

Second Edition

OWN IT!



Project book
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 **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 presentation	22
2 The CLIL Project: Art	
An art tour	26
3 The Culture Project	
A language fact file	30
4 The CLIL Project: PHSE	
A report	34
5 The Culture Project	
A magazine article	38
6 The CLIL Project: Design & technology	
An app	42
7 The Culture Project	
A travel blog	46
8 The CLIL Project: Citizenship	
A school brochure	50
9 The Culture Project	
A poster	54
Print materials	58
Presentation organiser	58
Art tour organiser	59
Language fact file organiser	60
Report organiser	61
Magazine article organiser	62
App organiser	63
Travel blog organiser	64
Brochure organiser	65
Poster 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! Are you ready for another year of rewarding challenges in your English class? How are you going to help your students develop their skills this year?

Your students should now be used to project work and be familiar with its different stages: preparation, development and production. They are now ready to expand their language skills and will be able to use more English as they plan, discuss and think about their work. The projects in Level 3 are designed to help your students improve and stay motivated.

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

What is project work?

Imagine you and your class have just finished Unit 6 (*Think outside the box*). Your students have learned vocabulary for making things and materials and practised giving and following instructions. How can you review and build on this topic? In this case, your students give a presentation of an idea for an invention, including a description of what it is made from, how it works and what problem it solves.

Remember that project work involves students being responsible for their work and making decisions together. There is a realistic final outcome and a series of stages to follow that allow groups to explore how they can achieve their goals. The final aim is always a presentation stage. ➤ [Presentation ideas p18](#). Your role is to help this happen. As a result, students learn by doing and share 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 **independence** and a **sense of responsibility**
- increases natural **curiosity**
- improves **self-knowledge** through **self-evaluation**
- improves **communication skills** through teamwork
- involves family and friends in the **learning process**
- improves **interpersonal** relationships
- develops **life skills**

✓ Academic advantages

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

✓ Language learning

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

Project work and the Cambridge Life Competencies Framework

Life Competencies are skills students need in order to fulfill their potential and take ownership of their learning. *Own It!* Second Edition applies the information outlined in the Cambridge Life Competencies Framework to unit project work in all levels, with special focus on critical thinking, creative thinking and collaboration. This application helps teachers recognise and assess the skills developed in project work, alongside language learning.

Critical thinking will guide students engaging in project work to:

- assess information and sources for evidence, relevancy and accuracy
- develop arguments and distinguish between fact and opinion
- use supporting evidence and information to evaluate ideas and options
- understand and analyse links between ideas

Collaboration is a skill students will carry into their adult and working lives, as they learn to work together during projects to:

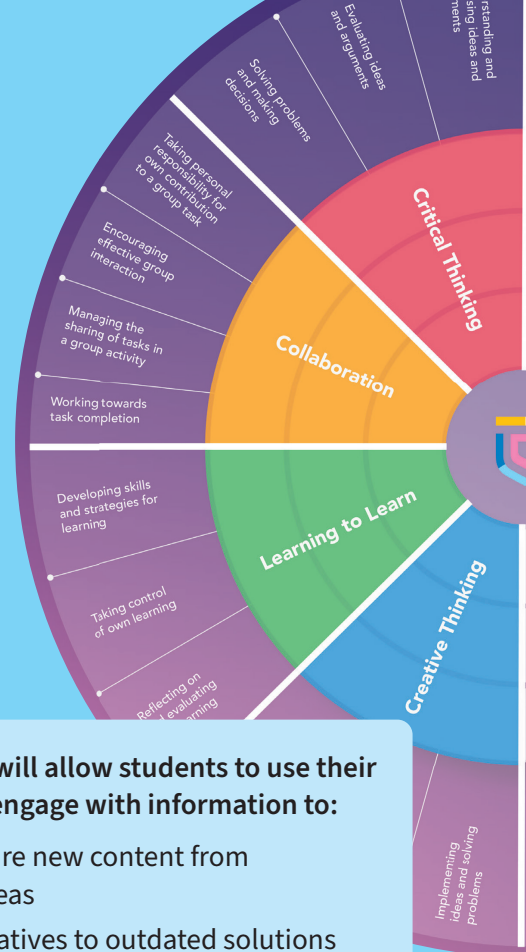
- listen and respond constructively to each other's contributions
- find common ground on real-world problems and solutions
- encourage each other's academic, personal and social strengths
- manage the sharing of tasks in a project

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.

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



Level 3 Projects	Competency	Core Area	Can Do Statements
1 The Culture Project: a presentation  Teacher's Resource Bank Unit 1	Critical Thinking	Evaluating ideas, arguments and options	<i>Analyses causes and effects of problems; Examines possible solutions to a given problem and states how effective they are.</i>
	Communication	Managing conversations	<i>Uses appropriate strategies to deal with language gaps (using non-linguistic means, approximate synonyms, etc.); Invites contributions from interlocutors in a conversation.</i>
2 The CLIL Project: Art: an art tour  Student's Book pp30–31, 120	Critical thinking	Justifying decisions and solutions	<i>Articulates preferences and can justify their choices.</i>
	Creative Thinking	Creating new content from own ideas and other resources	<i>Makes an assignment original by changing the task or adding new angles; Communicates personal response to creative work from art, music or literature.</i>
3 The Culture Project: a fact file  Teacher's Resource Bank Unit 3	Learning to Learn	Practical skills for participating in learning	<i>Completes homework as required; Takes effective notes in class and from homework reading.</i>
	Collaboration	Managing the sharing of tasks in a project	<i>Participates with others to plan, organise and carry out events; Ensures that work is fairly divided among members in group activities.</i>
4 The CLIL Project: PHSE: a report  Student's Book pp54–55, 121	Emotional development	Understanding emotions	<i>Discusses what makes them feel different emotions; Articulates what creates stress or difficult situations.</i>
	Communication	Facilitating interactions and participating with appropriate confidence and clarity	<i>Uses appropriate language and presentation styles with confidence and fluency; Uses communication strategies to facilitate conversations.</i>
5 The Culture Project: a magazine article  Teacher's Resource Bank Unit 5	Social Responsibilities	Understanding personal responsibilities as part of a group and in society	<i>Understands the rights and responsibilities of individuals in society at local and national levels; Understands various aspects of society.</i>
	Creative Thinking	Participating in creative activities	<i>Encourages group members to make activities more original and imaginative; Participates in 'what if' thinking.</i>
6 The CLIL Project: Design & technology: an app  Student's Book pp78–79, 122	Creative thinking	Implementing, presenting and explaining ideas and solutions	<i>Employs new ideas and content in solving a task or activity; Presents a solution confidently to their peers.</i>
	Communication	Taking personal responsibility for own contribution to a group task	<i>Makes relevant suggestions based on the current topic of conversation; Volunteers to take on a specific role.</i>
7 The Culture Project: a travel blog  Teacher's Resource Bank Unit 7	Social Responsibilities	Understanding and describing own and others' cultures	<i>Accepts others and shows respect for cultural difference, challenges prejudice and discriminatory views; Makes informed comparisons between their own and other societies.</i>
	Creative Thinking	Using newly created content to solve problems and make decisions	<i>Employs new ideas and content in solving a task; Makes an assignment original by changing the task or adding new angles.</i>
8 The CLIL Project: Citizenship: a school brochure  Student's Book pp102–103, 123	Social responsibility	Fulfilling responsibilities within a social group	<i>Takes an active role in defining collective rights and responsibilities in school.</i>
	Collaboration	Listening respectfully and responding constructively to others' contributions	<i>Listens to and acknowledges different points of view respectfully; Is ready to justify, adapt and abandon a proposal or point of view in response to others' queries or contributions.</i>
9 The Culture Project: a poster  Teacher's Resource Bank Unit 9	Social Responsibilities	Understanding and discussing global issues	<i>Is aware of different global issues; Understands the importance of international cooperation.</i>
	Learning to Learn	Practical skills for participating in learning	<i>Completes homework as required; Participates sensibly and positively in learning activities in class.</i>

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.



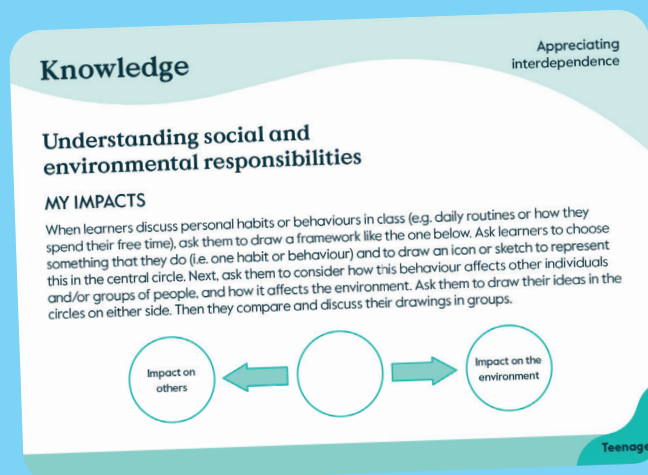
Own It! Second Edition content aligns in some units to the **United Nations Sustainability Development Goals**. These 17 goals were designed to be ‘a blueprint to achieve a better and more sustainable future for all’ (United Nations, n.d.) and adopted in 2015 to ‘ensure healthy lives and promote well-being 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.

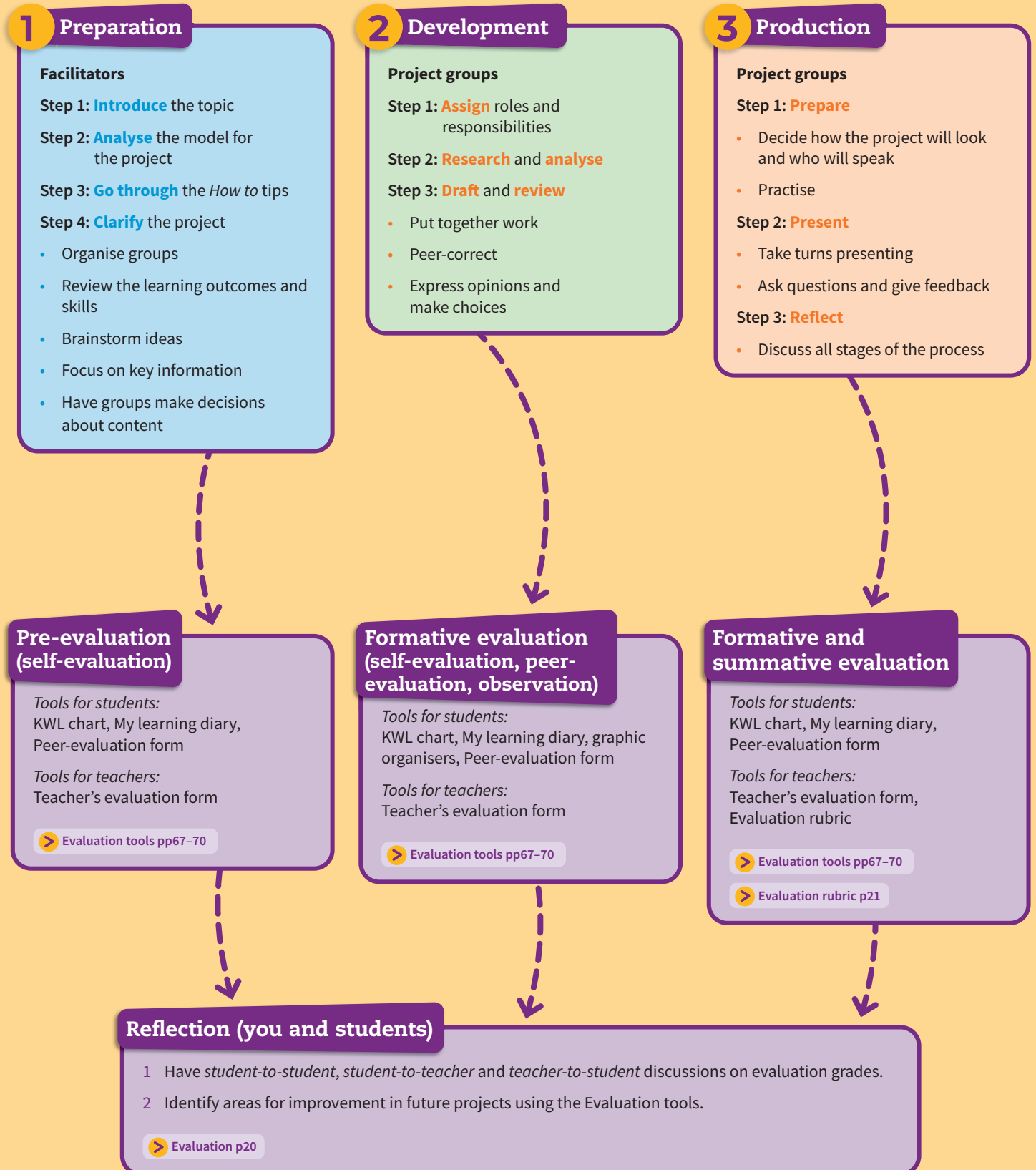
➤ **Sustainability Activity Cards** in the Teacher’s Resource Bank follow the Sustainability Framework to provide opportunities for discussions, games, and other activities to help learners ‘become informed, compassionate and innovative agents for positive environmental, social and economic change.’

(See next page for Project correlations with the Sustainability Framework and the Sustainable Development Goals.)



Level 3 Projects	Sustainability Framework	I understand ...
The CLIL Project: Art: an art tour  Student's Book pp30–31, 120	Transformation: Working together	<i>how to appreciate cultural diversity</i>
	Sustainability activity cards: Transformation	
The CLIL Project: PHSE: a report  Student's Book pp54–55, 121	Values: Caring for and generating hope in oneself and others	<i>how to recognise and explore emotions; how to generate hope in self and others</i>
	Transformation: Understanding agency	<i>how to inspire agency in others</i>
	Sustainability activity cards: Values and Transformation	
The CLIL Project: Design & Technology: an app  Student's Book pp78–79, 122	Innovation: Generating ideas and exploring solutions	<i>how to recognise opportunity for positive transformation; how to evaluate the effectiveness of sustainable solutions</i>
	Transformation: Understanding agency and making positive change	<i>how to inspire agency in others; how to take action towards a sustainable future for all</i>
	Sustainability activity cards: Innovation and Transformation	
The CLIL Project: Citizenship: a school brochure  Student's Book pp102–103, 123	Values: Valuing people and the wider natural world	<i>how to have empathy and compassion for all forms of life; human rights and social justice</i>
	Knowledge: Appreciating interdependence	<i>social and environmental responsibilities</i>
	Innovation: Generating ideas	<i>how to recognise opportunity for positive transformation</i>
	Transformation: Working together	<i>how to encourage fair, respectful and equitable interaction; how to encourage collaborative approaches</i>
	Sustainability activity cards: Values, Knowledge, Innovation and Transformation	

The learning stages of project work



L1 in project work

Many teachers believe that the only way for students to learn English effectively is by using it at all times in class. They feel that any time students spend using their own language is a missed opportunity.

Do you allow L1 use in your classroom? If you do, don't worry: there is little data to support the above idea (Kerr, 2016)¹. In fact, there are occasions when allowing students to use L1 is positive. This is particularly true of project work.

We can use L1 in different steps of the project cycle. Take *Clarify the project* as an example (Preparation stage, Step 4). If students fail to understand the project's objectives, they won't carry it out properly. Allowing L1 use is not a 'missed opportunity' here. It ensures a richer project experience.

Of course, this doesn't mean you should use students' own language *all* of the time. You have to consider factors like age, level, the difficulty of the project and its outcomes. The question is not *if* you should use own language, but *when*, *how* and *how much*.

At Level 3, we suggest you allow own-language use for in-depth explanations. However, encourage more use of English during discussions, in addition to 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 explore English equivalents.
- Allow students 'own-language moments' (Kerr, 2014: 26–29)², such as preparing for speaking activities. Remember that the students' goal is to produce English in the Production stage of project work.

OL = Own language, E = English, ■ shows suggested language

The learning stages of project work

1 Preparation	OL	E
Introducing and discussing the topic	■	■
Analysing the model for the project		■
Going through the <i>How to</i> tips		■
Clarifying the project	■	■
2 Development	OL	E
Assigning roles and responsibilities	■	■
Researching and analysing	■	■
Drafting and reviewing		■
3 Production	OL	E
Preparing the final presentation	■	■
Presenting the project		■
Reflecting on the process	■	■

¹ Kerr, Philip (2016). 'The learner's own language'. *Explorations in English Language and Linguistics*. 3.1: 1–7

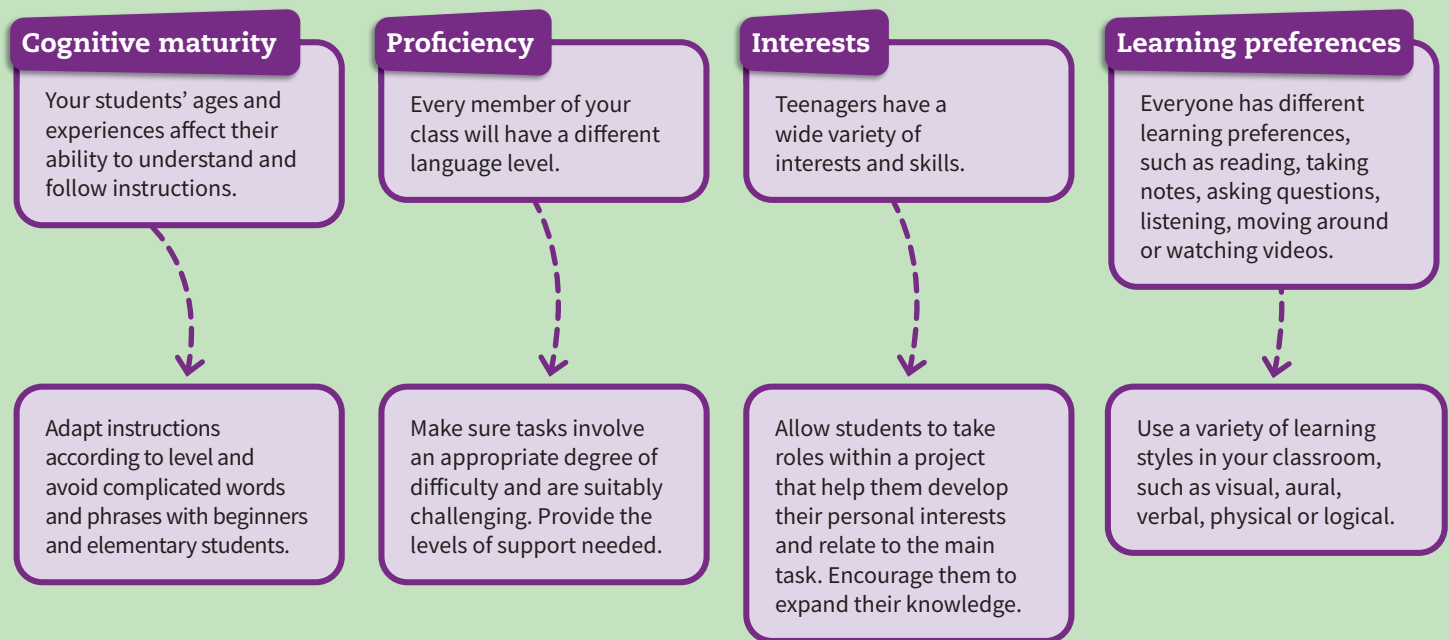
² Kerr, Philip (2014). *Translation and Own-language Activities*. Cambridge: Cambridge University Press.

Mixed abilities in project work

How can you teach in ways that suit each type of learner? Projects offer a great advantage in this area, as students can explore different ways of completing them.

Mixed-ability classes can depend on individual differences such as motivation, ability, age and experience. Allow your students to express their ideas in different ways, and remember that no one will be happy with a project that is too difficult or too easy.

Studies have shown that adolescence is the best time for instructed language learning. Teenagers are faster at learning and are ready to understand and use rules (DeKeyser, 2010)¹. Your activities should reflect this, which means getting to know your students and their differences in the following four areas:



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

When working in groups, stronger students solve the problems, while others stay quiet.

When weaker students are put in groups according to ability, they become labelled as 'less proficient', which affects their motivation and self-esteem.

High-ability students do not feel challenged.

Weaker students do not complete tasks.

Suggestion

Allow time for 'think, pair, share' activities, where students think individually first, discuss ideas with a partner, then share with another pair.

Change groups to make sure all students benefit and contribute in different contexts.

Give extension work and higher-level input.

Give additional support and adapted activities.

Differentiated instruction

We provide a specific suggestion for differentiated instruction in each project.

Each one has three categories:

- 1 *Support* activities help students to better understand the tasks and concepts
- 2 *Consolidation* activities reinforce what students are learning
- 3 *Extension* activities provide additional challenges for more proficient students.

1 Preparation		
Support	Consolidation	Extension
Suggest ways to record and keep notes. Extend time limits. Give specific goals related to competencies.	Have students organise ideas. Provide specific tasks to improve competencies. Give extra roles and responsibilities.	Suggest alternative ideas. Focus on additional competencies. Set additional goals.

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

3 Production		
Support	Consolidation	Extension
Ensure 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



Challenges and implications

By Level 3, most students will have shown which combination of learning styles they prefer: visual, aural, verbal, physical or logical. Some will also enjoy learning in groups ('social' learners) while others want to work alone ('independent' learners). The different stages of the project process allow students to develop their learning skills in all of these different ways. You can take advantage of these opportunities throughout the year.

Your third-year students will be part of established social circles, but many will still be going through some emotional and physiological changes. During this year, students' thoughts will also turn towards life after secondary school.

What are some changes and challenges to expect?

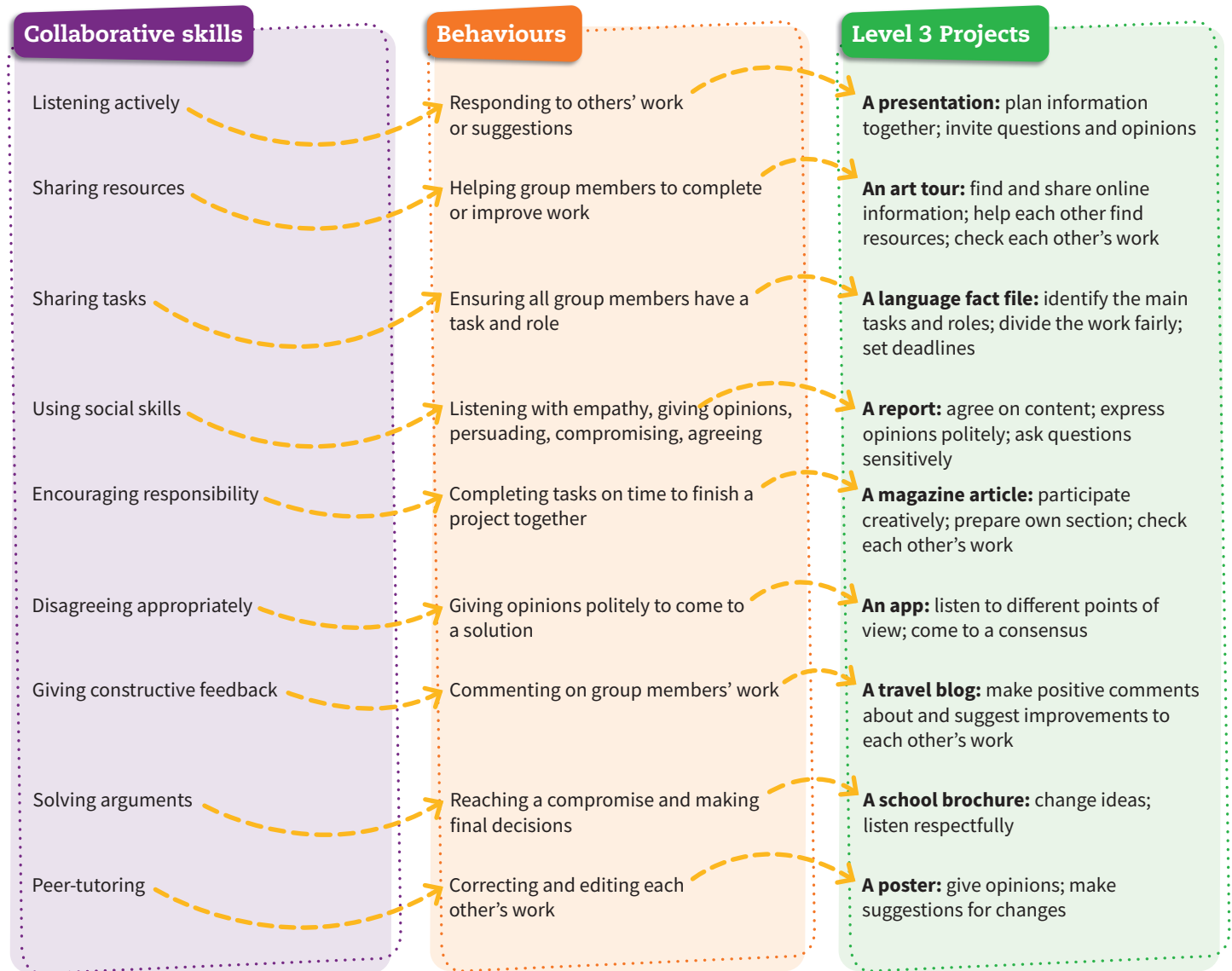


All these changes and their challenges have implications for how to use project work in your classroom. You can encourage successful collaboration by:

- organising your classes in the same way
- explaining how much guidance you will give (less than previous levels), and detailing your expectations
- giving students choices about the ways in which they can work (using the internet, online programs, library, etc.) to encourage motivation
- observing group dynamics
- organising group work from the start
- making sure no one is alone
- developing different skills through varied ways of working (e.g. reflection, peer-evaluation, listening to others)
- continuing to pay attention to each student.



Collaboration

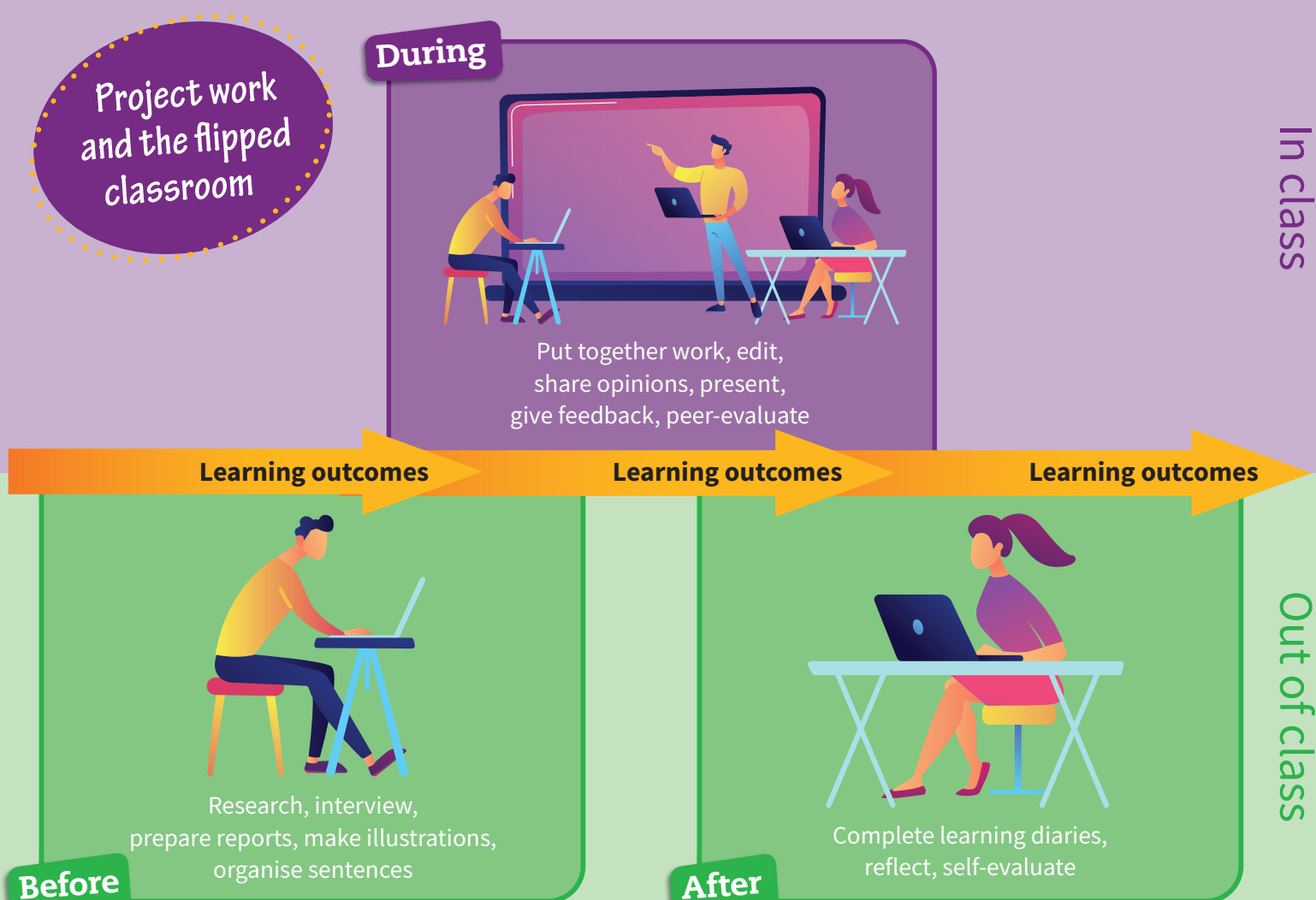


Roles and responsibilities

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



The flipped classroom



Each project in this book contains at least one flipped classroom idea. Students are still collaborating when they use this approach. They have to share roles, get things ready on time, share information and resources and check one another's work. Students should plan out-of-class project work and use their My time-management plans.  My time-management plan p71

How well did I collaborate?

At the end of the process, have students answer a few questions about how well they collaborated.

Did I ...

help my group?
share information?
do the tasks for my role?

Was I motivated?

Did we ...

trust each other in my group?
share opinions in my group?
share materials in my group?

What can I do to be a better group member?

Presentation ideas

The end goal of project work is the presentation step. This is when students are able to show their final product and how they have achieved their learning outcomes.

As well as being a natural way to end the project process, this stage also gives you an opportunity to assess students' progress in the foundational layers of the Cambridge Life Competencies Framework.

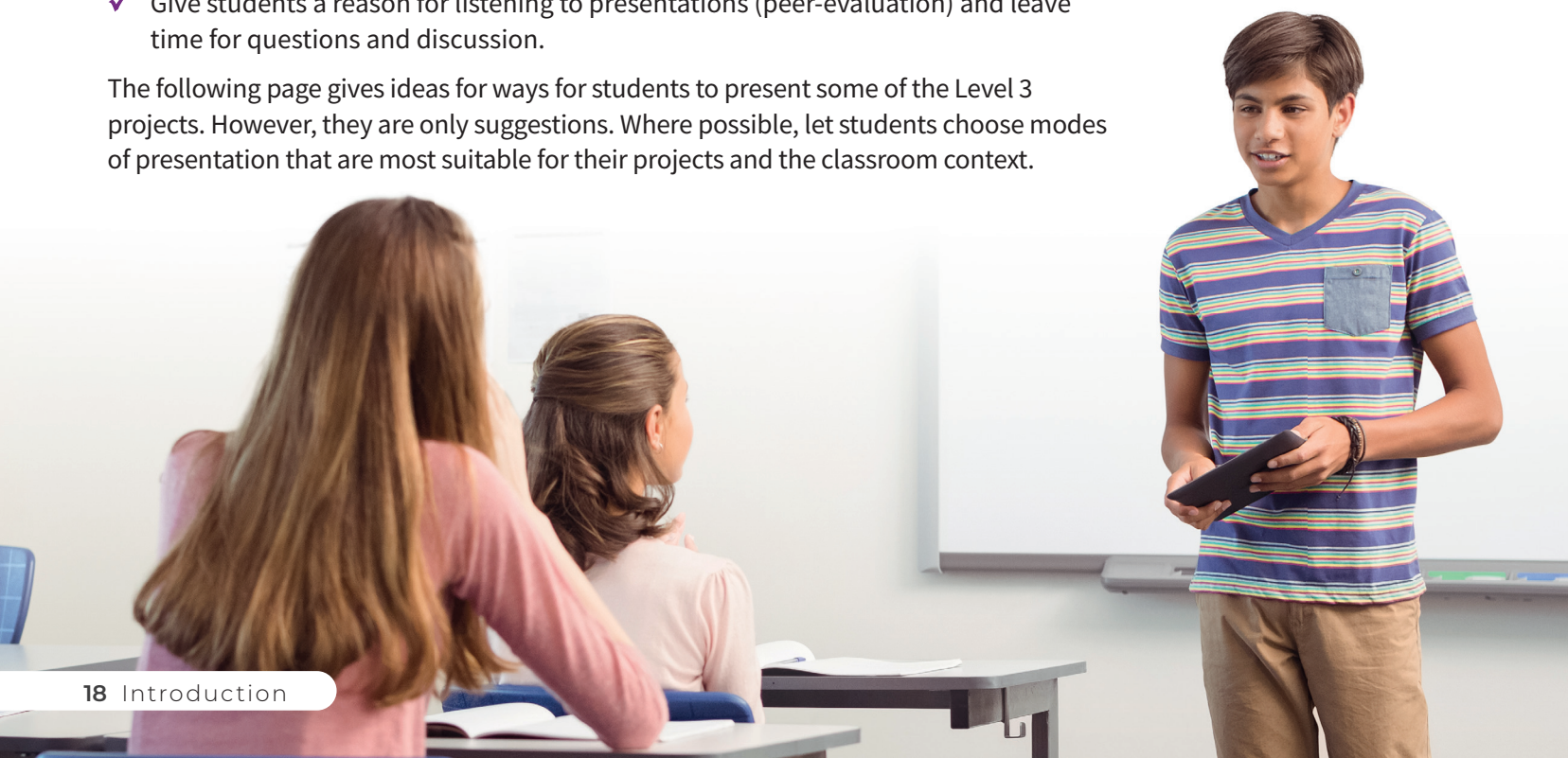
 Cambridge Life Competencies Framework p6

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

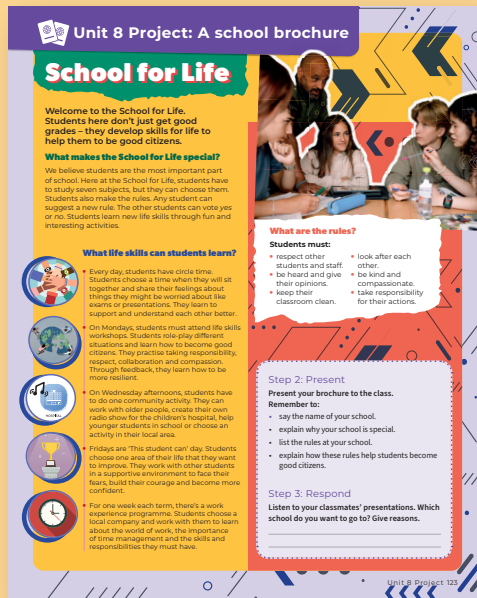
Here are a few practical considerations when facilitating the presentation stage.

- ✓ Allow students enough time to prepare.
- ✓ Ensure students support each other – particularly shy students – 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 for students to present some of the Level 3 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 Brochures



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

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

2 Apps

- 1 Look at an example** of a wireframe (show students the elements of an app's home screen).

- 2 Research more** examples of app designs and make sketches.



- 3 Choose a favourite app** design and arrange the information into sections.

- 4 Find an online** app wireframe template similar to the design chosen.

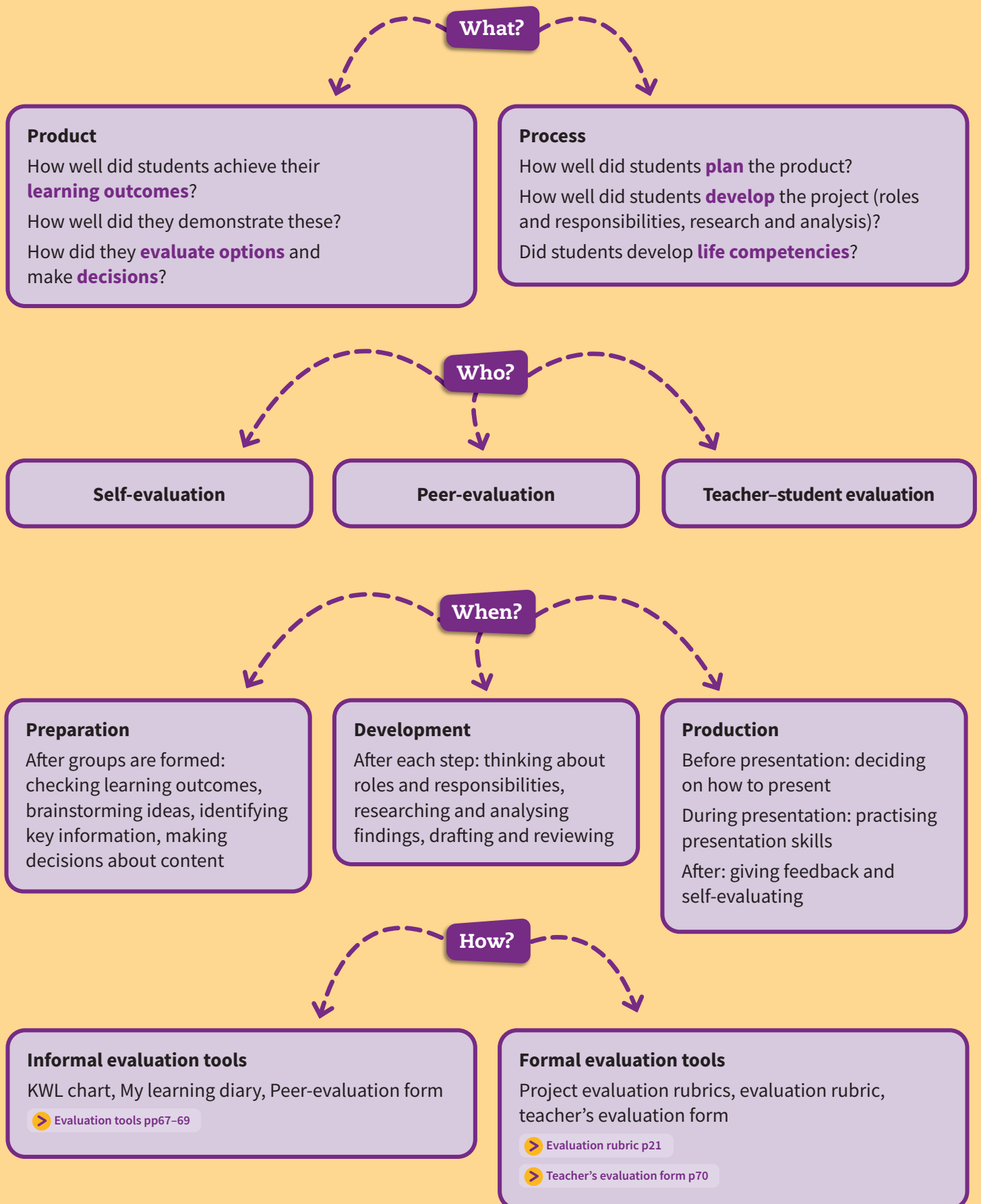
- 5 Follow the online** steps to complete the app.

3 Posters

- 1 Summarise** the poster in one concise title.
- 2 Add** essential details that support the poster's main objective.
- 3 Encourage** the reader to take the next step.
- 4 Choose** appropriate fonts, and make sure there is a hierarchy for titles, subtitles and text.
- 5 Use** relevant and interesting visuals.
- 6 Emphasise** key features on different backgrounds.



Evaluation



Evaluation rubric

The rubric below covers areas you can evaluate in every project. You can select some or all of these for each project when you feel it is necessary. There are also two project-specific rubrics with adapted evaluation descriptors in each unit.

Exceeds expectations (4): students show they are ready to go further and can take extra challenges in certain areas.

Very good (3): students complete the tasks successfully and as expected.

Good (2): students complete the tasks reasonably well with some things done better than others.

Needs improvement (1): students show room for improvement in most areas evaluated.

	4	3	2	1
Learning outcomes	Completes all stages to successfully achieve the overall learning outcomes.	Completes most stages effectively. Largely achieves overall learning outcomes.	Has missed some stages. Partially completes overall learning outcomes.	Hasn't successfully completed any of the stages. Overall learning outcomes unachieved.
Planning and organisation	Product is well organised, interesting and easy to follow. It follows the model for the project and no details are missing.	Product is well organised and easy to follow. Some details are incorrect or missing.	Product is similar to the model for the project, but is missing important information. It follows the model with difficulty.	Product does not look or sound anything like the one specified in the task. There is little or no sequence to ideas.
Use of information and resources	Uses a wide range of resources to get information about the product.	Uses different resources to get information, with some gaps.	Most information is relevant and useful, but only comes from one or two resources.	There is little evidence of research and hasn't used appropriate resources.
Collaboration (Teamwork)	Collaborated in all stages and understood roles and responsibilities.	Collaborated in all stages and understood responsibilities. There was minor confusion about roles and responsibilities.	Collaborated in most stages, but there was some confusion about roles and responsibilities.	There was little or no collaboration throughout all stages. Didn't recognise roles and responsibilities.
Time management	Completed everything on time. Revised and corrected project.	Completed everything on time, with one or two steps at the last minute. Revised and corrected project.	Completed all steps, but at the last minute. There was little time for revision or correction.	Did not finish project. Missed steps in the process.
Creativity	Product is very original and interesting. All ideas are well developed.	Product is interesting and very creative. Most ideas are well developed.	There is some evidence of creativity which could have been developed. Product is a mixture of original and copied ideas.	Little creativity. Most ideas copied and pasted from other sources.
Problem-solving skills	All group members participate and listen actively to solve problems at all times.	Most group members are actively involved to solve most problems.	Some evidence of problem-solving but not by all group members.	Little or no evidence of problem-solving, either individually or in groups.
Language use	Excellent use of language. Project is clear and understandable with only a few mistakes.	Good use of language. Project is clear and understandable with some mistakes.	Adequate use of language. Project is understandable, but some sections need further explanation.	Random words are used in a confusing way. Project is almost impossible to understand.
Presentation skills	All group members participate. Presentation is well put-together and is clear and interesting throughout.	All group members participate. Presentation is mostly clear and interesting.	All group members participate, but the method of presentation is sometimes inappropriate or not engaging.	None of the group members fully participate. Inappropriate and uninteresting method of presentation.
Final product	Extremely good.	Very good.	Good.	Needs improvement.

1 The Culture Project

A presentation

- **Learning outcome:** give a presentation
- **Skills:** research community problems, share material, make notes about problems and solutions, prepare and give a presentation
- **Resources:** two or more video presentations, Presentation 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



Before you start

Find two or three different examples of presentations to show students in class. If possible, find video presentations of a speaker giving a talk.

1 Preparation

Step 1: Introduce the topic

- Introduce the topic of presentation any time after doing the vocabulary and the listening activities. p14
- Show students the video presentations. Ask: *What is the topic of each presentation? What information does the presenter give? Who would be interested in this type of presentation?* Focus on some of the techniques the presenter uses: looking at the audience, speaking clearly, etc.
- Explain that a presentation is a way of communicating a message in a speaking situation. It involves presenting information to a group using clear, step-by-step points with visual aids.
- Ask students to find an example of a short presentation online (preferably in English) and bring it to the next class. Tell them to look for a presentation on community problems and possible solutions. Have them look at the presentations in groups and discuss how successful they are. (If the sample presentations are in students' own language, ask questions about it in English and encourage students to explain its content in English.)

Step 2: Analyse the model for the project Unit 1

- Have students read the titles and the information in the problem-solution box. Ask: *Who is Kelvin Doe? Where is he from? Do you think these are good solutions to the problems?* Discuss ideas.
- Have students read the presentation and ask for their opinions. *Do you think this is a good presentation? Who introduces the talk? Who finishes it? What does each presenter talk about? Are the points well developed? Would you change anything?*
- Have students find examples of different **past tense** forms in the presentation. Ask if the problems and solutions are presented in a clear order.



Critical Thinking

Evaluating ideas, arguments and opinions

Monitor students during the class discussion in Step 2 and encourage them to give reasons for agreeing or disagreeing with the ideas in the presentation: *I agree/disagree with what Matt/Adela says because ...*

Step 3: How to give a presentation Unit 1

- Go through the *How to* tips with the class. Have different students say why each tip is important.
- Ask students how giving a presentation makes them feel. Ask: *Which of the tips will help you feel relaxed and confident when giving a presentation?* Discuss ideas.
- Tell students that when they give their presentations, they should use the tips 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 problems from your country and write a list on the board.
- Have groups discuss possible solutions for each problem. Then, have the class share ideas.

My learning diary p68 **Preparation**

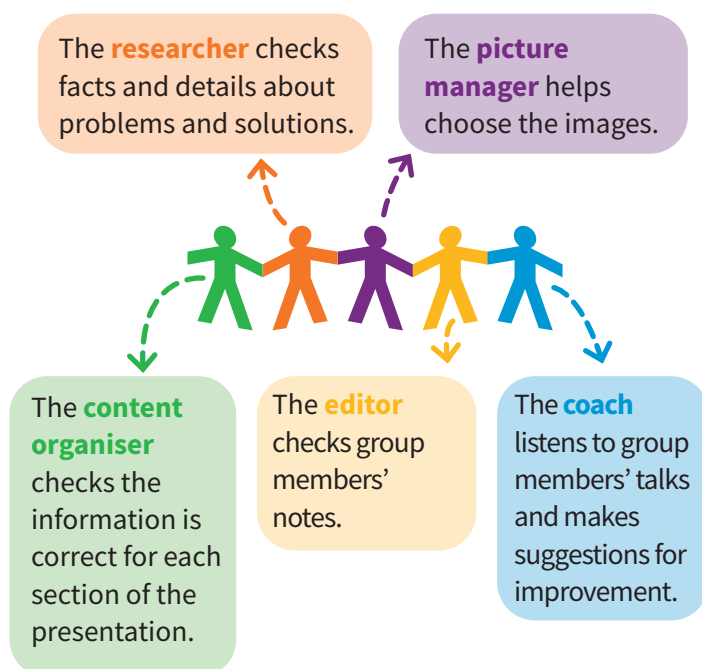
Peer-evaluation form p69 **Preparation**

2 Development

Start this stage as soon as the groups know their learning outcomes and have discussed problems and solutions in their country.

Step 1: Assign roles and responsibilities

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



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 problem to focus on and brainstorm further problems.

Flipped classroom activity

Out of class: have students research information about the problems. Tell them to check news articles and find evidence from other sources that support arguments. Remind students to look for images.

In class: have students compare their findings in their groups. Ask: *What solutions are there to these problems?* Have students share ideas. Hand out a copy of the  **Presentation organiser p58** to each student.

Out of class: have students make notes in the first part of the Presentation organiser at home.

Step 3: Draft and review Unit 1 p71

- Have group members compare their notes on their organisers. Encourage discussion of the ideas and have them choose what to focus on.
- Make sure groups give sections to each member to present.

Flipped classroom activity

Out of class: have students complete the second part of the organiser at home. Tell them to find more detailed information related to the problem and solution they are working on. Tell students that they can write a script for their section if they prefer. However, they should list the most important points to use as notes.

In class: have group members check their work and select images.



Communication

Managing conversations

Monitor progress of the tasks in Steps 2 and 3, checking that all group members are participating and making suggestions for improvements.



Own it! learning tip

Listening actively

When groups are sharing opinions about the information on their organiser, check they are listening to each other's ideas and asking questions to clarify information or get more details. Monitor to help with useful language and invite questions and opinions: *What do you mean? Can you repeat that? Can you explain?* Make sure students show interest and respond respectfully to suggestions on their work.

 **My learning diary p68** Development

 **Peer-evaluation form p69** Development

3 Production

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

Allow groups time to work on the visual parts of their presentations. They may wish to create slides on a program such as PowerPoint.  [Presentation ideas p19](#)

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



Critical Thinking

Evaluating ideas, arguments and options

Analyses causes and effects of problems.

Evidence: Students research the background of each problem and find causes and effects.

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

Evidence: Students research a variety of solutions to their problem before choosing the most appropriate (and giving reasons for their choice).



Communication

Managing conversations

Uses appropriate strategies to deal with language gaps (using non-linguistic means, synonyms, etc.).

Evidence: Students give fluent presentations without reading directly from notes.

Invites contributions from interlocutors in a conversation.

Evidence: Groups ask for and answer questions from the class at the end of their presentations.

Step 1: Prepare Unit 1 p71

- Go through the **Present** section from **Exercise 2**. Remind students that each group member will present their problems and solutions.
- Encourage students to give feedback as they make final changes to their presentations. Help with language, particularly use of appropriate register and different **past tenses**.
- Monitor to check that the problems and solutions are presented in a clear way. Ask students how the images they chose help their presentations and how they are going to present them.

- Remind groups of the presentation date and how much time each group will have.
- Allow groups time to practise their presentations. Refer them to the tips in the *How to* box.

Step 2: Present Unit 1

- Draw attention to the **Check** section from **Exercise 3**. Ask the class to think about these questions as they listen to their presentations.
- Have groups give their presentations. Tell the class to make notes as they listen.
- Allow two or three minutes for questions at the end of each presentation.

Step 3: Reflect Unit 1

- After the presentations, hold a class discussion on the **Check** questions in **Exercise 3**.
- Have students vote on the most interesting presentation and say why. Tell students to pay particular attention to different groups' analysis of problems and solutions. (See Differentiated instruction activities below for further practice.)

Differentiated instruction

Support
Have students choose their favourite presentation and make a problem-solution chart, similar to the table on the second page.
Consolidation
Have students write their presentation in the form of a magazine article. Tell them to use all of their groups' ideas on the organisers.
Extension
Have students choose their favourite presentation and make an informative poster with charts and images that describe the problems and solutions.

- Encourage students to think about each stage of the project process, including positive experiences and things they could improve. Ask: *How well did you work in your group? Did you give feedback as you were practising the presentations? Did you follow the tips in the 'How to' box? What was difficult about presenting?*

 [Peer-evaluation form p69](#)

Production and Reflection

Project evaluation rubric: a presentation

Use these project-specific descriptors and your own choice of descriptors from the [Evaluation rubric on p21](#) to check students individually or in groups. Make your own evaluation form. [Teacher's evaluation form p70](#)

	4	3	2	1
Creativity	Product provides an excellent analysis of problems. It contains many creative and interesting solutions. It is supported by clear, attractive and meaningful images. It is easy to understand.	Product provides a good analysis of problems. It contains some creative and interesting solutions. It is supported by mostly clear, attractive images. It is logical and fairly easy to understand.	Product provides some analysis of problems. It contains solutions, but they are not very creative or interesting. It is supported by images, although some are not clear. It is difficult to understand in parts.	Product does not provide analysis of problems. It does not contain any solutions. It doesn't have images. It is illogical and impossible to understand.
Presentation skills	Speaks slowly, clearly and looks at the audience. Remembers what to say and uses notes well. Keeps very good time. Asks for questions and answers them all with confidence.	Speaks slowly, clearly and looks at the audience most of the time. Remembers what to say most of the time, but reads from script occasionally. Keeps good time. Asks for questions and answers most of them clearly.	Speaks slowly, clearly and looks at the audience some of the time. Forgets some things and reads from script quite often. Is slightly too slow or fast. Answers some questions, but doesn't ask for any.	Doesn't speak slowly or clearly and doesn't look at the audience. Reads everything from a script. Is much too slow or fast. Doesn't ask for or answer questions.



Cambridge Life Competencies Framework

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

Foundation layers	Abilities	Actions
Emotional Development and Wellbeing	Manage emotions	giving constructive feedback, listening actively, managing conversations, providing support and confidence, adapting to stressful situations (presenting)
Discipline Knowledge	Convince the audience	presenting ideas, analysing problems and solutions, summarising information, giving details, describing images, answering questions

🕒 Flipped classroom activities

Evaluate

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

Out of class: Have students think about their progress at home. [My learning diary p68](#) **Production**

In class: Hold a class discussion on what students have learned, using the information from their learning diaries. Ask: *How confident do you feel presenting in front of groups? What can you do to increase your confidence?*

[My learning diary p68](#) **Production**

2 The CLIL Project: Art

An art tour

- **Learning outcome:** develop critical thinking skills about important works of art and design an art tour of your town or city
- **Skills:** research and record information, develop a tour itinerary, present and give opinions about local art and culture
- **Resources:** information on local architecture, street art and museums, Art tour 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 and 120

Before you start

Collect information on notable local landmarks, monuments, murals or other street art and museums.

1 Preparation

Step 1: Introduce the topic

- After students have watched Video 2.5, elicit a few interesting things students learned. What are the most popular kinds of art and music in your country? Do students enjoy these forms of culture?
- Point out the heading at the top left of p30: **Critical thinking**. Explain that *critical thinking* means understanding, analysing and evaluating ideas. In this project, students will identify and organise information about local art and culture and determine what makes these elements of culture important. Elicit why some kinds of art and culture can or should be considered important.
- Discuss art tours as a class. What can seeing different kinds of art around a city tell us about the city's culture and about the people who live there? Is it more interesting to see art outdoors or inside a museum?

Step 2: Analyse the model for the project p120

- Ask students to look at p120 in their Student's Book. Point out the features of the model, such as the persuasive introduction, colourful photos, the organisation of stops on the art tour, the use of sequential language, and the descriptions that give historical and cultural context and information.
- Share that art tours like the one in the model are often taken as walking tours or cycling routes. They are organised so that people can enjoy the sights of a town or city on a specific path. The underlined words in the model are links for people to go online and learn more about the landmarks and art they will see on the tour.
- Ask students if the information presented in the model tells them what they would like to know about the art they would see on this tour. *Is there anything more you would want to learn?*

Step 3: How to present an art tour p20

- Tell students they will be working in groups to present an art tour to their classmates, using the same techniques and features which they saw in the model. Have students make notes about how they would use these ideas as they develop their own art tours.
- Explain that during their presentations, group members should explain each point on their tour, giving information about the art or landmarks and why they are important. They should rehearse their presentation, recording themselves with a smartphone if appropriate. They can check their recording and discuss what they can improve.



Critical Thinking

Identifying, gathering and organising relevant information

Students will develop their critical thinking skills by finding information about local art, thinking about a logical order to present it, and selecting the most relevant information to explain to their classmates.

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

Step 4: Clarify the project pp30–31

- Have students recall the art vocabulary they learned on Students' Book pp 30–31 and encourage them to use it in their projects. Remind them that art is everywhere: in buildings and other architecture, in sculpture and on the walls and streets of cities and towns.

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

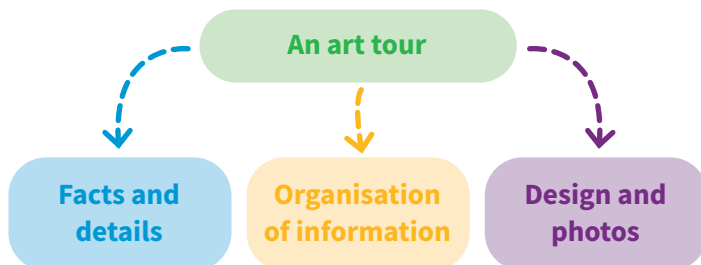
> Peer-evaluation form p69 **Preparation**

2 Development

Start this stage as soon as groups know their learning outcomes and have thought about the types of art or culture they want to include in their art tour.

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.



- Discuss the different tasks required create an art tour.

Facts and details: *What sources can you use to find information? How can you check the facts are correct? Who will decide on important or interesting details to include?*

Organisation of information: *How will you divide the tour into stops? What information will you share? What details will you include? Who will make the final decisions on the organisation of information?*

Design and photos: *How will you make the tour attractive? Where can you find images of the art and landmarks? Do the images match the information in the text? Who will select the images?*

- Encourage students to take notes and give each other roles and responsibilities.

Step 2: Research and analyse p31 p71

- Allow groups time to discuss art and landmarks they are familiar with in your city or town, and why they are important. Encourage them to give opinions and justify or make arguments for their choices.

Flipped classroom activity

Out of class: Have group members complete the notes in the first part of their organisers as per the information in the **Plan** section of their project. Tell them to conduct their research and find images and information using different sources.

In class: Have group members check their work together and decide as a group on the five most important works of art.

Step 3: Draft and review p31 p71

Flipped classroom activity

Out of class: have groups finish the **Plan** section of their project.

In class: Have students check each other's drafts and discuss ideas for combining their information. Have groups work together to write two questions about their tours to engage their classmates.

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



Creative Thinking

Creating new content from own ideas or other resources

Monitor the conversations in the groups as they put together their project. Check that group members are using a variety of sources before deciding on final content to include.



Own it! learning tip

Sharing resources

Each group member should share useful information (online guides, photos or other images of the artwork, historical or cultural connections between the art and the town or city) and details about how and where they found the information.

> Peer-evaluation form p69 **Development**

3 Production

Schedule presentation times and stick to them. The art tour documentation can be presented at the same time on the wall, but give students enough time to look at all the tours and answer each other's questions.

Before groups produce their final drafts, have them think of creative and attractive ways to present their tours, using the model for inspiration.  **Presentation ideas p19**

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



Critical Thinking

Justifying decisions and solutions

Articulates preferences and can justify their choices.

Evidence: Students identify the importance and explain the cultural relevance of the art shown on their tours.



Creative Thinking

Creating new content from own ideas or other resources

Makes an assignment original by changing the task or adding new angles.

Evidence: Groups choose a creative and attractive way to present their final art tours.

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

Evidence: Students answer the groups' questions and give their opinions on the art shown on their tours.

Step 1: Prepare p31 p71

- Go through the checklist in the **Present** on Student's Book page 120 and confirm that they have completed all steps.
- As groups check their final drafts, ask questions: *Are the facts and dates correct? Have you checked your information about the art and why it is important? Do the texts match the images? Did you say why people should sign up for the tour? Is the design attractive? What can you do to improve it?*
- Allow enough time for final corrections.
- Remind groups of the presentation date and how much time each group will have.

Step 2: Present p31

- Draw attention to the **Respond** section on page 120 of the Student's Book. Ask the class to focus on these questions as they listen to and read each other's presentations.
- Have groups give their presentations. Allow a few minutes for questions at the end of each presentation.

Step 3: Respond p31

- After the presentations, have the class share their ideas from the **Respond** section. Encourage students to give positive feedback.
- Encourage further discussion with the **Respond** questions on Teacher's Book p45. Have groups vote on their favourite tour. (See Differentiated instruction activities below for further practice.)
- After students have discussed their favourite tour, encourage them to think about each stage of the project process, including positive experiences and things they could improve. Ask: *Was it easy to find information on the art shown on your tour? Is any information missing? Where can you find this missing information?*

Differentiated instruction

Support
Have students vote on the best tour and share the result with the class, giving reasons for their opinions.
Consolidation
Have pairs list the strong and weak things about one of the tours and share the list with that group. Monitor discussion and word choice to ensure that discussion is respectful and constructive.
Extension
In groups, have students write two or three questions about specific facts regarding one artwork presented on their tour. Then have two groups quiz each other.

 **Peer-evaluation form p69**

Production and Reflection

Project evaluation rubric: an art tour

Use these project-specific descriptors and your own choice of descriptors from the [Evaluation rubric on p21](#) to check students individually or in groups. Make your own evaluation form. [Teacher's evaluation form p70](#)

	4	3	2	1
Creativity	Product is very well organised and has a very attractive and creative design. It uses interesting and appropriate images. It contains interesting information, including accurate facts from a variety of sources.	Product is well organised and has an attractive design. It uses appropriate images, and the majority of them are interesting. It has some information, including accurate facts from reliable sources.	Product is fairly well organised and has a clear but not very attractive design. It uses appropriate images, but they are not interesting. It has accurate information from reliable sources, but few facts are relevant.	Product is poorly organised and has an unattractive design. It has very few or no images and none of them are appropriate or interesting. It doesn't have accurate or relevant information.
Language use	Product shows excellent use of language from unit (present perfect). Project is understandable with few or no mistakes.	Product shows good use of language from unit (present perfect). Project is understandable but with some mistakes.	Product shows adequate use of language from unit (present perfect). Project is understandable, but some sections need further explanation.	Product doesn't use language from unit (present perfect). 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	collaborating, sharing work, finding content, checking sources, using appropriate and safe sites, attributing sources and creating new content
Discipline Knowledge	Convince the audience	explaining facts and images, giving details, summarising information, asking and answering questions, giving biographical information



Flipped classroom activities

Evaluate

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

Out of class: Have students think about their progress at home. [KWL chart p67](#) **Learned**

In class: Hold a class discussion on what students learned, using the information from their KWL charts. Ask: *Do you want to find out more about any of the art? Why / Why not?* Hold a short discussion.

[KWL chart p67](#) **Learned**

3 The Culture Project

A language fact file

- **Learning outcome:** make a language fact file
- **Skills:** decide on categories and visual elements for fact files, find information for each category, if possible record a video or audio
- **Resources:** two or more fact files, Language fact file 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



Before you start

Collect two or three different fact files to show students in class.

1 Preparation

Step 1: Introduce the topic

- Introduce the topic of fact files after doing the vocabulary exercises. p35
- Show students the fact files. Ask them to say what they are for and where we can find them.
Ask: *What are fact files about? Why do people read them? Have you ever read a fact file? What was it about? Why did you read it?*
- Explain that fact files usually present information on a single page in tables or lists. They focus on key points about a topic and can include statistics. Ask: *What topics can fact files be about? (They can give information about a place, person, event or product).*
- Ask students to bring a fact file (in English) to the next class. Have them discuss which fact files are interesting or successful and why.

Step 2: Analyse the model for the project

Flipped classroom activity

Out of class: have students read the fact file model and think of one more part to add.

In class: ask questions about the fact file: *How does it present the information? What is the main topic? What statistics are there? Have you learned anything new?*

Have students compare the model fact file with the examples they brought to class.



Learning to Learn

Practical skills for participating in learning

Check the homework in Step 2. Write students' categories on the board.

Step 3: How to make a fact file

- Go through the ideas with the class. Students discuss which categories they can include, which formats they can use (paper or digital) and where to find information and images. They also brainstorm ideas for recording video or audio and/or for sources where they could find recorded material.
- Check students understand that when they make their fact files, they should use the ideas in the *How to* section.

Step 4: Clarify the project

- Follow the steps in The learning stages of project work p10
- Brainstorm different countries and their languages. Write a list on the board.
- Have groups choose a country and language for their fact file.
- If groups are presenting digitally, ask them what programs they can use. Brainstorm ideas.

My learning diary p68 Preparation

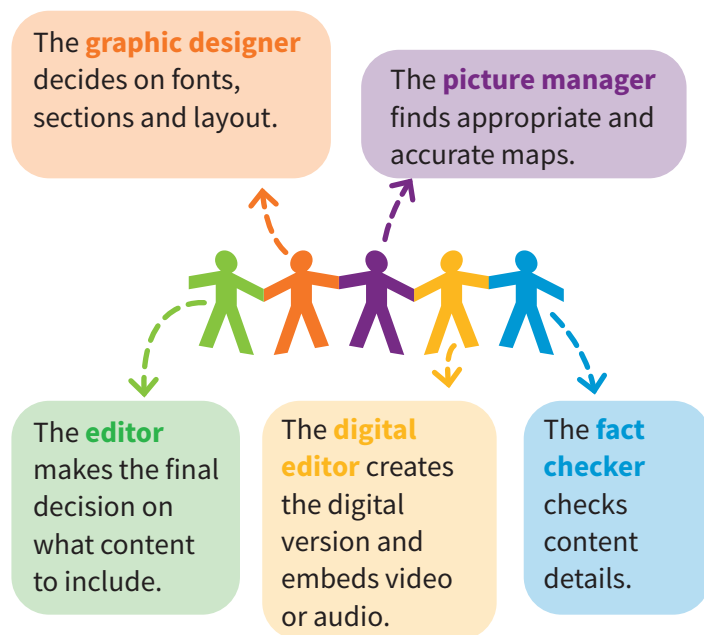
Peer-evaluation form p69 Preparation

2 Development

Start this stage as soon as groups know their learning outcomes and have chosen their country, language and format for presenting their fact file.

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:



Flipped classroom activities

Step 2: Research and analyse Unit 3 p71

Out of class: have groups research information for each of the categories in their fact file. Set a time for when they should start organising their notes in class.

Step 3: Draft and review Unit 3 p71

In class: hand out a copy of the  [Language fact file organiser p60](#) to each student to help them plan their information.

Have groups do the **Plan** section from **Exercise 1**. Give them time to share information and make notes. Group members decide who prepares each section.

Out of class: group members prepare their sections.

In class: group members check each other's sections and put their fact file together.



Collaboration

Managing the sharing of tasks in a project

Monitor progress of the tasks in Step 3 to check group members are making decisions together.



Own it! learning tip

Sharing tasks

Have group members monitor each other's progress and their ability to complete their tasks on time. Help them solve problems and encourage them to come to agreements about schedules and roles. For example: *I can do the ...*, *Sorry, I won't be able to ...*, *Can I be the ...?*



[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 fact files. Spread the presentations over a few classes, if necessary. Allow enough time for each presentation and for questions.

Before groups produce their final drafts, have them decide on the format for presenting their fact file, if they haven't done so yet. It could be a digital presentation with video and/or audio or a print poster.

> Presentation ideas p19

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



Learning to Learn

Practical skills for participating in learning

Completes homework as required.

Evidence: Students are ready to do the work planned for the in-class project session.

Takes effective notes in class and from homework reading.

Evidence: Fact file contains relevant information from various sources.



Collaboration

Managing the sharing of tasks in a project

Participates with others to plan, organise and carry out events.

Evidence: Group members complete their tasks with help from others.

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

Evidence: Group members divide responsibilities and make decisions together.

Step 1: Prepare Unit 3 p71

- Go through the **Present** section in **Exercise 2**.
- As groups prepare their project, ask questions: *Did you check your facts? Have you included maps and photos? Is your fact file a digital presentation or a poster?* Give enough time for final adjustments.

- Remind groups of the presentation date and how much time each group will have.
- Encourage groups to practise and time their presentation. (See Differentiated instruction activities below for further practice.)

Differentiated instruction

Support

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

Consolidation

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

Extension

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

Step 2: Present Unit 3

- Draw attention to the **Check** section from **Exercise 3**. Ask the class to think about these questions as they listen to each other's presentations.
- Have groups present their fact files. Remind speakers to take their time and speak clearly.
- Remind students to speak clearly and ask for questions at the end of each section or of the whole presentation.

Step 3: Reflect Unit 3

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

> Peer-evaluation form p69

Production and Reflection

Project evaluation rubric: a language fact file

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 good design and good use of maps, photos and drawings. It contains common phrases and a wide range of interesting facts. It uses a wide variety of digital or print resources.	Product has nice design with good use of maps, photos and drawings. It contains some common phrases and interesting facts. It uses some digital or print resources.	Product has a basic design with some use of maps, photos and drawings. It contains a few common phrases and ordinary facts. It uses a few digital or print resources.	Product has an unattractive design. It contains no common phrases and no interesting facts. It uses only one digital or print resource.
Use of information and resources	Uses interesting and correct information. Presents information in appropriate categories.	Uses interesting and mostly correct information. Presents most information in appropriate categories.	Uses interesting information, but some of it is incorrect. Presents some information in the wrong categories.	Uses incorrect information. Presents all information in an illogical way.



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 online sources, checking facts with other digital sources, using digital tools to design and present the fact file
Discipline Knowledge	Convince the audience	giving details, researching and checking facts, demonstrating knowledge by answering questions, taking effective notes



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: Hold a class discussion on what students have learned, using the information from their learning diaries.

[My learning diary p68](#) **Production**

4 The CLIL Project: PHSE

A report

- **Learning outcome:** understand the effects of stress on mental and physical health, write a report about how to manage stress
- **Skills:** write yes/no questions, interview classmates, identify and write solutions, prepare a report, present results
- **Resources:** two or more reports about stress and stress management, Report organiser p61, My time-management plan p71
- **Evaluation tools:** Project evaluation rubric p37, KWL chart p67, Peer-evaluation form p69, Teacher's evaluation form p70

 Student's Book pp54–55, p121

Before you start

Collect or find online two or three different reports about stress and stress management aimed at teenagers to show students in class.

1 Preparation

Step 1: Introduce the topic

- After students have watched Video 4.5, explain that stress describes how our bodies react when we are worried, scared or feeling under pressure. Ask: *Do you think teenagers experience more stress now than ever before?*
- Explain that reports present information related to a particular problem or issue. Show students the reports you collected. Ask: *What is this report about? What question(s) does it ask and answer? How does the writer present the results?*
- Point out the heading at the top left of p54: **Emotional development**. Reinforce the connection between our emotions (how we feel) and stress. When we feel stressed, our hearts might beat faster, our muscles might feel tight, or we might feel very tired. Our thoughts might race, and we might feel helpless. But there are ways we can manage stress, and keep our minds and bodies healthy.



Emotional Development

Understanding emotions

Monitor students' ability to analyse the text and encourage them to explain what they think about the suggestions for managing stress in the text on p54 and in the model project.

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

Step 2: Analyse the model for the project p121

- Have students look at the model project on Student's Book p121. Point out the features of the report, including the title, the bar chart and the sections on problems and solutions.
- Explain that reports sometimes use graphic organisers to present results in a clear, easy to understand way. Ask: *How does the bar chart help readers understand how some problems cause teenagers more stress than others?*
- Ask: *Is the purpose of this report clear? Which suggestions are the most realistic or useful?*
- Revise the language from the unit. Ask students to find examples of quantifiers and modals *should*, *shouldn't* and *ought to* for advice.
- Have pairs brainstorm solutions to a problem shown in the chart. They make notes for later group discussions.

Step 3: How to prepare a report p54, p121

- Tell students they will work in groups to interview their classmates about problems and how they manage them, then present the results of their survey.
- Emphasise that groups will work collaboratively to develop questions, interview classmates, discuss solutions to the four most common problems and present their reports with clear solutions.

Step 4: Clarify the project pp54–55

- Follow the steps in  The learning stages of project work p10 .

- Remind students that the choices they make for their personal well-being can help them to stay happy and safe. Understanding how to manage stress and their emotions now can prepare them for life after school.
- Have groups use the questions in the **Plan** section on p55 or their own ideas to brainstorm the interview questions they will ask in Stage 2.

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

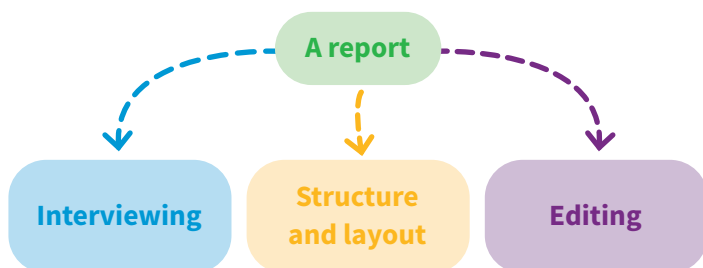
> Peer-evaluation form p69 **Preparation**

2 Development

Start this stage as soon as groups understand their learning outcomes and have a list of potential interview questions about problems their classmates face.

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.



- Discuss the different tasks required to write a report.

Interviewing: *Do you have a list of interview questions? When and where will you do your interviews? Who will ask the questions? Who will record the answers? How?*

Structure and layout: *What sections will the report have? How will you present problems, solutions and results? Who will be responsible for the design?*

Editing: *Is the report easy to understand? Are the problems and solutions clear? Who is responsible for the final content?*

- Encourage students to make notes and share roles and responsibilities.

Step 2: Research and analyse p55 p71

- Hand out a copy of > Report organiser p61 to each student and have them read the first part of the **Plan** section of their project again. Tell them to complete the Purpose and Questions section of their organiser in their groups, with the ideas they brainstormed earlier and others they share in group discussion.

- Have groups interview their classmates. Tell them to record the answers in their notebooks and highlight problems that their classmates mention, without noting their classmates' names. Remind students to introduce themselves, ask questions and say thank you when they finish.



Communication

Facilitating interactions

Monitor students as they conduct their interviews. Check that they are asking and answering relevant questions, and that discussions remain on-topic.



Flipped classroom activity

Out of class: Tell students to think about their classmates' answers and put together a list of problems in their organiser. Then, have them complete the organiser with their own ideas and solutions, and ideas for presenting the information.

In class: Have groups compare their organisers and decide on what to include in their reports. (See Differentiated instruction activities below for further practice.)

Differentiated instruction

Support
Help groups decide on final content by finding out which of their ideas are most useful for the report.
Consolidation
Allow groups time to read the solutions on each other's organisers and decide a final list of ideas.
Extension
Encourage groups to discuss what to include in their final reports and give arguments for and against each solution.

Step 3: Draft and review p55 p71

- Have students put their final ideas onto paper to draft their reports.
- Encourage discussion about the best way to present their ideas.

> Peer-evaluation form p69 **Development**

3 Production

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

Allow groups time to work on the visual elements of their reports. They may wish to create slides, charts or similar visual breakdowns of the information they present.

 **Presentation ideas p19**

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



Emotional Development

Understanding emotions

Discusses what makes them feel different emotions.

Evidence: Describes how stressors affect them mentally and physically.

Articulates what creates stress or difficult situations.

Evidence: Identifies and discusses causes of stress in their everyday lives.



Communication

Facilitating interactions and participating with appropriate confidence and clarity

Uses appropriate language and presentation styles with confidence and fluency

Evidence: Asks and answers all interview questions from classmates and checks information when necessary.

Uses communication strategies to facilitate conversations.

Evidence: Groups conduct surveys by introducing themselves, asking questions and saying thank you.

Step 1: Prepare pp54-55 p71

- Go through the **Present** section on Student's Book page 121.
- As groups prepare their final reports, ask: *How are you dividing your sections? What are the problems? Do you have a solution for each problem? What language are you using for giving advice?*
- Remind students that different group members can take responsibility for explaining different aspects of the report. Suggest that they take turns presenting problems and solutions.

- Remind groups of the presentation date and how much time each group will have.

Step 2: Present p121

- Draw attention to the **Respond** section on page 121 of the Student's Book. Ask the class to think about the questions as they listen to the presentations.
- Have groups show their reports and give their presentations. Tell the class to make notes about each report and write questions they want to ask.
- Make sure groups invite students to ask questions at the end of their presentations. Encourage groups to answer all questions and have a class discussion about different problems and solutions.
- There will likely be similar responses and solutions presented across all groups, so point out any original ideas and praise students for thinking of appropriate solutions to stress triggers.



Own it! learning tip

Using social skills

As groups present and discuss their reports in Step 2, remind them to use polite language for introducing themselves and their work, asking questions and saying thank you: *Our report is about ..., We'd like to present some information about ..., Does anyone have any questions?, Thank you for listening.*

Step 3: Respond p55

- After the presentations, hold a class discussion of the questions in the **Respond** section on Student's Book p121.
- Write positive opinions about each report on the board. Then have the class vote for the best ideas. 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 and Reflection

Project evaluation rubric: a report

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

	4	3	2	1
Creativity	Product is very well organised with clear questions and language. It discusses lots of problems and gives very creative solutions. It uses attractive and easy-to-follow pictures.	Product is well organised with mostly clear questions and simple language. It discusses some problems and gives some creative solutions. It uses easy-to-follow pictures.	Product has fairly clear questions and simple language, but is sometimes difficult to follow. It discusses one or two problems and gives solutions, although they are not very creative. It uses pictures that are difficult to follow.	Product is not well organised and is impossible to follow. It doesn't discuss problems or give solutions. It doesn't have pictures.
Language use	Product shows excellent use of grammar, punctuation and spelling. It shows excellent use of language from unit (quantifiers and modals for giving advice). Project communicates its main ideas clearly with few or no mistakes.	Product shows good use of grammar, punctuation and spelling. It shows good use of language from unit (quantifiers and modals for giving advice). Project communicates its main ideas clearly but with some mistakes.	Product shows adequate use of grammar, punctuation and spelling. It shows adequate use of language from unit (quantifiers and modals for giving advice). Project communicates some of its ideas clearly, but some sections need further explanation.	Product shows poor use of grammar, punctuation and spelling. It doesn't use language from unit (quantifiers and modals for giving advice). 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	asking and answering questions politely, listening attentively, making decisions in pairs, thanking people for taking part and listening, giving positive feedback
Discipline Knowledge	Convince the audience	using simple language, identifying problems and providing creative solutions, analysing and presenting results, organising structure of a report



Flipped classroom activities

Evaluate

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

Out of class: Have students think about their progress at home. [KWL chart p67](#) **Learned**

In class: Hold a class discussion on what students have learned, using the information from their KWL charts. Ask: *Do you think reports are an effective way of presenting information? How else could you present the information from your survey?*

[KWL chart p67](#) **Learned**

5 The Culture Project

A magazine article

- **Learning outcome:** write a magazine article
- **Skills:** find information about a tribal nation, organise information in a spidergram, divide work into paragraphs, add photos, maps and drawings
- **Resources:** two or more magazine articles, Magazine article 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



Before you start

Collect two or three different magazine articles about different tribal nations to show students in class. Choose articles that give a variety of information in English, supported by images.

1 Preparation

Step 1: Introduce the topic

- Introduce the topic of magazine articles after doing the reading exercises. p60 Ask: *Do you know any interesting magazines? What are they about? Why do people read magazine articles?*
- Show students the magazine articles. Ask: *What are these articles about? What type of magazine are they from? How is the information organised? Would you want to read these articles? Why/Why not?* Discuss which articles students like the most and why.
- Explain that magazine articles give details about events, people or places and focus on topics that are of interest to the reader.
- Ask students to bring an example of a magazine article in English to the next lesson. Have them talk about the topic of each article and who would read it.

Step 2: Analyse the model for the project

Flipped classroom activity

Out of class: have students read the model magazine article and think about these questions: *Which tribe is the article about? What information does the title give? What is the topic of each paragraph? Is there a problem? If so, what is it? Why?*

In class: have students discuss their ideas.

Ask students to find similarities and differences between the model magazine article and the examples brought to class.



Social Responsibilities

Understanding personal responsibilities as part of a group and in society

Ask students about the Nenets' way of life and what they have to do individually and as a group.

Step 3: How to write a magazine article

- Go through the *How to* tips with the class. Ask students to look at the model again and find the things described in the tips. Ask: *What kind of information goes in each paragraph?*
- Tell students that before they present their articles, they should check that they have followed the tips in this *How to* section.

Step 4: Clarify the project

- Follow the steps in The learning stages of project work p10 .
- Have groups discuss how they can find out more information about different tribal nations. Encourage them to do some research and brainstorm a list in the next class.

My learning diary p68 Preparation

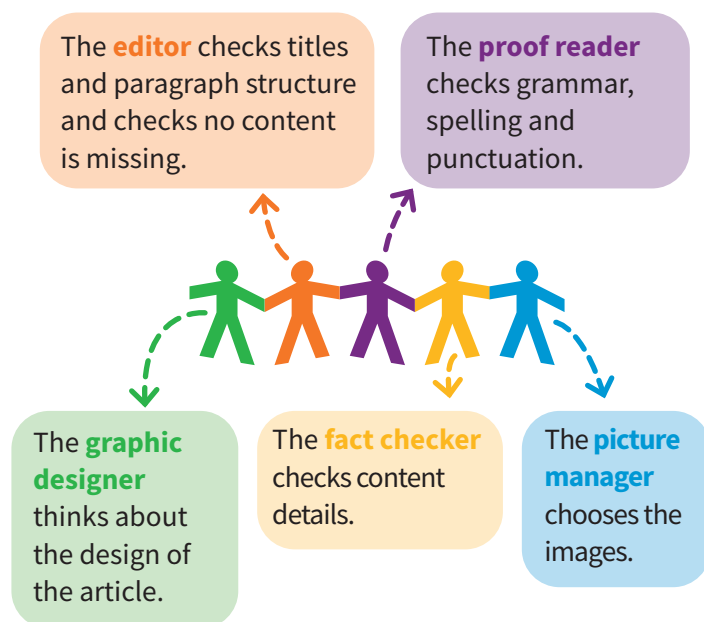
Peer-evaluation form p69 Preparation

2 Development

Start this stage as soon as groups know their learning outcomes and have brainstormed a list of different tribal nations.

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:



Step 2: Research and analyse Unit 5 p71

- Have students start the **Plan** section from **Exercise 1**. Discuss which of the tribal nations from the brainstormed list are suffering from climate change. If there is time, have students research information. Tell groups to choose a tribal nation to write about.
- Have groups discuss which key words will help them find information about their tribal nation and write a list.
- Hand out a copy of the  [Magazine article organiser p62](#) to each student.



Creative Thinking

Participating in creative activities

Monitor how well group members participate in Steps 2 and 3. Encourage them to be creative when thinking about the results of different situations.

Flipped classroom activity

Out of class: have students complete the spidergram in the first part of their organiser. Encourage them to use the internet to search for information and to use the key words they discussed with their groups.

In class: have group members compare their information. Tell them to organise their notes in the second part of the organiser. Ask groups: *What is the biggest problem your tribal nation faces?* and use their answers to help with ideas for a title and general introduction. Encourage groups to add as many notes as possible, using the ideas in the **PLAN** section. Give time for them to do more research in class or at home. Have group members decide who will prepare each section.

Step 3: Draft and review Unit 5 p71

Flipped classroom activity

Out of class: have students work on their sections. Remind them to check their grammar, spelling and punctuation and to find images for their text.

Tell students to try to include examples of first and second conditionals to talk about possible situations that result from the problems described.

In class: have group members check each other's work. Tell them to check content and language. Then, have groups put their work together to make a first draft.



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, including participating creatively, preparing their own sections and checking each other's work. Discuss any problems groups may be having in keeping to schedule. Discuss why this is happening and encourage or suggest possible solutions.

 [My learning diary p68](#)

Development

 [Peer-evaluation form p69](#)

Development

3 Production

Schedule presentation times and stick to them, so each group can present their articles. Spread the presentations over a few lessons, 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. They may wish to present their article digitally, for example on PowerPoint.

 Presentation ideas p19

As students prepare and present their projects, check their abilities in the following Areas of Competency.



Social Responsibilities

Understanding personal responsibilities as part of a group and in society

Understands the rights and responsibilities of individuals in society at local and national levels.

Evidence: Students discuss tribal nations' rights and responsibilities in relation to climate change.

Understands various aspects of society.

Evidence: Group members research different ways of life and understand how societies differ and why.



Creative Thinking

Participating in creative activities

Encourages group members to make activities more original and imaginative.

Evidence: Groups find interesting information about their tribal nation from a variety of sources.

Participates in 'what if' thinking.

Evidence: Students discuss possibilities as a result of different situations.

Step 1: Prepare Unit 5 p71

- Go through the **Present** section in **Exercise 2**.
- As groups prepare their project, encourage students to check each other's work and give feedback. (See Differentiated instruction activities box for further practice.)

- Say that each group member will present their section. If the group is presenting on PowerPoint or another digital program, make sure they assign one group member the role of technician. Give students time to practise their parts in their groups.
- Remind groups of the presentation date and how much time each group will have.

Differentiated instruction

Support
Help students with self- and peer-correction. Check their work and point out areas that need improvement.
Consolidation
Encourage students to use different resources (websites, dictionaries) to check facts, language and spelling.
Extension
Let students make final decisions over corrections on content and language. Encourage them to explain their reasons to the group.

Step 2: Present Unit 5

- Draw attention to the **Check** section in **Exercise 3**. Ask the class to make notes about the items on the checklist as they listen to their peers' presentations.
- Have groups present their articles. Remind speakers to look at their audience and ask for questions at the end of their presentation.

Step 3: Reflect Unit 5

- After all the presentations, hold a class discussion on what they like about each article, before they vote on their favourite.
- Ask: *Was planning/researching/designing your article 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 and Reflection

Project evaluation rubric: a magazine article

Use these project-specific descriptors and your own choice of descriptors from the [Evaluation rubric p21](#) to check students individually or in groups. Make your own evaluation form. [Teacher's evaluation form p70](#)

	4	3	2	1
Creativity	Product is very well researched with lots of information about a tribal nation. It has an interesting and appropriate title. It uses attractive photos, maps and drawings. It shows very creative 'what if' thinking.	Product is well researched with a good amount of information about a tribal nation. It has an appropriate title. It uses fairly attractive photos, maps and drawings. It shows some creative 'what if' thinking.	Product is well researched in parts with some information about a tribal nation. It has a title that is only a little bit about the content. It uses one or two photos, maps and drawings. It doesn't show much creative 'what if' thinking.	Product is not well researched and has no interesting information about a tribal nation. It has a title but it isn't about the content. It doesn't use photos, maps and drawings. It doesn't show any creative 'what if' thinking.
Language use	Product shows excellent use of grammar, punctuation and spelling. It shows excellent use of language from the unit (first and second conditionals). Project communicates its main ideas clearly with few or no mistakes.	Product shows good use of grammar, punctuation and spelling. It shows good use of language from the unit (first and second conditionals). Project communicates its main ideas clearly but with some mistakes.	Product shows adequate use of grammar, punctuation and spelling. It shows adequate use of language from the unit (first and second conditionals). Project communicates some of its ideas clearly.	Product shows poor use of grammar, punctuation and spelling. It doesn't use language from the unit (first and second conditionals). 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 creative and original ideas, discussing possible solutions to problems, understanding different cultures
Discipline Knowledge	Convince the audience	giving details, supporting ideas with evidence, explaining facts and images, demonstrating knowledge of tribal nations and their problems, 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: Hold a class discussion on what have students learned, using the information from their learning diaries. Ask:
What new things did you learn about tribal nations around the world?

[My learning diary p68](#) **Production**

6 The CLIL Project: Design & technology

An app

- **Learning outcome:** recognise how technology can help to solve common problems and design an app to help people
- **Skills:** research information and use a spidergram to organise it, use an app design template
- **Resources:** two or more examples of useful apps, App organiser p66, My time-management plan p71
- **Evaluation tools:** Project evaluation rubric p45, KWL chart p67, Peer-evaluation form p69, Teacher's evaluation form p70



Student's Book pp78–79

Before you start

Download or otherwise find online two or three different examples of useful lifestyle apps (especially those which reward users in visible ways and/or emphasise or assist connection with other users) 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 are some ways you find information on your phone? What useful apps do you or your family have on your phones?*
- Show students the apps you downloaded or found. Encourage students to describe them and identify how they are useful. Ask: *What things do these apps have in common? What problems can they help people solve?*
- Point out the headings at the top left of p78: **Creative thinking: Problem solving**. Explain that when we use creative thinking to try to solve problems, we consider ideas that have never been tried before, or add new ideas to older solutions.

Step 2: Analyse the model for the project pp122

- Have students look at the features of the model app design on Student's Book p122. Ask: *What problem does this app try to solve? What does it do?*

- Point out that the model explains how teens would use that app in short, easy to understand sections with helpful graphics. Ask questions about the app's design: *Does it look good? Are the instructions clear? Do you think you would be able to use it?*

Differentiated instruction

Support

In pairs, have students write true/false sentences about the model app to test another pair.

Consolidation

Have students make a list of other possible activities people could do to help the environment and earn similar rewards through the model app. Have them agree on the best ideas.

Extension

Tell students to imagine they are going to teach a friend how to use the model app. Have them study the model for a few minutes, then close their books and write some basic instructions.



Creative Thinking

Using newly created content to solve problems

Use the questions in Step 2 to check how well students understand how the model project shows how technology can solve problems by encouraging physical activity that helps the community and the environment.

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

Step 3: How to present an app p78

- Tell students that they will work in groups to design an app that solves a common problem and rewards users for contributing to the solution. Explain that an app should have a clear purpose and be easy to use. Students will explain how their app works, who it is made for, and how rewards are earned.

Step 4: Clarify the project p79

- Follow the steps in  The learning stages of project work p10 .
- Introduce the CLIL unit theme of Design & technology. Share that young people play a big role in how companies design apps, because they are often the biggest users of that technology.

- Allow group members to talk about useful apps they have used. Have students make notes about what they will need to know to design their own app.

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

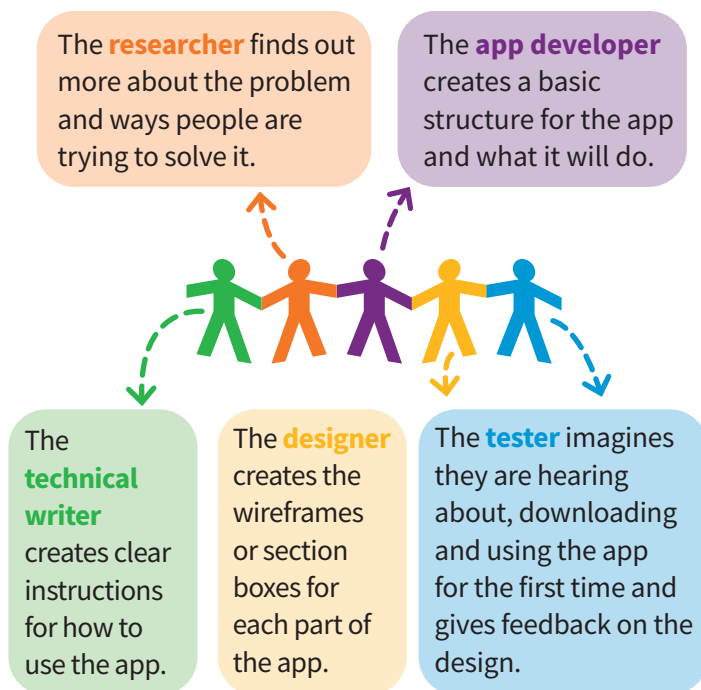
> Peer-evaluation form p69 **Preparation**

2 Development

Start this stage as soon as groups know their learning outcomes and have decided on what problem they want their app to help people solve.

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.



- Discuss the tasks and roles required to create an app.

Research: *Where will you find the information about the problem and possible solutions? What rewards might encourage people to use the app?*

App developer: *What will your app do, and how it will help? What will users do, and in what order will they do it? How will they claim their rewards?*

Technical writer: *What content will you include? How will you write instructions that make the app easy to use?*

Designer: *How will you make the app look appealing and easy to use? What graphics will help users understand what to do? Who will help you decide on the layout?*

Tester: *What is the first thing you think you should do after downloading an app? Is there anything that needs to be changed to make the instructions clear?*

- Encourage students to make notes and decide on roles. If some students are enthusiastic about the project, encourage them to be the app developers and/or designers. Emphasise that group members should agree on how they will handle all aspects of the project.

Step 2: Research and analyse p79 p71

- Have groups start the **Plan** section of their project and decide on the name of their app, who they expect to use it, and how the app will help people solve a problem. Hand out a copy of the > App design organiser p66 to each student to plan their notes. Encourage students to look for online templates and draft basic app designs in the space provided.

Own it! learning tip

Sharing resources

Make sure students share useful information that they have found. This can include online templates, graphics and instructions. Ask them to encourage each other to say how they found the information.

Step 3: Draft and review p79 p71

Flipped classroom activity

Out of class: Have all group members prepare their parts as explained in the **Plan** section. Encourage students to check that they have completed each task.

In class: Have groups discuss and share their research and designs. The researcher compiles the information, and the app developer and designer make notes on how they will use it. The technical writer and tester collaborate on a draft of instructions. Group members share relevant feedback on their drafts, then decide on the final design and content.

Out of class: Led by the designer, have groups work on the design of their apps. Remind them to use templates that match their chosen design as much as possible.



Collaboration

Taking personal responsibility for own contribution to a group task

Monitor progress of the tasks in Step 3 to check how well students produce their own contribution to the app designs. Encourage students to give each other helpful feedback and take responsibility for their work.

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

 Peer-evaluation form p69 **Development**

3 Production

Schedule presentation times and stick to them, so that all groups can present their apps. Allow enough time for each presentation and for questions.

Support students to create screen frames describing how the app works, using model. Encourage testers to give feedback to ensure that their classmates will understand how the apps work.  Presentation ideas p19

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



Creative Thinking

Implementing, presenting and explaining ideas and solutions

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

Evidence: Students brainstorm and develop ways to solve a common problem using the features of an app.

Presents a solution confidently to their peers.

Evidence: Students show confidence in the efficacy of their app explaining how it solves a problem.



Collaboration

Taking personal responsibility for own contribution to a group task

Makes relevant suggestions based on the current topic of conversation

Evidence: Students share feedback to make final decisions on the app framework.

Volunteers to take on a specific role.

Evidence: Students choose their roles based on interest, confidence and other personal strengths.

Step 1: Prepare p79 p71

- Go through the **Present** section on Student's Book page 122.
- Allow time for groups to practice presenting their apps. Monitor to check students are using the language in the model to explain how people will use the app and what problems it will solve.
- Tell groups to double check that their frames show all necessary details: what the app does, how it is used and how users are rewarded.
- Remind students of the presentation date and how much time each group will have.

Step 2: Present p122

- Draw attention to the **Respond** section on page 122 of the Student's Book. Ask the class to consider how each app solves a problem and how it helps and rewards users.
- Remind students to look at their audience and be enthusiastic about the design and use of their apps.
- Encourage the class to ask questions at the end of each presentation.

Step 3: Respond p79

- After the presentations, have the class share their ideas from the **Respond** section on Student's Book p122.
- Encourage further discussion with the **Respond** questions on Teacher's Book p85.
- Encourage students to think about each stage of the project process, including positive experiences and things they could improve. Ask: *Did you collaborate and communicate effectively when preparing your project? Why / Why not?*

 Peer-evaluation form p69 **Production and Reflection**

Project evaluation rubric: an app

Use these project-specific descriptors and your own choice of descriptors from the [Evaluation rubric p21](#) to check students individually or in groups. Make your own evaluation form. [Teacher's evaluation form p70](#)

	4	3	2	1
Creativity	Product's name is very interesting. Product is attractive and contains pictures for each description. It is easy to use and understand. It contains very interesting cultural information.	Product's name is interesting. Product is attractive and contains pictures for most descriptions. It is generally easy to use and understand. It contains some interesting cultural information.	Product's name is clear, but not interesting. Only some parts are attractive, and a few descriptions don't have pictures. Some parts are difficult to use or understand. It contains cultural information, but is not very interesting.	Product's name is not interesting or clear. Product is unattractive with very few pictures. It is impossible to use or understand. It doesn't contain any cultural information.
Language use	Presentation shows excellent use of language from the unit (passive). Project communicates its main ideas clearly with only a few mistakes.	Presentation shows good use of language from the unit (passive). Project communicates its main ideas clearly but with some mistakes.	Presentation shows adequate use of language from the unit (passive). Project communicates some of its ideas clearly, but some sections need further explanation.	Presentation doesn't use language from the unit (passive). 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	Identify and understand emotions	making decisions together, disagreeing appropriately, looking at the audience, adapting to stressful emotions (talking in front of a large group)
Digital Literacy	Use digital tools	working collaboratively on an app, using programs for making a presentation, combining digital information with oral presentation

Flipped classroom activities

Evaluate

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

Out of class: Have students think about their progress at home. [KWL chart p67](#) **Learned**

In class: Hold a class discussion on what students have learned, using the information from their KWL charts. Ask: *How did you feel when you presented your app?* Discuss ways to feel more confident in future (be well prepared, practise more, use body language, etc.).

[KWL chart p67](#) **Learned**

7 The Culture Project

A travel blog

- **Learning outcome:** write a travel blog
- **Skills:** research information about a festival, organise information in a spidergram, create a title, write in the first person, find maps, photos and drawings, prepare a section of a blog
- **Resources:** two or more travel blogs about festivals, Travel blog 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



Before you start

Look at different travel blogs online. Find examples of blogs about visits to festivals. Choose two or three to show students in class.

1 Preparation

Step 1: Introduce the topic

- Introduce the topic of travel blogs after doing the vocabulary exercises. p83 Ask: *What kinds of texts do people use to share their travel experiences? What type of information do they have?* Share ideas.
- Show students the travel blog examples. Ask: *Which festivals are they about? When and where do they take place? What do people do there? Why do you think these festivals are important?* Have students share ideas.
- Explain that a blog is a type of website, usually by one person, that presents information in a conversational style. Ask students if they read any blogs and why. Ask: *What topics are blogs about?* Have students share examples.
- Ask students to find a blog about a festival around the world. Have them discuss in groups the content and design of the blogs.

Step 2: Analyse the model for the project Unit 7

- Have students look at the title and pictures in the model blog. Ask: *Which festival is this blog about? Where is the festival? What happens at this festival?* Have students read the blog and check.
- Ask: *When did the festival begin? How often does it take place? What is special about the festival? What activities are there to do? How does the writer feel about the festival?*
- Ask questions about the blog's design and purpose: *Is the blog attractive? Who would read it? Is the language of the blog formal or informal? Are you interested in visiting the festival? Why/Why not?* (See Differentiated instruction activities below for further practice.)

Differentiated instruction

Support

Have students work in pairs. Ask them to make multiple-choice questions about the blog and test another pair.

Consolidation

Have students work in pairs. Have them choose one of the photos in the blog and write a description of what they can see and how it makes them feel.

Extension

Tell students to imagine they are visiting the festival. Have them agree on three things they are going to do and make a plan.



Social Responsibilities

Understanding and describing own and others' cultures

As students look at the model, have them discuss why the festival is important. Ask: *Are there any similar festivals in our country?* and compare cultures.

Step 3: How to write a blog Unit 7

- Go through the *How to* tips with the class. Have different students say why each tip is important.
- Check students understand that when they write their blogs, they should use the tips in this *How to* section.

Step 4: Clarify the project Unit 7

- Follow the steps in  The learning stages of project work p10.
- Brainstorm a list of festivals from around the world. Write ideas on the board.

 My learning diary p68 Preparation

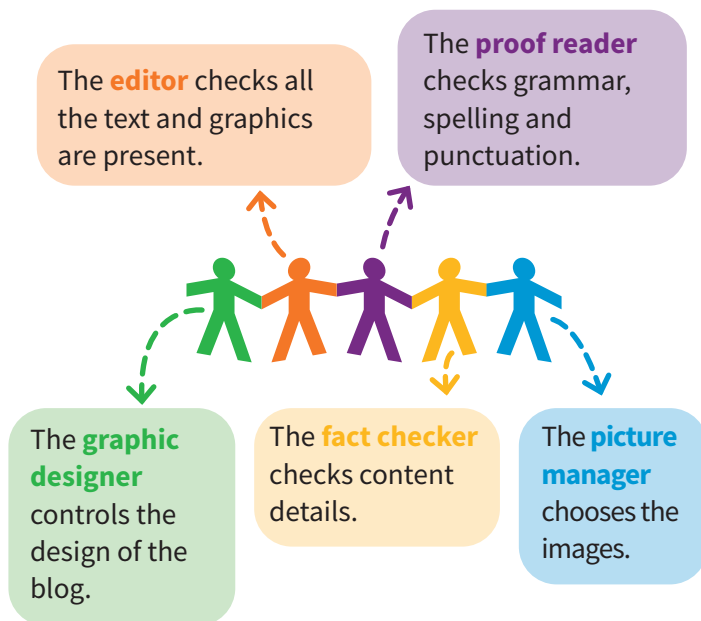
 Peer-evaluation form p69 Preparation

2 Development

Start this stage as soon as groups know their learning outcomes and have brainstormed a list of festivals.

Step 1: Assign roles and responsibilities

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



Step 2: Research and analyse Unit 7 p71

- Have groups start the **Plan** section from **Exercise 1**. After they agree which festival to write about, give a copy of the  Tavel blog organiser p64 to each student.

Flipped classroom activity

Out of class: have group make notes in the spidergram on their organisers. Tell them to find as much information as they can.

In class: have group members compare notes and think of a title. Tell them to decide which sections to prepare. Encourage groups to look at the types of section that travel blogs contain. Ask them what new section they can include.

Step 3: Draft and review Unit 7 p71

Flipped classroom activity

Out of class: have group members prepare their section of the blog as explained in the **Plan** section. Remind students that they should write in the first person as if they visited the festival and that they should use a friendly style. Tell them to research and make more notes in their spidergrams. Tell them to complete the second part of their organisers and find images.

In class: have group members check each other's sections and then make a first draft of their blog. Have groups decide on the final design for their blog. Tell them to decide which images to include.

Out of class: students may want to present their blogs digitally. If so, have groups work on the design and share and correct their work online. Have them use free online blog templates.



Creative Thinking

Using newly created content to solve problems and make decisions

Make sure all students discuss what to include in their final blogs. Encourage them to be creative with their final design and the sections they include.



Own it! learning tip

Giving constructive feedback

As students look at each other's work in Steps 2 and 3, encourage them to make suggestions for how sections could be improved. Help with useful language. For example:

I like ..., This is good because ..., That is really clear ..., I like it, but why don't you ...?, Why don't we ...?, That's a good idea, but ..., What about ...?

 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 blog posts. Spread the presentations over a few lessons, if necessary. Allow time for each presentation and for questions.

Offer help and suggest ideas for how groups can complete their final versions successfully. If students are presenting digitally, they may want to use PowerPoint, online blog templates or video.  **Presentation ideas p19**

As students prepare and present their projects, check their abilities in the following Areas of Competency.



Social Responsibilities

Understanding and describing own and others' cultures

Accepts others and shows respect for cultural difference, challenges prejudice and discriminatory views.

Evidence: Groups write about cultural aspects of the festival in their blogs in a positive way.

Makes informed comparisons between their own and other societies.

Evidence: Students compare the festival to their own culture in discussions and writing.



Creative Thinking

Using newly created content to solve problems and make decisions

Employs new ideas and content in solving a task.

Evidence: Blogs contain interesting descriptions and sections presented in a creative way.

Makes an assignment original by changing the task or adding new angles.

Evidence: Presentation contains interesting elements (images, digital, slides, video, etc.).

Step 1: Prepare Unit 7 p71

- Go through the **Present** section in **Exercise 2**.
- As groups prepare their final project, remind them of the tasks they need to complete and the tips in the *How to* box. Tell them that they should be ready to answer questions, particularly about their own sections.



Flipped classroom activity

Out of class: have students finish their blog entries at home, based on their group's comments. If they are presenting digitally, tell them to share tasks online. Encourage them to try out different fonts and colours to draw attention to their blog (print or digital).

In class: have groups make the final corrections to their blog. Have them focus on content and design before checking grammar, punctuation and spelling.

- Remind groups of the presentation date and how much time each group will have.

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 all the presentations.
- If the blog is digital, have groups give one group member the role of technician.
- Have groups present their blogs. Tell students to each present the section they worked on. Remind speakers to look at their audience and ask for questions at the end of their presentation.
- Tell the class to make notes on what they like about each blog and which festival they would like to visit. Encourage them to give reasons for their opinions.

Step 3: Reflect Unit 7

- After the presentations, hold a class discussion on the **Check** questions in **Exercise 3**.
- Have the class discuss what they found interesting about each blog. Then, hold a class vote on which festival they would like to go to. Have them discuss reasons why.
- Encourage students to think about each stage of the project process, including positive experiences and things they could improve. Ask: *Is there any information missing from your blog? How can you make it more interesting?* Talk about the blogs' features as well as content.

 **Peer-evaluation form p69**

Production and Reflection

Project evaluation rubric: a travel blog

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 contains a wide variety of interesting information about a festival. Product has an excellent design and is interesting for the reader. It has an interesting title. It is very well organised and has creative and original sections.	Product contains a variety of interesting information about a festival. Product has a good design and is fairly interesting for the reader. It has a fairly interesting title. It is well organised and has a few creative and original sections.	Product contains one or two pieces of interesting information about a festival. Product contains images, but the content is not very interesting for the reader. It has a title, but it is not interesting. It is organised but not very creative.	Product does not contain any interesting information about a festival. Product does not have any images and is uninteresting for the reader. It has an inappropriate title. It is disorganised and doesn't have any creative sections.
Language use	Shows excellent use of informal language to describe an event. Shows excellent use of grammar, punctuation and spelling. Project communicates its main ideas clearly with only a few mistakes.	Shows good use of informal language to describe an event. Shows good use of grammar, punctuation and spelling. Project communicates its main ideas clearly but with some mistakes.	Shows adequate use of informal language to describe an event. Shows adequate use of grammar, punctuation and spelling. Project communicates some of its ideas clearly, but some sections need further explanation.	Does not use appropriate or informal language to describe an event. Shows poor use of grammar, punctuation and spelling. Project is confusing.



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, checking information, creating a blog, collaborating and sharing work online, using digital presentation techniques, adding interactive features
Discipline Knowledge	Convince the audience	describing experiences, giving details about festivals, demonstrating knowledge, identifying cultural aspects, answering questions, using appropriate language and register



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: Hold a class discussion on what students have learned, using the information from their learning diaries. Ask:
What makes blogs interesting for readers? Are they a useful source of information? Why/Why not?

[My learning diary p68](#) **Production**

8 The CLIL Project: Citizenship

A brochure

- **Learning outcome:** understand how schools can promote good citizenship and design a school brochure
- **Skills:** ask for and make suggestions, find solutions, make decisions
- **Resources:** two or more brochures or website information for schools, Brochure organiser p65, My time-management plan p71
- **Evaluation tools:** Project evaluation rubric p53, KWL chart p67, Peer-evaluation form p69, Teacher's evaluation form p70

 Student's Book pp102–103, 123

Before you start

Collect two or three different school brochures to show students in class. If this is not possible, find general information pages from school websites.

1 Preparation

Step 1: Introduce the topic

- After students have watched Video 8.5, elicit a few interesting things students learned. Ask: *How do you think what students learn at these schools will help them in the future?*
- Show students the brochures you collected or the websites. Ask: *What information do they give? What types of photos do they use?*
- Explain that brochures introduce an organisation, school or company, and tell the reader about what they do. Have students discuss the information you shared and how it presents a positive image of the schools.
- Point out the headings at the top left of p102: **Social responsibility: Being a good citizen**. Share that being a good citizen means respecting and looking after each other and our communities. We learn a lot about how to be good citizens at school, both in and out of class.

Step 2: Analyse the model for the project p123

- Look at the brochure on p123 with the class. Point out the features of the brochure, including the title, the questions, the photo and the images. Ask: *What is the brochure about? (A school where students learn to be good citizens.) How is the information presented? Would you like to attend this school?*
- Allow students time to read the model brochure and write their opinions.
- Revise the language from the unit. Have students circle or underline examples of *can*, *can't*, *must*, *mustn't*, *have to* and *don't have to* and ask them what they are used for.



Social Responsibility

Fulfilling responsibilities within a social group

Have students discuss the section about school rules and responsibilities in the model brochure. How do these rules encourage good citizenship?

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

Step 3: How to present a brochure p103

- Tell students that they will be designing a brochure for a school that promotes good citizenship. Explain that they will work in groups to decide on the most important information they want to share about the school and its rules.
- Tell students that they present their brochures to their classmates. Group members should take responsibility for explaining different aspects of the school and how it will help students become good citizens.

Step 4: Clarify the project pp102–103

- Follow the steps in  The learning stages of project work p10 .
- Introduce the CLIL unit theme of Citizenship. Explain that part of being a good citizen is respecting the ideas and opinions of others. When students work collaboratively, they learn to make decisions together and find the best solutions if they disagree.

- To begin their project work, have students brainstorm the answers to the following questions: *Imagine you could create your perfect school. What makes it special? How does it help students become good citizens? How do teachers and students show respect for each other, for the school and for the community?*



Collaboration

Listening respectfully and responding constructively to others' contributions

Monitor group discussions and explanations for their ideas. Encourage group members to listen and respond to each other with useful language such as: *That's true., What about ...?, I think this section is clear., Me too., So do I!, etc.*

> KWL chart p67 Know and Want to know

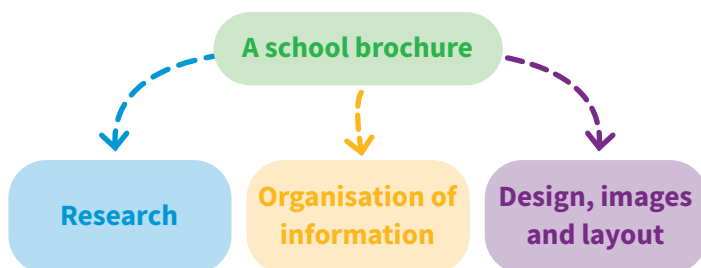
> Peer-evaluation form p69 Preparation

2 Development

Start this stage as soon as groups know their learning outcomes and have brainstormed a list of ideas about how their school promotes good citizenship.

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 and responsibilities they can share.
- Explain that there are some important roles and responsibilities involved in developing a brochure. Draw a diagram like this on the board:



- Discuss the different tasks needed to design a brochure.

Research: *What kinds of rules and responsibilities do different schools have? How many of these rules and responsibilities connect to good citizenship? How will you decide which to include? Who will be responsible for the final decision?*

Organisation of information: *What is the purpose of the brochure? What sections will it have? What are the main and supporting details for each section? How will you present the information (bulleted lists, subtitles, numbers, etc.)? Who will be responsible for organising the information?*

Design, images and layout: *What can make the brochure attractive or easy to read? Where can you find images? Do the images match the information in the texts? Who will select the images and decide on the layout?*

- Encourage students to make notes and share roles and responsibilities.

Step 2: Research and analyse p103 p71

- Have groups start the **Plan** section of their project. Tell them to choose one or two reasons their school is special. Encourage them to make their decisions together.
- Hand out a copy of the > Brochure organiser p65 to each student. Tell them to write their school name at the top.

Flipped classroom activity

Out of class: Have students make notes in their organisers.

In class: Have groups check their ideas together and agree on which information to include in their final brochures. Have them vote on the best rules and decide on students' responsibilities. Monitor the activity to check that each group member has got a part of the brochure to work on.

Step 3: Draft and review p103 p71

Flipped classroom activity

Out of class: have students write their section of the brochure at home.

In class: have groups check their ideas together. Ensure that they are giving feedback and making final decisions together. Have groups draft the first version of their brochure. Remind students to include examples of unit language (*can, can't, must, mustn't, have to and don't have to*), especially in the sections related to roles and responsibilities.

> Peer-evaluation form p69 Development

3 Production

Schedule presentation times and stick to them, so all groups have time to introduce their brochures and to walk around, read each other's work and ask questions.

As groups work on their final drafts, share ideas about how best to present the brochures. For example, students could present their brochure as a poster or a bi-fold or tri-fold leaflet.  **Presentation ideas p19**

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



Social Responsibility

Fulfilling responsibilities within a social group

Takes an active role in defining collective rights and responsibilities in school.

Evidence: Students discuss and collaboratively determine what social behaviours and attitudes constitute good citizenship in a school environment.



Collaboration

Listening respectfully and responding constructively to others' contributions

Listens to and acknowledges different points of view respectfully.

Evidence: Students participate in the decision-making process and respond to different ideas.

Is ready to justify, adapt and abandon a proposal or point of view in response to others' queries or contributions.

Evidence: Students make changes to working drafts based on discussions held during the decision-making process.

Step 1: Prepare p123 p71

- Go through the **Present** section on Student's Book page 123.
- As groups prepare their final brochure, ask: *Have you completed all of the sections? Do you have a list of rules and responsibilities? Do these rules and responsibilities encourage good citizenship? Can you add any more information?*
- Remind groups of the presentation date and how much time each group will have. (See Differentiated instruction activities below for further practice.)

Differentiated instruction

Support

Help students decide complete their sections. Review the language and check it contains all the necessary information.

Consolidation

Encourage students to check each other's sections to ensure that the text contains all the necessary information. Remind them to listen and respond to each other's ideas respectfully.

Extension

Have students proofread final versions of the brochure. Tell them to make final decisions after consulting their group.



Own it! learning tip

Resolving conflicts

Encourage students to reach a compromise when making final decisions about the content and layout of their brochures. If group members can't agree, ask: *Can you think of an alternative solution?* Have students respond respectfully to each other's ideas.

Step 2: Present p123

- Draw attention to the **Respond** section on page 123 of the Student's Book. Tell the class to think about these questions as they read each other's brochures. Tell them to make notes about why they would like to go to a certain school.
- Have groups present their brochures. Ask one person from each group to tell the class the title of their brochure and who worked on it. Then allow groups to walk around and read each other's brochures. Tell them to write down any questions they may have.

Step 3: Respond p123

- Ask students to provide feedback as in the **Respond** section on page 123 of the Student's Book. Have groups ask any questions they may have about the brochures. Encourage further discussion with the questions on Teacher's Book p105.
- Encourage students to think about each stage of the project process, including positive experiences and things they could improve.



Peer-evaluation form p69

Production and Reflection

Project evaluation rubric: a school brochure

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 contains many creative ideas for features of a school. It lists interesting rules and responsibilities that relate to the features of the school. It has an attractive layout with clear sections.	Product contains some creative ideas for features of a school. It lists rules and responsibilities that are mostly related to the features of the school. It has a fairly attractive layout with some clear sections.	Product contains one or two creative ideas for features of a school. It lists some rules and responsibilities, but not many of them are related to the features of the school. It has a fairly attractive layout, but it is not original and some sections are unclear.	Product does not contain any creative ideas for features of a school. It lists some rules and responsibilities, but none of them are related to the features of the school. It has an unattractive layout and the sections are unclear.
Language use	Product shows excellent use of grammar, punctuation and spelling. It shows excellent use of language from the unit (modal verbs for obligation, permission and prohibition). Project communicates its main ideas clearly with only a few or no mistakes.	Product shows good use of grammar, punctuation and spelling. It shows good use of language from the unit (modal verbs for obligation, permission and prohibition). Project communicates its main ideas clearly but with some mistakes.	Product shows adequate use of grammar, punctuation and spelling. It shows adequate use of language from the unit (modal verbs for obligation, permission and prohibition). Project communicates some of its ideas clearly, but some sections need further explanation.	Product shows poor use of grammar, punctuation and spelling. It doesn't use language from the unit (modal verbs for obligation, permission and prohibition). 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 together, sharing roles, persuading and informing, resolving conflicts, making suggestions, finding solutions
Discipline Knowledge	Convince the audience	thinking of unique and interesting ideas, persuading the reader, explaining the solution giving reasons for decisions

🕒 Flipped classroom activities

Evaluate

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

Out of class: Have students think about their progress at home. [KWL chart p67](#) **Learned**

In class: Hold a class discussion on what students have learned, using the information from their KWL charts. Ask: *How did making decisions together help you improve your project?* Discuss ideas.

[KWL chart p67](#) **Learned**

9 The Culture Project

A poster

- **Learning outcome:** make a poster about a volunteer programme
- **Skills:** choose a volunteer programme, organise information, decide on design, research facts, check each other's work
- **Resources:** two or more posters about volunteer programmes, Poster 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



Before you start

Collect two or three posters about volunteer programmes to show students in class.

1 Preparation

Step 1: Introduce the topic

- Introduce the topic of volunteer programmes after doing the reading exercises. p108 Ask: *What types of programmes do people volunteer for? Where are they? How long do they last? Where can you find information about them? Are volunteer programmes popular holidays? Why/Why not?* Share ideas.
- Show students the posters. Ask: *What interesting information do the posters have? How is the information presented?* Discuss what areas of volunteer work the posters focus on.
- Remind students that posters use text and pictures to get people's attention. Ask: *How is the information divided into sections? What pictures can you see? Would you be interested in volunteering on these programmes? Why/Why not?*
- Ask students to bring a poster (in English) to the next lesson. Have them discuss which posters are most attractive and why.

Step 2: Analyse the model for the project

- Have students look at the model. Read the title and look at the pictures. Ask: *Where is the programme? What jobs do you think people will do?* Then have students read the poster to check.
- Check comprehension. Ask: *What is ecotourism? How can volunteers help the environment? What other activities are there? Where will volunteers stay?*
- Ask students to compare the design of the model poster and the examples they brought to class. Ask: *Which ideas would you use for your own poster? Why?* (See Differentiated instruction activities below for further practice.)

Differentiated instruction

Support

Have students write a list of the three most interesting things to do on the poster. Have them work in pairs to agree on their lists.

Consolidation

Have students make a plan for a day on the programme. Have them add details about any of the activities that they choose to do.

Extension

Have students write a letter to the organisers of the programme saying that they are interested in volunteering and why. Tell them to say why they would be good volunteers.



Social Responsibilities

Understanding and discussing global issues

As students analyse the model, discuss why this type of work is important and what other parts of the world have similar issues.

Step 3: How to design a poster

- Go through the ideas with the class. Have different students say why each idea is important.
- Have students find any things in the model or their own examples that follow the ideas in the *How to* section.
- Check students understand that when they design their posters, they should use the ideas in this *How to* section.

Step 4: Clarify the project Unit 9

- Follow the steps in  The learning stages of project work p10.
- Have groups discuss what people volunteer to do around the world. Encourage them to research different types of volunteer work and then brainstorm a list in the following class.

 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 volunteer programme.

Step 1: Assign roles and responsibilities

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

The **writer** produces the text and suggests titles.

The **proof reader** checks spelling, grammar and punctuation.



The **graphic designer** arranges the images on the poster.

The **illustrator** adds borders, fonts and suggests colours.

The **picture manager** chooses the images.

Step 2: Research and analyse Unit 9 p71

- Have groups do the **Plan** section from **Exercise 1**. Have them select a volunteer programme they are interested in and decide on a name for it.
- Hand out a copy of the  Poster organiser p66 to each student.



Learning to Learn

Practical skills for participating in learning

As students complete Steps 2 and 3, monitor how well individuals are working within their groups and if they are also working well at home.

Flipped classroom activity

Out of class: have students make notes in their organiser. Tell them to find as much information as they can for each section and discuss where they can find information.

In class: have students compare the information in their organisers and agree on which is the most interesting. Allow time for them to discuss the design of their poster and then tell them to share a section for each group member to prepare.

Step 3: Draft and review Unit 9 p71

Flipped classroom activity

Out of class: have pairs write the first draft of their part of the poster at home. Remind them to find interesting pictures.

In class: have groups check each other's work. Encourage them to focus on grammar, punctuation and spelling.

Out of class: if necessary, have students rewrite their parts of the poster at home. Then repeat the above process in class with their second drafts.

Own it! learning tip

Peer-tutoring

Monitor groups as they correct and edit each other's work. Explain that this includes checking spelling, punctuation and language as well as checking that the information is presented in a logical order in the correct sections with interesting images. Encourage students to suggest changes to each other's work and help each other make changes where necessary. Help them with useful language such as: *Why don't you ... ?*, *You could ...*, *Maybe you should change this*. Make sure students are giving feedback.

 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 posters. Spread the presentations over a few lessons, if necessary. Allow enough time for each presentation and for questions.

Before groups produce their final drafts, ask them how they will present the information on their posters. They may want to design their posters in the form of an advert.

 Presentation ideas p19

As students prepare and present their projects, check their abilities in the following Areas of Competency.



Social Responsibilities

Understanding and discussing global issues

Is aware of different global issues.

Evidence: Groups brainstorm possible volunteer programmes covering a variety of issues.

Understands the importance of international cooperation.

Evidence: Groups identify and understand reasons why different programmes are necessary.



Learning to Learn

Practical skills for participating in learning

Completes homework as required.

Evidence: Students complete out-of-class activities and fulfil their roles within the group.

Participates sensibly and positively in learning activities in class.

Evidence: Groups check each other's work and make sensible suggestions for improvements.

Step 1: Prepare Unit 9 p71

- Go through the **Present** section in **Exercise 2**.
- As groups prepare their final project, ask questions:
Has your poster got photos, maps and drawings? Does it give details about the type of work volunteers can do? Does it provide details about accommodation? Are the sections clearly divided? Is the handwriting clear?
- Have groups work together to prepare their poster.

- Encourage students to practise and time their presentation. Tell students to each present the section they worked on.
- Remind groups of the presentation date and how much time each group will have.

Step 2: Present Unit 9

- Draw attention to the **Check** section in **Exercise 3**. Ask the class to think about which programme is most interesting and why as they listen to each other's presentations.
- Have groups present their posters. Remind speakers to look at their audience and ask for questions at the end of their presentation.
- Have the class ask questions at the end of each presentation. Encourage group members to help each other.
- Have groups display their posters on the walls after presenting and allow the class time to walk around and look at each poster more closely.

Step 3: Reflect Unit 9

- After the presentations, hold a class discussion on the **Check** questions in **Exercise 3**.
- Have the class discuss what they liked best about the posters. Ask: *Which volunteer programme would you like to take part in? Why?* Then, hold a class vote on the most interesting programme.
- Encourage students to think about each stage of the project process, including positive experiences and things they could improve.

 Peer-evaluation form p69

Production and Reflection

Project evaluation rubric: a poster

Use these project-specific descriptors and your own choice of descriptors from the [Evaluation rubric p21](#) to check students individually or in groups. Make your own evaluation form. [Teacher's evaluation form p70](#)

	4	3	2	1
Creativity	Product is very well organised with creative and interesting ideas. It has a short and interesting title and all the key information. It has a very attractive design, clear handwriting and eye-catching photos, maps and drawings.	Product is organised with interesting ideas. It has a short and interesting title and most of the key information. It has an attractive design, fairly clear handwriting and eye-catching photos, maps and drawings.	Product has interesting ideas but lacks organisation. It has a title and some key information. It includes photos, maps and drawings, but the design is not attractive and the handwriting is not always clear.	Product lacks interesting ideas and organisation. It is missing a title and/or key information. It is not clear, has an unattractive design and the visuals are not related to the topic.
Language use	Shows excellent use of grammar, spelling and punctuation. Project communicates its main ideas clearly with only a few mistakes.	Shows good use of grammar, spelling and punctuation. Project communicates its main ideas clearly but with some mistakes.	Shows adequate use of grammar, spelling and punctuation. Project communicates some of its ideas clearly, but some sections need further explanation.	Shows poor use of grammar, spelling and punctuation. Project is confusing, poorly written and not clear.



Cambridge Life Competencies Framework

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

Foundation layers	Abilities	Actions
Discipline Knowledge	Convince the audience	demonstrating knowledge (of destination, activities, etc.), giving specific details, providing interesting information and supporting details, answering questions
Emotional Development and Wellbeing	Empathise and build relationships	peer-tutoring and giving constructive feedback, helping others complete their tasks, agreeing on content, making suggestions

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: Hold a class discussion on what students have learned, using the information from their learning diaries. Ask: *What do you like about your posters? What things can you improve? What new skills and information have you learned? How can your group work better in the next project?*

[My learning diary p68](#) **Production**

Presentation organiser

Part 1

Problem	Solution

Part 2

Problem: _____

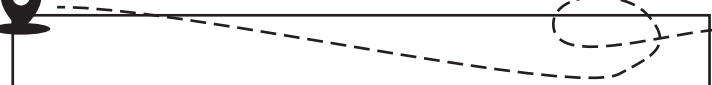
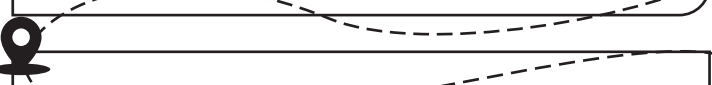
Background/Effects of problem	
Solution	
Result	
Useful phrases (introductions, describing past events, etc.)	
Ideas for images	

Art tour organiser

General information

Name: _____ Art form: _____

Type of art: _____

Language fact file organiser

Country	
Population	
Main language	
Other languages	
Total number of languages	
Common expressions	
Interesting fact	
Famous singer or writer	
Favourite word	
Alphabet – any new letters that aren't in your alphabet	

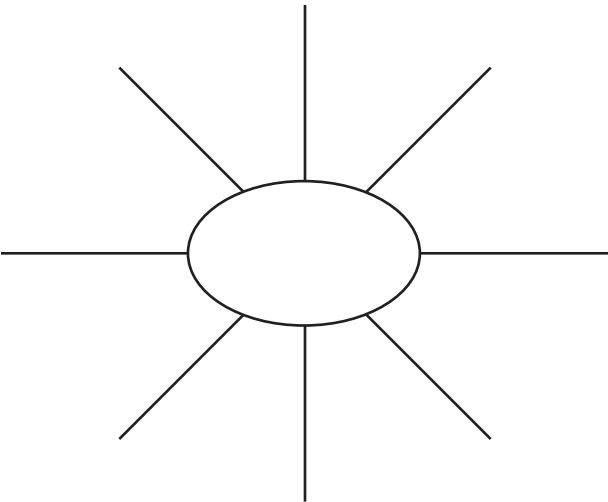
Ideas for images (flags, maps, people, etc.)

Report organiser

Purpose	Questions
Classmates' answers/problems they talk about	Your ideas/solutions 1 2 3 4 5
Presentation ideas	

Magazine article organiser

Spidergram



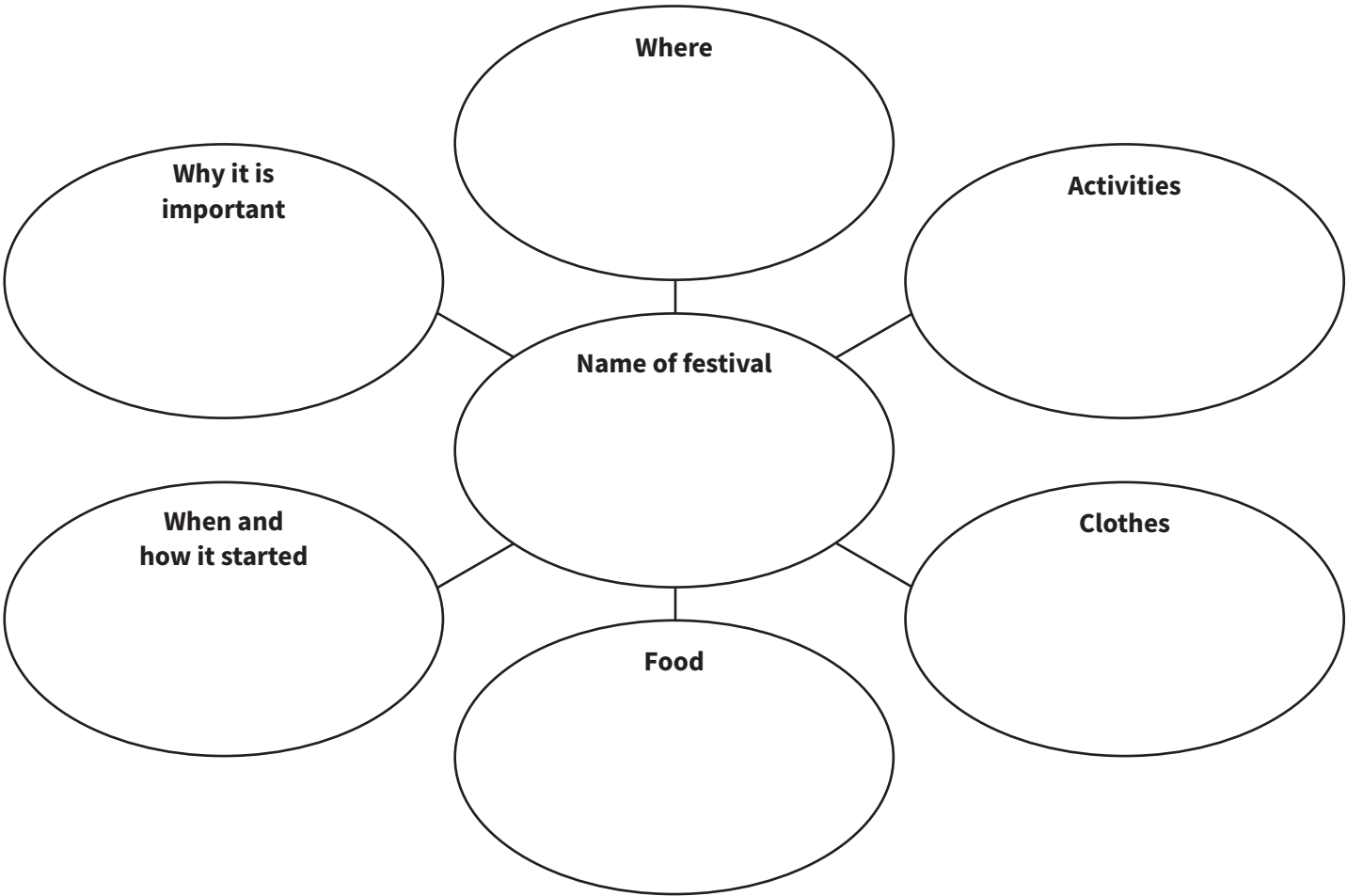
Notes organiser

Title:		
General introduction:		
Introduction	Main body	Conclusion

App organiser

1 List of problems	2 Solutions
3 Picture of invention	4 Picture of how it works
Materials:	Explanation:

Travel blog organiser



Notes about your section

What you did	Text
What you saw	
Feelings	
Other details (surprising, interesting, etc.)	

Ideas for images:

Brochure organiser

Name of school:

Introduction (why people should come to your school)
--

Unique features (what makes your school special)
--

Student rules	Student responsibilities (things students should do to be good citizens)
----------------------	--

Poster organiser

Volunteer programme:

Location:

Reason why the programme is important:

Activities you can do on the programme:

Cultural and other activities:

Accommodation:

Ideas for images:

Name: _____

Date: _____

Unit, topic and project: _____

KWL chart

Know	Want to know	Learned (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 are our tasks?		What do we know now about the tasks?
		What can we do now as a group?

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?

Name: _____

Date: _____

Unit, topic and project: _____

Peer-evaluation form

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

1 PREPARATION			
We listen to the instructions.			
We understand the project.			

2 DEVELOPMENT			
We participate 100% in the project.			
We work well as a group.			

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

REFLECT

2 Write one good thing about this project.

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

Name: _____

Date: _____

Unit, topic and project: _____

Teacher's evaluation form

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

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

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

Project-specific area	Grade
1	
2	
3	
4	
5	

Cambridge Life Competencies Framework

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

Competency 1	✓ / X	Foundation layers	✓ / X
		Emotional development and Wellbeing	
		Digital Literacy	
Competency 2	✓ / X	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?
- _____
- _____
- _____

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Key: Int = Introduction.

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