer-evaluation form p69 **Development**

3 Production

Schedule presentation times and stick to them, so that each group can present their menus. Spread the 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 best format for presenting their menu. Help them with ideas for how to arrange their information and present it in a visually appealing way.

Presentation ideas p19

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

Creative Thinking

Using newly created content to solve problems

Employs new ideas and content in solving a task or activity.

Evidence: There is creativity in content and design.

Makes an assignment original by adding new angles.

Evidence: Menu includes special options (healthy, sustainable, etc.).

Collaboration

Taking personal responsibility for own contributions

Actively contributes to a task.

Evidence: Steps for tasks are completed in a logical order and on time.

Makes relevant suggestions based on the current topic of conversation.

Evidence: All group members take part in making and explaining decisions.

Step 1: Prepare pp54–55 p71

- Go through the Present section on Student's Book page 121.
- Hand out pieces of A3 paper/card as necessary. As groups prepare their projects, remind them of the tasks to complete. Ask: *Are there interesting dishes on the menu? Is the information clear? How can you make the design more attractive?*
- Remind groups of the presentation date and how much time each group will have.

Step 2: Present p121

- Draw attention to the Respond section on page 121 of the Student's Book. Ask the class to think about these questions as they look at each other's menus.
- Have groups display their menus around the classroom. Encourage groups to help each other with language from the unit. Encourage speakers to describe their menus enthusiastically.
- Ask students to walk around and look at the menus and check each other's designs. Tell them to make notes on what makes each menu appealing and what could be improved.
- Encourage the class to ask questions and have group members say why and how their menus are sustainable.

Step 3: Respond p31

- After the presentations, hold a class discussion of the questions in the Respond section on Student's Book p121.
- Encourage further discussion with the Respond questions on Teacher's Book p65.
- Write positive opinions about each menu on the board, based on the class's opinions. Then have the class vote on their favourite menu.

Own it! learning tip

Giving positive feedback

As groups evaluate each other's designs, encourage them to say what they like about each project, and make suggestions for how something good can be better. Monitor to help with useful language, for example: *I like ... , This is good because ... , That is really clear ... , I like it, but who don't you ... ?*

Peer-evaluation form p69 **Production**

Project evaluation rubric: a sustainable menu

Use these project-specific descriptors and your own choice of descriptors from the Evaluation rubric p21 to think about students individually or in groups. Make your own evaluation form. Teacher's evaluation form p70

	4	3	2	1
Creativity	Product has a very interesting and well-organised menu. It uses an attractive design with an imaginative title. It includes original pictures and colours. It gets a lot of positive feedback.	Product has an interesting and well-organised menu. It uses an attractive design with a relevant title. It includes appropriate pictures and colours. It gets mostly positive feedback.	Product has a standard and fairly organised menu. It uses an adequate design with a correct title. It includes some pictures and colours. It gets some positive feedback.	Product has an uninteresting and poorly organised menu. It doesn't use an adequate design and doesn't have a title. It includes very few or no pictures or colours. It doesn't get any positive feedback.
Language use	Product shows a wide range of food vocabulary. It is presented using the correct forms of *There is/There are* and countable and uncountable nouns.	Product shows a good range of food vocabulary. It is mostly presented using the correct forms of *There is/There are* and countable and uncountable nouns.	Product shows an adequate range of food vocabulary. It is presented occasionally using the correct forms of *There is/There are* and countable and uncountable nouns.	Product shows a poor range of food vocabulary. It is not presented using *There is/There are* or countable and uncountable nouns correctly.

Cambridge Life Competencies Framework

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

Foundation layers	Abilities	Actions
Emotional Development and Wellbeing	• Empathise and build relationships	focusing and reflecting on the strengths of each other's projects, caring for others and giving positive feedback
Discipline Knowledge	• Convince the audience	explaining facts and images, demonstrating knowledge of types of food and how it is grown and bought, giving details, 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. Peer-evaluation form p69

Out of class: have students think about their progress at home. KWL chart p67 **Learned**

In class: hold a class discussion on what students know now, using the information from their KWL charts. KWL chart p67 **Learned**

5 The Culture Project

A lookbook

- **Learning outcome:** make a lookbook
- **Skills:** choose and research a style of clothes, find photos or draw pictures for it and describe them, present the lookbook
- **Resources:** two or more fashion catalogues, magazines or lookbooks; Lookbook organiser p62, My time-management plan p71
- **Evaluation tools:** Project evaluation rubric p41, My learning diary p68, Peer-evaluation form p69, Teacher's evaluation form p70

Unit 5

Before you start
Collect two or three different fashion catalogues or magazines to show students in class. You can also show students some lookbook pages (online or in print).

1 Preparation

Step 1: Introduce the topic

- Introduce the topic of lookbooks after doing the reading exercises. p60 Ask: *What looks and styles does Michiko describe? Where can we see pictures or read about clothes and fashion?*
- Show students the catalogues and magazines. Ask: *What can you see in the photos? Why do people read these magazines? How are the pages similar or different?*
- Explain that lookbooks show and describe different styles of clothes. They usually show the latest fashions for a particular season. Ask: *How is a lookbook different from a catalogue? (A catalogue shows price, colour and size, but a lookbook only focuses on style.)*
- Ask students to find an example of a lookbook online to show in the next class (in their own language or English). They can describe the different styles of clothes.

Step 2: Analyse the model for the project Unit 5

- Have students describe the pictures in the model lookbook. Then they read the text.
- Check comprehension. Ask: *Who is this style for? Where do people wear these clothes? What accessories can you see? Is the description positive or negative?*
- Draw attention to the design and purpose of the model lookbook. Ask: *Is the page attractive? Do you think this style is popular?*

Step 3: *How to* present a project Unit 5

- Go through the *How to* tips with the class. Different students say why each idea is important.
- Check students understand that, when they present their lookbooks, they should use the ideas in this *How to* section.

Communication
Participating with appropriate confidence and clarity

Ask: *Which 'How to present' ideas do you remember from past projects?* Then have students say which of the ideas are easy to follow, which ones are more difficult, and why.

Step 4: Clarify the project Unit 5

- Follow the steps in > The learning stages of project work p10.
- Brainstorm different styles of clothes and write a list on the board.
- Have groups discuss where they can find information about different styles of clothes. They can also think about who each style is for and how to present it (digitally or in print).

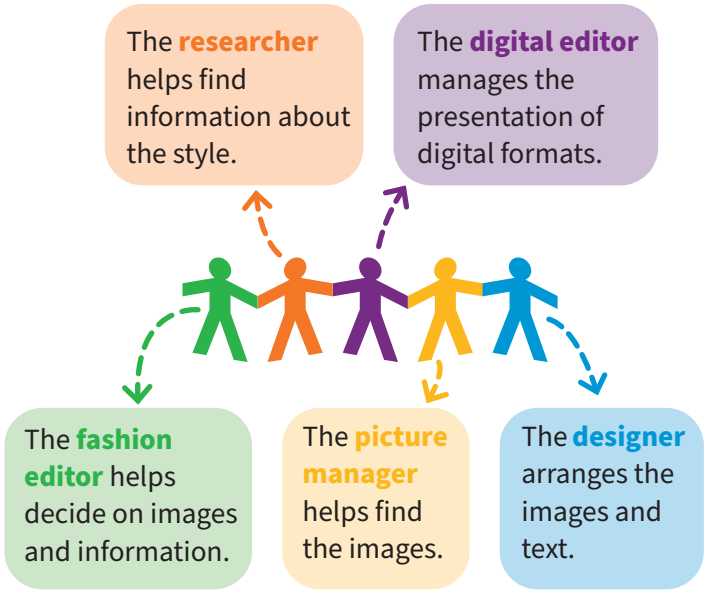
> My learning diary p68 **Preparation**
> Peer-evaluation form p69 **Preparation**

2 Development

Start this stage as soon as groups know their learning outcomes and have brainstormed styles of clothes to research.

Step 1: Assign roles and responsibilities

- In project groups, have students decide on the general roles. Roles and responsibilities p16 Help them decide on further roles they can share, such as those in the diagram.



Step 2: Research and analyse Unit 5 p71

- Have groups start the Plan section from **Exercise 1** and choose a style of clothes.
- Hand out a copy of the Lookbook organiser p62 to each student. They make notes in the spidergram.

Flipped classroom activities

Out of class: have students finish their spidergrams. Encourage them to research their style on the internet or in fashion magazines. Tell them to look for photos to bring to the next class.

In class: have group members compare notes and put together a group spidergram.

Groups refer to their group spidergram and share their photos to plan their lookbook, using the Lookbook template in their organisers.

Learning to Learn

Taking control of your own learning

Encourage students to share resources with each other. Have them use dictionaries, such as the Cambridge Dictionary: **https://dictionary.cambridge.org/**, to find words for clothes and accessories, as well as fashion magazines and catalogues.

Step 3: Draft and review

- Have groups complete the rest of the Plan section. When they have decided on a design for their lookbook, tell them to give each other sections to work on.

Flipped classroom activities

Out of class: students work on their section.

In class: have group members put their lookbook together. Allow them time to discuss and agree on final changes.

Own it! learning tip

Encouraging responsibility

Tell students it is important to complete their sections on time so that their groups can finish the project in class. Remind group members of their general roles. Discuss any problems groups may be having in keeping to schedule. Think about why this is happening and encourage or suggest possible solutions.

My learning diary p68 **Development**

Peer-evaluation form p69 **Development**

3 Production

Schedule presentation times and stick to them, so each group can present their lookbooks. Spread the presentations over a few classes, if necessary. Allow enough time for each presentation and for questions.

Some groups may choose to present their project digitally, for example, as a webpage. Have them use a webpage template. Presentation ideas p18

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

Communication

Participating with appropriate confidence and clarity

Speaks with suitable fluency.

Evidence: Students present without reading from their notes.

Uses facial expressions and eye contact appropriately.

Evidence: Students look at their audience and smile while presenting.

Learning to Learn

Taking control of your own learning

Identifies helpful resources for their learning.

Evidence: Presentation has relevant information from a variety of sources.

Uses a learner's dictionary and other reference resources.

Evidence: Clothes and accessories are described and spelt correctly.

Step 1: Prepare Unit 5 p71

- Go through the checklist in the Present section in **Exercise 2**.
- As students prepare their sections, ask questions, for example: *Are you describing what people are wearing? Are there clothes and accessories? Are you checking each other's work?*
- Have students practise presenting their sections in their groups, using the ideas in the *How to* section.
- Grade activities for this step, if necessary. (See Differentiated instruction activities below for further practice.)

Differentiated instruction

Support

Check students' sections, highlighting problems with vocabulary and the use of present tenses. Encourage self-correction.

Consolidation

Check students' sections and suggest including more examples of the present simple or continuous.

Extension

Have group members check each other's sections. Tell them to pay attention to clothes vocabulary and the use of present tenses. Can they add anything new to each section?

Step 2: Present Unit 5

- Draw attention to the Check section from **Exercise 3**. Ask the class to think about these questions as they listen to each other's presentations.
- Have groups present their lookbooks. Check that each member takes part in the presentation. Tell the class to make notes on what they like about each lookbook.

Step 3: Reflect Unit 5

- After all the presentations, hold a class discussion on the Check questions in **Exercise 3**.
- Have the class say what they like about each lookbook and why, before holding a vote on their favourite.
- Encourage students to reflect on each stage of the project process, including positive experiences and things they could improve.

Peer-evaluation form p69 **Production**

Project evaluation rubric: a lookbook

Use these project-specific descriptors and your own 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
Creativity	Product has a very attractive and clear design. It presents an interesting style of clothes, with accurate information and very attractive images.	Product has an attractive and clear design. It presents an interesting style of clothes, with mostly accurate information and attractive images.	Product is attractive but with an unclear design. It presents an interesting style of clothes, but with some information and only one or two attractive images.	Product has an unattractive and unclear design. It presents an uninteresting style of clothes, with very little information and no attractive images.
Presentation skills	Speaks slowly, clearly and confidently. Is well prepared and knows what to say. Always looks at the audience and answers all questions.	Speaks slowly, clearly and confidently most of the time. Is quite well prepared and knows what to say most of the time. Usually looks at the audience and answers most questions.	Speaks slowly, clearly and confidently some of the time. Forgets what to say at times, so needs better preparation. Sometimes looks at the audience and answers some questions.	Doesn't speak clearly or confidently. Is unprepared and doesn't know what to say. Never looks at the audience or answers questions.

Cambridge Life Competencies Framework

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

Foundation layers	Abilities	Actions
Digital Literacy	• Use digital tools	finding content from various sources, using online templates to create lookbook pages, sharing work online, using digital presentation techniques (e.g. webpages)
Discipline Knowledge	• Convince the audience	explaining and describing images, giving details, 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. Peer-evaluation form p69

Out of class: have students think about on their progress at home. My learning diary p68 **Production**

In class: hold a class discussion on what students know now, using the information from their learning diaries. My learning diary p68 **Production**

6 The CLIL Project: Biology

An exercise plan

- **Learning outcome:** understand the connections between physical activity and mental health; make an exercise plan
- **Skills:** decide how the group will work together, select and organise facts about exercise, decide which information to include
- **Resources:** two or more exercise plans, Exercise plan organiser p63, My time-management plan p71
- **Evaluation tools:** Project evaluation rubric p45, KWL chart p67, Peer-evaluation form p69, Teacher's evaluation form p70

Student's Book pp78–79

Before you start
Collect or find online two or three different types of exercise plans to show students in class.

1 Preparation

Step 1: Introduce the topic

- After students have watched Video 6.5, elicit a few interesting things students learned. Ask: *How do you feel after you've done exercise?*
- Show students the exercise plans you collected. Encourage students to describe them and identify what they explain. Ask: *Why is it important to know how certain exercises help us?*
- Point out the headings at the top left of p78: **Emotional development: A healthy and happy life.** Share that development is the way things change and often improve. Explain that when we do exercise or other physical activity, our bodies send messages to our minds which help us feel happy. Ask: *What is your favourite exercise or physical activity? Do you enjoy doing this activity by yourself or with friends or family?*

Step 2: Analyse the model for the project pp78–79

- Have students look at the model exercise plan on p122. Point out the features in the plan, such as the timetable, photos, the organisation of rows and columns, the descriptions of the activities, the time it takes to do each activity, the parts of the body being exercised, and the effects on a person's well-being.
- Ask: *How does this plan present the information? Were you surprised by anything you read?*
- Revise the language and vocabulary from the unit. Have students identify comparatives that show differences in how someone feels after doing exercise.

Critical Thinking
Solving problems and making decisions

Use the questions in Step 2 to check that students understand how specific activities connect to good physical and mental health.

For more information on Critical thinking, see the CLCF activity cards in the Teacher's Resource Bank.

Step 3: How to design an exercise plan p122

- Tell students they will be designing a plan to achieve 60 minutes of exercise in one day. Remind students that exercise plans use short descriptions of activities, what parts of the body are being exercised, and the physical and mental benefits of each exercise. Students will present their plans to their classmates.
- Have students move into their groups to make notes on the types of physical activity they enjoy and how it makes them feel.

Step 4: Clarify the project pp54-55

- Follow the steps in The learning stages of project work p10.
- Introduce the CLIL unit theme of Biology. Explain that when we're familiar with the parts of our bodies and what they do, we can better understand how exercise helps them get stronger.
- Reinforce that students will need to explain how each exercise benefits the body and mind.
- Tell students that they can demonstrate some of these activities for their classmates, if they want.

KWL chart p67 **Know and Want to know**
Peer-evaluation form p69 **Preparation**

2 Development

Start this stage as soon as groups have decided which exercises they want to explain in their plans.

Step 1: Assign roles and responsibilities

- In project groups, have students choose general roles. Roles and responsibilities p16 Help them decide on further roles they can share, such as the ones in the diagram.

The **designer** decides on fonts, sections and layout.

The **writer** produces the text.

The **proofreader** corrects the texts.



The **researcher** finds out the physical and mental benefits of each exercise.

The **activity leader** suggests ideas and prepares to demonstrate and explain the physical activities.

- Ask questions related to each section in the diagram.
  Designer: *How will you make the plan look good and easy to read? Who will help you decide on the layout?*
  Writer: *What content will you include? How will you build the exercise plan from the research?*
  Proofreader: *How will you make sure the text is correct? What sources can you check?*
  Researcher: *Where will you find the information about how each exercise helps the body and mind?*
  Activity leader: *How will you demonstrate the exercises? What can you say about them?*
- You may wish to encourage sporty or active students to take on the role of activity leader, but monitor groups to ensure all members have appropriate roles to play.

Step 2: Research and analyse p79 p71

- Have groups start the Plan section of their project and decide on the activities to share in their plan. Allow students time to complete their research and agree on the activities, as well as to discuss the benefits of these activities.

Flipped classroom activities

Out of class: Have students do some of the Plan section, such as researching the exercises, how long they take, the parts of the body they work and how they benefit the mind. They can also begin thinking about the design.

In class: Monitor by asking the groups about their progress over a few classes.

Communication

Managing the sharing of tasks in a project

Monitor progress of the tasks in Step 3 to check how well students collaborate on their exercise plans. Continue to point students towards the model plan on p122 but encourage them to build their plans using everyone's ideas, even though each group member has their own responsibility.

For more information on Collaboration, see the CLCF activity cards in the Teacher's Resource Bank.

Step 3: Draft and review p79 p71

- Hand out copies of the Exercise plan organiser p63 to help them develop their plans. Tell students that they can use this or any other organiser to put their notes together.
- Allow time for drafting and reviewing. Encourage students to use the language from the unit for sports and sports verbs.
- Encourage group members to make improvements to their plans out of class in line with their roles. Have them bring their ideas to the next class for final preparation.

Peer-evaluation form p69 **Development**

Own it! learning tip

Using social skills: giving opinions

Have group members share their opinions about what to include in their exercise plans. Monitor to help with useful language, for example: *I think, I'm not sure, I agree/don't agree, Good idea!* Encourage students to use comparatives and superlatives in their opinions.

3 Production

Schedule presentation times and stick to them, ensuring all groups present their plans. Spread the presentations over a few class, if necessary. Allow enough time for each presentation and for questions.

Before groups produce their final drafts, have them decide on the format and layout of their exercise plan.

Presentation ideas p18

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

Critical Thinking

Solving problems and making decisions

Examines possible solutions to a given problem and states how effective they are.

Evidence: Students consider different types of exercise and evaluate how they benefit the body and mind.

Presents justification for a particular solution in a well-structured report.

Evidence: The benefits of physical activity are clearly explained in an easy-to-follow exercise plan.

Communication

Managing the sharing of tasks in a project

Works with others to plan and execute class projects.

Evidence: Groups discuss appropriate content for their plans, and delegate roles and responsibilities.

Ensures that all members have a role in group activities.

Evidence: Group members fulfill their individual roles and responsibilities, taking advantage of individual strengths and interests.

Step 1: Prepare p79 p71

- Go through the Present section on Student's Book page 122.
- As groups prepare their project, monitor how they are working together and remind them of the tasks they need to complete by asking them questions.
- Remind students of the presentation date and how much time each groups will have.

Step 2: Present p122

- Encourage a confident group member to be the main speaker. Other group members may point out the benefits of each activity, while the activity expert demonstrates the activities for the class to follow, as appropriate.
- Draw attention to the Respond section on page 122 of the Student's Book. Ask the class to think about these questions as they listen to each other's presentations.
- Remind students to look at their audience, be enthusiastic about the presentations and ask for questions at the end.

Step 3: Respond p79

- After the presentations, have the class share their ideas from the Respond section on Student's Book p122.
- Encourage further discussion with the Respond questions on Teacher's Book p85. Grade activities for this Reflect step, if necessary. (See Differentiated instruction activities below for further practice.)

Differentiated instruction

Support
Consider each student's level when they reflect on their work and allow them to use L1 when making observations.
Consolidation
Have students make suggestions for improving their next presentation based on their discussion.
Extension
In pairs or groups, have students interview each other about what they know now about how exercise benefits the mind and body. Tell them to list positive experiences and share them with the class.

Peer-evaluation form p69 **Production**

Project evaluation rubric: an exercise plan

Use these project-specific descriptors and your own 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
Creativity	Product has a very original, attractive design. It uses bright photos and a clear font. It includes a specific exercise or activity. It clearly focuses on the key information. The information is presented in a logical order.	Product has an original and attractive design. It uses bright photos and a clear font. It includes a specific exercise or activity. It has some interesting facts. The information is presented in a logical order, except for one or two cases.	Product has a clear design that largely follows the model. It could use brighter photos and a clearer font. It includes some exercise or activity. It has only one or two interesting facts. The information is understandable, but is presented in a random order.	Product has an unattractive design with little creativity and it doesn't follow the model. It needs more photos and it uses an unclear font. It is missing exercise or activity. It has no interesting facts. The information is not understandable.
Language use	Shows excellent use of language from unit (comparatives and superlatives). Project is understandable with only a few mistakes.	Shows good use of language from unit (comparatives and superlatives). Project is understandable with some mistakes.	Shows adequate use of language from unit (comparatives and superlatives). Project is understandable, but some sections need further explanation.	Doesn't use language from unit (comparatives and superlatives). Project is confusing and almost impossible to understand.

Cambridge Life Competencies Framework

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

Foundation layers	Abilities	Actions
Digital Literacy	• Use digital tools	finding content on various websites, identifying appropriate content, checking facts with other digital sources, using digital tools to design the exercise plan
Discipline Knowledge	• Convince the audience	explaining facts and images, giving details, summarising information, 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. Peer-evaluation form p69

Out of class: have students think about their progress at home. KWL chart p67 **Learned**

In class: hold a class discussion on what students know now, using the information from their KWL charts. KWL chart p67 **Learned**

7 The Culture Project

A scrapbook

- **Learning outcome:** make a scrapbook
- **Skills:** research photos and information about them, describe photos, decide on a design and format, check each other's work
- **Resources:** scrapbook pages, Scrapbook organiser p64, My time-management plan p71
- **Evaluation tools:** Project evaluation rubric p49, My learning diary p68, Peer-evaluation form p69, Teacher's evaluation form p70

Unit7

Before you start
Collect examples of scrapbook pages (preferably from travel websites) to show students in class.

1 Preparation

Step 1: Introduce the topic

- Introduce the topic of scrapbooks after doing the language exercises. p87
- Show students the scrapbook pages. Ask: *What are these? Why do people keep scrapbooks? What do people keep in them? Do you keep a scrapbook?*
- Ask: *How is a scrapbook different from a photo album?* Explain that scrapbooks are different in that they also tell the stories behind the pictures. People keep other memorabilia in scrapbooks, such as tickets or leaflets.
- Ask students each to find an example of a scrapbook online to bring to the next class (in their own language or English). They can describe the scrapbooks in groups.

Step 2: Analyse the model for the project Unit 7

- Have students describe the pictures in the model scrapbook. Ask: *What is this scrapbook about?* Then students read the texts.
- Check comprehension. Ask: *Which festival/animals did they see? What do they say about the Altai Mountains? What is interesting for you? Why?*
- Grade activities for this step, if necessary. (See Differentiated instruction activities below for further practice.)

Differentiated instruction

Support
Have students find examples of the past tense in the scrapbook and categorise the verbs into regular and irregular.
Consolidation
Have students complete some gapped sentences from the scrapbook with the past simple form of the verbs.
Extension
Have students write an extra sentence about each picture in the scrapbook, using the past tense.

Step 3: *How to* design a scrapbook Unit 7

- Go through the *How to* tips with the class. Different students say why each idea is important.
- Check students understand that when they design their scrapbooks, they should use the ideas in this *How to* section.

Creative Thinking
Creating new content from own ideas or other resources

Remind students that scrapbooks use photos and pictures as prompts to tell a story. Review other prompts scrapbooks use (e.g. concert/theatre/bus tickets, leaflets, small objects).

Step 4: Clarify the project Unit 7

- Follow the steps in The learning stages of project work p10.
- Brainstorm parts of the world students would like to visit. Write a list on the board.
- Have groups think about what they can see and do in each place and make notes.

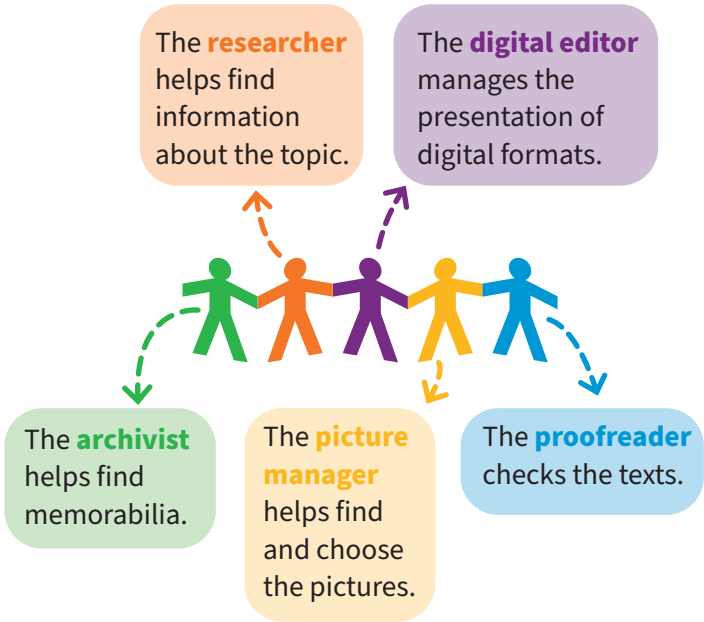
My learning diary p68 **Preparation**
Peer-evaluation form p69 **Preparation**

2 Development

Start this stage as soon as groups know their learning outcomes and have brainstormed ideas for places.

Step 1: Assign roles and responsibilities

- In project groups, have students choose the general roles. Roles and responsibilities p16 Help them decide on further roles they can share, such as:



Step 2: Research and analyse Unit 7 p71

- Have groups start the Plan section from **Exercise 1** and choose a place from the brainstormed list in the Preparation stage.
- Groups decide on design and format (digital or paper). Say that there are free scrapbook makers online.
- Hand out copies of the Scrapbook organiser p64 to each student.

Flipped classroom activities

Out of class: have students find photos related to their place and categorise them in their organisers. Have them research each photo or item and make notes in the spidergrams.

In class: have groups put together their information and decide who will prepare each section.

Own it! learning tip

Disagreeing appropriately

If students cannot agree on who will prepare each section, or don't like some of the material their group members want to include, encourage polite discussion and allow them to give their opinions explaining their reasons. Have them make alternative suggestions. Monitor to help with useful language, for example: *I'm not sure about ... Why don't we ... ? I disagree because ...*

Social Responsibilities

Understanding and describing own and others' cultures

Ask groups to compare the culture they are researching with their own. Discuss ideas.

Flipped classroom activities

Step 3: Draft and review Unit 7 p71

Out of class: group members complete the rest of the Plan section in **Exercise 1** by preparing their section.

In class: have group members check each other's sections. Encourage groups to make a final decision on the design.

Out of class: if groups are working digitally, they could share and check their sections online.

My learning diary p68 **Development**

Peer-evaluation form p69 **Development**

3 Production

Schedule presentation times and stick to them. In this case, a group presents their scrapbook to another group, so all presentations could be scheduled for one class. Allow enough time for feedback and questions.

If groups are not using a digital scrapbook maker, they may want to present their work as a poster or webpage.

Presentation ideas p18

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

Creative Thinking

Creating new content from own ideas or other resources

Writes or tells an original story, given prompts or without prompts.

Evidence: Scrapbook visuals are described in an original way.

Makes up own 'what if' activities and brings others in.

Evidence: Students discuss different possibilities for what to include and brainstorm alternative situations.

Social Responsibilities

Understanding and describing own and others' cultures

Accepts others and shows respect for cultural difference.

Evidence: Scrapbook includes positive descriptions of different cultures.

Understands the contributions of different cultures to their own lives.

Evidence: Scrapbook presentation relates different cultures to the students' own.

Step 1: Prepare Unit 7 p71

- Go through the checklist in the Present section in **Exercise 2**.
- As students prepare their sections, ask questions, for example: *Are there photos and other memorabilia? Do you all agree on the format? Are you describing past events?* Help with language as necessary.
- Let groups discuss ways of presenting pictures with different fonts and bright colours. Remind them to disagree politely.

Step 2: Present Unit 7

- Draw attention to the Check section in **Exercise 3**. Ask the class to think about these questions as they listen to each others' presentations.
- Remind students to look at their audience and ask for questions at the end of their presentation.
- Pairs of groups get together and present their scrapbooks to each other.
- Tell the class to make notes on what they like about the different scrapbooks.

Step 3: Reflect Unit 7

- After the presentations, hold a class discussion on the Check questions in **Exercise 3**.
- Have the class say what they like about each scrapbook and why. Ask: *What new things do you know now about the different places?*
- Encourage students to think about each stage of the project process, including positive experiences and things they could improve.

Peer-evaluation form p69 **Production**

Project evaluation rubric: a scrapbook

Use these project-specific descriptors and your own 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
Creativity	Product has a very attractive design with bright colours and clear fonts. It has a very interesting topic with very attractive visuals. It has many original descriptions for the visuals.	Product has an attractive design with bright colours and mostly clear fonts. It has an interesting topic with attractive visuals. It has some original descriptions for the visuals.	Product has an attractive design, but the fonts are not clear. It has a fairly interesting topic with some attractive visuals. It has a few original descriptions for the visuals.	Product has an unattractive and unclear design. It has an uninteresting topic with unattractive visuals. It doesn't have any original descriptions for the visuals.
Language use	Excellent use of language from unit (past simple). Product contains a wide range of regular and irregular verbs. Project is understandable with only a few mistakes.	Good use of language from unit (past simple). Product contains a range of regular and irregular verbs. Project is understandable with some mistakes.	Adequate use of language from unit (past simple). Product contains a limited range of regular and irregular verbs. Project is understandable, but some sections need further explanation.	Poor or no use of language from unit (past simple). Product contains very few regular or irregular verbs. Project is poorly written.

Cambridge Life Competencies Framework

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

Foundation layers	Abilities	Actions
Digital Literacy	• Use digital tools	finding content from various sources, using digital scrapbook makers to create scrapbook pages, sharing work online
Discipline Knowledge	• Convince the audience	describing images, places and events, giving details, 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. Peer-evaluation form p69

Out of class: have students think about on their progress at home. My learning diary p68 **Production**

In class: hold a class discussion on what students learned, using the information from their learning diaries. My learning diary p68 **Production**

8 The CLIL Project: History

A factsheet

- **Learning outcome:** understand the significance of different forms of art to a culture, design a factsheet
- **Skills:** research information, decide on categories and sections, decide how to present information
- **Resources:** two or more factsheets, Factsheet organiser p65, My time-management plan p71
- **Evaluation tools:** Project evaluation rubric p45, KWL chart p67, Peer-evaluation form p69, Teacher's evaluation form p70

Student's Book pp102–103, 123

Before you start
Collect two or three different factsheets on art of cultural significance to show students in class.

1 Preparation

Step 1: Introduce the topic

- After students have watched Video 8.5, ask: *Have you ever made art inspired by something you saw in nature?*
- Show students the factsheets you collected. Ask: *What information do the factsheets show?* Explain that factsheets explain an object or a topic that is not immediately clear to people seeing it for the first time.
- Point out the headings at the top left of p102: **Creative thinking: Art that tells a story.** Share that the 'story' of an object or a people can be told in art. Explain that museums will often provide factsheets so that people can better understand the 'story' behind works of art.

Step 2: Analyse the model for the project p123

- Look at the factsheet on p123 with the class. Point out how the title, photos and short paragraphs help readers understand what they are looking at.
- Ask: *How is the information presented? What do the images show?* Explain that factsheets use short, clear paragraphs to explain information and photography or other visuals to illustrate what it being explained.
- Allow students time to read the model and write any questions they have about the content. Have them discuss how the factsheet could be designed differently.
- Revise the language from the unit. Have students circle examples of the past simple, and notice how the text answers *Wh-* questions readers might have.

Creative Thinking
Creating new content from own ideas or other resources

Have students discuss the rock art they've seen on p102, the cave paintings on p120 or other forms of traditional art they know about. Ask students to describe what other things we could learn from the art.

For more information on Creative thinking, see the CLCF activity cards in the Teacher's Resource Bank.

Step 3: How to make and present a factsheet p102

- Tell students they will work in groups to make a factsheet about a piece of art from their country. Groups will research what piece of art they will explain in their factsheet and then present their factsheets, sharing information about the art, its age, its creator(s) and the material used, and what is interesting about it. Explain that they will need to decide on the most important things to include, including: *What story does it tell? What else could the art be 'about'?*

Step 4: Clarify the project pp102–103

- Follow the steps in > The learning stages of project work p10.
- Introduce the CLIL unit theme of Art. Remind students that looking at different types of art can help us to understand things about our culture, and explain those things to other people. Ask: *If we can't speak to the artists who created a piece of art, how can we describe it – or tell its story – to others?*
- Have students brainstorm different types of art they want to include in their factsheets and prepare to share their ideas with group members.

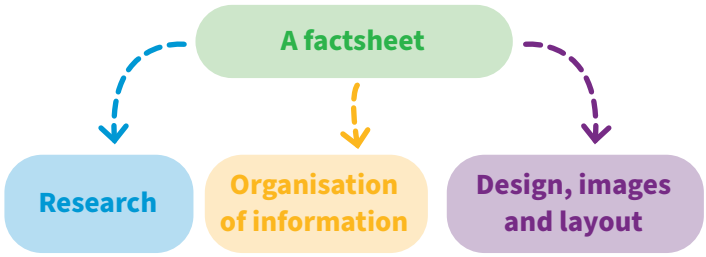
> KWL chart p67 **Know and Want to know**
> Peer-evaluation form p69 **Preparation**

2 Development

Start this stage as soon as groups know their learning outcomes and have decided on the piece of art they want to explain in their factsheet.

Step 1: Assign roles and responsibilities

- In their project groups, have 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 and responsibilities when making a factsheet. Draw a diagram like this on the board:



- Discuss the different tasks required to make a factsheet.
- **Research:** *Where can you find information about the artwork? What sources will you use? Who will decide on the most important or interesting details to include?*
- **Organisation of information:** *How will you present your information? Who will organise it?*
- **Design, images and layout:** *How will you make the factsheet attractive? Where can you find images? Who will be responsible for the design?*
- Encourage students to make notes and decide on roles.

Step 2: Research and analyse p103 p71

Flipped classroom activities

Step 3: Draft and review p103 p71

Out of class: ask students to do the first three points of the Plan section of their project at home. Hand out a copy of the > Factsheet organiser p65 to each student. If necessary, students can do their research in their own language, then work with other group members to find the language they need to present the information.

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 factsheets can be different to the model on p123, and the layout of the organiser.

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 as possible and allow more time if necessary.

- Have groups start the Plan section of their project and choose the technology or invention they want to describe.
- Hand out a copy of the > Factsheet organiser p65 to each student.
- Direct students to p123 of their Student's Book to review the model project as needed.

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 art they have been researching. Monitor and help with useful language: *Look at this resource. Why don't you try ..?, I've found lots of information at …,* etc.

Step 3: Draft and review p103 p71

Flipped classroom activities

Step 3: Draft and review p103 p71

Out of class: Ask students to prepare their sections at home. Remind them to use unit language and grammar to talk about facts from the past.

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 factsheet.

> Peer-evaluation form p69 **Development**

3 Production

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

Before groups produce their final factsheets, check that they have followed and completed all steps.

Presentation ideas p19

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

Critical Thinking

Creating new content from own ideas or other resources

Communicates personal response to creative work from art, music or literature.

Evidence: Students have gathered information and their own ideas to describe a work of art and explain its importance and what story it can tell us or what problem it solves.

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 sources to make sure facts and details are correct and relevant.

Step 1: Prepare p103 p71

- Go through the checklist in the Present section on Student's Book page 123.
- As groups prepare their final factsheets, ask: *Does the factsheet contain correct information and your own ideas? What else can you add to help people understand more about the art?*
- Ask students to check their grammar and spelling, particularly their use of unit language. (See Differentiated instruction activities below for further practice.)

Differentiated instruction

Support

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

Consolidation

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

Extension

Allow students to draft different versions of their factsheets and decide together on which one to use.

Step 2: Present p123

- Draw attention to the Respond section on page 123 of the Student's Book. Ask the class to make notes about what they find interesting as they listen to each presentation.
- Ask groups to present their factsheets, discussing the most interesting facts they learned in their research.

Step 3: Respond p123

- After the presentations, allow the class time to walk around and look at each factsheet more closely. Alternatively, have groups provide others with copies of their factsheets to share.
- Ask students to provide feedback as in the Respond section on Student's Book p123. Encourage further discussion with the questions on Teacher's Book p105.
- Ask 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 now add to or remove from your factsheets?*

Peer-evaluation form p69 **Production**

Project evaluation rubric: a factsheet

Use these project-specific descriptors and your own 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
Creativity	Product is well organised with creative and interesting ideas. It is logical 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 is logical 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 is logical but there are 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 is not logical and has few interesting facts. There are no images or other additional features to support information.
Language use	Excellent use of language from unit (past simple questions). Always uses correct language to explain concepts. Project is understandable with only a few mistakes.	Good use of language from unit (past simple questions). Mostly uses correct language to explain concepts. Project is understandable with some mistakes.	Adequate use of language from unit (past simple questions). Uses some correct language to explain concepts. Project is understandable, but some sections need further explanation.	Poor or no use of language from unit (past simple questions). Doesn't use correct language to explain concepts. Project is confusing and almost impossible to understand.

Cambridge Life Competencies Framework

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

Foundation layers	Abilities	Actions
Digital Literacy	• Use digital tools	finding content on various websites, downloading images or videos, sharing work online, assessing online material
Discipline Knowledge	• Convince the audience	presenting ideas, categorising information, giving facts and details, using appropriate images, 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. Peer-evaluation form p69

Out of class: have students think about on their progress at home. KWL chart p67 **Learned**

In class: hold a class discussion on what students know now, using the information from their KWL charts. KWL chart p67 **Learned**

9 The Culture Project

A webpage

- **Learning outcome:** make a summer camp webpage
- **Skills:** research information and use a spidergram to organise it, use a webpage template, prepare and check each other's sections
- **Resources:** two or more webpages about summer camps, Webpage organiser p66, My time-management plan p71
- **Evaluation tools:** Project evaluation rubric p57, My learning diary p68, Peer-evaluation form p69, Teacher's evaluation form p70

Unit 9

Before you start
Find two or three examples of summer camp webpages to show students in class.

1 Preparation

Step 1: Introduce the topic

- Introduce the topic of webpages after doing the reading exercises. p108 Show students the webpages. Ask: *What are they about? What information is in each section? Who are the webpages for? Are they interesting? Why / Why not?*
- Ask students which webpages they visit and what for. Ask: *What are they about?*
- Ask students each to bring an example of a webpage about a different summer camp to the next class. They can discuss the webpages in groups.

Learning to Learn
Taking control of your own learning
Ask students to bring examples of useful sources to the next class.

Step 2: Analyse the model for the project Unit 9

- Have students look at the sections, titles and pictures on the model webpage. Ask: *What is this webpage about?* Then students read the webpage.
- Check comprehension. Ask: *Who is the Crazy Cook Camp for? When and where is it? What can you do and what will you learn? Would you like to go on this camp?*
- Ask questions about the webpage's design and purpose: *Is it attractive? What is it about?*
- Grade activities for this step, if necessary. (See Differentiated instruction activities below for further practice.)

Differentiated instruction

Support
Have students find five predictions about the future on the webpage.
Consolidation
Have students complete gapped sentences from the webpage with the correct form of *will* + verb.
Extension
Tell students they are going on the camp. Have them write five plans using *be going to*.

Step 3: *How to* make a webpage Unit 9

- Go through the *How to* tips with the class. Different students say why each idea is important.
- Ensure students understand that when they make their webpages, they should use the ideas in this *How to* section.

Step 4: Clarify the project Unit 9

- Follow the steps in The learning stages of project work p10.
- Brainstorm places to go on a summer camp. Then ask: *What activities can you do in each place?*
- Have groups discuss sources where they can find out more about the places and summer camp activities.

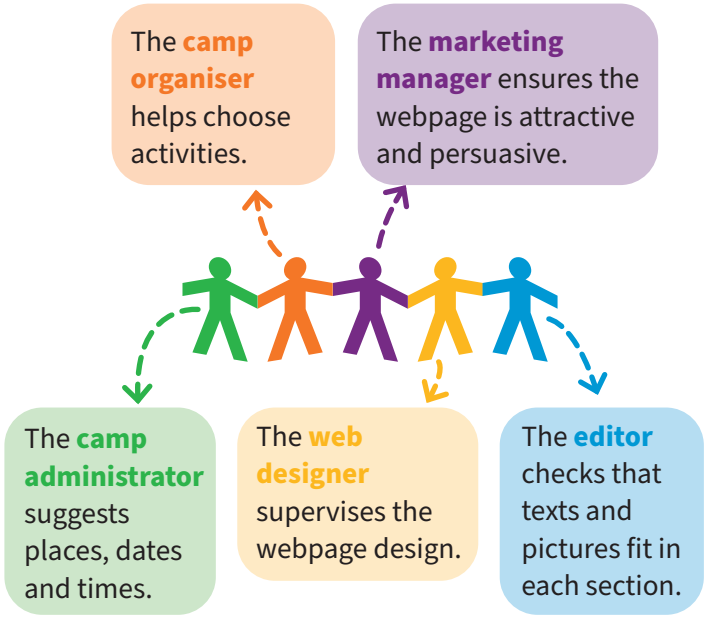
My learning diary p68 **Preparation**
Peer-evaluation form p69 **Preparation**

2 Development

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

Step 1: Assign roles and responsibilities

- In project groups, have students choose general roles. Roles and responsibilities p16 Help them decide on further roles they can share, such as those in the diagram.



Step 2: Research and analyse Unit 9 p71

- Have groups start the Plan section in **Exercise 1**. Have them decide on their summer camp and give it a name.
- Once students have made notes for the ideas in the notebook page, hand out a copy of the Webpage organiser p66 to each student. Students use the spidergram to organise their notes.
- Point to the webpage designs in the second part of the organiser. Encourage groups to look for different online templates and sketch a design in the space provided.
- Groups work together to organise their information. Then they agree on who will prepare each section.

Own it! learning tip

Sharing resources

Have group leaders manage the tasks and create specific roles. Say that group members can be given a section or volunteer for one. Monitor to help with useful language, for example: *Why don't you ... ? I can ... Let's ... You're good at ...*

Flipped classroom activities

Step 3: Draft and review Unit 9 p71

Out of class: have group members prepare their parts as explained in the Plan section.

Encourage students to check facts about their summer camps in their sources.

In class: group members check each other's sections.

If they haven't done so yet, groups decide on final design and content.

Out of class: led by the web designer, have groups work on the design and share and check their work online. Remind them to use a template that matches their chosen design.

Creative Thinking

Participating in creative activities

Encourage all students to get involved in the creative process, from finding information to designing the webpage.

My learning diary p68 **Development**

Peer-evaluation form p69 **Development**

3 Production

Schedule presentation times and stick to them, so that all groups can present their webpage on a big screen. Spread the presentations over a few classes, if necessary. Allow enough time for each presentation and for questions.

Before groups produce their final webpages, help them follow the online steps for the template they have chosen to complete their project.

Presentation ideas p18

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

Learning to Learn
Taking control of your own learning

Finds sources of information and help.

Evidence: Students work together online and in class to share sources.

Reviews vocabulary regularly and systematically.

Evidence: Students make final language corrections to their webpage.

Creative Thinking
Participating in creative activities

Encourages group members to make activities more original.

Evidence: Webpage includes interesting activities.

Participates in activities that include creative thinking.

Evidence: Group members decide on design and content to produce a creative webpage.

Step 1: Prepare Unit 9 p71

- Go through the checklist in the Present section in **Exercise 2**.
- As groups prepare their project, ask questions, for example: *Is your webpage easy to use? What sections does it have? Is there anything missing?*

Flipped classroom activities

Out of class: groups finalise their webpages by sharing tasks online. Remind them to follow the ideas in the *How to* section.

In class: groups make final corrections. Have them focus on both the overall look and the language: they should check grammar, vocabulary, spelling and punctuation.

Step 2: Present Unit 9

- Draw attention to the Check section in **Exercise 3**. Ask the class to think about these questions as they look at each others' webpages.
- If possible, have groups project their webpages on a big screen. Check that each group member presents their section.
- After the presentations, students could try and use the webpages: they could click on the different features, zoom in, etc.
- Encourage students to ask questions and make notes about what they like.

Step 3: Reflect Unit 9

- After the presentations, hold a class discussion on the Check questions in **Exercise 3**.
- Have the class say what they liked about each webpage and why. Then ask: *Which summer camps would you like to go on?* Finally, the class can vote on the best webpage.
- Encourage students to think about each stage of the project process, including positive experiences and things they could improve.

Peer-evaluation form p69 **Production**

Project evaluation rubric: a webpage

Use these project-specific descriptors and your own 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
Creativity	Product's name is very original. Product is attractive and contains visuals for each description. It is easy to use and understand. It is very well organised and includes all the important information.	Product's name is interesting. Product is attractive and contains visuals for most descriptions. It is generally easy to use and understand. It is well organised and includes most of the important information.	Product's name is relevant, but not interesting. Only some parts are attractive, and a few descriptions don't contain visuals. Some parts are difficult to use or understand. It is organised, but doesn't include some important information.	Product's name is not interesting. Product is unattractive with very few visuals. It is impossible to use or understand. It is disorganised and doesn't include any important information.
Language use	Excellent use of language from unit (the future; summer camp activities). Project is understandable with only a few mistakes.	Good use of language from unit (the future; summer camp activities). Project is understandable with some mistakes.	Adequate use of language from unit (the future; summer camp activities). Project is understandable but some sections need further explanation.	Poor or no use of language from unit (the future; summer camp activities). Project is poorly written.

Cambridge Life Competencies Framework

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

Foundation layers	Abilities	Actions
Digital Literacy	• Use digital tools	finding content, creating a webpage, sharing work online, using digital presentation techniques, adding interactive features
Discipline Knowledge	• Convince the audience	explaining facts and images, describing activities, giving details, 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. Peer-evaluation form p69

Out of class: have students think about on their progress at home. My learning diary p68 **Production**

In class: hold a class discussion on what students learned, using the information from their learning diaries. My learning diary p68 **Production**

Poster organiser

Name of festival
What?
Where?
How many people?
When?
Activities
Interesting information

Ideas for images (flags, maps, people, etc.)

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Class survey organiser

Title		Bar chart
Topic question		
Total number of students		
Activities	**Number of students**	
1		
2		
3		
4		
5		
6		

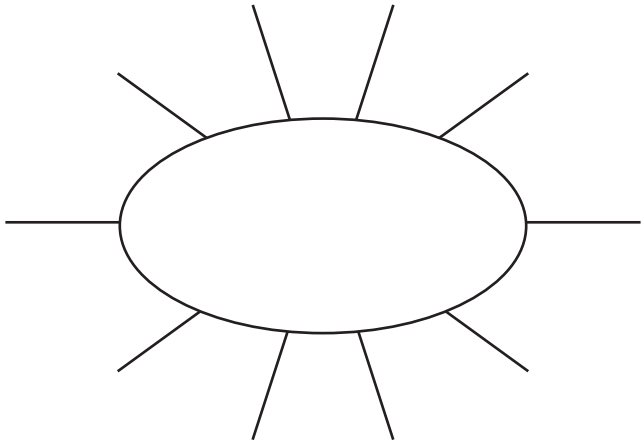
Summary of results

Conclusions

Haiku organiser

Topic	Picture or drawing of topic
How the topic makes me feel	

Topic words



My haiku

Haiku syllables

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Menu organiser

Illustration ideas
(drawings)

Name

Menu
(Include main dishes, specials, sweets, drinks, special offers and prices.)

Starter
Source?

Mains
Source?

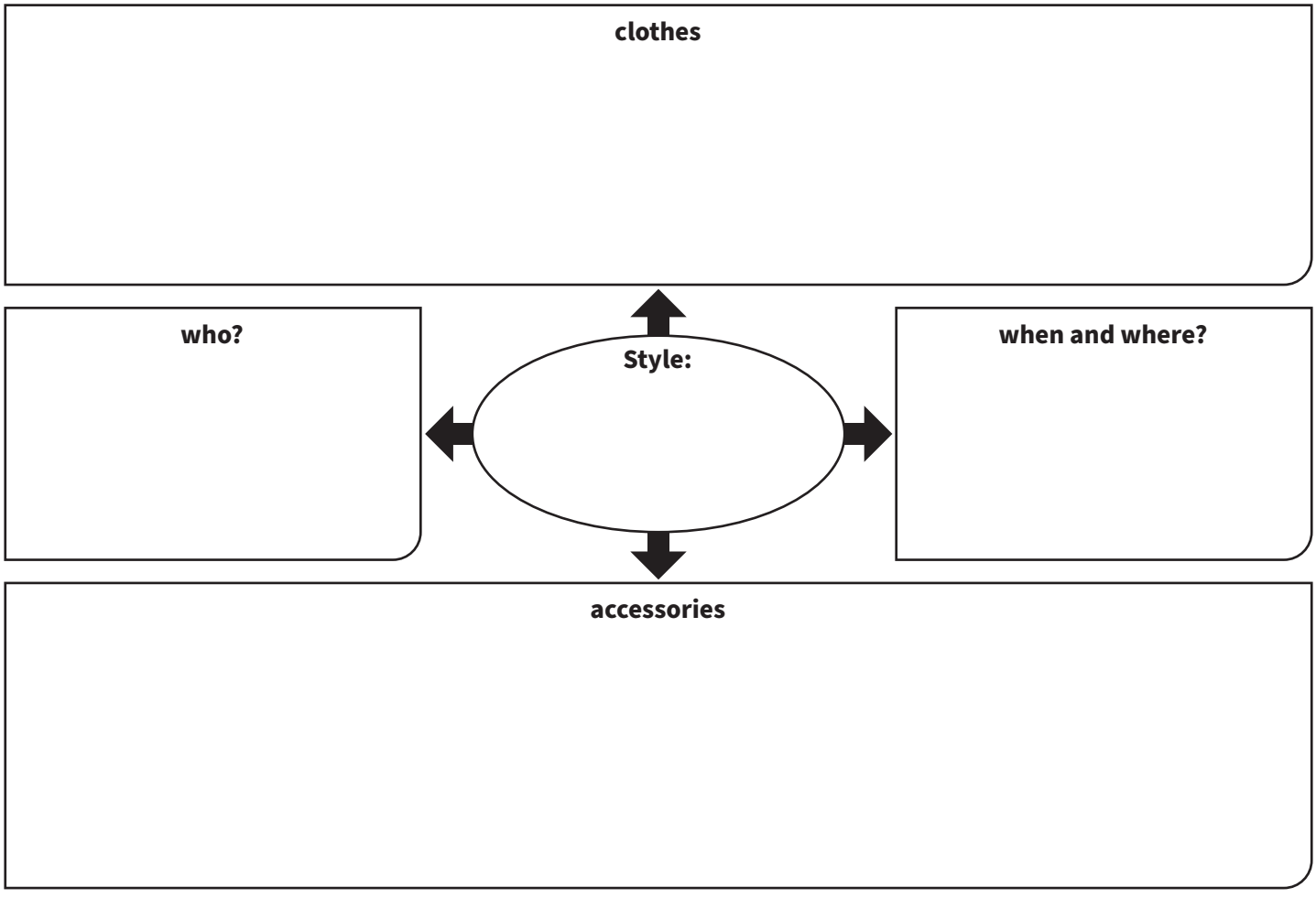
Dessert
Source?

Illustration ideas
(drawings)

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Lookbook organiser

Spidergram



Lookbook template

Use this template to organise your lookbook page.

Title

Sentences about what the people are wearing.

Accessories

Big picture of person/people wearing clothes

Special event

Sentences about what the people are wearing at the event.

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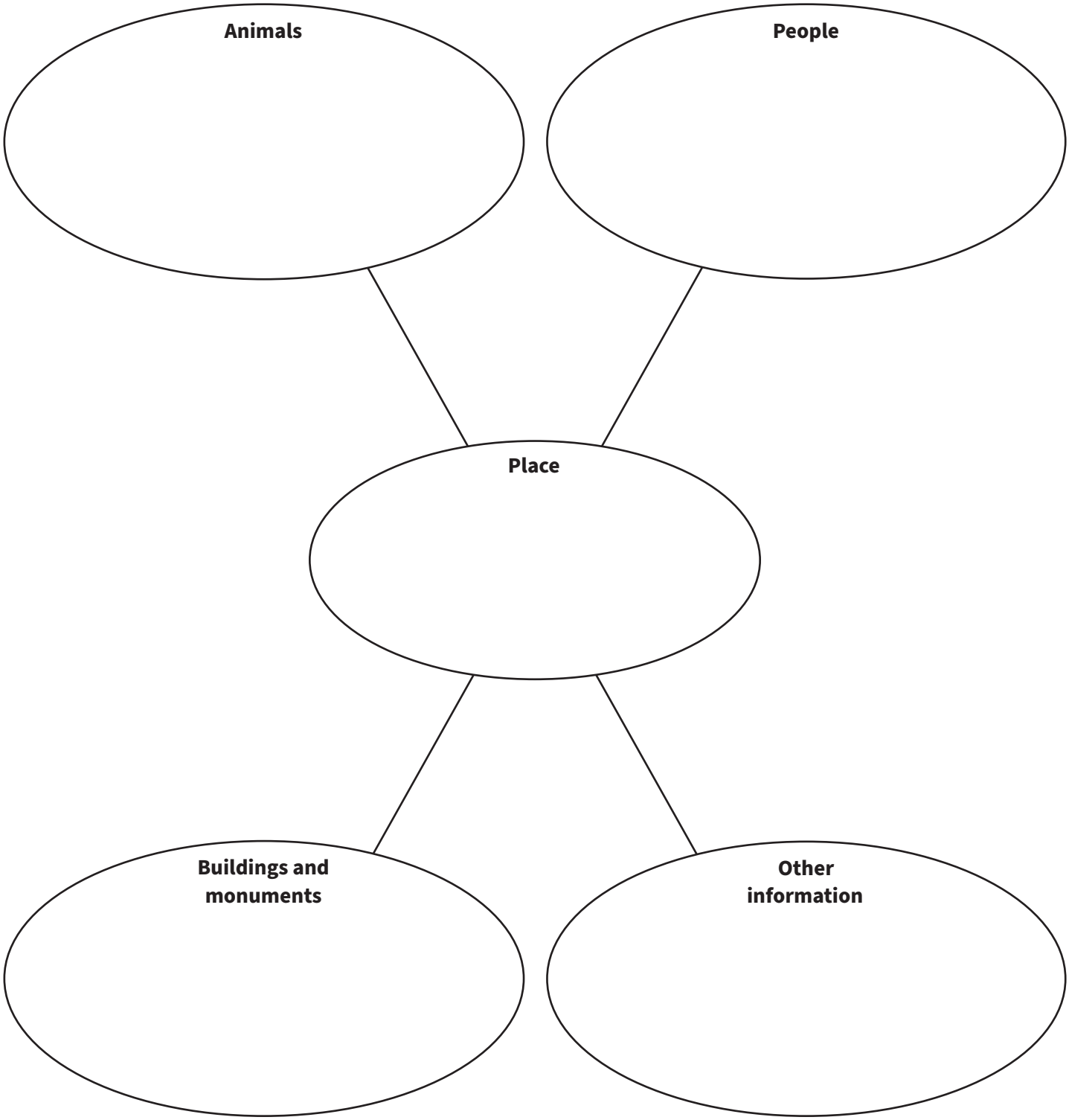
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Exercise plan organiser

Day	Activity	Time	Body	Mind	How we feel

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Scrapbook organiser



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Factsheet organiser

Artwork: _____

1 Before you begin your research, prepare questions about what you want to know about the artwork. During your research, add any follow-up questions you think about, and their answers.

1 _____ **Follow-up:** _____

2 _____ **Follow-up:** _____

3 _____ **Follow-up:** _____

4 _____ **Follow-up:** _____

5 _____ **Follow-up:** _____

6 _____ **Follow-up:** _____

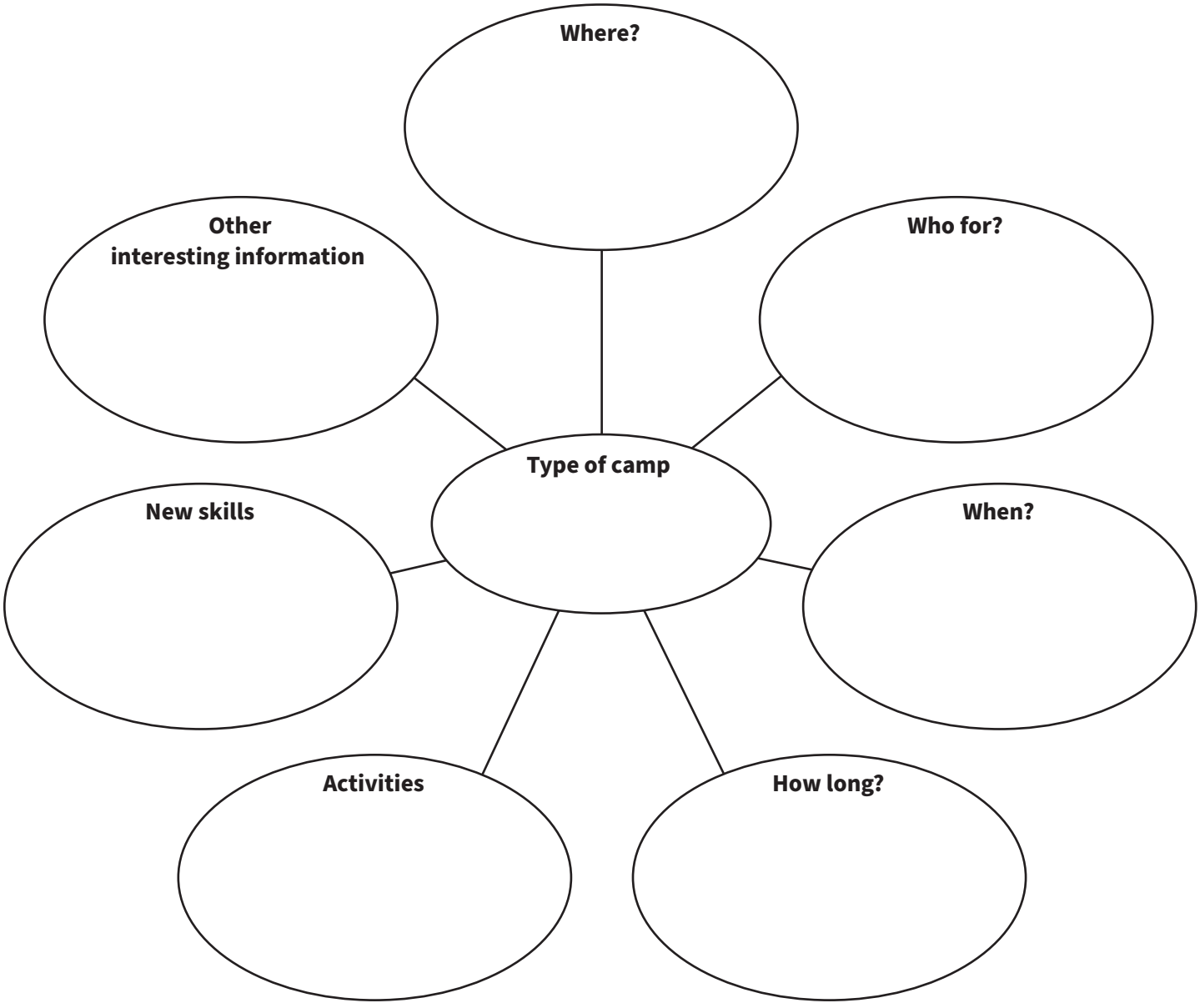
Write phrases or keywords to use during your research. About the artwork: About who made the artwork:
Write a summary of what you learned.

2 Complete the checklist.

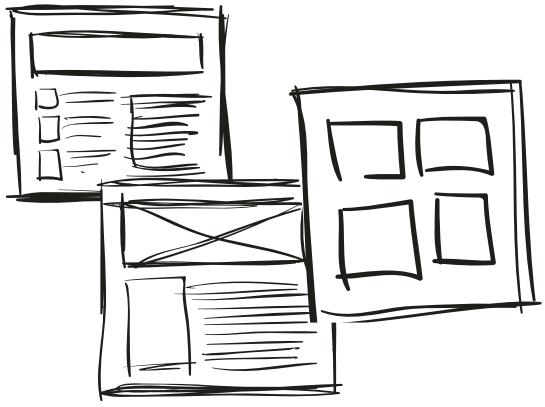
Before I began my research, I ...	
decided what artwork I wanted to know more about.	
chose a role and responsibility for the project.	
During my research, I ...	
recorded answers and made notes.	
collaborated with my group members.	
After my research, I ...	
discussed what my group learned.	
created a draft of our factsheet.	
listened to and gave feedback.	

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Webpage organiser



Look at the webpage designs. Then draw your own design including all the information in your spidergram.



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Name: _____

Date: _____

Unit, topic and project: _____

KWL chart

***K*now**	***W*ant to know**	***L*earned (Know now)**
What do we know about the topic?	*What do we want to know about the topic?*	*What do we know now about the topic?*
		What do we know now about the tasks?
What are our tasks?		*What can we do now as a group?*

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Name: _____

Date: _____

Unit, topic and project: _____

My learning diary

1 PREPARATION

• What am I learning? • What can I use? (for example, the internet, the library, magazines …)
• Who is in my project group? • What is my role in the group?

2 DEVELOPMENT

• What is difficult about this project? • Who or what can help me? • What do I like / don't I like?
• How can we make our work better?

3 PRODUCTION

• Is it a good presentation? Why / Why not? • In the presentation, what is my role?
• How do I feel when I give a presentation?

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PHOTOCOPIABLE

Name: _____

Date: _____

Unit, topic and project: _____

Peer-evaluation form

1 **In your group, evaluate your performance. Mark (✓) the columns.**

1 PREPARATION	☺	😐	☹
We listen to the instructions.			
We understand the project.			

2 DEVELOPMENT	☺	😐	☹
We do our best in the project.			
We work well as a group.			

3 PRODUCTION	☺	😐	☹
We answer questions about our work.			
We ask questions about others' work.			

2 **Write one good thing about this project.**

_____

_____

_____

_____

3 **How can your group work better in the next project? Write one idea.**

_____

_____

_____

_____

Name: _____

Date: _____

Unit, topic and project: _____

Teacher's evaluation form

Group or individual performance grades for the selected ✓ general areas.
Grades are as follows: 4 = Exceeds expectations; 3 = Very good, 2 = Good, 1 = Needs improvement.

✓	Areas / Outcomes	Grade	✓	Areas / Outcomes	Grade
	Learning outcomes			Creativity	
	Planning and organisation			Problem-solving skills	
	Use of information and resources			Language use	
	Collaboration (Teamwork)			Presentation skills	
	Time management			Final product	

Group or individual performance grades for the project-specific areas.
Grades are as follows: 4 = Exceeds expectations, 3 = Very good, 2 = Good, 1 = Needs improvement.

Project-specific area	Grade
1	
2	
3	
4	
5	

The Cambridge Life Competencies Framework

[Student's name / Group] _____ showed (✓) did not show (✗) development in the following competencies and skills during this project.

Competency 1	✓/✗	Foundation layers	✓/✗
		Emotional Development and Wellbeing	
		Digital Literacy	
Competency 2	✓/✗	Discipline Knowledge	
		Comments:	
Comments:			

Overall grade: _____

General comments:

Area(s) of improvement:

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 ☐ _____	→ ⏰ _____	→ ⏰ _____
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

Think about these points.

- 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?

_____

_____

_____

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Key: Int = Introduction.

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