Second Edition

OWN IT! 2

Project Book

Simon Cupit

CAMBRIDGE

Contents

An introduction to project work 4
- Advantages of project work 5
- Project work and the Cambridge Life Competencies Framework 6
- Project work and Sustainability 8

How to use the Project Book 10
- The learning stages of project work 10
- L1 in project work 11
- Mixed abilities in project work 12
- Time management in project work 14
- Challenges and implications 15
- Collaboration 16
- Presentation ideas 18
- Evaluation 20
- Evaluation rubric 21

1 The Culture Project
- A storyboard for an advert **22**

2 The CLIL Project: History
- A timeline **26**

3 The Culture Project
- A comic strip **30**

4 The CLIL Project: Social studies
- A poster **34**

5 The Culture Project
- A poster **38**

6 The CLIL Project: Science
- A leaflet **42**

7 The Culture Project
- A 3D room plan **46**

8 The CLIL Project: Design & technology
- An infographic **50**

9 The Culture Project
- A webpage **54**

Print materials 58
- Storyboard organiser 58
- Timeline organiser 59
- Comic strip organiser 60
- Poster organiser 61
- Poster organiser: a spidergram 62
- Leaflet organiser 63
- Room plan organiser 64
- Infographic organiser 65
- Webpage organiser 66
- KWL chart 67
- My learning diary 68
- Peer-evaluation form 69
- Teacher's evaluation form 70
- My time-management plan 71

Acknowledgements 72

An introduction to project work

Welcome back to school! Your students are waiting for new challenges. How are you going to help them develop their skills this year?

Your class has now experienced project work. Students have worked together in groups to produce and present their projects to the class. At the same time, they have used and developed their language skills to communicate. The projects in Level 2 are designed to help your students expand their learning possibilities and stay motivated.

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

What is project work?

Imagine you and your class have just finished Unit 6 (Hidden danger). Your students have learned vocabulary for parts of the body and practised making suggestions to avoid accidents and injuries. How can you review and expand on this topic? In this case, your students make an information leaflet, with suggestions for how to stay safe.

As you know, this is project work: students taking ownership of their work and making decisions together. There is a 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 share memorable experiences.

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 **autonomy** and a **sense of responsibility**
- increases natural **curiosity**
- improves **self-knowledge** through **self-evaluation**
- improves **communication skills** through teamwork
- involves family and friends in the **learning process**
- improves **interpersonal** relationships
- develops **life skills**

Academic advantages

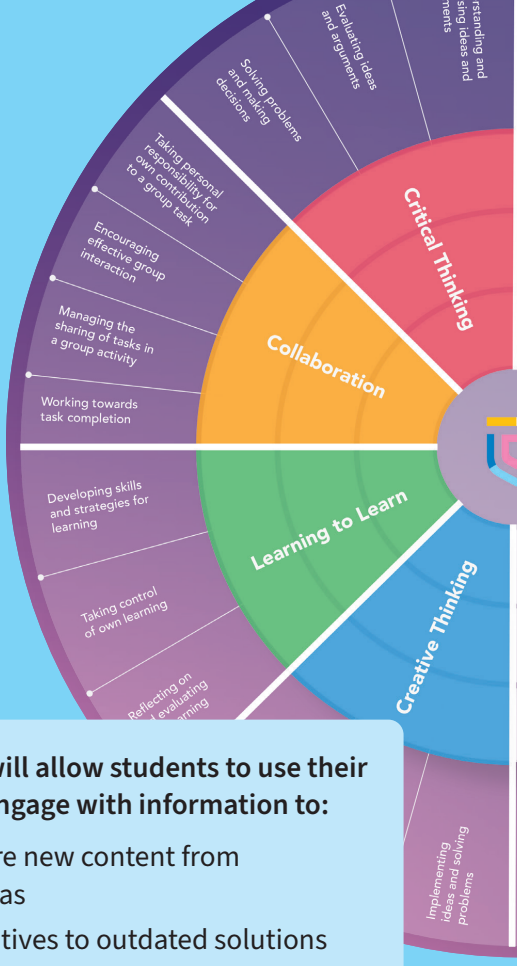
- allows teachers to deal with **mixed-ability** classes
- motivates whole-team / cooperation / group work and promotes chances to **learn from one another**
- develops **planning** and **organisational skills**
- offers a '**flipped classroom**' approach
- **helps learning** through research and opportunities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



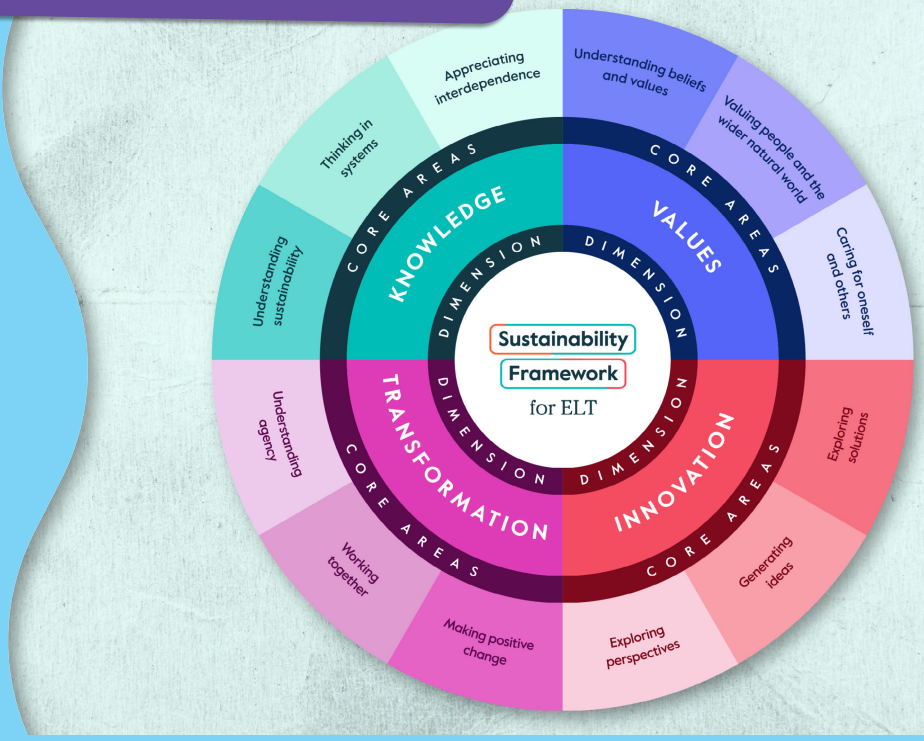
See the next page for correlations of project work to the Framework.

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 2 Projects	Competency	Core Area	Can Do Statements
The Culture Project: a storyboard for an advert  Teacher's Resource Bank Unit 1	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	Reflecting on and evaluating own learning success	*Selects and uses a wide range of mind maps and other tools to organise thoughts; Identifies what needs to be revisited before identifying new learning goals.*
The CLIL Project: History: a timeline  Student's Book pp30–31, 120	Learning to learn	Practical skills for participating in learning	*Uses metacognitive strategies (e.g. time management) to maximise learning; Takes effective notes in class and from homework reading*
	Creative thinking	Creating new content from own ideas or other resources	*Writes or tells an original story, given prompts or without prompts; Responds imaginatively to contemporary or historical events and ideas*
The Culture Project: a comic strip  Teacher's Resource Bank Unit 3	Critical Thinking	Synthesising ideas and information	*Selects key points from diverse sources to create a new account.*
	Social Responsibilities	Taking active roles including leadership	*In group work, makes consultative decisions; Encourages others to participate and contribute in projects.*
The CLIL Project: Social studies: a poster  Student's Book pp54–55, 121	Social Responsibilities	Understanding personal responsibilities as part of a group and in society	*Understands various aspects of society (e.g. volunteering); Gets involved in collective action in the school (e.g. through volunteering.*
	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 poster  Teacher's Resource Bank Unit 5	Learning to Learn	Practical skills for participating in learning	*Participates sensibly and positively in learning activities in class; Understands essential grammatical terms and concepts.*
	Collaboration	Managing the sharing of tasks in a project	*Ensures that work is fairly divided among members in group activities; Offers to help others finish a task.*
The CLIL Project: Science: a leaflet  Student's Book pp78–79, 122	Critical Thinking	Understanding problems and evaluating solutions	*Examines possible solutions to a given problem and states how effective they are.*
	Communication	Managing conversations	*Uses appropriate language to negotiate meaning: to show understanding; to signal lack of understanding; to seek clarification.*
The Culture Project: a 3D room plan  Teacher's Resource Bank Unit 7	Critical Thinking	Evaluating ideas, arguments and options	*Examines possible solutions to a given problem and states how effective they are; Assesses strengths and weaknesses of possible solutions.*
	Collaboration	Working towards a resolution related to a task	*Is aware when others have divergent views and ideas for solving a problem or task; Is able to propose solutions that include other views and ideas to own.*
The CLIL Project: Design & Technology: an infographic  Student's Book pp102–103, 123	Critical thinking	Implementing ideas and solving problems	*Identifies potential solutions to a real-world problem; presents justification for a particular solution in a well-structured report*
	Collaboration	Managing the shared tasks of a project	*Works with others to plan and execute class projects; Ensures that work is fairly divided among members in group activities*
The Culture Project: a webpage  Teacher's Resource Bank Unit 9	Communication	Managing conversations	*Uses appropriate language to negotiate meaning: to check own understanding; to check interlocutors' understanding; Invites contributions from interlocutors in a conversation.*
	Social Responsibilities	Understanding and describing own and others' cultures	*Makes informed comparisons between their own society and other societies; Understands the contributions of different cultures to their own lives.*

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.



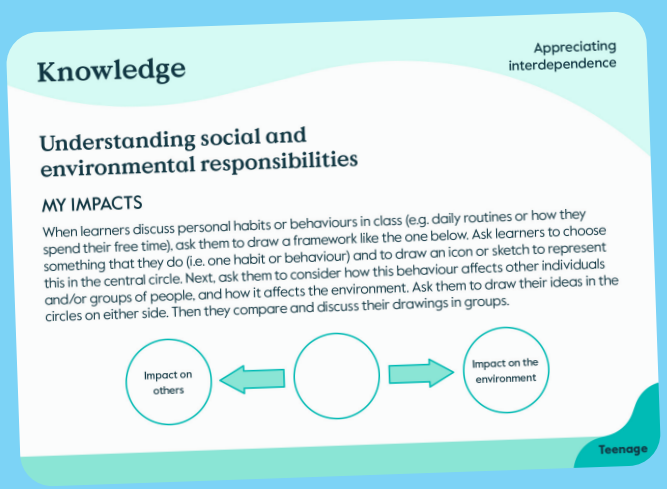
Own It! Second Edition content aligns in some units to the **United Nations Sustainability Development Goals**. These 17 goals were designed to be 'a blueprint to achieve a better and more sustainable future for all' (United Nations, n.d.) and adopted in 2015 to 'ensure healthy lives and promote well-being 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 2 Projects	Sustainability Framework	I understand …
The CLIL Project: History: a timeline Student's Book pp30–31, 120	**Knowledge:** Understanding sustainability	*how to recognise the environmental, social and economic dimensions of sustainability*
	Knowledge: Thinking in systems	*how to find connections with and between systems*
	Knowledge: Appreciating interdependence	*social and environmental responsibilities*
	Innovation: Exploring perspectives	*the bigger picture*
	Sustainable Development Goals: **Responsible consumption and production**	
	Sustainability activity cards: Knowledge and Innovation	
The CLIL Project: Social studies: a poster Student's Book pp54–55, 121	**Knowledge:** Understanding sustainability	*how to identify and understand obstacles to sustainability*
	Knowledge: Thinking in systems	*observable and hidden consequences*
	Values: Valuing people and the wider natural world	empathy and compassion for all forms of life; human rights and social justice
	Values: Caring for oneself and others	how to generate hope in self and others
	Sustainable Development Goals: Zero hunger	
	Sustainability activity cards: Knowledge and Values	
The CLIL Project: Science: a leaflet Student's Book pp78–79, 122	**Knowledge:** Thinking in systems	*How to identify components and their roles within a system*
	Knowledge: Appreciating interdependence	*how living beings in an ecosystem depend on each other for survival and growth; how to consider the welfare of present and future generations*
	Transformation: Understanding agency	*how to inspire agency in others*
	Sustainable Development Goals: **Life on land**	
	Sustainability activity cards: Knowledge	
The CLIL Project: Design & Technology: an infographic Student's Book pp102–103, 123	**Innovation:** Generating ideas	*recognise opportunity for positive transformation*
	Innovation: Exploring solutions	*sustainability issues and challenges*
	Transformation: Making positive change	*how to take action towards a sustainable future for all*
	Sustainable Development Goals: **Clean water and sanitation**	
	Sustainability activity cards: Innovation and Transformation	

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 *Clarifying 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 complexity of the project and its outcomes. The question is not *if* you should use own language, but *when*, *how* and *how much*.

At Level 2, we suggest you allow own-language use for explaining or discussing things in more detail. However, students should be using more English in the development and presentation stages.



Tips for L1 use

- Set rules for when students can use L1.
- Encourage groups to monitor their own-language use and think of ways to use more English.
- 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 have 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 observe 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, kinaesthetic, auditory, multimodal or text.

The roles of the facilitator



[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 stronger 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

As it is their second year, most of your students are now familiar with the school environment and have experience of working in groups. While many will still prefer to work individually, they will have also seen the benefits of a well-organised project group.

Your second-year students will continue to go through social, emotional and physiological changes. Also, they will probably have more responsibilities and academic pressure.

What are some changes and challenges to expect?

Change	Challenge
Academic: more workload and responsibilities	organising time, planning when to study, doing homework, staying motivated
Environment: different teachers and expectations	getting used to new ways of learning, building trust
Social: new friends or social groups (some students will change friends or clubs)	dealing with peer pressure, resolving conflicts, building good relations
Self growth: physiological, emotional and moral changes	building self-confidence, developing empathy, providing emotional support
Personal: more complex personal issues, new interests	sharing personal problems, maintaining open communication

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 how they can work (using the internet, online programs, library, etc.)
- observing group dynamics
- organising group work from the start
- making sure no one is isolated
- developing different skills through different ways of working (e.g. reflection, peer-evaluation, listening to others)
- continuing to pay attention to each student as an individual.



Collaboration

Collaborative skills	Behaviours	Level 2 Projects
Peer-tutoring	Correcting and editing each other's work	**A storyboard for an advert:** match the script with the images; check content; suggest additions
Giving constructive feedback	Commenting on group members' work	**A timeline:** identify the main tasks and roles; set short and long-term deadlines; review the project regularly
Resolving conflicts	Reaching a compromise and making final decisions	**A comic strip:** choose a story; agree on key events; select the best way to represent events
Using social skills	Giving opinions, persuading, compromising, agreeing	**A poster:** agree on content and intent, express opinions politely
Encouraging responsibility	Completing tasks on time to finish a project together	**A poster:** find information individually; prepare own section; check each other's work
Listening actively	Responding to others' work or suggestions	**A leaflet:** plan information together; share first drafts and give opinions
Disagreeing appropriately	Giving opinions politely to come to a solution	**A 3D room plan:** decide on modern technology and furniture; comment on labels and diagrams
Sharing tasks	Making sure all group members have a task and role	**An infographic:** give positive feedback and suggest improvements to each other's sections
Sharing resources	Helping group members to complete or improve work	**A webpage:** find and share online templates, images and information; help each other find these resources

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.

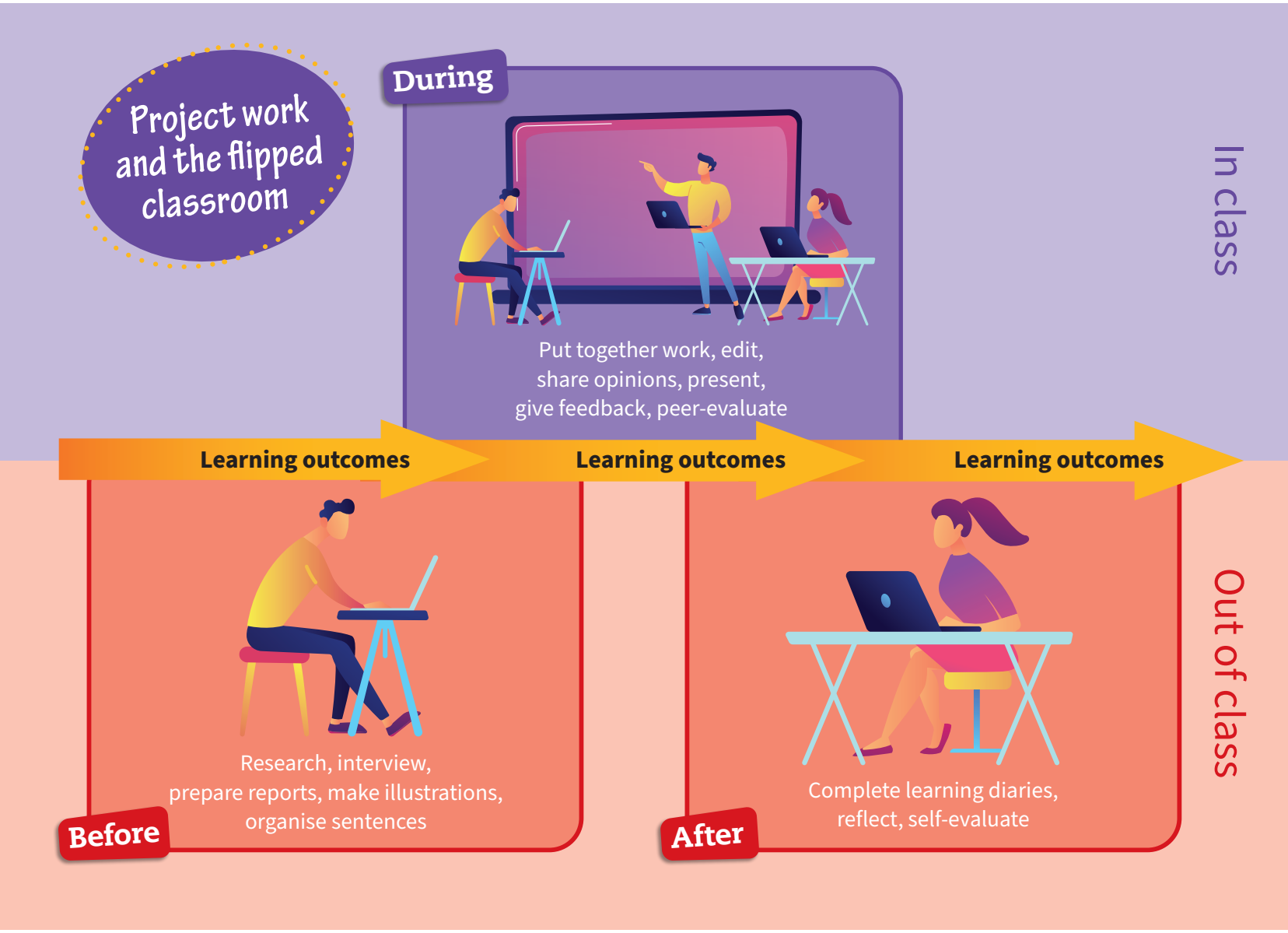


The **diary keeper** records decisions and tracks roles and responsibilities.

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 check 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

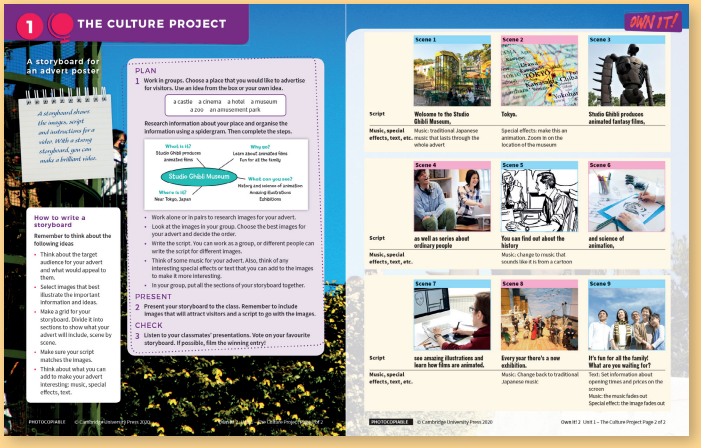
Here are a few practical considerations when facilitating the presentation stage.

- ✓ Allow students enough time to prepare.
- ✓ Make sure 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 2 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 Storyboards

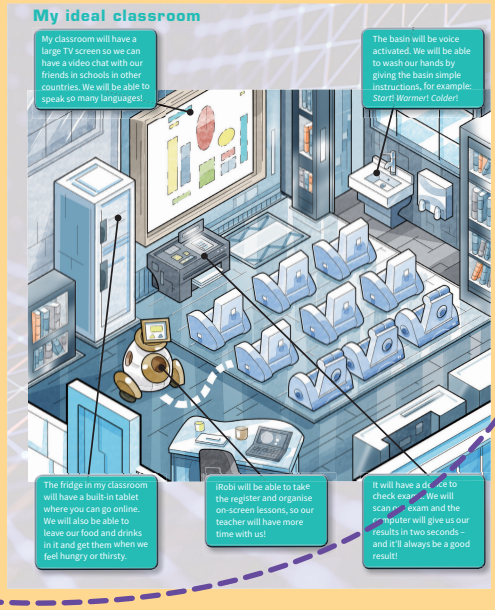


1. **Create a template** (boxes for scenes, space for script and extra features)
2. **Find or draw images for the story** (photos, illustrations or drawings)
3. **Write the script** (describe each scene)
4. **Check that the images match the script**
5. **Add extra features** (music, special effects, etc.)
6. **Put it all together** (check, correct and edit final version)

Have students use word-processing programs to make storyboards and room plans online.

2 Room plans

1. **Choose** an area. Draw an outline and take measurements.
2. **Add** fixed features (doors, windows, sinks ...)
3. **Add** furniture. Use simple shapes.



4. **Label** the plan. Add descriptions in call-out boxes where necessary.
5. **Check** spelling and grammar. Make sure the room plan is easy to understand.

3 Timelines

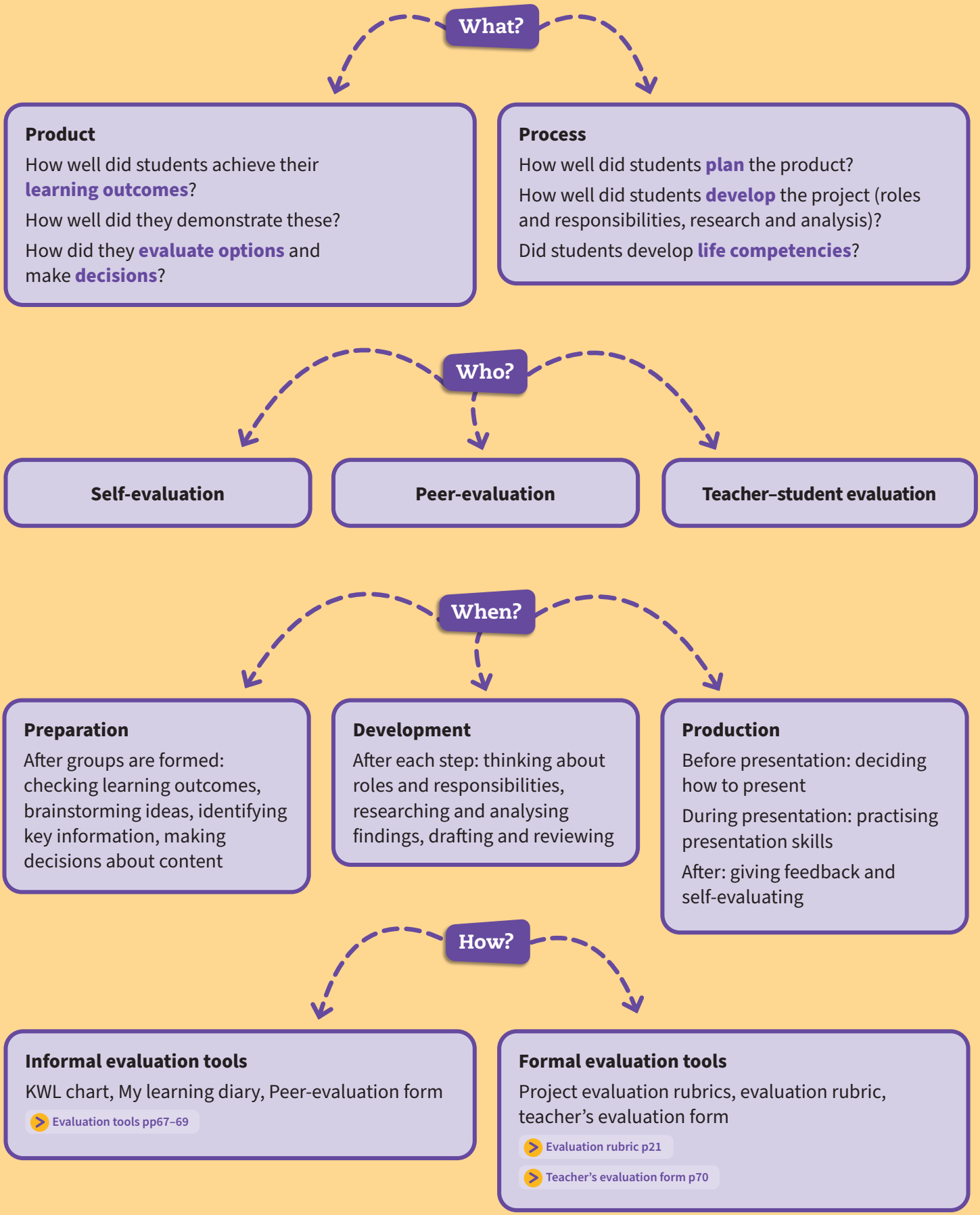
1. **Research** the topic and select events to include.
2. **Look at** different examples of timelines. Choose one and decide how to present events.
3. **Select** your start and end dates. Choose time frames (decades, years, months, etc.).



4. **Draw** your timeline
5. **Add** important details about each event and pictures.
6. **Give** the timeline a title
7. **Check** the timeline is clear.

Have students use digital programs to make timelines online.

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 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 aspects 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 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 imagination or creativity. Most ideas copied and pasted from other sources.
Problem-solving skills	All group members participate and listen actively to solve problems effectively 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	Exceeds expectations.	Very good.	Good.	Needs improvement.

1 The Culture Project

A storyboard for an advert

- **Learning outcome:** make a storyboard for an advert
- **Skills:** research information and make a spidergram to organise it, research and choose images for an advert, write a script
- **Resources:** two or more short video adverts for places, Storyboard 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

Find two or three video adverts for places from the internet to show students in class.

1 Preparation

Step 1: Introduce the topic

- Introduce the topic of adverts after doing the vocabulary exercises. p11 Ask: *What do TV channels show between programmes? What types of things do adverts show?*
- Show students the video adverts. Encourage them to say what they are for and what they see in each scene. Ask: *What is the purpose of the advert? Is it a good advert? Why / Why not?*
- Discuss where we can find adverts (online, in magazines, on TV, etc.). Explain that adverts give information about products or places to get people to buy things or visit places.
- Ask students to bring an example of a video advert for a place to the next class (in their own language or English). They can discuss them and say whether they'd like to visit the place and why.

Step 2: Analyse the model for the project Unit 1

- Look at the model storyboard with the class. Ask: *Which place is the storyboard about? What sections can you see? (Images, scenes, script, music, special effects and text.) What is interesting? Would you like to visit this place?*
- Ask students to imagine the advert this storyboard is for. They could suggest extra ideas to include.

Creative Thinking

Creating new content from own ideas or other resources

Monitor students' participation during the class discussion in Step 2.

Step 3: *How to* write a storyboard Unit 1

- Go through the first two *How to* tips with the class. Say it is important to know who the target audience is (for example, children, teenagers or adults) so that the information in the advert appeals to them.
- Discuss where students can find suitable images. Explain that for storyboards, it is also common to sketch images before finding them.
- Go through the rest of the tips. Check that students understand that when they make their storyboards, 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 places from around the world to advertise.
- Have groups discuss why each place is interesting and what information they can put in an advert about it.

My learning diary p68 **Preparation**

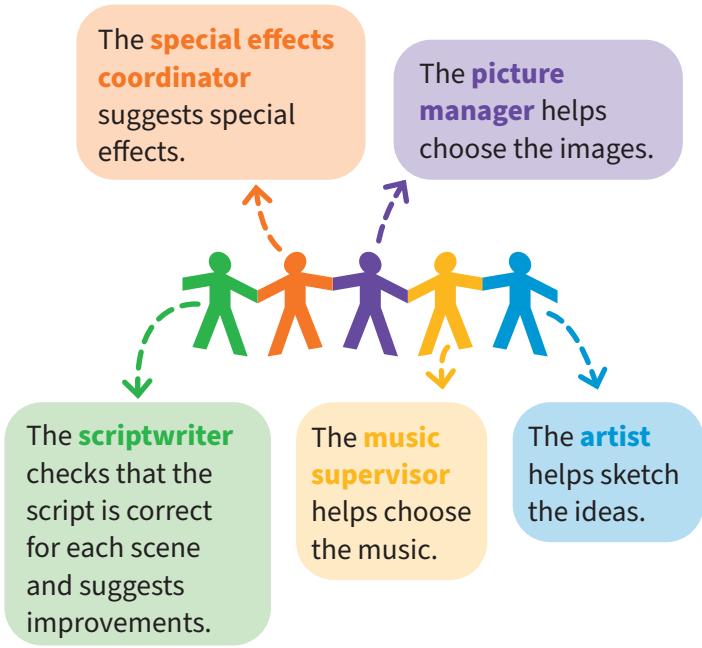
Peer-evaluation form p69 **Preparation**

2 Development

Start this stage as soon as groups know their learning outcomes and have brainstormed places to advertise.

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.



Step 2: Research and analyse Unit 1 p71

- Have groups do the first part of the PLAN section from **Exercise 1**. Have them choose a place from the ones they brainstormed or think of a different one, using the ideas from the box.
- Point to the model spidergram and ask what type of information it has.

Flipped classroom activity

Out of class: have students research information about their place, using the questions in the model spidergram and organising their notes into a similar spidergram. Have them also find images.

In class: group members compare their findings. Ask: *Who is your target audience? Are the images useful?* Students choose the best information and images for their storyboard.

Step 3: Draft and review Unit 1 p71

- Hand out a copy of the Storyboard organiser p58 to each student.
- Group members complete the last four points of the PLAN section. Ask them to sketch or place their ideas in their organisers. Give each member of the group an image or two to write the script for.

Flipped classroom activity

Out of class: in their organisers, students write the scripts for their part of the storyboard (alternatively, groups can work together on the whole script in class). Encourage them to describe their images using the **present simple** and **present continuous**.

In class: group members work together to make notes about music, special effects and any other features. Then they put their storyboards together and review them.

Learning to Learn

Reflecting on and evaluating own learning success

Monitor progress of the tasks in Steps 2 and 3, checking that group members use their spidergrams and organisers effectively. (See Differentiated instruction activities below for further practice.)

Differentiated instruction

Support
Help students review their storyboard section, checking it contains all the necessary information.
Consolidation
Encourage students to check each other's scripts. Suggest moving text around to match images.
Extension
Allow students to make final decisions on the order of the images, as well as on the script, music and special effects.

My learning diary p68 **Development**

Peer-evaluation form p69 **Development**

3 Production

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

Before groups present their final storyboards, check that they have followed and completed the steps.

Presentation ideas p19

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

Creative Thinking

Creating new content from own ideas or other resources

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

Evidence: Students look at different storyboards and vote for the best one.

Learning to Learn

Reflecting on and evaluating own learning success

Selects and uses a wide range of mind maps and other tools to organise thoughts.

Evidence: Students use their spidergrams and storyboard organisers to put together key information.

Identifies what needs to be revisited before identifying new learning goals.

Evidence: Group members check each other's work and suggest improvements.

Step 1: Prepare Unit 1 p71

- Go through the PRESENT section in **Exercise 2**.
- As groups prepare their project, ask questions, for example: *Does the script match the images? Are there ideas for music and special effects? What else can you add?*
- Check grammar and spelling. Remind students to use the present simple for facts and the present continuous for actions in progress.
- 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 spelling, punctuation and language as well as checking that the scripts and extra features match the images. Encourage students to suggest improvements or additions to each other's work and make changes where necessary. Help with useful language, for example: *Why don't you ... ? You could ... Maybe you should change this.*

Step 2: Present Unit 1

- Draw attention to the CHECK section in **Exercise 3**. Ask the class to check each group's storyboards. Have them write down any interesting facts.
- Have groups present their storyboards. Remind speakers to explain their section, describing each image and saying how the script relates to it.

Step 3: Reflect Unit 1

- After all the presentations, hold a class vote on the best storyboard.
- Discuss different steps of the project process and the final result. Ask: *How well did you work in your group? What did you find difficult / interesting? Would you like to visit any of the places?*
- Have students vote on their favourite storyboard.
- If possible, have the winning group film their advert, using the images they found, recording their script and adding the music and special effects. Suggest that they share roles, such as narrator, editor and director.

Peer-evaluation form p69 **Production**

Project evaluation rubric: a storyboard for an advert

Use these project-specific descriptors and your 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 shows attractive images in a logical order. It uses interesting scripts and includes all the extra features.	Product is organised with interesting ideas. It shows attractive images in a mostly logical order. It uses fairly interesting scripts and includes some of the extra features.	Product has interesting ideas but lacks organisation. It shows images in an order that is sometimes confusing. It uses scripts, though they're not very interesting, and includes very few extra features.	Product lacks interesting ideas and organisation. It shows images in a confusing order. The scripts aren't interesting and some are missing. There are no extra features.
Language use	Product shows excellent use of grammar, punctuation and spelling. Excellent use of language from unit (present simple and continuous). Project is understandable with only a few or no mistakes.	Product shows good use of grammar, punctuation and spelling. Good use of language from unit (present simple and continuous). Project is understandable with some mistakes.	Product shows adequate use of grammar, punctuation and spelling. Adequate use of language from unit (present simple and continuous). Project is understandable, but some sections need further explanation.	Product shows poor use of grammar, punctuation and spelling. Poor or no use of language from unit (present simple and continuous). 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, sharing work online, assessing online material
Discipline Knowledge	• Convince the audience	presenting ideas, summarising information, describing images, explaining the extra features, 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. My learning diary p68 **Production**

In class: discuss what students learned using the information from their learning diaries. My learning diary p68 **Production**

2 The CLIL Project: History

A timeline

- **Learning outcome:** understand the issues surrounding sustainable fashion, make a timeline on the history of an object's production
- **Skills:** research information and images; manage time: prioritise tasks, set long- and short-term deadlines, divide up tasks
- **Resources:** two or more timelines, Timeline 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, pp30-31, 120

Before you start

Collect information on sustainable fashion and the role the fashion industry plays in environmental issues.

1 Preparation

Step 1: Introduce the topic

- After students have watched Video 2.5, ask: *Do you think about the impact on the environment when you buy clothes?*
- Explain that fashion trends can often have a negative impact on the environment but that there are ways to buy clothes sustainably.
- Point out the heading at the top left of p30: **Social responsibility**. Explain that *social responsibility* describes the respect communities should show to each other and to the planet. What are some things young people might do to protect the environment?

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 timeline, such as the title, photos, the organisation of dates, and the short paragraphs.
- Have students work in pairs to discuss and make notes about the model to use later in group discussions.

Step 3: How to present a timeline p120

- Tell students they will be making a timeline of the history of a piece of clothing or useful object. Ask questions about the content and design on the timeline on Student's Book p120. *How do the design and photos help you understand the timeline? Is the timeline easy to follow?*
- Share that timelines usually use images to describe events. Some timelines use short descriptions, while others explain events in more detail. Tell students that they will work in groups to research and create their timelines, then present their timelines to their classmates, sharing information about an item's production, use and popularity over time.

Social responsibilities

Recognising personal impact on global issues

Use the information in Steps 1 and 2 to check how well students recognise how their personal actions can have an impact on global issues. Encourage students to identify ways that people can minimise the impact of their buying habits.

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

Step 4: Clarify the project pp30–31

- Follow the steps in The learning stages of project work p10.
- Introduce the CLIL unit theme of History. Share that history is made every day, and in the same way decisions people, governments and organisations have made in the past impact students now, the decisions they make can impact future generations.
- After students have joined their groups, encourage them to discuss the useful items on p26 and other objects, then vote on what object they will research for their timeline.

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

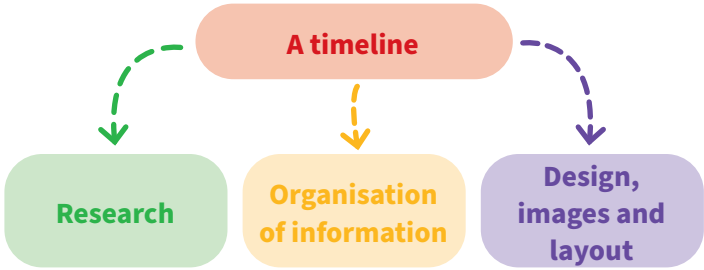
Peer-evaluation form p69 **Preparation**

2 Development

Start this stage as soon as groups know their learning outcomes and have decided which item they will explain in their timelines.

Step 1: Assign roles and responsibilities

- Organise students in groups of three or six. In their 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.



- Discuss the tasks and roles required to create a timeline.

  Research: *Where can you find information? How can you check facts, dates and events? Who will help put all the information together?*

  Organisation of information: *How will you decide on the key dates and events? What facts do you need next to each date? Who will help organise the information?*

  Design, images and layout: *How will you make your timeline attractive and easy to read? Where can you find images? Who will help choose the images and decide on the layout?*

- Encourage students to make notes and decide on roles. Explain that they will be responsible for managing their time as they work on this project. They will need to prioritise tasks (determine the importance of each task and how long it will take to complete) and make deadlines to complete them before their presentations.

Own it! Learning to learn

Practical skills for participating in learning

Have students think about time-management problems they have had in past project work. Ask them to come up with another idea for effective time management.

Step 2: Research and analyse p31 p72

- Have groups complete the Plan section of their project. Tell them to choose the theme for their timeline.
- Refer students to the diagram for tasks and roles from Step 1. Have groups discuss what tasks they need to do to complete their timeline.
- Give students a long-term deadline for the whole project, and let them set short-term deadlines for the tasks they discussed.
- Hand out a copy of My time-management plan p59 to each student.

Flipped classroom activity

Out of class: have students research information and images for their timelines. Tell them to bring their findings to the next class.

In class: have groups check their findings together and decide which information and images to use.

Step 3: Draft and review p31 p71

- Hand out a copy of the Timeline organiser p65 to each group.
- Have groups use the organiser to put together the key information and ideas for images. Encourage students to think of attractive ways to present their timeline.
- Go through the Plan section and help groups to make sure that their timelines include all the items mentioned.
- Have groups write and edit their timelines, if possible including examples of the past simple and *there was/there were*.
- Remind groups of the time-management ideas they thought of in Steps 1 and 2.

Creative Thinking

Creating new content from own ideas or other resources

Monitor groups' understanding of the events in their timelines, as well as their creativity when presenting this sequence.

Peer-evaluation form p69 **Development**

3 Production

Schedule presentation times and stick to them. Remember that these projects will be displayed on the classroom wall. Allow enough time for students to look at all the timelines, ask questions and give feedback.

As groups work on their final drafts, give them tips on how best to present their timelines with images. Alternatively, groups could choose to make their timelines digitally, using a free online timeline maker.

Presentation ideas p19

Learning to learn

Practical skills for participating in learning

Uses metacognitive strategies (e.g. time management) to maximise learning.
Evidence: Groups share tasks and follow the ideas they developed in Steps 1 and 2.

Takes effective notes in class and from homework reading.
Evidence: Group members research and choose the key facts about their theme.

Critical Thinking

Creating new content from own ideas or other resources

Writes or tells an original story, given prompts or without prompts.
Evidence: Timeline describes events in chronological order with pictures.

Responds imaginatively to contemporary or historical events and ideas.
Evidence: Timeline presents information in an imaginative way.

Step 1: Prepare p31 p71

- Go through the checklist in the Plan section on Student's Book page 31 again.
- As groups prepare their project, ask questions, for example: *How did you decide on the design? Have you included all the key dates, people and events? Do the images match the texts? Are you sharing and completing tasks on time?*
- Direct students to the Present section on Student's Book page 120. Remind groups of the presentation date.

Step 2: Present p31

- Group members choose how each member presents their part of the timeline. Groups present one at a time to the whole class.
- Draw attention to the Respond section on page 120 of the Student's Book. Tell the class to think about these questions as they look at each other's timelines. Have them write down interesting facts they learned.
- Groups present their timelines. (See Differentiated instruction activities below for further practice.)
- Help students to work with one another, asking and answering questions.

Differentiated instruction

Support

Have groups cut up their timeline organisers into six sections, shuffle them, and pass them to another group to reorder.

Consolidation

Ask students questions about other groups' timelines and have them find out the answers.

Extension

In project groups, students write questions about their timelines. Then pairs of groups quiz each other.

Step 3: Reflect p31

- After the presentations, have the class share ideas from the Respond section on Student's Book p120.
- Encourage further discussion with the Respond questions on Teacher's Book p45.
- Encourage students to think about each stage of the project process, including positive experiences and things they could improve.

Own it! learning tip

Sharing tasks

As groups discuss the projects in Step 3, remind them of the time-management ideas they discussed in Steps 1 and 2. Elicit information on how students managed their time, individually and in their groups. Ask if everyone could complete their task. Find out what groups did if any part of the project became difficult.

Peer-evaluation form p69 **Production**

Project evaluation rubric: a timeline

Use these project-specific descriptors and your 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 clear and logical, with an original design that relates to the theme. It uses a wide variety of images that clearly illustrate the events. It includes a wide range of interesting facts.	Product is mostly clear and logical, with an original design that relates to the theme. It uses a variety of images that illustrate the events quite well. It includes mostly interesting facts.	Product is clear and logical only in parts. It has a good design, but is only loosely related to the theme. It uses images that only illustrate some of the events. It includes facts, but only a few are interesting.	Product is unclear and illogical, with a design that is not related to the theme. It uses very few or no images, and these don't illustrate the events well. It doesn't include any interesting facts.
Language use	Excellent use of language from unit (present perfect for experiences; reflexive and indefinite pronouns). Project is understandable with only a few mistakes.	Good use of language from unit (present perfect for experiences; reflexive and indefinite pronouns). Project is understandable with some mistakes.	Adequate use of language from unit (present perfect for experiences; reflexive and indefinite pronouns). Project is understandable, but some sections need further explanation.	Poor or no use of language from unit (present perfect for experiences; reflexive and indefinite pronouns). 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	• Empathise and build relationships	sharing and prioritising tasks, agreeing on and trying to stick to deadlines, giving constructive feedback
Discipline Knowledge	• Convince the audience	giving facts and details, arranging information in the correct order, presenting in a clear and logical manner (written and oral), 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: discuss what students learned, using the information from their KWL charts. KWL chart p67 **Learned**

3 The Culture Project

A comic strip

- **Learning outcome:** make a comic strip
- **Skills:** identify the key events in a traditional story, sequence events, brainstorm and draw images to represent each event, add text, present the comic strip
- **Resources:** two or more comic strips, Comic strip 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 comic strips to show students in class.

1 Preparation

Step 1: Introduce the topic

- Introduce the topic of comic strips after doing the writing exercises. p41 By this time, students will have seen a number of different text types for telling stories. Alternatively, you could introduce the topic earlier, after doing the reading exercises. p36
  Ask: *Do you read comic strips? What comic strips do you like? Where do you find them?*
- Show students the comic strips. Ask: *What are the different parts of comic strips?* Point out how comic strips are divided into panels using images, close-ups, speech and thought bubbles. Ask what each element is for.
- Explain that a comic strip is a sequence of drawings which tell a story. Say that comic strips use speech bubbles for dialogue and other types of bubbles for thoughts and noises.
- Ask students to bring a comic strip to the next class (in their own language or English). They can describe the images and story, and say what they like about them.

Step 2: Analyse the model for the project Unit 3

- Draw attention to the title of the model comic strip and ask students what they think the story is about. Then have students identify the key event in each picture.
- Explain that the story is an adaptation of the Turkish fairytale *The boy who found fear*. Ask: *What is the boy afraid of at the end of the story? (Becoming the king.)*
- Ask further questions, for example: *What speech bubbles can you see? Why is 'Help!' in a different-shaped bubble? Do you like the story and pictures? What can you add?*
- In pairs, have students tell the story by looking at the pictures.

Step 3: *How to* make a comic strip Unit 3

- Go through the *How to* tips with the class. Students look at the model strip to see how the tips have been followed.
- Check students understand that when they make their comic strips, they should use the ideas in this *How to* section.

Critical Thinking
Synthesising ideas and information
Monitor students' understanding of the key events in the model and how they are shown in comic strip format. Ask if there are other ways to narrate events.

Step 4: Clarify the project Unit 3

- Follow the steps in The learning stages of project work p10.
- Brainstorm traditional stories from around the world.
- Have groups discuss which stories they like and what they know about them and the characters.

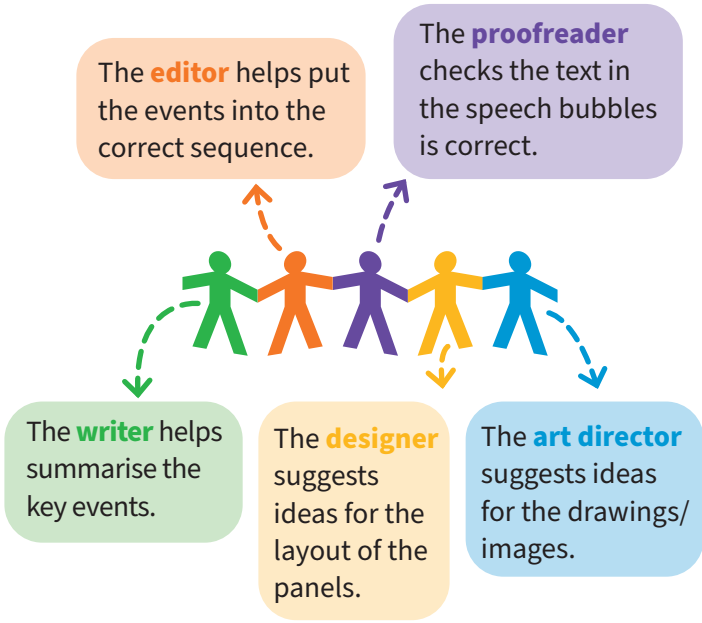
My learning diary p68 **Preparation**
Peer-evaluation form p69 **Preparation**

2 Development

Start this stage as soon as groups know their learning outcomes and have brainstormed traditional stories to research.

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.



Step 2: Research and analyse Unit 3 p71

- Have groups start the PLAN section from **Exercise 1**. They choose a story from those they brainstormed.
- Groups pull out the key events in their story and write a list (with a maximum of 12 events), similar to the one in the PLAN section. Remind students to use the present simple when writing their lists.
- Hand out a copy of the Comic strip organiser p60 to each student.

Step 3: Draft and review Unit 3 p71

- Have groups brainstorm ideas for images to represent the key events. They can write their ideas in their organisers.
- Tell groups to check each member has an equal number of images to draw.

Flipped classroom activity

Out of class: have students continue with the PLAN section at home. Ask them to draw their images in the Comic strip organiser. Remind them to present the key events in sequence.

In class: have groups cut out their drawings and arrange them in order on a desk or sheet of paper.

Groups prepare a final version of their comic strip on a piece of card and add text. Make sure groups agree on the number and order of key events. (See Differentiated instruction activities below for further practice.)

Differentiated instruction

Support

Help students with ideas for phrasing and sequencing key events, and with grammar tenses.

Consolidation

Encourage students to write dialogue and use speech and thought bubbles.

Extension

Have students come up with alternative endings for their comic strips. Encourage them to check each other's comic strips and choose their favourite.

Social Responsibilities

Taking active roles including leadership

Encourage all group members to participate and make decisions about different aspects of their comic strips in line with their roles.

My learning diary p68 **Development**

Peer-evaluation form p69 **Development**

3 Production

Schedule presentation times and stick to them, checking that all groups present their comic strips. Spread the presentations over a few classes, if necessary. Allow time for each presentation and for questions.

As groups produce their final drafts, you can remind them to follow the same steps as those for creating their storyboard in Unit 1. Groups may also want to create a digital version of their comic strip, using a free online comic strip maker.

Presentation ideas p19

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

Critical Thinking
Synthesising ideas and information

Selects key points from diverse sources to create a new account.

Evidence: Students decide on and draw the key events in their stories.

Social Responsibilities
Taking active roles including leadership

In group work, makes consultative decisions.

Evidence: Students consider each other's ideas before making final decisions.

Encourages others to participate and contribute in projects.

Evidence: All group members take part in the project.

Step 1: Prepare Unit 3 p71

- Go through the PRESENT section in **Exercise 2**.
- As groups prepare their project, suggest that each member presents the panels they drew.
- Have group members practise their presentation. Remind them to use the pictures as prompts to tell the story, and include all the key events. Check students are using the **past simple** and **continuous** correctly when narrating the actions.

Own it! learning tip

Resolving conflicts

Encourage students to try to agree when making final decisions about the layout and text in their comic strip. If group members cannot come to an agreement, ask: *Can you think of an alternative / any solutions?* Have students listen actively and respond respectfully to each other's ideas. Help them with useful language, for example: *I think ... Why don't we ...? That's a good idea, but ... What about ... ?* Encourage students to learn how to agree when working in project groups.

Step 2: Present Unit 3

- Draw attention to the CHECK section in **Exercise 3**. Ask the class to think about these questions as they listen to each other's presentations.
- Have groups present their comic strips. Tell the class to make notes about what they like and why.
- Remind speakers to point to the pictures as they describe them. Encourage them to use different tones of voice for the narrator and characters' speech.

Step 3: Reflect Unit 3

- After the presentations, ask the class to decide on their favourite comic strips.
- As students discuss their favourite comic strip, ask: *Were the stories interesting? What did you like about the images? Were the key events easy to follow? Why / Why not?*
- 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 comic strip

Use these project-specific descriptors and your 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 interesting, attractive and easy to follow. It includes all the key events in the correct sequence. It has attractive images that match the events and help tell the story. It uses a variety of speech bubbles in an interesting way.	Product is interesting, attractive and fairly easy to follow. It includes most of the key events in the correct sequence. It has attractive images that usually match the events and help tell the story. It uses one type of speech bubble in an interesting way.	Product is fairly interesting and attractive, but not very easy to follow. It is missing some of the key events, and they aren't always in the correct sequence. It has images that usually match the events, but are not attractive. It is missing speech bubbles in some panels.	Product isn't interesting or attractive, and it is difficult to follow. It is missing many key events and the sequence is incorrect. The images don't match the events and aren't attractive. It is missing speech bubbles in most panels.
Language use	Product shows excellent use of grammar, punctuation and spelling. Excellent use of language from unit (past simple and continuous). Project is understandable with only a few or no mistakes.	Product shows good use of grammar, punctuation and spelling. Good use of language from unit (past simple and continuous). Project is understandable with some mistakes.	Product shows adequate use of grammar, punctuation and spelling. Adequate use of language from unit (past simple and continuous). Project is understandable, but some sections need further explanation.	Product shows poor use of grammar, punctuation and spelling. Poor or no use of language from unit (past simple and continuous). 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
Discipline Knowledge	• Convince the audience	explaining key events clearly, using images to tell a story, using appropriate tone of voice when narrating a story
Emotional Development and Wellbeing	• Empathise and build relationships	listening actively, reaching compromises, reflecting on strengths and weaknesses, verbalising emotions appropriately, resolving conflicts

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. My learning diary p68 **Production**

In class: discuss what students learned using the information from their learning diaries.
My learning diary p68 **Production**

4 The CLIL Project: Social studies

A poster

- **Learning outcome:** show empathy and offer support for a charity and the people it helps, and make a poster to advertise the charity
- **Skills:** ask for and express opinions to choose an idea, research information and photos about the idea, design the poster.
- **Resources:** two or more posters about volunteer or community work, Poster 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 two or three different posters about volunteer or community work to show students in class.

1 Preparation

Step 1: Introduce the topic

- After students have watched Video 4.5, elicit a few interesting things students learned. Ask: *What kind of volunteer work can teenagers do?*
- Show students the posters you collected. Ask: *What is the purpose of these posters? Who can volunteer? What skills or interests do they need?*
- Point out the headings at the top left of p54: **Emotional development: Showing empathy and supporting others.** Explain that *empathy* is understanding and sharing the feelings of others. We need to have empathy for other people if we want to live in healthy, respectful communities.

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 poster, including the bullet points, photos, exclamation points to encourage excitement, the personal story, and the ways people can help.
- Ask: *Is the purpose of this poster clear? Does the poster give all the information people need to help? Is it attractive? What could make the poster even better?*
- Revise the language from the unit. Ask students to find examples of *could*, comparatives or superlatives, *too*, *too much*, *too many* and *(not) enough*.

Social responsibilities

Understanding personal responsibilities as part of a group and in society

Confirm students' understanding of the sentence from the poster: *That's too many people living with food insecurity.* Discuss how volunteering at a food bank or other charity helps the community.

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

Step 3: How to make and present a poster p122

- Tell students they will be making a poster for a charity. Ask questions about the model. *What kind of work was part of creating the poster?*
- Share that groups will research a charity and make a poster asking people to help volunteer there. They will present their posters to their classmates, sharing a story about the charity's work.
- Explain that students will need to agree as a group on each aspect of creating their poster.

Step 4: Clarify the project pp54–55

- Follow the steps in The learning stages of project work p10.
- Introduce the CLIL unit theme of Social studies. Share that *social* describes the way people interact with each other. Food insecurity is an issue that concerns all societies, because everyone deserves the right to good health and nutrition.
- After students have joined their groups, have them start brainstorming ideas for their posters. If group members already know about local charities, they can share their knowledge to start their group's research.

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

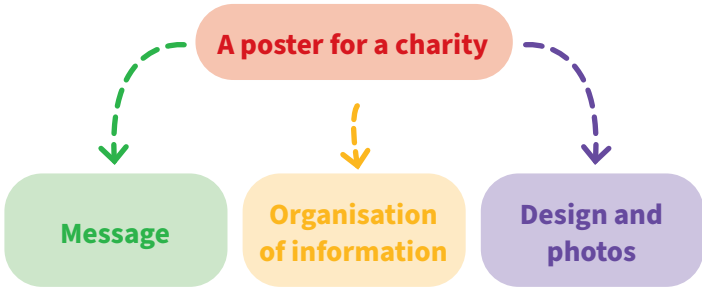
Peer-evaluation form p69 **Preparation**

2 Development

Start this stage as soon as groups know their learning outcomes and have decided what charity they want to advertise.

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, such as the ones in the diagram.



- Discuss the tasks and roles required to create a poster for volunteer work.

  Message: *Who do you want to get as volunteers? What do you want people to do? How can you make the work sound interesting? What information do people need? Who will help decide what information to include?*

  Organisation of information: *What information about the charity do you want to share? What sections will the poster have? Who will help organise the information?*

  Design and photos: *How will you make the poster look appealing? Where can you find photos? Who will help choose the photos?*

- Remind students that even after they've chosen who will perform each role, they will still need to agree as a group on all aspects of creating the poster.

Step 2: Research and analyse p55 p71

- Have students read the ideas in the PLAN section of their project and choose a charity.
- Hand out a copy of Poster organiser p61 to each student.
- Have group members think of messages to attract volunteers and complete the introduction part of their organisers.
- Have group members review each other's work as they go, offering helpful feedback.

Flipped classroom activities

Out of class: have students complete the rest of their organisers. Tell them to bring their ideas and researched photos to the next class.

In class: have group members compare their notes and photos. Give each group one more Poster organiser p61 to complete with their best ideas. Check that students agree about the best ideas for completing their groups organiser.

Help groups agree on their final choices. They can refer to the ideas they discussed in Step 1. (See Differentiated instruction activities below for further practice.)

Differentiated instruction

Support

Help groups make decisions by giving them options. Help students sum up their ideas.

Consolidation

Allow students time to read the information in each other's organisers and come up with a list of final ideas.

Extension

Have group members lead the discussions about what to include and sum up the arguments for and against different options.

Creative Thinking

Using newly created content to solve problems

Monitor students as they plan their posters and look for original and creative ideas for attracting volunteers.

Step 3: Draft and review p55 p71

- Hand out a piece of card to each group. They use the final ideas from their group Poster organiser to create a final version.
- Have groups add the photos they chose. Encourage students to look at each other's work and correct it. Check groups are using language from the unit in the texts.
- As groups review their projects, remind them of the time-management ideas they thought of in Steps 1 and 2.

Peer-evaluation form p69 **Development**

3 Production

Schedule presentation times and stick to them. Remember that these projects will be displayed on the classroom wall. Allow enough time for students to look at all the posters, ask questions and give feedback.

Before groups produce their final drafts, have them look at different examples of posters again Help them with ideas for how to arrange their information and present it logically.

Presentation ideas p19

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

Social Responsibilities

Understanding personal responsibilities as part of a group and in society

Understands various aspects of society (e.g. volunteering).

Evidence: Poster shows why volunteers are needed.

Gets involved in collective action in the school (e.g. through volunteering).

Evidence: Poster shows how people can volunteer.

Creative Thinking

Using newly created content to solve problems

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

Evidence: Poster has a creative design and interesting content.

Makes an assignment original by adding new angles.

Evidence: Poster mentions original reasons for volunteering.

Step 1: Prepare p55 p71

- Go through the PRESENT section on Student's Book page 121.
- As groups prepare their project, ask questions, for example: *Is the information useful? How does the poster attract volunteers? What photos are you using? What things did you decide together as a group?*
- Remind groups of the presentation date and how much time each group will have.

Own it! learning tip

Using social skills

As groups finish their projects in Step 1, encourage them to use polite language for asking for and expressing opinions, interrupting politely and making decisions Remind them of useful language, for example: *Let's ... Excuse me ... Can I make a suggestion? What about ... ? Are there any more ideas? Right, so we all agree.*

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 posters.
- Have groups display their posters around the classroom.
- Ask students to walk around and look at the posters. Tell them to decide which ones make them want to work as a volunteer.
- Encourage the class to ask questions and have group members say why and how their groups came to make some decisions.

Step 3: Reflect p121

- After the presentations, have the class share their ideas from the Respond section on Student's Book p121. Elicit and write positive opinions about each poster on the board. Then have the class vote on the best way to work as a volunteer in their community.
- Encourage further discussion with the Respond questions on Teacher's Book p65.
- 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 poster

Use these project-specific descriptors and your 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 lot of messages to attract volunteers. It uses attractive photos.	Product is organised with interesting ideas. It has some messages to attract volunteers. It uses some attractive photos.	Product has interesting ideas but lacks organisation. It has one or two messages to attract volunteers. It uses photos, but they aren't very attractive.	Product lacks interesting ideas and organisation. It doesn't have any messages to attract volunteers. It uses very few or no photos.
Language use	Product shows excellent use of grammar, punctuation and spelling. Excellent use of language from unit. Project is understandable with only a few or no mistakes.	Product shows good use of grammar, punctuation and spelling. Good use of language from unit. Project is understandable with some mistakes.	Product shows adequate use of grammar, punctuation and spelling. Adequate use of language from unit. Project is understandable, but some sections need further explanation.	Product shows poor use of grammar, punctuation and spelling. Poor or no use of language from unit. 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	• Empathise and build relationships	expressing opinions and interrupting politely, making decisions and agreeing as a group, verbalising emotions appropriately
Discipline Knowledge	• Convince the audience	using persuasive language, demonstrating knowledge, 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: discuss what students learned, using the information from their KWL charts. KWL chart p67 **Learned**

5 The Culture Project

A poster

- **Learning outcome:** design a poster
- **Skills:** find information about an unusual traditional home and use a spidergram to organise it, decide on a design including photos and maps, present the poster
- **Resources:** two or more posters, Poster 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 online or print posters about unusual traditional homes to show students in class. Choose those that have both graphics and written information about the home, such as its history, materials and location.

1 Preparation

Step 1: Introduce the topic

- Introduce the topic of traditional homes after doing the reading exercises. p60 Ask: *Which home is your favourite? Why? How are these homes different from traditional ones?*
- Show students the posters. Ask: *What is the purpose of these posters? What can you learn about each home?* Discuss which homes students like the most and why.
- Explain that informative posters combine text and pictures to get people's attention. Ask: *How do the example posters combine text and pictures? Are they effective?*
- Ask students to bring an example of an informative poster to the next class. They can discuss what the posters are about and how good the design is.

Flipped classroom activity

Step 2: Analyse the model for the project Unit 5

Out of class: have students read the model poster and think about these questions: *What sections does the poster have? What kind of information is in each section? What order are the sections in? How do the pictures go with each section? What types of pictures does the poster use?*

In class: have students discuss their answers to the questions. Then ask them to compare the model poster with the examples brought to class.

Learning to Learn
Practical skills for participating in learning

Make sure students are prepared for the class discussion, and that they all take part.

Step 3: *How to* design a poster Unit 5

- Go through the *How to* tips with the class. Ask students if the tip is related to content or design, and why it is important. Stress that both content and design are equally important in posters.
- Check that students understand that when they design their posters, they should use the ideas in this *How to* section.

Step 4: Clarify the project Unit 5

- Follow the steps in The learning stages of project work p10.
- Brainstorm different types of unusual traditional homes.
- Have groups discuss what resources they can use to find out information about the homes, and think about how they can present it. If they are considering a digital format, tell them to research suitable programs.

My learning diary p68 **Preparation**

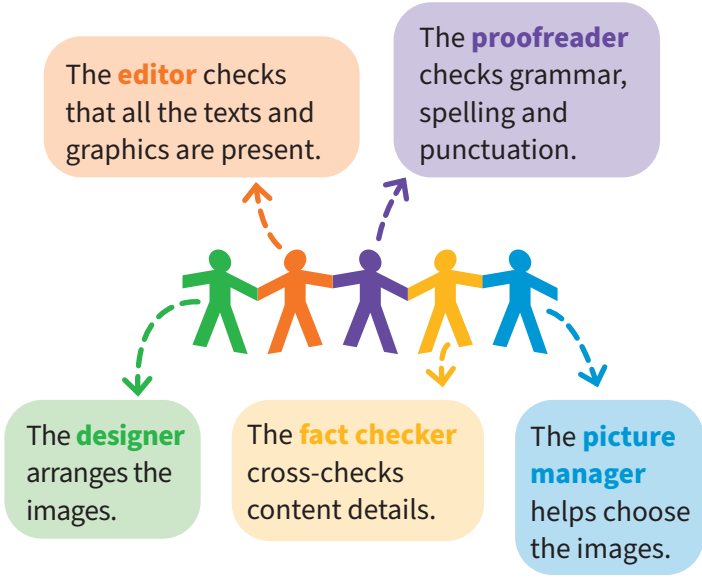
Peer-evaluation form p69 **Preparation**

2 Development

Start this stage as soon as groups know their learning outcomes and have brainstormed different types of homes.

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.



Step 2: Research and analyse Unit 5 p71

- Have groups start the PLAN section from **Exercise 1** and choose an unusual traditional home.
- Hand out a copy of the Poster organiser p62 to each student.

Flipped classroom activity

Step 3: Draft and review Unit 5 p71

Out of class: have each student work on their section. Remind them to check their grammar, spelling and punctuation and to find images that support their text.

Tell students to try to include examples of language from the unit in their sections; for example, ***(not) as ... as***, and ***(not) + adjective + enough*** for describing their home, and ***have to / don't have to*** for instructions on how to build it.

In class: have group members put their poster together and agree on final changes to the design. Refer them to the tips in the *How to* section.

My learning diary p68 **Preparation**

Peer-evaluation form p69 **Preparation**

Collaboration

Managing the sharing of tasks in a project

Monitor how group members are sharing roles and responsibilities in Steps 2 and 3. Check how well group members help each other in completing the tasks.

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. Discuss why this is happening and encourage or suggest possible solutions.

3 Production

Schedule presentation times and stick to them, so that all groups can 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, talk about how they will present their information. If they choose to present it digitally, help them to use the available classroom technology. If this is not possible, suggest other ideas, such as a walk-in display.

Presentation ideas p19

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

Learning to Learn

Practical skills for participating in learning

Participates sensibly and positively in learning activities in class.

Evidence: Students listen actively, ask questions and express opinions in class discussions.

Understands essential grammatical terms and concepts.

Evidence: Posters have accurate examples of language from the unit.

Collaboration

Managing the sharing of tasks in a project

Ensures that work is fairly divided among members in group activities.

Evidence: Groups divide tasks according to their roles.

Offers to help others finish a task.

Evidence: Group members work together to complete their poster on time.

Step 1: Prepare Unit 5 p71

- Go through the PRESENT section in **Exercise 2**.
- As groups prepare their project, ask questions, for example: *Does your poster include photos, maps and drawings? Are you happy with the title? Are all the sections complete? Is the handwriting clear? Did you check the grammar, spelling and punctuation? Are the facts correct?* Say that each group member will present their section. Give students time to practise in their groups. (See Differentiated instruction activities below for further practice.)
- Remind groups of the presentation date and how much time each group will have.

Differentiated instruction

Support

Help students look at their work, and each other's work. Help them to suggest ways to improve their work.

Consolidation

Encourage students to use different resources (websites, dictionaries) to check facts, language and spelling.

Extension

Let students make final decisions over corrections. Encourage them to explain their reasons to their group.

Step 2: Present Unit 5

- If the poster is digital, one group member may have the role of technician.
- Have groups present their posters. Remind students to interact with their audience and ask for questions at the end of their presentation.
- Tell the class to make notes on what they like about each poster.

Step 3: Reflect Unit 5

- Have students say what they like about each poster and why, before voting on their favourite. Then ask: *Was planning / researching / designing your poster easy / difficult? Why / Why not?*
- 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 poster

Use these project-specific descriptors and your 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 ideas. It has a short and interesting title. It uses borders and includes attractive photos, maps and drawings.	Product is organised with creative ideas. It has a short and fairly interesting title. It uses borders and includes some attractive photos, maps and drawings.	Product has creative ideas but lacks organisation. It has a title, but it's either too long or not interesting. It includes some attractive images, but doesn't use borders.	Product lacks creative ideas and organisation. It is missing a title. It doesn't use any design features and most images are unrelated to the topic.
Language use	Product shows excellent use of grammar, punctuation and spelling. Excellent use of language from unit. Project is understandable with only a few or no mistakes.	Product shows good use of grammar, punctuation and spelling. Good use of language from unit. Project is understandable with some mistakes.	Product shows adequate use of grammar, punctuation and spelling. Adequate use of language from unit. Project is understandable, but some sections need further explanation.	Product shows poor use of grammar, punctuation and spelling. Poor or no use of language from unit. 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 and cross-checking facts on various websites, using digital tools to design and present posters, sharing work online
Discipline Knowledge	• Convince the audience	explaining facts and images, demonstrating knowledge, 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. My learning diary p68 **Production**

In class: discuss what students learned using the information from their learning diaries. My learning diary p68 **Production**

6 The CLIL Project: Science

A leaflet

- **Learning outcome:** understand the dangers faced by ecosystems and evaluate solutions to these problems; make an informational leaflet
- **Skills:** decide how the group will work together, decide on the sections and images, work individually and as a group, give feedback on drafts
- **Resources:** two or more leaflets, Leaflet 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, 122

Before you start
Collect two or three different types of leaflets 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: *What problems can people and animals have in the rainforest? Is it helpful for people to visit rainforests?*
- Show students the leaflets you collected. Encourage students to describe them and identify who they are for. Ask: *What are leaflets? Why do people read them?*
- Point out the headings at the top left of p78: **Critical thinking: Understanding problems and evaluating solutions.** Explain that evaluating solutions to a problem helps us decide which ideas will solve the problem best.

Step 2: Analyse the model for the project p122

- Have students look at the model on p122. Point out the headings, bullet points, short paragraphs, photos and labels. Ask: *Who is the leaflet for? What more would you like to know about this ecosystem?*
- Share that the model shows the relationships between animals and people in rainforests and explains how people are working to help protect this ecosystem.
- Revise the language from the unit. Have students identify examples of *should* / *shouldn't*, *must* / *mustn't* and the zero and first conditional.

Critical Thinking
Understanding problems and evaluating solutions

Use the questions in Step 2 to check how well students understand the purpose of the model leaflet and how the solutions to the problems the rainforest ecosystem faces are presented.

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

Step 3: How to make and present a leaflet p122

- Tell students they will be making an information leaflet about an ecosystem. Explain that they will choose an ecosystem and research its weather, animals and plants. They will present their leaflets, sharing information about any dangers for visitors, problems the ecosystem faces and how people can protect it.
- Have students make notes on where they will find information and what images they will use to make their leaflets attractive and interesting.

Step 4: Clarify the project pp78–79

- Follow the steps in The learning stages of project work p10.
- Introduce the CLIL unit theme of Science. Share that we sometimes think of the environment as the plants, animals, land and sea, but humans are part of the environment, too.
- Reinforce that students will need to share the most important information and present it so readers understand how people can help.

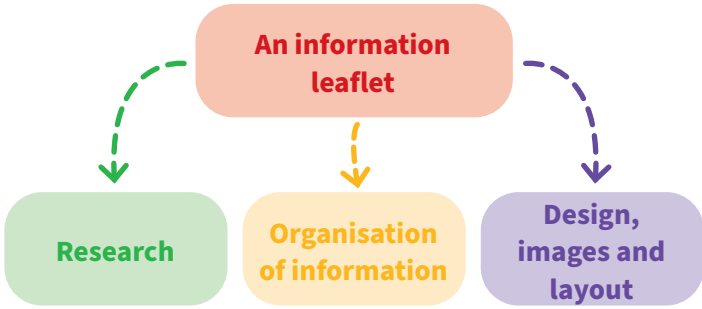
KWL chart p67 **Know and Want to know**
Peer-evaluation form p69 **Preparation**

2 Development

Start this stage as soon as groups know their learning outcomes and have decided what ecosystem they want to describe in their leaflets.

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, such as the ones in the diagram.



- Discuss the tasks and roles required to create a poster for volunteer work.

  Research: *Where can you find information? How can you check that the facts are correct? Who will help put together the information and suggest which is best to use?*

  Organisation of information: *What is the purpose of the leaflet? What are the main and supporting ideas? How will you present the information? Who will help organise it?*

  Design, images and layout: *How will you make the leaflet look good and easy to read? Where can you find images? Who will help choose the images and decide on the layout?*

- Encourage students to take notes and decide on roles.

Step 2: Research and analyse p79 p71

- Have groups start the Plan section of their project and choose the ecosystem they want to describe. Allow students time to adequately complete their research and discuss what they have learned. If necessary, students can do their research in their own language, then work together to find the language they need to explain the information In English.

Flipped classroom activity

Out of class: Have students write their sections or do the tasks their roles require.

In class: Have groups complete the rest of the Plan section. Give each group a copy of the Information leaflet organiser p63 to help them plan their information.

Step 3: Draft and review p79 p71

- Have groups draw up a rough plan of their leaflet. Remind them to think about the organisation of information discussed in Step 1. If students are having difficulty deciding how to present their research, direct them to p122 of their Student's Book again to refer to the model project.
- Allow time for drafting and reviewing. Remind students to use the language from the unit when making suggestions or giving advice.
- Have groups share their draft with another group. Tell them to exchange opinions and suggest improvements.
- Encourage group members to improve their work out of class in line with their roles. Have them bring their ideas to the next class.

Communication
Managing conversations

Monitor progress of the tasks in Step 3 to check how well students understand each other's ideas and suggestions.

Own it! learning tip

Listening actively

When groups are sharing opinions about the first drafts, check that they are listening to each other's ideas and asking questions to get information or more details Monitor to help with useful language, for example: *What do you mean? Can you repeat that? Can you explain?* Check that students show interest and respond respectfully to feedback.

Peer-evaluation form p69 **Development**

3 Production

Schedule presentation times and stick to them. Remember that these projects will be displayed on the classroom wall. Allow enough time for students to look at all the leaflets, ask questions and give feedback.

Before groups produce their final drafts, have them decide on the format and layout of their leaflet. It could be bi-fold or tri-fold, for example.

Presentation ideas p19

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

Critical Thinking
Understanding problems and evaluating solutions

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

Evidence: Groups identify problems faced by an ecosystem and its visitors, and the solutions to those problems.

Communication
Managing conversations

Uses appropriate language to negotiate meaning: to show understanding; to signal lack of understanding; to seek clarification.

Evidence: Groups discuss different aspects of their leaflets, and ask and answer questions in order to agree on the final product.

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.
- Remind groups to check their facts and to practise their presentation so they feel confident sharing the information with their classmates.
- Check language in the leaflets, especially the use of *should* and *must* and the zero and first conditional. (See Differentiated instruction activities below for further practice.)
- Remind groups of the presentation date and how much time each group will have.

Differentiated instruction

Support
Help students with language for giving suggestions. Encourage them to come up with more examples based on yours.
Consolidation
Elicit structures for giving advice that students can use in their leaflets. Ask: *What are three things visitors to this ecosystem should/must do?*
Extension
Have students correct each other's work and suggest more examples of structures for giving advice.

Step 2: Present p122

- For this project, students walk around and look at the leaflets on the wall. Group members can take turns standing by their display to answer questions and present their leaflets to the rest of the class. Confident group members can ask for and answer questions at the end.
- Draw attention to the Respond section on page 122 of the Student's Book. Ask the class to think about these questions as they look at each other's leaflets.
- Help students interact with one another and presenters respond appropriately to their classmates' ideas.

Step 3: Reflect 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.
- Ask 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 leaflet

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 and attractive design. It uses many interesting images and is divided into clear sections. It includes a lot of interesting facts. All group members contributed creatively.	Product has an original and attractive design. It uses some interesting images and is divided into fairly clear sections. It includes some interesting facts. Most group members contributed creatively.	Product has a clear design that largely follows the model. It uses images and is divided into sections, though these are not always clear. It includes very few interesting facts. Only some group members contributed creatively.	Product has an unattractive design with little creativity and it doesn't follow the model. It doesn't use images and there are no clear sections. It doesn't include any interesting facts. Members didn't work as a group and there was little creativity.
Language use	Excellent use of language from unit (*should, must*, zero and first conditional). Project is understandable with only a few mistakes.	Good use of language from unit (*should, must*, zero and first conditional). Project is understandable with some mistakes.	Adequate use of language from unit (*should, must*, zero and first conditional). Project is understandable, but some sections need further explanation.	Poor or no use of language from unit (*should, must*, zero and first conditional). 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	• Empathise and build relationships	sharing roles, making decisions together, checking understanding, reflecting on strengths and weaknesses, giving advice on how to improve
Discipline Knowledge	• Convince the audience	explaining facts and images, summarising information, giving details and advice about the topic, 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: discuss what students learned, using the information from their KWL charts. KWL chart p67 **Learned**

7 The Culture project

A 3D room plan

- **Learning outcome:** design a 3D room plan
- **Skills:** draw a diagram (digitally or on paper), decide what technology to include, invent a new technological device, describe the items in the room plan by using call-out boxes
- **Resources:** two or more room plans, Room plan 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

Unit 7

Before you start
Collect two or three examples of room plans to show students in class. Use the internet or other real room plans you may have access to, such as the school's.

1 Preparation

Step 1: Introduce the topic

- Introduce the topic of room plans after doing the vocabulary exercises p83, and after students have talked about different technological devices. Alternatively, wait until *will*, *may* and *might* have been practised. p87
- Show students the room plans. Ask: *What are these? What do they show? Who creates room plans? What are they for?* You can have students draw a room plan of the classroom, including fixed objects, such as doors and windows, and other furniture.
- Explain that a 3D room plan is a diagram of a room or rooms in a building that shows the view from above. Say that it can include measurements, fixed objects, furniture and sometimes electric systems and water pipes.
- Ask students to find an example of a room plan online and bring it to the next class. It can show one or more rooms in a building. Students can describe the room plans in groups.

Step 2: Analyse the model for the project Unit 7

- Have students describe the model room plan. Ask: *What furniture does the classroom have? How is it different from our classroom?* Students read the texts.
- Ask further questions, for example: *Which ideas do you like? Would you like these things in your classroom?* Discuss how classrooms will be different in the future. (See Differentiated instruction activities below for further practice.)

Differentiated instruction

Support

Have students find examples of predictions in the texts. They can discuss which predictions are most likely to come true.

Consolidation

In pairs, have students take turns to read a prediction from one of the texts and guess the item it refers to.

Extension

Have students work in pairs. They cover the texts and take turns to point to an item in the room plan and make a prediction about what it will do.

Step 3: *How to* design a room plan Unit 7

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

Critical Thinking
Evaluating ideas, arguments and options
Encourage students to think about problems they might have as they follow the *How to* tips. Have them discuss possible solutions.

Step 4: Clarify the project Unit 7

- Follow the steps in The learning stages of project work p10.
- Brainstorm different rooms for students to choose from. These can be real or imaginary places.

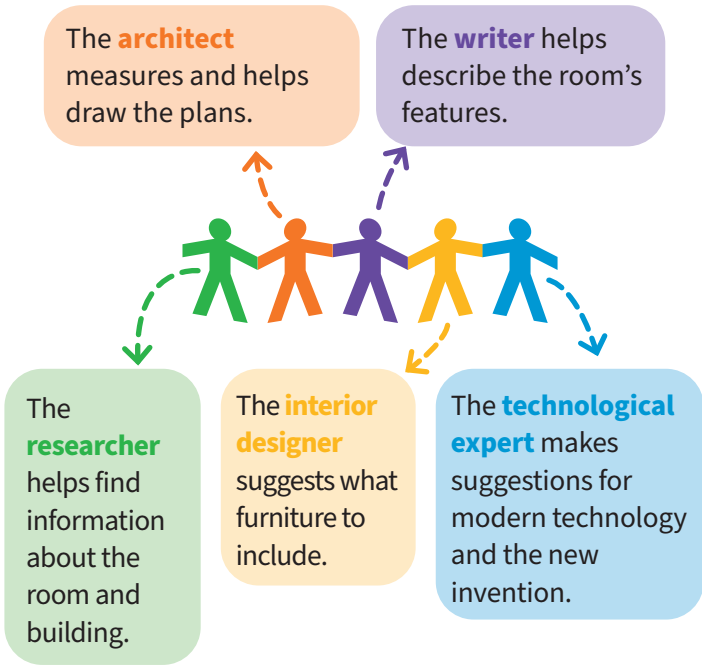
My learning diary p68 **Preparation**
Peer-evaluation form p69 **Preparation**

2 Development

Start this stage as soon as groups know their learning outcomes and have brainstormed different rooms to choose from.

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.



Step 2: Research and analyse Unit 7 p71

- Have groups start the PLAN section from **Exercise 1**. Tell them to choose a room and brainstorm modern technology.
- Have groups draw an outline of their room. Draw attention to the model room plan notes. Ask students to plan their room making similar notes on technological devices, what they do and where they go, as well as their new invention and other furniture.
- Ask groups to decide on their room plan format: either print or digital. Encourage those who have chosen a digital format to look for free programs online.
- Hand out a copy of the Room plan organiser p64 to each student. Tell students to copy a drawing of their room plan in the first part, with all the items their groups agreed on.
- Have group members decide who will prepare which texts for each of the items.

Own it! learning tip

Disagreeing appropriately

If students cannot agree on some of the items to include in their room plans, encourage polite discussion and allow them to give their opinions explaining their reasons. Have them make alternative suggestions to come to a solution everyone is happy with. Monitor to help with useful language, for example: *I'm not sure about ... I don't agree because ... Why don't we ... ? How about ... ? Maybe we should ...*

Flipped classroom activity

Step 3: Draft and review Unit 7 p71

Out of class: group members prepare their sections, making notes in the second part of their organisers. Remind them to use language from the unit: ***will*** for predictions and the **infinitive of purpose**.

In class: group members check each other's work, paying attention to spelling and grammar.

Groups put together a final version of their room plan. If groups are creating it digitally, they may need to do this out of class.

Collaboration

Working towards a resolution related to a task

Monitor students' ability to agree on things and make changes to the final plan as they listen to each other's ideas.

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 room plans. Spread the presentations over a few classes, if necessary. Allow enough time for each presentation and for questions.

Before groups produce their final drafts, offer help and suggest ideas for them to complete their digital or print room plans successfully.

Presentation ideas p19

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

Critical Thinking

Evaluating ideas, arguments and options

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

Evidence: Groups make new versions of their work when necessary and share opinions about new ideas.

Assesses strengths and weaknesses of possible solutions.

Evidence: Groups make decisions in order to achieve the learning outcomes.

Collaboration

Working towards a resolution related to a task

Is aware when others have divergent views and ideas for solving a problem or task.

Evidence: Students listen carefully to each other's opinions and make decisions together.

Is able to propose solutions that include other views and ideas to own.

Evidence: Students decide what to include, considering all group members' ideas.

Step 1: Prepare Unit 7 p71

- Go through the PRESENT section from **Exercise 2**. Say that each group member will present their section.
- Allow time for groups to finish their room plans. If they disagree, remind them to do so politely.
- Monitor to check that the room plans have a clear design, the text in the call-out boxes is clear, and the boxes correctly match the items in the diagram.
- Ask students to check spelling and grammar. Help with corrections as necessary.

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 other's presentations.
- Remind speakers to look at their audience, speak slowly and clearly, and smile. Tell them to point to the section of the room plan they describe. If students are presenting digitally, they can zoom in on specific features.
- Have groups present their room plans.
- Tell the class to make notes on what they like about each room plan and new invention.

Step 3: Reflect Unit 7

- After all the presentations, hold a class discussion on the CHECK questions in **Exercise 3**.
- Have the class discuss what they like about each room plan and invention and why. Ask: *What have you learned about room plans? What makes a good room plan? What were the most interesting technological devices?*
- 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 3D room plan

Use these project-specific descriptors and your 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 clear labels. Its call-out boxes show many creative ideas. It presents a new invention with a clear description of its purpose and advantages.	Product has an attractive design with clear labels. Its call-out boxes show some creative ideas. It presents a new invention with a fairly clear description of its purpose and advantages.	Product has an adequate design with mostly clear labels. Its call-out boxes show only one or two creative ideas. It presents a new invention, but its purpose or advantages are unclear.	Product has an unclear design and is either missing most labels, or these are unclear. It doesn't have call-out boxes, or these don't show any creative ideas. It doesn't present a new invention.
Language use	Excellent use of language from unit (*will*; infinitive of purpose). Project is understandable with only a few mistakes.	Good use of language from unit (*will*; infinitive of purpose). Project is understandable with some mistakes.	Adequate use of language from unit (*will*; infinitive of purpose). Project is understandable, but some sections need further explanation.	Poor or no use of language from unit (*will*; infinitive of purpose). Project is confusing and poorly written.

Cambridge Life Competencies Framework

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

FOUNDATION LAYERS	ABILITIES	ACTIONS
Discipline Knowledge	• Use digital tools	finding content on various websites, creating documents, sharing work online, using digital room plan programs
Emotional Development and Wellbeing	• Manage emotions	reflecting on strengths and weaknesses, verbalising emotions and disagreeing appropriately, finding solutions

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. My learning diary p68 **Production**

In class: discuss what students learned using the information from their learning diaries. My learning diary p68 **Production**

8 The CLIL Project: Design & technology

An infographic

- **Learning outcome:** identify problems which can be solved by technology, and make an infographic
- **Skills:** conduct research on helpful technology, read articles, identify real-world problems and evaluate solutions, use visuals to create an infographic
- **Resources:** two or more infographics about technology, Infographic 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 infographics, preferably about problem-solving technology, to show students in class.

1 Preparation

Step 1: Introduce the topic

- After students have watched Video 8.5, elicit a few interesting things students learned. Ask: *What inventions have made your life easier?*
- Show students the infographics you collected. Share that infographics display information in a way that is easy to understand. Ask: *How is the information presented?*
- Point out the headings at the top left of p102: **Critical thinking: Implementing ideas and solving problems.** Explain that *implementing* something means using it as part of a design process (or a way of doing things). Implementing an idea means testing it, improving it after feedback and sharing it with users.

Step 2: Analyse the model for the project p123

- Look at the infographic on p123 with the class. Point out the title, introduction, headings in the form of questions and graphic elements that help the reader understand how the technology is used.
- Ask: *What is the infographic about? (Smart home technology.) How does the technology solve problems?*
- Allow students time to discuss ideas in pairs and give reasons for their answers.
- Revise the language from the unit. Have students identify examples of the present perfect and reflexive and indefinite pronouns in the model.

Critical thinking
Implementing ideas and solving problems

Use the questions in Step 2 to check how well students identify real-world problems and potential solutions, and give reasons why the implemented solutions presented in the text are effective.

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

Step 3: How to research an infographic p102

- Tell students that they will work in groups to make an infographic about how new technology or a new invention is helping to solve a problem.
- Explain that they will decide what technology or invention they will include, research the problem it solves, and share how the invention or technology works.

Step 4: Clarify the project pp102–103

- Follow the steps in The learning stages of project work p10.
- Introduce the CLIL unit theme of Design & technology. Share that when people collaborate to combine creative design and helpful technology, we create useful things that make a better world.
- Have groups discuss new technology or recent inventions they know about or want to learn more about. This can be something that works in more than one way or does more than one thing, but groups should be able to confidently explain how it solves a problem.

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

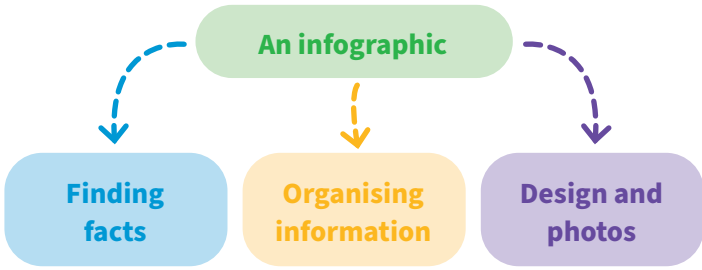
Peer-evaluation form p69 **Preparation**

2 Development

Start this stage as soon as groups know their learning outcomes and have decided on the technology or invention they want to describe in their infographics.

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 an infographic. Draw a diagram like this on the board:



- Discuss the different tasks required to make an infographic.

  Finding facts: *What is special about the technology or invention? Where can you find information about it? How will you check that the information is correct? Who will decide what facts to include?*

  Organisation of information: *Will you use general and specific information and examples? How will you organise the information in text boxes? Who will be responsible for organising the information?*

  Design, images and layout: *How will the images make the infographic easier to understand? Do the images show the information in the text? Do you need any other photos or illustrations? Who will choose them?*

- Encourage students to make notes and decide on roles.

Step 2: Research and analyse p103 p71

- 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 Infographic organiser p61 to each student.
- Direct students to p123 of their Student's Book to review the model project.

Flipped classroom activity

Out of class: Ask students to research a type of technology or an invention and complete the first part of the organiser. Remind them to check facts and use more than one source. Have them find images.

In class: Ask group members to share their ideas and decide on headings, text sizes and the way they want to present information. Tell them to draw simple pictures in the second part of their organisers. (See Differentiated instruction activities below for further practice.)

Differentiated instruction

Support
Groups choose information and finish the design
Consolidation
Allow students time to check information in their groups using other sources.
Extension
Students ask further questions and find additional information for their organisers.

Collaboration

Managing the sharing of tasks in a project

Monitor how students share work and how they choose information to use from each other's research.

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

Step 3: Draft and review p103 p71

- Hand out a large piece of paper to each group. Students use the final ideas from their organisers to create a final version.
- Students add photos and pictures.
- Check groups are using language from the unit (such as present perfect for experience and vocabulary related to achievement).

Peer-evaluation form p69 **Development**

3 Production

Schedule presentation times and stick to them. 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 discuss different ways to present their infographic. Some students may prefer to present their work digitally.

Presentation ideas p19

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

Critical thinking

Solving problems and making decisions

Identifies potential solutions to a real-world problem.

Evidence: Students have identified a specific problem and how technology can solve it.

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

Evidence: The infographic shares information that clarifies students' reasons why this technology is effective.

Collaboration

Managing the sharing of tasks in a project

Works with others to plan and execute class projects.

Evidence: Individuals participate in research and design according to their roles.

Ensures that work is fairly divided among members in group activities.

Evidence: Groups have given at least one relevant task to each member.

Step 1: Prepare p103 p71

- Go through the Present section on Student's Book page 123.
- As groups prepare their final infographics, ask: *Are the facts correct? How do you know? What images are you using? Do they help readers? Is your infographic easy to understand?*
- Remind groups of the presentation date and how much time each group will have.

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.
- If time is short, allow two confident group members to present their group's infographic while other group members circulate around the room to view other displays. Alternatively, have group members work to present the infographic together, with each group member sharing one section of information.

Step 3: Respond p123

- After the presentations, allow the class time to walk around and look at each infographic more closely.
- Ask students to provide feedback as in the Respond section on Student's Book p122. Write positive opinions about each infographic on the board. Then have the class vote on the most interesting technology or invention presented and explain their reasons.
- Encourage students to think about each stage of the project process, including positive experiences and things they could improve.

Own it! learning tip

Encouraging responsibility

Tell students that it is important to prepare their own sections on time so that their groups can check each other's work and finish the project in class. Remind group members of their general roles. Discuss any problems groups may be having in keeping to schedule. Discuss ways of solving any problems. Help students with useful language: *Why don't we …?, You could …, Let's try to …, Can you do that by …?, etc.*

Peer-evaluation form p69 **Production**

Project evaluation rubric: an infographic

Use these project-specific descriptors and your 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 contains detailed facts and figures. It has clear graphics that are easy to understand. It uses interesting images and a variety of text sizes.	Product contains some facts and figures. It has mostly clear graphics that are easy to understand. It uses interesting images and one or two text sizes.	Product contains a few facts. It has some clear graphics, but some are difficult to understand. It uses some interesting images and only one text size.	Product contains incorrect facts. It has graphics that are difficult to understand. It uses poor images and text which is difficult to read.
Language use	Excellent use of grammar, punctuation and spelling. Excellent use of language and vocabulary from the unit (modal verbs and animal senses). Project communicates main ideas clearly with few or no mistakes.	Good use of grammar, punctuation and spelling. Good use of language and vocabulary from the unit (modal verbs and animal senses). Project communicates main ideas clearly but with some mistakes.	Adequate use of grammar, punctuation and spelling. Adequate use of language and vocabulary from the unit (modal verbs and animal senses). Project communicates main ideas clearly, but some sections need further explanation.	Poor use of grammar, punctuation and spelling. Little language and vocabulary from the unit (modal verbs and animal senses). 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	• Empathise and build relationships	making decisions as a group, taking responsibility for own work, giving positive feedback
Discipline Knowledge	• Convince the audience	checking facts and figures, demonstrating knowledge, giving specific 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: Discuss what students learned, using the information from their KWL charts. Ask: *Why are infographics useful? What do you like and dislike about them?*

KWL chart p67 **Learned**

9 The Culture project

A webpage

- **Learning outcome:** make a webpage about a music festival
- **Skills:** research information and use a spidergram to organise it, research images and maps, use a webpage template
- **Resources:** two or more webpages about music festivals, 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

Research festivals from around the world. Choose two or three and find webpages about them to show students in class.

1 Preparation

Step 1: Introduce the topic

- Introduce the topic of webpages after doing the reading exercises. p108 Draw attention to the events in the guide. Ask: *Where can we find out about arts and entertainment events?*
- Show students the webpages. Ask: *What are they about? What information is in each section? Is there any information missing? Who are the webpages for? Would you like to go to these festivals? Why / Why not?*
- Ask students which webpages they visit and what for. Ask: *Do you visit webpages about festivals?*
- Ask students to bring an example of a webpage about a festival to the next class. They can discuss the webpages in groups.

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? Who might read it?* Then students read the webpage.
- Ask: *Where is this festival? Who goes to it? Where is flamenco part of the culture? What can visitors do? Where can they stay? Have you been to this festival? Would you like to go? Why / Why not?*
- Ask questions about the webpage's design and purpose: *Does it look good? What is it used for?* (See Differentiated instruction activities below for further practice.)

Differentiated instruction

Support

In pairs, have students make true/false sentences about the webpage to test another pair.

Consolidation

Have students make a list of other possible events at the festival that the webpage doesn't mention. Have them agree on the best events.

Extension

Tell students to imagine they are going to the Jerez Festival. Have them plan three things they are going to do.

Communication
Managing conversations

Help students take part in discussions while using appropriate language for each task.

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

- Ask students: *Have you ever thought about designing a webpage?* Then go through the *How to* tips with the class.
- Draw attention to *what a visitor will want to know* in the third tip. Explain that a webpage should have a clear purpose.
- Check students understand that when they design 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 festivals from around the world that students may know about. Have groups discuss where they can find out more information.

My learning diary p68 **Preparation**

Peer-evaluation form p69 **Preparation**

2 Development

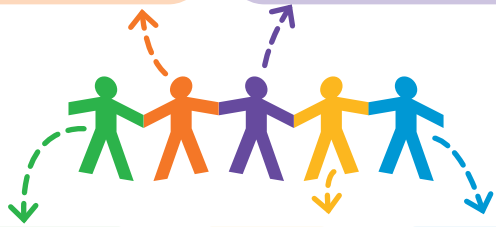
Start this stage as soon as groups know their learning outcomes and have discussed what sources to use.

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 **events organiser** helps describe events and activities.

The **marketing manager** makes sure the webpage looks and sounds good.



The **tourist information officer** helps provide information on where to stay and how to get there.

The **web designer** helps create the webpage.

The **editor** makes sure texts and images fit in each section.

Step 2: Research and analyse Unit 9 p71

- Have groups start the PLAN section from **Exercise 1**. Have them decide on their festival.
- Have groups make notes about their festival. Hand out a copy of the Webpage organiser p66 to each student. Students use the spidergram to plan their notes.

Flipped classroom activity

Out of class: have students research interesting historical facts and think of imaginative activities. They can add the information to their spidergrams.

Have students refer to the example webpage designs in the second part of their organisers. Encourage them to look for other online templates and draw a webpage design in the space provided.

In class: have groups organise all the information. Then have them agree on who will prepare each section.

Own it! learning tip

Sharing resources

Make sure students share useful information that they have found. This can include online templates, photos, maps, drawings and facts about their festival. Ask them to encourage each other to say how they found the information.

Flipped classroom activity

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 the facts about their festivals 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.

Social Responsibilities

Understanding and describing own and others' cultures

Encourage students to look for cultural information about their festivals and include it in their webpages. Ask: *How is culture important to the festival? (Use of traditional music/food/clothes, etc.)*

My learning diary p68 **Development**

Peer-evaluation form p69 **Development**

3 Production

Schedule presentation times and stick to them, allowing, if possible, all groups to 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.

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

Communication
Managing conversations

Uses appropriate language to negotiate meaning: to check own understanding; to check interlocutors' understanding.

Evidence: Students make corrections based on each other's feedback.

Invites contributions from interlocutors in a conversation.

Evidence: Group members ask each other questions about their sections.

Social Responsibilities
Understanding and describing own and others' cultures

Makes informed comparisons between their own society and other societies.

Evidence: Website includes cultural observations.

Understands the contributions of different cultures to their own lives.

Evidence: Students think about the cultural importance of their festival and reasons why it's important for them.

Step 1: Prepare Unit 9 p71

- Go through the PRESENT section in **Exercise 2**.
- As groups prepare their project, remind them of the tasks they need to complete by asking them questions. Tell them that they should be ready to answer questions, particularly about their own sections.

Flipped classroom activity

Out of class: groups finish 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 content: whether the webpage includes all the information a visitor needs. Then have them check spelling and grammar, especially the use of tenses.

Step 2: Present Unit 9

- Draw attention to the CHECK section from **Exercise 3**. Ask the class to think about these questions as they look at each other's webpages.
- If possible, have groups project their webpages on a big screen. Make sure 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 like about each webpage and why. Then ask: *Which festivals would you like to go to? Why?* 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 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 shows attractive images in a logical order. It uses interesting scripts and includes all the extra features.	Product is organised with interesting ideas. It shows attractive images in a mostly logical order. It uses fairly interesting scripts and includes some of the extra features.	Product has interesting ideas but lacks organisation. It shows images in an order that is sometimes confusing. It uses scripts, though they're not very interesting, and includes very few extra features.	Product lacks interesting ideas and organisation. It shows images in a confusing order. The scripts aren't interesting and some are missing. There are no extra features.
Language use	Product shows excellent use of grammar, punctuation and spelling. Excellent use of language from unit (present simple and continuous). Project is understandable with only a few or no mistakes.	Product shows good use of grammar, punctuation and spelling. Good use of language from unit (present simple and continuous). Project is understandable with some mistakes.	Product shows adequate use of grammar, punctuation and spelling. Adequate use of language from unit (present simple and continuous). Project is understandable, but some sections need further explanation.	Product shows poor use of grammar, punctuation and spelling. Poor or no use of language from unit (present simple and continuous). 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, sharing work online, assessing online material
Discipline Knowledge	• Convince the audience	presenting ideas, summarising information, describing images, explaining the extra features, 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. My learning diary p68 **Production**

In class: discuss what students learned using the information from their learning diaries. My learning diary p68 **Production**

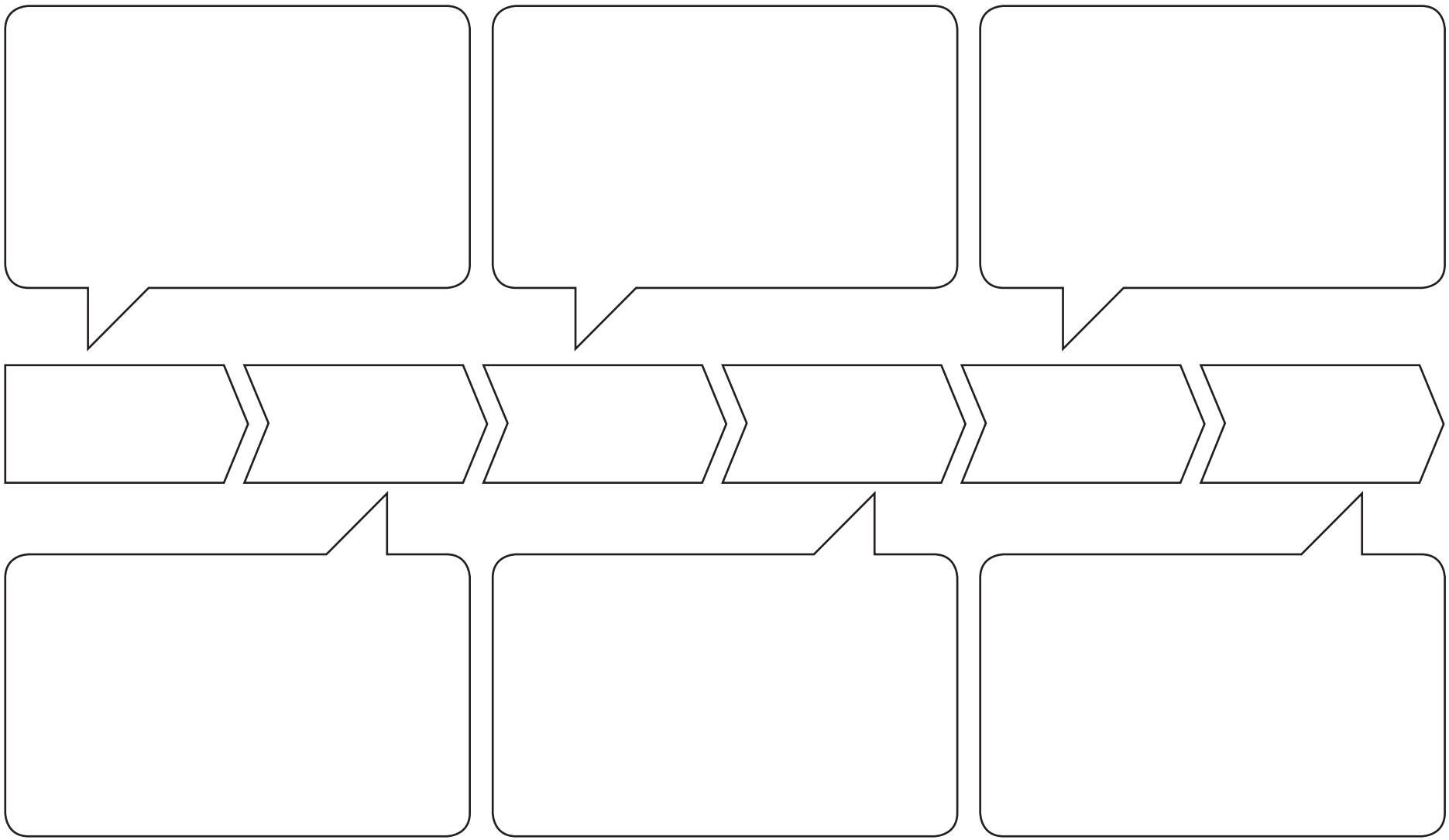
Storyboard organiser

Scene 1	**Scene 2**	**Scene 3**
Script: **Music:** **Special effects:**	**Script:** **Music:** **Special effects:**	**Script:** **Music:** **Special effects:**
Scene 4	**Scene 5**	**Scene 6**
Script: **Music:** **Special effects:**	**Script:** **Music:** **Special effects:**	**Script:** **Music:** **Special effects:**
Scene 7	**Scene 8**	**Scene 9**
Script: **Music:** **Special effects:**	**Script:** **Music:** **Special effects:**	**Script:** **Music:** **Special effects:**

© Cambridge University Press & Assessment 2026 Unit 1 Storyboard organise PHOTOCOPIABLE

PHOTOCOPIABLE

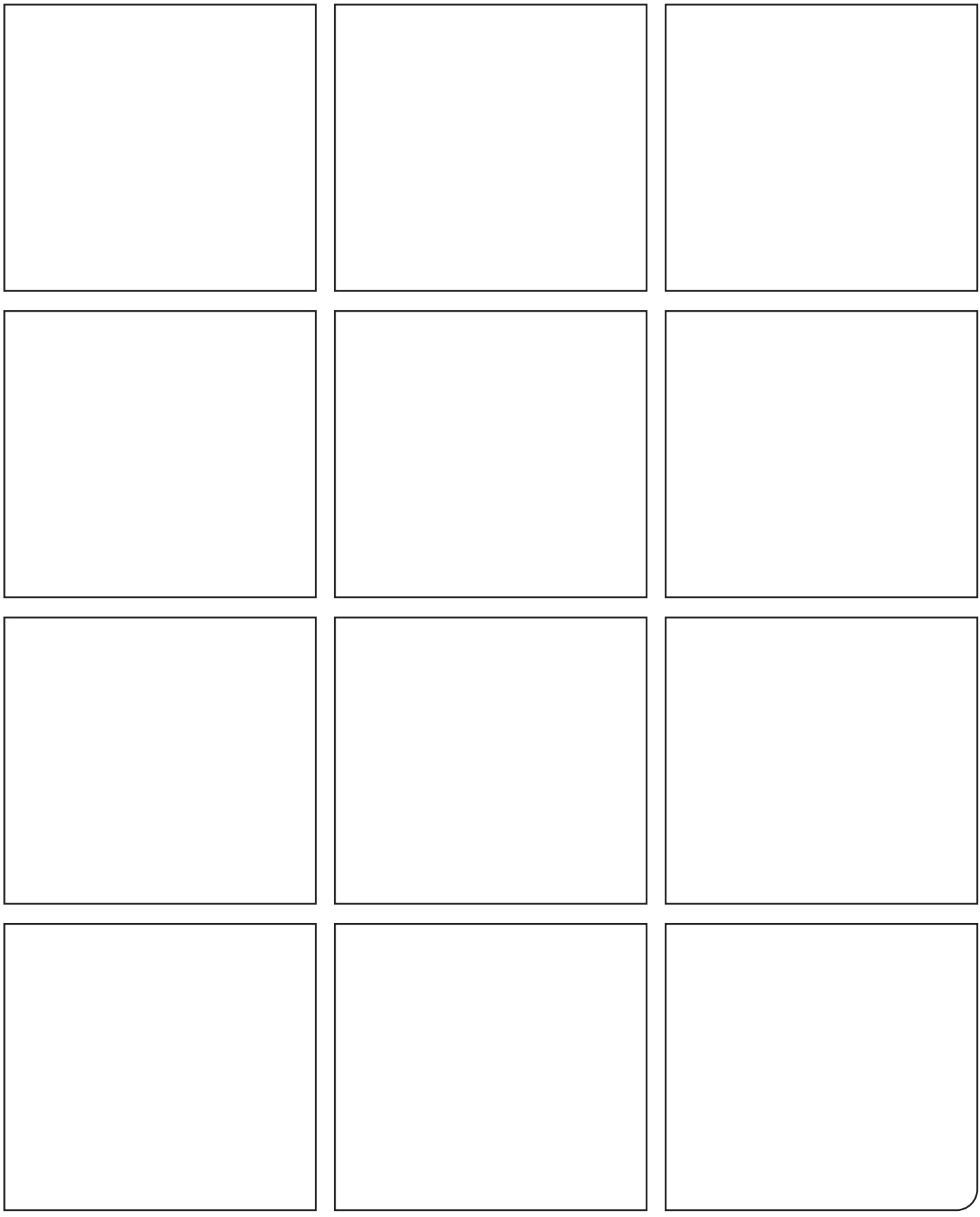
Timeline organiser



Ideas for images: _____

© Cambridge University Press & Assessment 2026

Comic strip organiser



© Cambridge University Press & Assessment 2026 Unit 3 Comic strip organiser PHOTOCOPIABLE

Poster organiser

Title

Introduction (messages to attract volunteers)

Ideas for images

What?

Why?

Where?

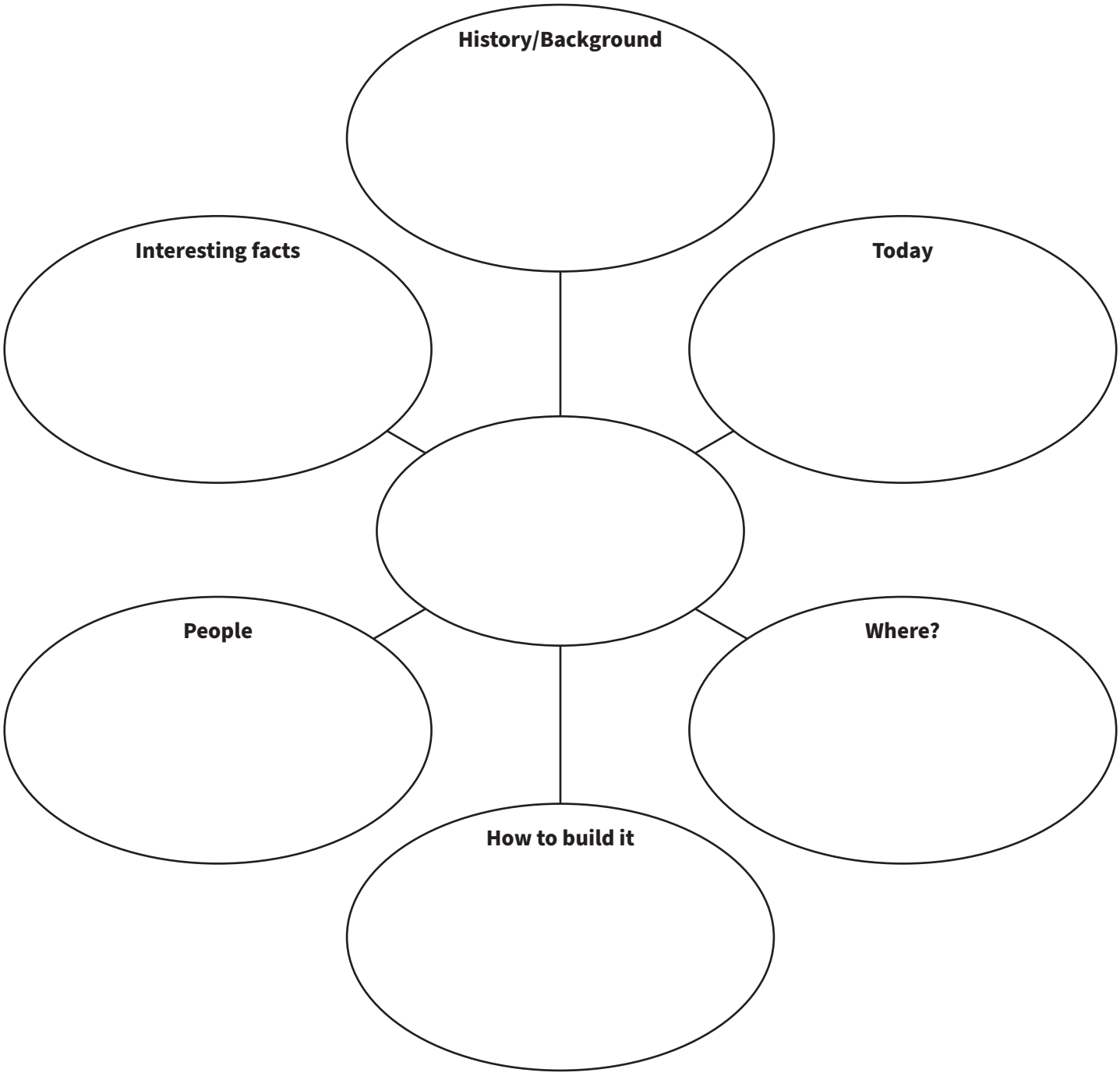
Who?

What are the benefits?

When?

 © Cambridge University Press & Assessment 2026

Poster organiser: a spidergram



© Cambridge University Press & Assessment 2026

PHOTOCOPIABLE

PHOTOCOPIABLE

Leaflet organiser

Ecosystem: _____

Fact file:

Sections (e.g. weather, animals, dangers, etc.)

Image ideas:		**Image ideas:**
	Image ideas:	

© Cambridge University Press & Assessment 2026

Room plan organiser

Items' names
What is each item for?
What will each item do?
What will we be able to do with each of the items?
NEW INVENTION! What's its name? What will it do?

© Cambridge University Press & Assessment 2026 Unit 7 Room plan organiser PHOTOCOPIABLE

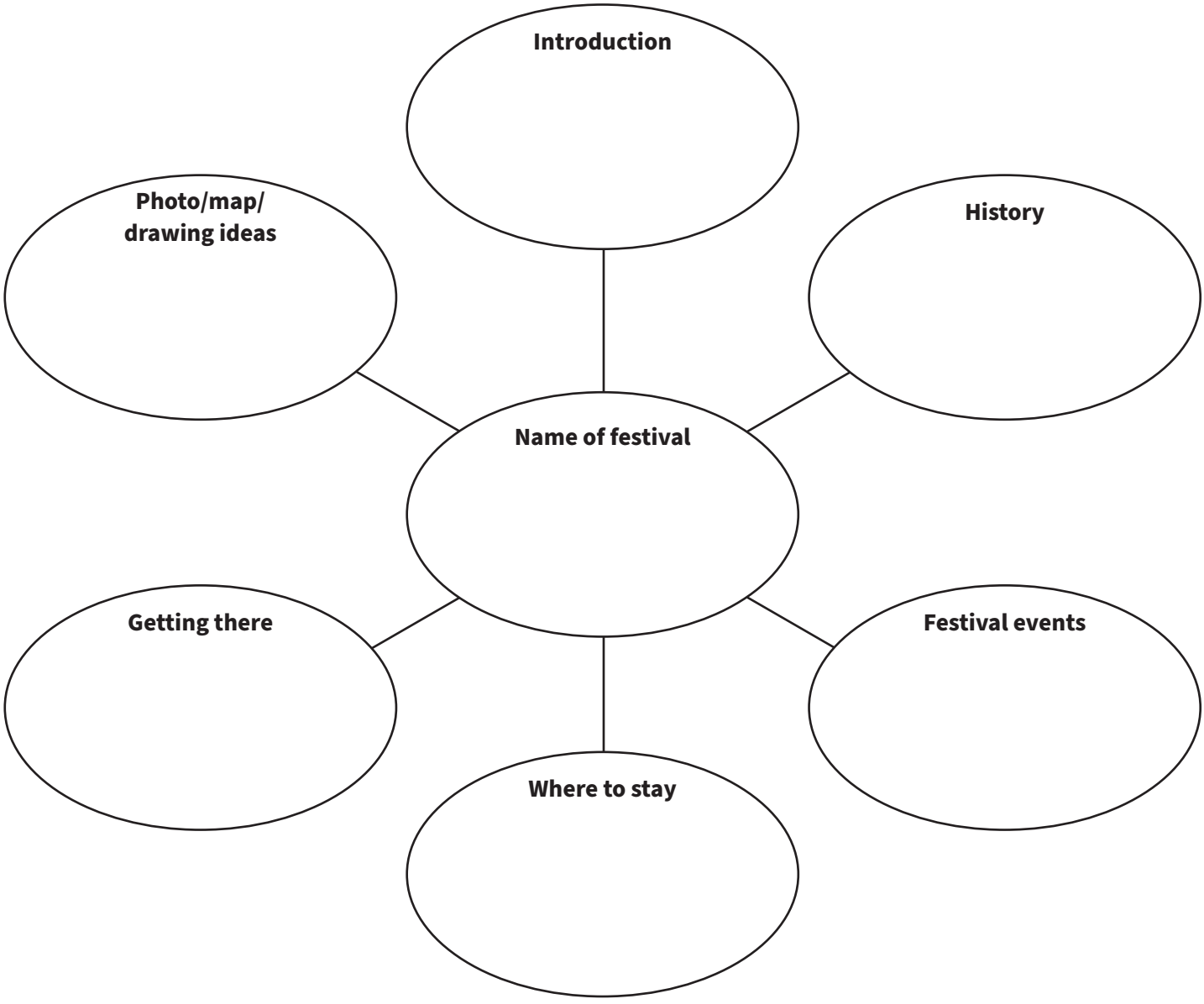
Infographic organiser

Title: _____

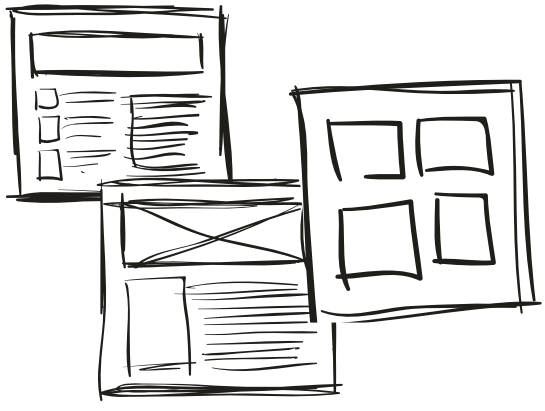
Invention or technology:	**Problem this invention or technology solves:**
Background information:	**How is it used?**
Images, icons to use	

Infographic sketch

Webpage organiser



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



© Cambridge University Press & Assessment 2026

PHOTOCOPIABLE

PHOTOCOPIABLE

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?*

© Cambridge University Press & Assessment 2026

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?*

© Cambridge University Press & Assessment 2026 Evaluation tools: My learning diary PHOTOCOPIABLE

Name: _____

Date: _____

Unit, topic and project: _____

Peer-evaluation form

1 **In your group, think about 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. z̧
Grades are as follows: 4 = Exceeds expectations, 3 = Very good, 2 = Good, 1 = Needs improvement.

Project-specific area	Grade
1	
2	
3	
4	
5	

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

Answer the questions.

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

_____

_____

_____

 © Cambridge University Press & Assessment 2026

Acknowledgements

The authors and publishers acknowledge the following sources of copyright material and are grateful for the permissions granted. While every effort has been made, it has not always been possible to identify the sources of all the material used, or to trace all copyright holders. If any omissions are brought to our notice, we will be happy to include the appropriate acknowledgements on reprinting and in the next update to the digital edition, as applicable.

Key: Int = Introduction.

Photography

The following photographs are sourced from Getty Images.
Int: Hero Images; SDI Productions/E+; MachineHeadz/iStock/Getty Images Plus; code6d/E+; ilyast/DigitalVision Vectors; FatCamera/E+; RobinOlimb/DigitalVision Vectors; Visual Generation/iStock/Getty Images Plus; Wavebreakmedia/iStock/Getty Images Plus; Bombaert/iStock/Getty Images Plus; JackF/iStock; Snapshots from *Own It TRB2* Culture pages from Units 1 & 7; Snapshot from *Own It 2e Student Book 2* p. 120.

Typesetting: TXT Servicios editoriales

Cover design and illustration: Collaborate Agency

Editing: Andrew Reid