Second Edition



Project book

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CAMBRIDGE

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An introduction to project work

Welcome to your students' final year of study! How will project work help them prepare for life beyond secondary school?

Your students should now have the confidence to carry out different types of projects successfully. Most of them are familiar with all stages of the process and can complete the majority of the steps in English. The projects in Level 4 recycle students' previous knowledge in a motivating way, while allowing them to continue to develop their collaborative skills.

This book will guide you on how to make the most of project work and help students get ready for the next stages of their lives.

What is project work?

Imagine you and your class have just finished Unit 2 (*Changes*). Your students have learned vocabulary for parts of objects and practised using past tenses as well as *used to* and *would*. How can you review and expand on this topic? In this case, your students work in groups to create a museum exhibition.

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 memorable experiences.

Throughout the project work process, students develop a number of **life skills**. They learn to:



Advantages **of project work**



Personal advantages

- encourages **creativity** by promoting **different ways of thinking**
- increases **motivation** through challenge
- develops **autonomy** and a **sense of responsibility**
- increases natural **curiosity**
- improves **self-knowledge** through **self-evaluation**
- improves **communication skills** through teamwork
- involves family and friends in the **learning process**
- improves **interpersonal** relationships
- develops **life skills**

Academic advantages

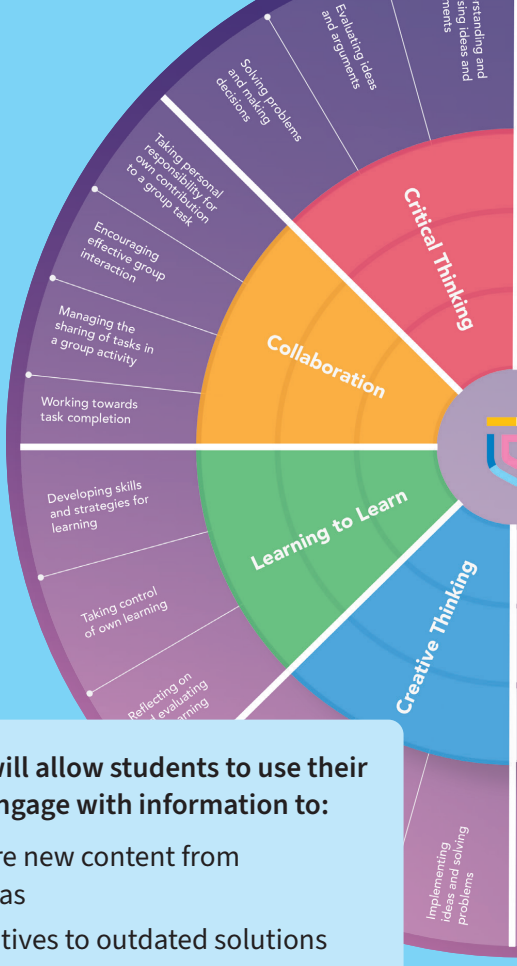
- allows teachers to deal with **mixed-ability** classes
- motivates whole-team cooperation and group work and promotes chances to **learn from one another**
- develops **planning** and **organisational skills**
- offers a '**flipped classroom**' approach
- **helps learning** through research and opportunities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

Language learning

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

Project work and the Cambridge Life Competencies Framework

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



Critical thinking will guide students engaging in project work to:

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

Creative thinking will allow students to use their imaginations and engage with information to:

- create and share new content from established ideas
- present alternatives to outdated solutions to problems
- respond to events and ideas
- use new language to share their thoughts and opinions

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

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



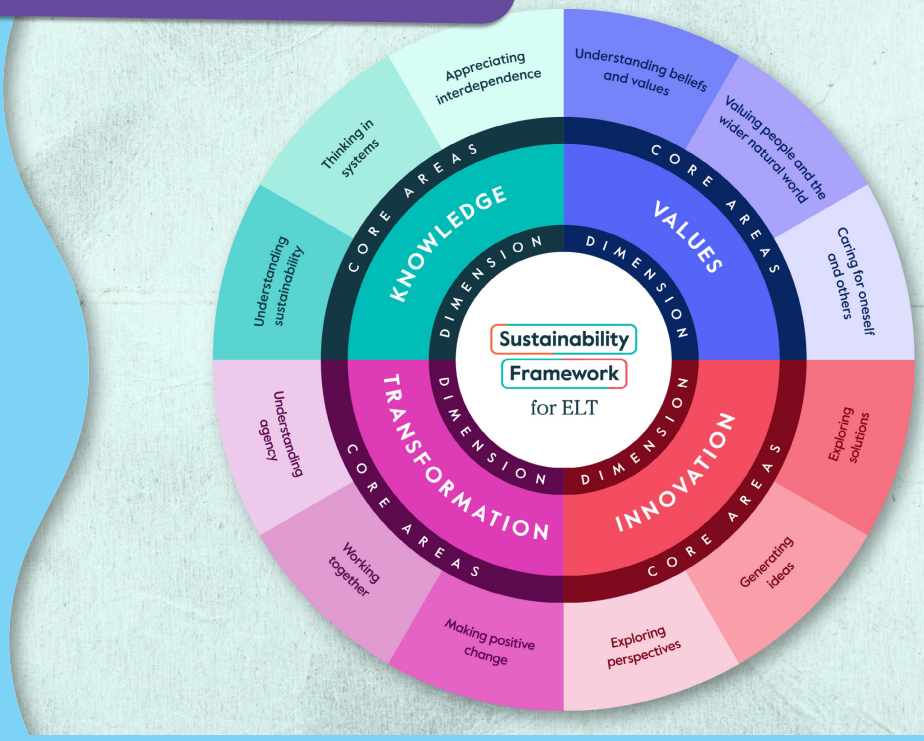
See the next page for correlations of project work to the Framework.

You can visit cambridge.org/clcf to explore the *Life Competencies Framework* in more detail and find more support on developing certain competencies in your classroom. Additionally, you can download detailed booklets for each competency, as well as activity cards for teenage learners with specific tasks that develop students' Life Competencies skills to complement the material found throughout the course.

Level 4 Projects	Competency	Core Area	Can Do Statements
The Culture Project: a fact file Teacher's Resource Bank Unit 1	Social Responsibilities	Understanding and describing own and others' cultures	*Accepts others and shows respect for cultural difference; Makes informed comparisons between their own society and other societies.*
	Learning to Learn	Taking control of own learning	*Identifies helpful resources for their learning; Finds sources of information and help (online and in school).*
The CLIL Project: Social studies: a fact file Student's Book pp30–31, 120	Social responsibility	Showing intercultural awareness	*Recognises immigrants' contribution to society; Develops understanding of human rights issues.*
	Collaboration	Taking personal responsibility for own contributions to a group task	*Follows the instructions for a task and alerts others when there are problems; Takes responsibility for completing tasks as part of a larger project.*
The Culture Project: a poster Teacher's Resource Bank Unit 3	Creative Thinking	Creating new content from own ideas or other resources	*Responds imaginatively to contemporary events and ideas; Makes an assignment original by changing the task or adding new angles.*
	Critical Thinking	Synthesising ideas and information	*Selects key points from diverse sources to create a new account.*
The CLIL Project: Music: a proposal Student's Book pp54–55, 121	Emotional development	Showing empathy and support for the feelings of others	*Shows understanding of other people's perspectives and feeling; Provides practical support for others who are struggling.*
	Creative thinking	Generating, implementing, presenting and explaining ideas and solutions	*Asks 'what if' questions to come up with alternatives and possibilities; Presents a solution confidently to their peers*
The Culture Project: a travel blog Teacher's Resource Bank Unit 5	Creative Thinking	Participating in creative activities	*Encourages group members to make activities more original and imaginative; Participates in 'what if' thinking.*
	Communication	Using appropriate language and register for context	*Knows how to present points clearly and persuasively; Uses language for effect.*
The CLIL Project: Digital citizenship: a blog post Student's Book pp78–79, 122	Digital literacy	Safety and well-being online	*Describes appropriate actions that help ensure online safety (e.g. maintaining appropriate privacy settings and blocking / reporting inappropriate content); Uses clear, concise and respectful language when sharing ideas and responding to others online.*
	Critical Thinking	Evaluating options, recommendations and implemented solutions	*Examines possible solutions to a given problem and states how effective they are; Evaluates the effectiveness of implemented solutions.*
The Culture Project: a presentation Teacher's Resource Bank Unit 7	Communication	Managing conversations	*Can use simple techniques to start, maintain and close conversations of various lengths; Paraphrasing.*
	Social Responsibilities	Understanding personal responsibilities as part of a group and in society – including citizenship	*Is aware of positive behaviour in different groups; Makes informed choices (e.g. in relation to diet, exercise, etc.)*
The CLIL Project: Art and design: a storyboard Student's Book pp102–103, 123	Critical Thinking	Experimenting with and refining ideas	*Redrafts a story or proposal in order to improve it; Tests out new theories or models to evaluate their effectiveness and identify areas in which they need to be refined.*
	Collaboration	Listening respectfully and responding constructively to others' contributions	*Listens to and acknowledges different points of view respectfully; Evaluates contributions from other students with appropriate sensitivity*
The Culture Project: a traditional story Teacher's Resource Bank Unit 9	Learning to Learn	Practical skills for participating in learning	*Organises notes systematically; Uses notes to construct original output.*
	Creative Thinking	Creating new content from own ideas or other resources	*Writes or tells an original story given prompts or without prompts; Communicates personal response to creative work from literature.*

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.



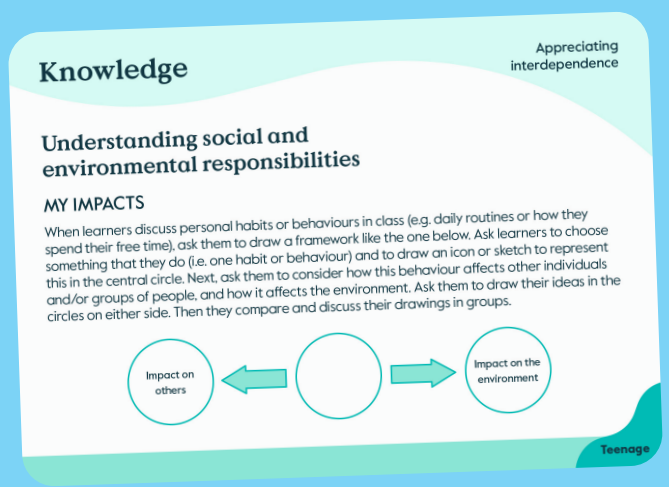
Own It! Second Edition content aligns in some units to the **United Nations Sustainability Development Goals**. These 17 goals were designed to be 'a blueprint to achieve a better and more sustainable future for all' (United Nations, n.d.) and adopted in 2015 to 'ensure healthy lives and promote well-being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

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.)



Level 1 Projects	Sustainability Framework	I understand …
The CLIL Project: Social studies: a fact file Student's Book pp30–31, 120	**Values:** Valuing people and the wider natural world	*the importance of human rights and social justice*
	Transformation: Working together	*how to appreciate cultural diversity; how to promote social inclusion*
	Sustainability activity cards: Values and Transformation	
The CLIL Project: Music: a proposal Student's Book pp54–55, 121	**Knowledge:** Thinking in systems	*how to identify the potential for alternative outcomes*
	Innovation: Generating ideas and exploring solutions	*how to recognise opportunity for positive transformation; how to promote equality, non-discrimination, and equity in sustainability solutions*
	Transformation: Working together	*how to promote social inclusion*
	Sustainability activity cards: Knowledge, Values, Innovation and Transformation	
The CLIL Project: Digital citizenship: a blog post Student's Book pp78–79, 122	**Innovation:** Exploring solutions	*how to evaluate the effectiveness of sustainable solutions*
	Transformation: Understanding agency and making positive change	*one's personal agency; how to promote a culture of peace and non-violence*
	Sustainability activity cards: Innovation and Transformation	
The CLIL Project: Art and design: a storyboard Student's Book pp102–103, 123	**Innovation:** Exploring solutions	*how to evaluate the effectiveness of sustainable solutions*
	Transformation: Working together	*how to encourage collaborative approaches*
	Sustainability activity cards: Innovation and Transformation	

The learning stages of project work

1 Preparation

Facilitators

Step 1: Introduce the topic

Step 2: Analyse the model for the project

Step 3: Go through the *How to* tips

Step 4: Clarify the project

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

2 Development

Project groups

Step 1: Assign roles and responsibilities

Step 2: Research and **analyse**

Step 3: Draft and **review**

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

3 Production

Project groups

Step 1: Prepare

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

Step 2: Present

- Take turns presenting
- Ask questions and give feedback

Step 3: Reflect

- Discuss all stages of the process

Pre-evaluation (self-evaluation)

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

Tools for teachers:
Teacher's evaluation form

Evaluation tools pp67–70

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

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

Tools for teachers:
Teacher's evaluation form

Evaluation tools pp67–70

Formative and summative evaluation

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

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

Evaluation tools pp67–70

Evaluation rubric p21

Reflection (you and students)

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

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

Evaluation p20

L1 in project work

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

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

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

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

At Level 4, we suggest you encourage the use of English for most stages of each project. This includes during in-depth discussions of the topic and reflection 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 *How to* tips		■
Clarifying the project		■
2 Development	**OL**	**E**
Assigning roles and responsibilities		■
Researching and analysing	■	■
Drafting and reviewing		■
3 Production	**OL**	**E**
Preparing the final presentation	■	■
Presenting the project		■
Reflecting on the process		■

[1] Kerr, Philip (2016). 'The learner's own language.' *Explorations in English Language and Linguistics*. 3.1: 1–7.
[2] Kerr, Philip (2014). *Translation and Own-language Activities*. Cambridge: Cambridge University Press.

Mixed abilities in project work

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



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

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

Cognitive maturity

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

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

Proficiency

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

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

Interests

Teenagers have a wide variety of interests and skills.

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

Learning preferences

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

Use a variety of learning styles in your classroom, such as visual, kinaesthetic, auditory, multimodal or text.

The roles of the facilitator



[1] DeKeyser, R., Alfi-Shabtay, I., & Ravid, D. (2010). 'Cross-linguistic evidence for the nature of age effects in second language acquisition.' *Applied Psycholinguistics*, 31(3), 413–438.

Classroom suggestions

Challenge	Suggestion
When working in groups, stronger students solve the problems, while others stay quiet.	Allow time for 'think, pair, share' activities, where students think individually first, discuss ideas with a partner, then share with another pair.
When weaker students are put in groups according to ability, they become labelled as 'less proficient', which affects their motivation and self-esteem.	Change groups to make sure all students benefit and contribute in different contexts.
High-ability students do not feel challenged.	Give extension work and higher-level input.
Weaker students do not complete tasks.	Give additional support and adapted activities.

Differentiated instruction

We provide a specific suggestion for differentiated instruction in each project. Each one has three categories:

1 *Support* activities help students to better understand the tasks and concepts

2 *Consolidation* activities reinforce what students are learning

3 *Extension* activities provide additional challenges for more proficient students.

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

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

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

Time management in project work



1 Be prepared

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

2 Divide the project into smaller tasks

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

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

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

3 Prioritise and set short-term goals

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

4 Help students plan out-of-class assignments

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

My time-management plan p71

5 Be flexible between projects

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

6 Set a time for the presentation

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

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

Challenges and implications

Students have had plenty of exposure to different learning styles through project work: visual, aural, verbal, physical and logical. Throughout secondary school, they have learned in groups and have also worked alone. The variety of projects in Level 4 allows students to continue developing their skills, no matter which learning style they prefer. As with previous levels, you can take advantage of these opportunities throughout the year.

Your students will be part of established social circles, but will be feeling the pressure of end-of-year exams and what they will need to do in the future. It is important to take these academic pressures into account.

What are some changes and challenges to expect?

Change	Challenge
Academic: more workload and responsibilities	organising time, planning when to study, doing homework, revising for tests, staying motivated
Environment: different teacher and expectations	getting used to a new way of learning, building trust, understanding different expectations, understanding consequences
Social: consolidating friendships and social groups	dealing with peer pressure, resolving conflicts, maintaining good relations, accepting new students into group
Self growth: physiological, emotional and moral changes	building self-confidence, developing empathy, providing emotional support
Personal: more complex personal issues, new interests	sharing personal problems, maintaining open communication

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

- providing consistency in how you organise your classes
- explaining how much guidance you will give (less than previous levels), and detailing your expectations
- giving students autonomy 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 isolated
- developing different skills through different ways of working (e.g. reflection, peer-evaluation, listening to others)
- continuing to pay attention to each student as an individual.



COLLABORATION

Collaborative skills	Behaviours	Level 4 Projects
Sharing resources	Helping group members to complete or improve work	**A fact file:** find and share online information; help each other find resources;
Sharing tasks	Making sure all group members have a task and role	**A fact file:** find and share online information; help each other find resources; check each other's work
Using social skills	Giving opinions, persuading, compromising, agreeing	**A poster:** agree on content; express opinions politely; ask questions
Encouraging effective group interaction	Listening and responding respectfully	**A proposal:** build on and respond in an open-minded way to each other's ideas; gives appropriate and constructive feedback
Resolving conflicts	Reaching a compromise and making final decisions	**A travel blog:** adapt or abandon proposals; listen respectfully
Disagreeing appropriately	Giving opinions politely to come to a solution	**A blog post:** listen to different points of view; come to a consensus
Giving constructive feedback	Commenting on group members' work	**A presentation:** make positive comments about and suggest improvements to each other's work
Listening actively	Responding to others' work or suggestions	**A storyboard:** plan information together; invite questions and opinions
Peer-tutoring	Correcting and editing each other's work	**A story:** give opinions; make suggestions for changes

Roles and responsibilities

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

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

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

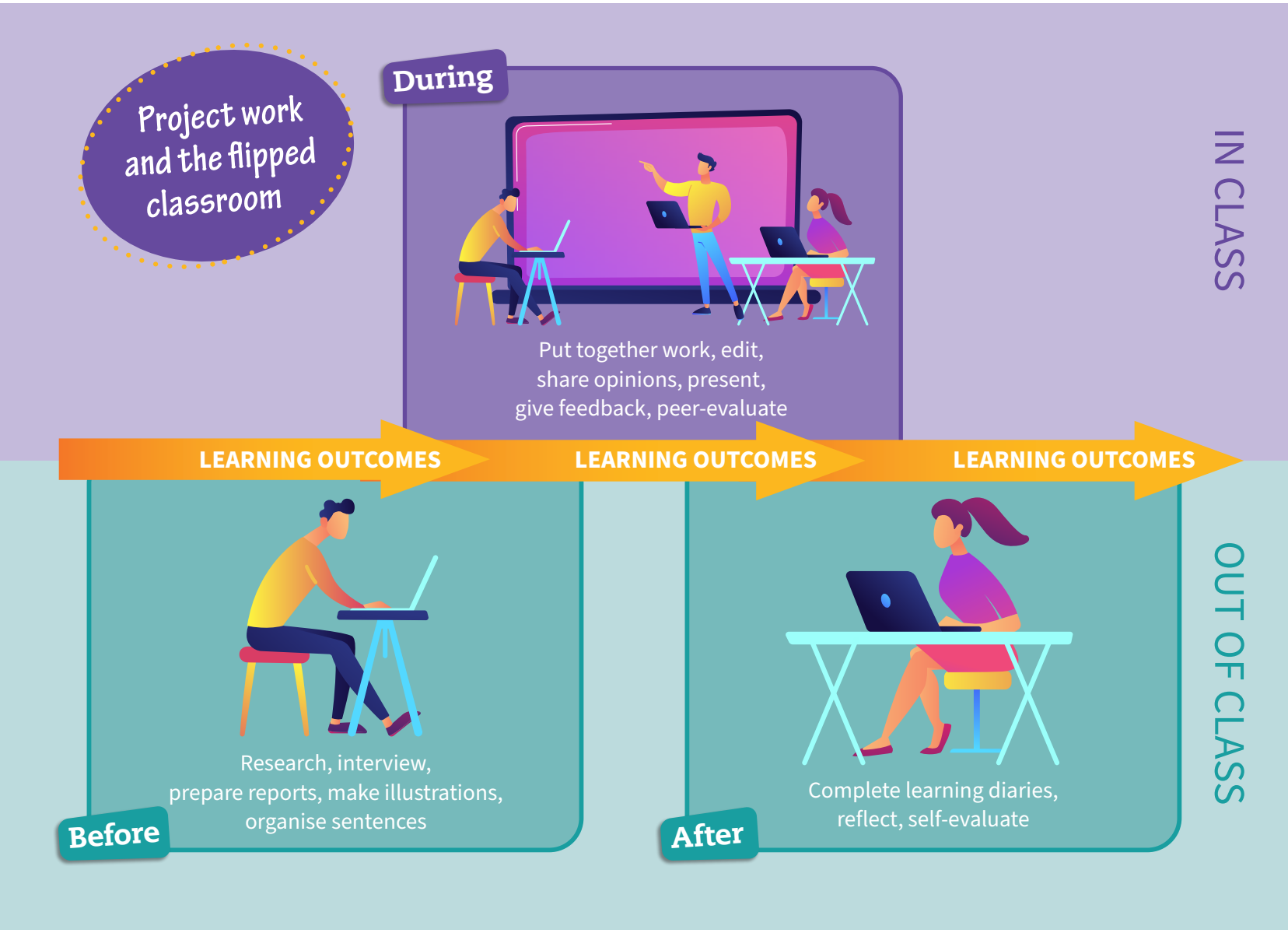


The **diary keeper** records decisions and tracks roles and responsibilities.

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

The **inspector** checks and edits information.

The flipped classroom



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

How well did I collaborate?

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

Did I ...
help my group?
share information?
do the tasks for my role?

Was I motivated?

Did we ...
trust each other in my group?
share opinions in my group?
share materials in my group?

What can I do to be a better group member?

Presentation ideas

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

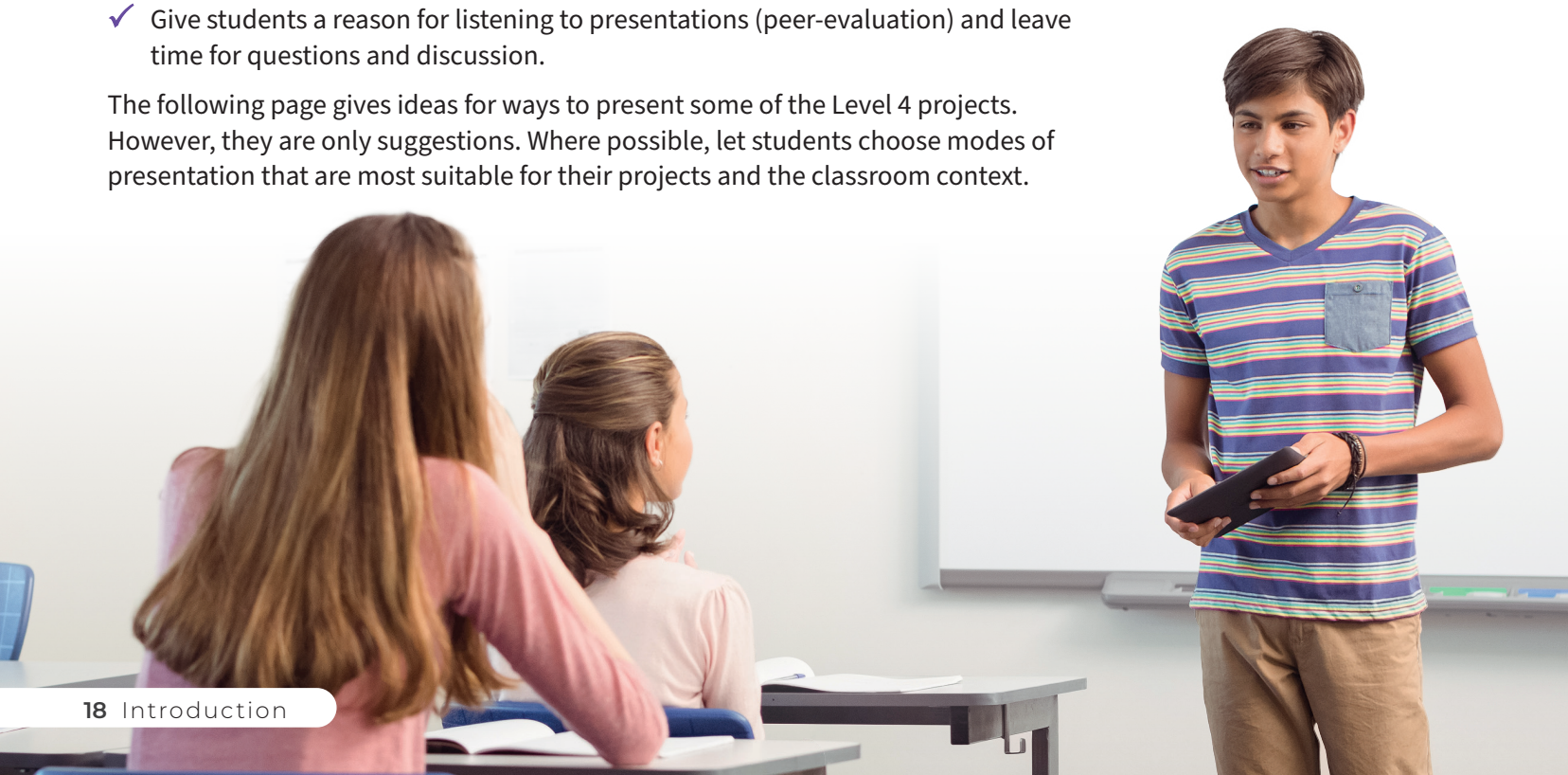
As well as being a natural way to end the project process, this stage also gives you an opportunity to check students' progress in the foundational layers of the Cambridge Life Competencies Framework. Cambridge Life Competencies Framework p6

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

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

- ✓ Allow students enough time to prepare.
- ✓ Make sure students support each other – 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 to present some of the Level 4 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 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.

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

2 Blog posts

1. **Look at** examples of blog posts online.
2. **Research** the information or advice you want to share.
3. **Choose** a title and images for the blog.
4. **Find** a blog template similar to the design chosen (incorporating subheads, bullet points, section, images, etc..
5. **Follow** the online steps to complete the blog post.



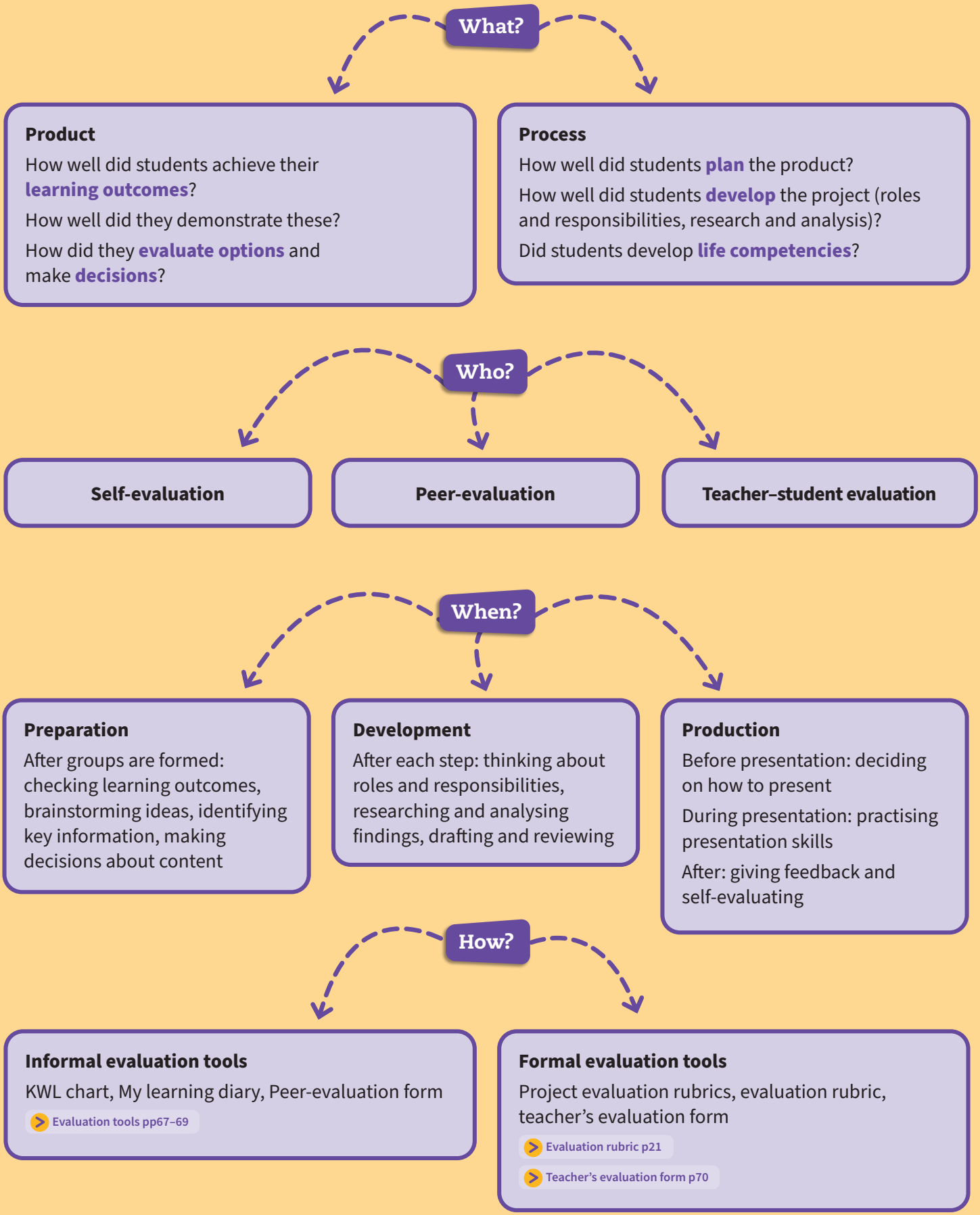
3 Storyboards

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



Have students use digital platforms to make storyboards online.

EVALUATION


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

Evaluation rubric

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

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

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

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

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

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

1 The Culture Project

A fact file

- **Learning outcome:** make a fact file
- **Skills:** research information, decide on categories and sections, decide how to present information
- **Resources:** two or more fact files on aspects of culture, Fact file organiser p58, My time-management plan p71
- **Evaluation tools:** Project evaluation rubric p25, My learning diary p68, Peer-evaluation form p69, Teacher's evaluation form p70

Unit 1

Before you start
Find two or three fact files on cultural topics (e.g. traditions, food, clothes, etc.) to show students in class.

1 Preparation

Step 1: Introduce the topic

- Introduce the topic of fact files after doing the vocabulary activities. p11
- Show students the fact files. Encourage them to say what the purpose of a fact file is and to describe what each fact file is about. Ask: *What information do the fact files show? What is each section about? Are there any images?*
- Discuss where we can find fact files (online, in newspapers or magazines, in leaflets and brochures, etc.). Explain that fact files present information about a topic in a clear way, usually using tables, bullet points and headings for different sections.
- Ask students to bring an example of a fact file (in English) about traditional dress or another cultural topic to the next class. Ask them to discuss how the information is presented.

Step 2: Analyse the model for the project Unit 1

- Look at the model fact file with the class. Ask: *What is the fact file about? How is the information presented? What are the sections of the table? What do the images show?*
- Ask students to read the fact file and find two or three pieces of interesting information. Tell them to make questions with that information to ask a partner. For example, *What is a ghillie? What happened to people who wore Scottish dress after the Battle of Culloden?*

Social Responsibilities
Understanding and describing own and others' cultures

Ask students to compare traditional Highland dress with traditional dress in their own culture. Ask students to say one or two things they like about traditional Highland dress.

Step 3: *How to* make a fact file Unit 1

- Go through the *How to* tips with the class. Ask them how they want to present their information (in print or digitally). Make sure students understand that their fact file will be about traditional dress from their own culture. Ask: *Where can you find information for your fact file? What information will you include?*
- Discuss using a video in a fact file. Ask students what free software they can use to make one or discuss finding a video online that they can show.

Step 4: Clarify the project Unit 1

- Follow the steps in The learning stages of project work p10.
- Brainstorm different types of traditional dress to include in the fact file.
- Ask groups to discuss what information they could research.

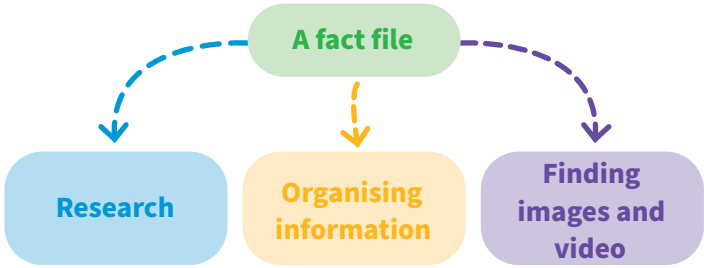
My learning diary p68 **Preparation**
Peer-evaluation form p69 **Preparation**

2 Development

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

Step 1: Assign roles and responsibilities

- In project groups, students decide on general roles. Roles and responsibilities p16 Help them decide on further roles they can share.
- Explain that there are some important roles when making a fact file. Draw a diagram like this on the board:



- Discuss the different tasks in making a fact file.

  Research: *Where can you find information about the topic? What sources will you use? How can you check the facts are correct? Who will decide on the most important or interesting details?*

  Organising information: *How will you present your information (tables, bullets, headings)? What sections will you have? Who will organise the information?*

  Finding images and video: *How will you make the fact file attractive? Where can you find images and who will select them? Will you use a video? Who will be responsible for it?*

- Encourage students to make notes and decide on roles.

Step 2: Research and analyse Unit 1 p71

Flipped classroom activity

Out of class: ask groups to do the first three points of the PLAN section in **Exercise 1** at home. Hand out a copy of the Fact file organiser p58 to each student.

In class: ask groups to discuss the information they found and complete the rest of the PLAN section. Remind students that the design of their fact files can differ from the model and the layout of the organisers.

Learning to Learn
Taking control of own learning

Ask students how they are progressing with the out-of-class work in Step 2. Make sure that group members are using and sharing resources and allow more time if necessary.

Own it! learning tip

Sharing resources

Encourage group members to share where they have found useful information and online resources. This can include photos, maps, drawings and facts about the traditional dress they have been researching. If they are making a video presentation, ask them to share different ideas about which programs to use. Monitor and help with useful language: *Look at this resource. Why don't you try ...? I've found lots of information at ... .*

Step 3: Draft and review Unit 1 p71

Flipped classroom activity

Out of class: ask students to prepare their sections at home. Remind them to use the **present perfect simple** to talk about facts from unspecified times in the past and the **present perfect continuous** when the focus is on how long something lasts.

In class: ask group members to complete the PLAN section by checking each other's work. Encourage them to make suggestions for improvement. Finally, ask groups to put all their information together and make a draft of their fact file. If they are doing the project digitally, now is the time for them to insert videos and other media.

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. Allow enough time for other groups to comment on different groups' fact files, ask questions and give feedback.

Before groups present their final fact files, check that they have followed and completed the steps, depending on which method of presentation they have chosen.

Presentation ideas p19

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

Social Responsibilities

Understanding and describing own and others' cultures

Accepts others and shows respect for cultural difference.

Evidence: Students research historical reasons for traditional dress and why it is important today, and comment on each other's findings.

Makes informed comparisons between their own society and other societies.

Evidence: Groups think about similarities and differences between traditional clothes from different cultures.

Learning to Learn

Taking control of own learning

Identifies helpful resources for their learning.

Evidence: Students find and use different resources to help present their projects.

Finds sources of information and help (online and in school).

Evidence: Groups use different of sources to make sure facts and details are correct.

Step 1: Prepare Unit 1 p71

- Go through the PRESENT section in **Exercise 2**.
- As groups prepare their final fact files, ask: *Does the fact file contain correct information? Do the examples of the clothing in the images match the information in the text? Do you have any video? What else can you add?*
- Ask students to check their grammar and spelling, particularly their use of the **present perfect simple** and **present perfect continuous**. (See Differentiated instruction activities below for further practice.)
- Remind groups of the presentation date and how much time each group will have.

Differentiated instruction

Support

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

Consolidation

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

Extension

Allow students to draft different versions of their fact files (using tables, bullets, etc.) and decide together on which one to use.

Step 2: Present Unit 1

- Draw attention to the CHECK section in **Exercise 3**. Tell the class to use these questions to check each group's fact files.
- Ask groups to present their fact files. As the class listens, tell them to make a note of two new things they learn.
- Ask students to discuss the most interesting facts. Encourage them to think about similarities and differences between the traditional clothes in the presentations and how they compare with traditional clothes in other cultures.

Step 3: Reflect Unit 1

- After all the presentations, discuss the CHECK question in **Exercise 3**.
- 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? What did you find difficult/interesting? What new things have you learned? What would you change about your presentations?*

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

Project evaluation rubric: a 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 is well organised with creative and interesting ideas. It is logical with very interesting facts. It uses a wide variety of images, video or other additional features to support information.	Product is organised with some creative and interesting ideas. It is logical with some interesting facts. It uses a variety of images, video or other additional features to support information.	Product is organised into some sections with a few creative and interesting ideas. It is logical but there are not many interesting facts. It uses a limited selection of images and additional features to support information.	Product is disorganised and lacks interesting ideas. It is not logical and has few interesting facts. There are no images or other additional features to support information.
Language use	Excellent use of grammar, punctuation and spelling. Excellent use of language from the unit (present perfect simple and continuous). Project communicates main ideas clearly with few or no mistakes.	Good use of grammar, punctuation and spelling. Good use of language from the unit (present perfect simple and continuous). Project communicates main ideas clearly but with some mistakes.	Adequate use of grammar, punctuation and spelling. Adequate use of language from the unit (present perfect simple and continuous). Project Is understandable, but some sections need further explanation.	Poor use of grammar, punctuation and spelling. Poor or no use of language from the unit (present perfect simple and continuous). Project is confusing, vague and almost impossible to understand.

Cambridge Life Competencies Framework

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

FOUNDATION LAYERS	ABILITIES	ACTIONS
Digital Literacy	• Use digital tools	finding content on various websites, downloading images or videos, sharing work online, assessing online material, using video-making programs
Discipline Knowledge	• Convince the audience	presenting ideas, categorising information, giving facts and details, using appropriate video and images, answering questions

Flipped classroom activities

Evaluate

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

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

In class: Discuss what students have learned, using the information from their learning diaries.

My learning diary p68 **Production**

2 The CLIL Project: Social studies

A fact file

- **Learning outcome:** research, organise and evaluate information about immigrants' contributions to culture and society, and make a fact file about immigration
- **Skills:** research information, decide on categories and sections, present and give opinions about the positive impact of immigration, decide how to present information
- **Resources:** general information on immigration to your country or region, Fact file organiser p59, My time-management plan p71
- **Evaluation tools:** Project evaluation rubric p29, KWL chart p67, Peer-evaluation form p69, Teacher's evaluation form p70

Student's Book pp20–21, 120

Before you start

Collect information on the positive contributions immigrants have made to your country or region to show students.

1 Preparation

Step 1: Introduce the topic

- After students have watched Video 2.5, elicit a few interesting things students learned. What aspect of their own culture do students most want to continue practicing or enjoying in the future?
- Do a brief class survey to find out which story from the text on Student's Book p30 is the most inspiring. Elicit examples of the positive impacts these people or organisations have on their communities.
- Point out the headings at the top left of p30: **Social responsibility: Evaluating the contribution immigrants make to their host countries.** Share the information you collected about immigration and guide a positive discussion of the topic. Ask students to brainstorm reasons people leave their home countries and travel to other places.

Step 2: Analyse the model for the project p120

- Ask students to look at p120 in their Student's Book to view the model project. Point out the title, chart and statistics called out, photos and historical and cultural information.
- Share that fact files are organised so that people can quickly and easily understand the information presented. Ask: *What information does this fact file share? How is it organised? Is the information presented clearly?*

Social responsibility

Showing intercultural awareness

Use the information in Steps 1 and 2 to confirm that students understand the positive impact immigrants have made to a culture.

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

Step 3: How to present a fact file p20

- Tell students they will be working in groups to present a fact file about reasons immigrants have come to their country or another chosen place, and evaluate the positive contributions immigrants have made to the culture.
- Tell students that they will need to take personal responsibility for their contributions to the project. Together with you, they will determine how long they will have to complete the project, but they will need to be realistic about the time needed for each aspect of its completion.

Step 4: Clarify the project pp20–21

- Follow the steps in The learning stages of project work p10.
- Introduce the CLIL unit theme of Social studies. Confirm students' understanding of the push-and-pull factors of immigration. In their projects, students will explain how these factors have influenced immigration to their chosen places.

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

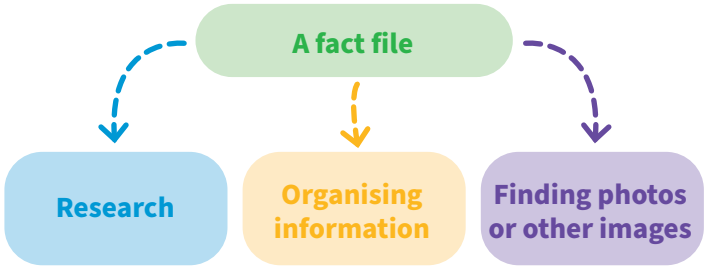
Peer-evaluation form p69 **Preparation**

2 Development

Start this stage as soon as groups know their learning outcomes and have chosen whether their research will focus on their own country or another place.

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. You may wish to ensure that students are taking on different roles from those they performed while completing the Unit 1 Culture project.
- Remind students of the important tasks involved in creating a fact file. Draw a diagram similar to the one below on the board.



- Discuss the different tasks required.

  Research: *Where can you find information about the topic? What sources will you use? How can you check the facts are correct? Can you find information or stories from immigrants as well as from governments or other organisations? Who will decide on the most important or interesting information?*

  Choosing information: *How will you present your information (tables, bullets, headings)? How can you check that the information is clear and easy to understand? What sections will you have? Who will organise the information?*

  Finding photos or other images: *How will you make the fact file attractive and interesting? Where can you find photos or other images? Do the images match the information in the text? Who will select the best images?*

- Encourage students to make notes and give each other roles and responsibilities. Remind them that they will be responsible for their personal contributions to the project. Have all groups discuss realistic timelines for the project with you. Work towards a class consensus on realistic and appropriate project timelines.

Step 2: Research and analyse p31 p71

Flipped classroom activity

Out of class: Have group members complete the first part of the Plan section of their project. Hand out a copy of the Fact file organiser p58 to each student. Tell them to start their research and find images and information using different sources.

In class: As groups to discuss the information they found and complete the rest of the Plan section. Remind students that the design of their fact files can be different to the model on p120 and the layout of the organisers. Remind groups to stick to the project timeline for their work.

Collaboration

Taking personal responsibility for own contributions to a group task

Ask groups to make sure that each member is aware of the project timeline and that each student completes their work as planned. Encourage students to confirm that they will inform their group members if they encounter problems finding information or keeping to the schedule.

Step 3: Draft and review p31 p72

Flipped classroom activity

Out of class: Ask students to prepare their sections at home. Remind them to use the unit language.

In class: Have group members check each other's work. Encourage them to make suggestions for improvement and make a draft of their fact file, including images and graphic organisers they choose to present information.

Own it! learning tip

Sharing tasks

After groups complete Steps 2 and 3, ask if they have been following their project timeline. Review how students prioritised their tasks. Ask if everyone was able to complete their tasks and what happened if any part of the project went behind schedule.

Peer-evaluation form p69 **Development**

3 Production

Schedule presentation times and stick to them to ensure that all groups present their fact files. Allow enough time for all groups to comment on each other's fact files, ask and answer questions and give and receive feedback.

Before groups produce their final fact files, check that they have followed and complete the steps, based on their chosen method of presentation.

Presentation ideas p19

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

Social Responsibility

Showing intercultural awareness

Recognises immigrants' contribution to society.

Evidence: Students share how immigrants have positively contributed to the culture and society of their chosen area.

Develops understanding of human rights issues.

Evidence: Students research and identify push-and-pull factors of immigration.

Collaboration

Taking personal responsibility for own contributions to a group task

Follows the instructions for a task and alerts others when there are problems

Evidence: Students check each other's progress within their groups to finish tasks on time.

Takes responsibility for completing tasks as part of a larger project.

Evidence: Students work alone in order to complete the larger task.

Step 1: Prepare p31 p71

- Go through the information in the Present section on Student's Book page 120 and ask students to confirm that they have completed all steps.
- As groups prepare their final drafts, ask questions: *Have you checked that the facts are correct? What images are you using? Do the texts match them? Is the design interesting? What can you do to improve your presentation now?*
- Check use of *used to, would,* and the past simple and the past perfect in the text. 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 each other's presentations. Have groups make notes about each fact file, then share what they learned.

Step 3: Respond p31

- After the presentations, have the class share their ideas from the Respond section. Encourage students to give positive feedback. (See Differentiated instruction activities below for further practice.)
- Encourage further discussion with the Respond questions on Teacher's Book p45.
- After the feedback session, encourage students to think about each stage of the project process, including positive experiences and things they could improve.

Differentiated instruction

Support
Have students vote on the most interesting fact file 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 fact files and share the list with that group. Monitor discussion and word choice to ensure that discussion is respectful and constructive.
Extension
In their project groups, have students write two or three questions about specific information from their fact files. Then have two groups quiz each other.

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

Project evaluation rubric: a fact file

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	dealing with schedules, encouraging each other to complete the task, giving constructive feedback, responding to feedback respectfully
Discipline Knowledge	• Convince the audience	giving details, summarising information, answering questions

Flipped classroom activities

Evaluate

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

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

In class: Discuss what students learned, using the information from their KWL charts. Ask: *What have you learned from this project?* Ask them to think about areas such as time management and sharing tasks.

KWL chart p67 **Learned**

3 The Culture Project

A poster

- **Learning outcome:** make a poster
- **Skills:** research and select items of food, find and organise interesting information, decide on a design and select photos, maps and drawings
- **Resources:** two or more posters, Poster organiser p60, My time-management plan p71
- **Evaluation tools:** Project evaluation rubric p33, My learning diary p68, Peer-evaluation form p69, Teacher's evaluation form p70

Unit 3

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

1 Preparation

Step 1: Introduce the topic

- Introduce the topic of posters after completing the reading exercises. p36 Ask: *How would you make a poster about different types of food? What information would you include?* Discuss ideas.
- Show students the food posters. Encourage them to say what area of food the posters focus on. Ask: *What interesting information do the posters have? How is the information presented?*
- Remind students that posters use both text and pictures to get people's attention. Ask: *Are the posters divided into different parts? What pictures can you see?*
- Ask students to bring a poster (or an image of a poster) containing factual information to the next class. Tell them that the posters should be in English. Ask them to discuss which posters are most attractive, and why.

Step 2: Analyse the model for the project Unit 3

Flipped classroom activity

Out of class: ask students to read the model poster. Ask them to prepare ideas for these questions: *What are the most important ideas? What interesting facts are there? Are the pictures interesting? How is traditional Aboriginal food different from traditional food in your country?*

In class: ask students to discuss their ideas. Then ask students to find similarities and differences between the design of the model poster and the examples they brought to class. Ask: *Which ideas would you use for your own poster? Why?*

Creative Thinking

Creating new content from own ideas or other resources

Write the best ideas from the discussion in Step 2 on the board and tell students to make a note of the ideas they want to use in their own poster.

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

- Go through the *How to* tips with the class. Tell students that they will need a general title for their poster and then will organise the information about their area of food into different items of food.
- Discuss where students can find photos and why clear handwriting is important.

Step 4: Clarify the project Unit 3

- Follow the steps in The learning stages of project work p10.
- Brainstorm different areas of food to research. Write a list on the board, together with any interesting information students already know and where they can find out more.
- Tell groups to choose an area of food for their poster.

My learning diary p68 **Preparation**

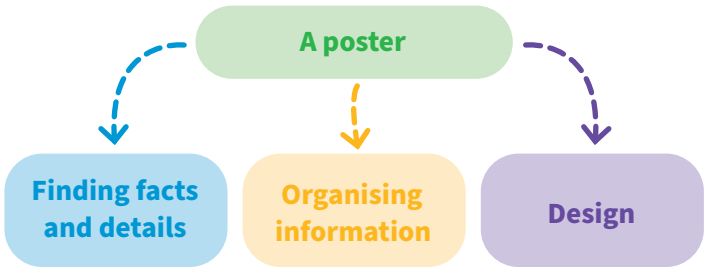
Peer-evaluation form p69 **Preparation**

2 Development

Start this stage as soon as groups know their learning outcomes and have chosen an area of food for their poster.

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 and responsibilities they can share.
- Explain that there are some important roles and responsibilities when making a poster. Draw a diagram like this on the board.



- Discuss the different tasks required to make a poster.

  Finding facts and details: *How will you decide on which foods to research? Where can you find information about them? How can you check this information is correct? What information will readers find interesting? Who will decide what information to include?*

  Organising information: *What information goes in the introduction? What information will you need about different foods? Who will be responsible for organising the information?*

  Design: *What can make the poster attractive? Where can you find photos? Do the photos match the information in the text? Who will select them?*

- Encourage students to make notes and share roles.

Step 2: Research and analyse Unit 3 p71

- Have groups start the PLAN section in **Exercise 1**. They discuss the area of food they have chosen and select five or six food items to concentrate on.
- Hand out a copy of the Poster organiser p60 to each student.

Flipped classroom activity

Out of class: ask students to find information to complete the organiser. Draw attention to the type of information they can look for in the second bullet of **Exercise 1**.

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

Step 3: Draft and review Unit 3 p71

Flipped classroom activity

Out of class: ask students to prepare their sections at home. Remind them to find photos, maps and drawings.

In class: allow time for students to check and correct each other's work and create a first draft of the final poster. Ask them to concentrate on the vocabulary for each type of food. (See Differentiated instruction activities below for further practice.)

Critical Thinking

Synthesising ideas and information

Monitor students' ability to explore different ways of presenting the information effectively.

Differentiated instruction

Support

Help students check each other's sections. Point out areas which they can improve and ask them how they can do this.

Consolidation

Encourage students to use websites, dictionaries and their Student's Book to check grammar, vocabulary, punctuation and spelling.

Extension

Students make final decisions about corrections. They should explain their reasons to the group.

My learning diary p68 **Development**

Peer-evaluation form p69 **Development**

3 Production

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

Before groups produce their final drafts, ask them how they will present the information on their posters and give alternative ideas, such as a booklet.

Presentation ideas p19

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

Creative Thinking

Creating new content from own ideas or other resources

Responds imaginatively to contemporary events and ideas.

Evidence: Students research and choose an appropriate topic to focus on.

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

Evidence: Posters have an interesting design and contain interesting and/or surprising information. Students present their ideas in formats other than a print poster.

Critical Thinking

Synthesising ideas and information

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

Evidence: Groups use a variety of online or print resources to find interesting information.

Step 1: Prepare Unit 3 p71

- Go through the PRESENT section in **Exercise 2**.
- As groups prepare their final posters, ask: *Has your poster got photos, maps and drawings? Are you happy with the title? Is it short and interesting? Is the poster attractive? Does it have enough interesting facts?* Allow enough time for final changes.
- Encourage students to meet out of class to practise their presentation.
- Remind groups of the presentation date and how much time each group will have.

Own it! learning tip

Using social skills

As groups finish their posters in Step 1, encourage them to use polite language for expressing opinions, interrupting and making decisions, for example: *Let's ..., Excuse me ..., We could ..., Can I make a suggestion?, What about ...?, Why don't we ...?, Are there any more ideas?, Right, so we all agree.*

Step 2: Present Unit 3

- Draw attention to the CHECK section in **Exercise 3**. Ask the class to think about which poster is most interesting when they listen to each other's presentations.
- Ask groups to present their posters. Allow students to ask questions at the end of each presentation.
- Groups display their posters on the walls after presenting.

Step 3: Reflect Unit 3

- After all the presentations, discuss 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. Ask: *Are you happy with your poster? Which section is your favourite? Which part of making a poster was the easiest/most difficult? What would you do differently in future? What have you learned from this project?*

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

Project evaluation rubric: a poster

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

	4	3	2	1
Creativity	Product is well organised with creative and interesting ideas. It has a short and interesting title and includes the key information. It has an attractive design with interesting photos, maps and drawings.	Product is organised with interesting ideas. It has a short and interesting title and includes most of the key information. It has a fairly attractive design with interesting photos, maps and drawings.	Product is interesting, but lacks organisation. It has a title and includes some key information. It has a basic design with some photos, maps and drawings.	Product lacks interesting ideas and organisation. It is missing a title and/or key information. It has an unattractive design which is not related to the topic.
Language use	Excellent use of grammar, punctuation and spelling. Communicates its main ideas clearly with few or no mistakes.	Good use of grammar, punctuation and spelling. Communicates its main ideas clearly but with some mistakes.	Adequate use of grammar, punctuation and spelling. Communicates some of its main ideas clearly, but some sections need further explanation.	Poor use of grammar, punctuation and spelling. Confusing and almost impossible to understand.

Cambridge Life Competencies Framework

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

FOUNDATION LAYERS	ABILITIES	ACTIONS
Discipline Knowledge	• Convince the audience	using persuasive language, giving specific details, providing interesting information and supporting details, answering questions
Emotional Development and Wellbeing	• Empathise and build relationships	helping others complete a task, using coping mechanisms when giving presentations, agreeing on content

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: Ask students to think about their progress at home. My learning diary p68 **Production**

In class: Discuss what students learned, using the information from their learning diaries. Ask: *What new skills have you learned? How can your group work better in the next project?*

My learning diary p68 **Production**

4 The CLIL Project: Music

A proposal

- **Learning outcome:** understand how to show empathy and support for others, and write a proposal for how to organise an inclusive event
- **Skills:** research accessibility issues and solutions, identify and share practical suggestions, prepare and present a proposal
- **Resources:** two or more proposals on how to promote inclusivity, Proposal 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, 121

Before you start

Collect or find online two or three different proposals that engage with inclusivity and accessibility issues in a positive way, to show students in class.

1 Preparation

Step 1: Introduce the topic

- After students have watched Video 4.5, explain that *accessibility* describes how easy it is to use, get or be able to do something. When an event is accessible, people with disabilities or neurodiversity are just as able to enjoy the event as everyone else.
- Show students the proposals you collected. Ask: *What problems and solutions do they present? How do the writers present their ideas?*
- Explain that proposals present information about a problem and give solutions. Sometimes proposals are written about something that affects a specific group of people.
- Point out the headings at the top left of p54: **Emotional development: Understanding other people's perspectives and feelings.** When we try to understand the perspective of someone else, we imagine how they think and feel about an issue.

Emotional development

Showing empathy for the feelings of others

Monitor students' response to the topic. Students may have strong opinions and desires to promote accessibility and inclusivity. Encourage this enthusiasm and conviction, as it will likely prompt creative ideas for their project work.

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, including the title, the introduction of the problem, and the ideas and solutions. Have pairs brainstorm what they could add to each paragraph to make the proposal stronger.
- Ask: *Is the purpose of this proposal clear? Which suggestions are the most realistic? How do the images and diagram support the ideas?*
- Revise the unit language. Ask students to find examples of *could, must, have to, need, should,* and *ought to*.

Step 3: How to present a proposal p54, p121

- Tell students they will work in groups to research difficulties people face when attending an events, then share suggestions and solutions in a proposal to make events more inclusive and accessible.
- Explain that they will need to work collaboratively to create a proposal that is persuasive, realistic and inclusive.

Step 4: Clarify the project p54–55

- Follow the steps in learning stages of project work p10
- Introduce the CLIL unit theme of Music. Ask why some types of music might have more impact than others on people with disabilities or neurodiversity.

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

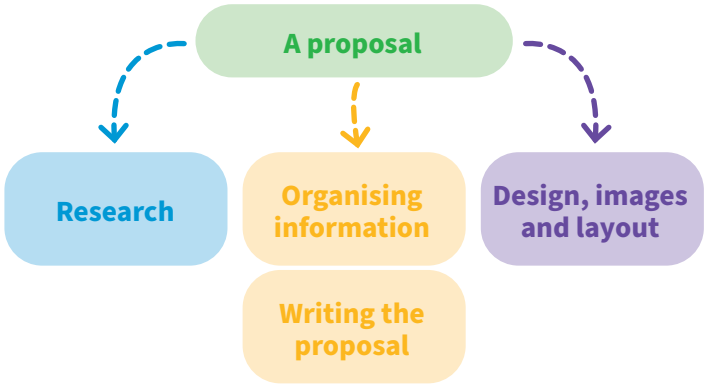
Peer-evaluation form p69 **Preparation**

2 Development

Start this stage as soon as groups understand their learning outcomes and have chosen the area of accessibility they will focus on.

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 for creating a proposal.

  Research: *Where will you find the information about the issues people face? How will you gather information from the people affected? What problems need more inclusive solutions? How will you come up with the costs?*

  Organising information: *How will you present your suggestions? What types of diagrams or other graphics can support your proposal?*

  Writing the proposal: *What content will you include? What language can you use to persuade people and get support from the community?*

  Design, images and layout: *How will you make the proposal appealing and easy to understand? Where can you find images and graphics?*

Step 2: Research and analyse p55 p71

- Hand out a copy of > Proposal 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 Research notes sections of their organiser in their groups.
- Have groups research the accessibility issues they chose. Tell them to record their notes and start to individually evaluate the solutions they learn about. Remind students to look for personal stories and solutions from people who are affected by these issues. They should also start to think about the costs of implementing the solutions they read about.

Flipped classroom activity

Out of class: Have students complete the rest of their organisers. Tell them to add a list of the most common difficulties people encounter, some of the solutions they found in their research, and their own ideas. Ask them to discuss how useful and effective they think these solutions are to evaluate the best ideas and solutions each group member has found.

In class: Have groups compare the information in their organisers and decide on the best solutions to include in their proposal. Allow significant time for group discussion and evaluation. (See Differentiated instruction activities below for further practice.)

Differentiated instruction

Support
Help groups decide on final content by asking them to explain a few of their best ideas.
Consolidation
Allow groups time to read all of the researched solutions on each other's organisers to determine if any have been overlooked or could be improved enough to be included in the final proposal.
Extension
Encourage groups to discuss what to include in their final proposals and give persuasive arguments for each solution.

Creative Thinking

Generating, implementing, presenting and explaining ideas and solutions

Monitor students as they discuss ideas and solutions. Encourage them to give helpful feedback, and add on to each other's ideas with 'What if' questions. Support students to use helpful language: *What if the venue had …?, That's a good idea – let's also try …, Have you thought about …?, Where could we use...?*

Step 3: Draft and review p55 p71

- Have students put their final ideas onto paper to draft their proposals. Remind them to separate their information into clear sections and use headings, images and/or diagrams to support the text.
- Encourage discussion about the best way to present their ideas.

> Peer-evaluation form p69 **Development**

3 Production

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

Before groups produce their final drafts of their proposals, have them discuss different ways to present it. Some groups may prefer to present their work digitally.

Presentation ideas p19

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

Emotional Development

Showing empathy and support for the feelings of others

Shows understanding of other people's perspectives and feelings

Evidence: Students research issues of accessibility for people with disabilities or neurodiversity and gather information from personal stories or survey results from those affected.

Provides practical support for others who are struggling.

Evidence: Students brainstorm and develop practical, cost-effective suggestions and solutions to make a venue accessible.

Creative Thinking

Generating, implementing, presenting and explaining ideas and solutions

Asks 'what if' questions to come up with alternatives and possibilities

Evidence: Students consider a range of possibilities for how spaces can be made more accessible.

Presents a solution confidently to their peers.

Evidence: Students share their ideas in a clear, persuasive and considerate proposal.

Step 1: Prepare p54–55 p71

- Go through the Present section on Student's Book page 121.
- As groups prepare their final proposals, ask: *Where did you find your information? Have you made sure to consider ideas and opinions from people who are experiencing these issues themselves? Are you using appropriate language to describe the problems and solutions? Is your proposal inclusive and realistic? How did you come up with the costs?*
- Remind students that different group members should take responsibility for explaining different aspects of the proposal. Suggest that they take turns presenting problems and solutions.
- Remind groups of the presentation date and how much time each group will have.

Own it! learning tip

Encouraging responsibility

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

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 each group's proposal.
- Have groups present their proposals. Encourage students to ask questions at the end of each presentation.
- There may be similar solutions and ideas presented across all groups, so point out any original ideas or especially cost-effective or considerate solutions and praise students for offering a range of ideas.

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 proposal on the board. Then have the class vote for the best proposal. Encourage further discussion with the 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 proposal

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

	4	3	2	1
Creativity	Product contains detailed facts and figures to present solutions. It has clear graphics that are easy to understand. It uses interesting images and a variety of text sizes.	Product contains some facts and figures to present solutions. It has mostly clear graphics that are easy to understand. It uses interesting images and one or two text sizes.	Product contains a few facts. It has some clear graphics, but some are difficult to understand. It uses some interesting images and only one text size.	Product contains incorrect facts. It has graphics that are difficult to understand. It uses poor images and text which is difficult to read.
Language use	Excellent use of grammar, punctuation and spelling. Excellent use of language and vocabulary from the unit (modal verbs and the five senses). Project communicates main ideas clearly with few or no mistakes.	Good use of grammar, punctuation and spelling. Good use of language and vocabulary from the unit (modal verbs and the five senses). Project communicates main ideas clearly but with some mistakes.	Adequate use of grammar, punctuation and spelling. Adequate use of language and vocabulary from the unit (modal verbs and the five senses). Project communicates main ideas clearly, but some sections need further explanation.	Poor use of grammar, punctuation and spelling. Little language and vocabulary from the unit (modal verbs and the five senses). Project is confusing and almost impossible to understand.

Cambridge Life Competencies Framework

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

FOUNDATION LAYERS	ABILITIES	ACTIONS
Emotional Development and Wellbeing	• Empathise and build relationships	making decisions as a group, taking responsibility for own work, giving positive feedback
Discipline Knowledge	• Convince the audience	checking facts and figures, demonstrating knowledge, giving specific details, answering questions

Flipped classroom activities

Evaluate

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

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

In class: Discuss what students learned, using the information from their KWL charts. Ask: *Why are proposals useful? What do you like and dislike about them?*

KWL chart p67 **Learned**

5 The Culture Project

A travel blog

- **Learning outcome:** write a travel blog
- **Skills:** research information about a region of India, choose interesting ideas, find maps, photos and drawings, prepare a section of a blog
- **Resources:** two or more travel blogs, Travel blog organiser p62, My time-management plan p71
- **Evaluation tools:** Project evaluation rubric p41, My learning diary p68, Peer-evaluation form p69, Teacher's evaluation form p70

Unit 5

Before you start

Find two or three travel blogs online to show students in class.

1 Preparation

Step 1: Introduce the topic

- Introduce the topic of travel blogs after doing the listening and vocabulary exercises. p62 Ask: *What kinds of texts do people create to share their travel experiences? What type of information do they show?*
- Show students the travel blogs. Ask: *What places are they about? Is the information in different parts? What images does the writer use? Would you like to go to these places?*
- 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 can blogs be about?* Have students share examples.
- Ask students to find a blog about travel. They can discuss what the blogs contain in groups.

Step 2: Analyse the model for the project Unit 5

- Students look at the sections, titles and pictures in the model blog. Ask: *Which place is this blog about? What information do you expect to find out about?*
- Ask students to read the blog. Ask: *How is the weather in Meghalaya? How does the writer travel around? What do people do there? What is the official language? What animals are there?*
- Ask: *Is the blog attractive? Is it easy to follow? Are you interested in visiting Meghalaya? Is the language of the blog formal or informal?* (See Differentiated instruction activities below for further practice.)

Differentiated instruction

Support
Students work in pairs. Ask them to make true/false sentences about the blog and test another pair.
Consolidation
Have students work in pairs. Tell them to underline the parts of the blog which give the writer's opinions and to circle any facts.
Extension
Tell students to imagine they are visiting Meghalaya. Ask them to agree on three things they are going to do and plan an itinerary.

Step 3: *How to* write a blog Unit 5

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

Step 4: Clarify the project Unit 5

- Follow the steps in The learning stages of project work p10.
- Brainstorm the kinds of things which are important to include in a blog (local information, famous buildings, people, climate, opinions, etc.). Write ideas on the board.

My learning diary p68 **Preparation**

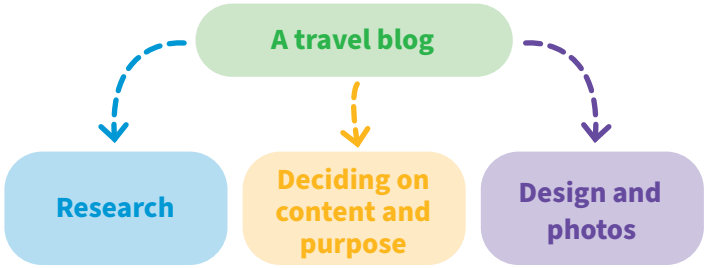
Peer-evaluation form p69 **Preparation**

2 Development

Start this stage as soon as groups know their learning outcomes and have decided what to include.

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.
- Explain that there are some important roles and responsibilities when writing a blog. Draw a diagram like this on the board.



- Discuss the different tasks for making a travel blog.

  Research: *How will you find and check information? What will be the facts and opinions?*

  Deciding on content and purpose: *Who is your blog for? What will readers be interested in? What style of language will you use? How will you organise information?*

  Design and photos: *How can you make your blog look attractive? Where can you find images? Do the images match the information in the text? How will you make the blog (in print or online)?*
- Encourage students to make notes and decide on roles.

Step 2: Research and analyse Unit 5 p71

- Have groups start the PLAN section in **Exercise 1**. Allow time for students to research basic information about different areas of India before choosing one to write about.
- Groups decide on different areas to focus on. Have them discuss how they can write about different topics on different days of the blog.
- Groups decide what each person will write about. Tell them to decide on a series of activities and destinations for different days and give them days for each other to write about.
- Hand out a copy of the Travel blog organiser p62 to each student. Have them make notes about their day and check their information with their group. Have them decide on a title for their blog.

Creative Thinking
Participating in creative activities

Encourage students to use the information they find to help them imagine what it would be like to travel to their chosen area.

Step 3: Draft and review Unit 5 p71

Flipped classroom activity

Out of class: have group members prepare their day of the blog. Remind students to use friendly language, describe experiences and give both facts and opinions.

In class: have group members check each other's sections and then put their blog together. They can use maps and other information to check they are presenting events in a logical order.

Communication
Use appropriate language and register for context

Make sure students are writing their blogs with an appropriate informal style. Check that they are presenting personal opinions and using narrative tenses and not only describing a place.

My learning diary p68 **Development**

Own it! learning tip

Resolving conflicts

Encourage students to try and agree when making final decisions about their blog. Have students listen respectfully and change their ideas if necessary, using polite language: *I think ..., Why don't we ...?, That's a good idea, but ..., What about ...?, Let's forget about that.*

Peer-evaluation form p69 **Development**

3 Production

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

Offer help and suggest ideas for how groups can complete their final versions successfully. Students may want to present their blog post digitally. If so, have groups work on the design and share their work using free online blog templates. If students are presenting digitally, they may want to include video.

Presentation ideas p19

As students prepare and present their projects, check their abilities in the following Competencies.

Creative Thinking

Participating in creative activities

Encourages group members to make activities more original and imaginative.

Evidence: Students make content and design suggestions that attract readers' attention.

Participates in 'what if' thinking?

Evidence: Group members imagine what it would be like if they travelled to India.

Communication

Using appropriate language and register for context

Knows how to present points clearly and persuasively.

Evidence: Blogs give opinions and use clear language to describe experiences.

Uses language for effect.

Evidence: Blogs contain informal language and punctuation that express opinions in a friendly way.

Step 1: Prepare Unit 5 p71

- Go through the PRESENT section in **Exercise 2**.
- As groups prepare their 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 about their blog entries.

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 in their blog design.

In class: ask groups to make any final changes to their blog. Have them focus on content and design before checking grammar, punctuation and spelling.

Step 2: Present Unit 5

- Draw attention to the CHECK section in **Exercise 3**. Ask the class to think about these questions as they listen to each other's presentations.
- Groups present their blogs. Tell students to each present the entry 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.

Step 3: Reflect Unit 5

- After the presentations, discuss the CHECK questions in **Exercise 3**.
- Have the class discuss what they found interesting about each blog. Then hold a class vote on which regions of India they would like to visit. Encourage them to explain why.
- Encourage students to think about each stage of the project, including positive experiences and things they could improve.

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

Project evaluation rubric: a travel blog

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

	4	3	2	1
Creativity	Product contains a wide variety of facts and opinions. Product has many interesting images and is interesting for the reader. It is very well organised and includes all the important details.	Product contains a variety of facts and opinions about the area. Product has some interesting images and is fairly interesting for the reader. It is well organised and includes most of the important details.	Product contains one or two facts and opinions about the area. Product contains images, but the content is not very interesting for the reader. It is organised in parts, but is missing several details.	Product does not contain facts or opinions about the area. It does not have any images and is uninteresting for the reader. It is disorganised and doesn't include any important details.
Language use	Excellent use of language to describe experiences and opinions. Uses punctuation very well. Project communicates its main ideas clearly with few or no mistakes.	Good use of language to describe experiences and opinions. Uses punctuation well. Project is understandable, but has some mistakes.	Adequate use of language to describe experiences and opinions. Uses some punctuation. Project is understandable, but some sections need further explanation.	Poor use of language to describe experiences and opinions. Contains mostly incorrect punctuation. Project is confusing and almost impossible to understand.

Cambridge Life Competencies Framework

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

FOUNDATION LAYERS	ABILITIES	ACTIONS
Digital Literacy	• Use digital tools	finding content, checking information, creating a blog, collaborating and sharing work online, using digital presentation techniques
Discipline Knowledge	• Convince the audience	describing experiences, giving details, demonstrating knowledge, expressing facts and opinions, 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: Discuss what students learned, using the information from their learning diaries. Ask: *What makes blogs interesting? How would you change your blog?*

My learning diary p68 **Production**

6 The CLIL Project: Digital citizenship

A blog post

- **Learning outcome:** understand how to engage in safe and responsible online behaviour, and write a blog post to give advice
- **Skills:** research information online and write a blog post, use a blog design template
- **Resources:** two or more examples of blog posts, Blog post 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, 122

Before you start

Find two or three different examples of blog posts (preferably written by young people and about online activity or behaviour) to show students in class.

1 Preparation

Step 1: Introduce the topic

- After students have watched Video 6.5, ask: *What is one piece of advice you would give to young people using the internet or social media?*
- Show students the blog posts you found. Encourage students to describe what information they share. Ask: *Why do you think people like to write about their experiences or give advice to readers?*
- Point out the headings at the top left of p78: **Digital literacy: Safety and well-being online.** Explain that a big part of digital literacy is knowing how to use the internet safely and responsibly. Social media can sometimes make us feel bad, share incorrect information, or give our personal information to people we don't want to have it. It's important to understand and learn how to make sure we stay safe online.

Step 2: Analyse the model for the project p122

- Have students look at the sections, titles and images in the model blog post on Student's Book p122. Ask: *What is this blog post about? What advice does it give? How does the language make you feel about the topic?*
- Ask questions about the blog's design: *Does it look good? How does the design help you understand the information? Would you add any more information to the tips?*

Digital literacy

Staying safe online and interacting appropriately in a digital space

Use the questions and information in Steps 1 and 2 to confirm that students understand the importance of digital literacy and how our online interactions can have an effect on our well-being.

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

Step 3: How to present a blog post p78

- Ask students: *Do you have ideas about how to stay safe online? How would you present your information to make it interesting and helpful?* Explain that blog writers should feel confident about advice they share with readers.
- Tell students that they will work in groups to write a blog post that gives information and advice on how to behave others online. Students will research the topic, brainstorm their own ideas, choose images and develop their blog posts before presenting them to their classmates.
- Explain that groups should use critical thinking to evaluate the ideas and suggestions they find.

Step 4: Clarify the project pp78–79

- Follow the steps in The learning stages of project work p10.
- Introduce the CLIL unit theme of Digital citizenship. Remind students that young people we should practice good citizenship online just as much as we do in 'real life.'
- Have groups brainstorm problems or issues people can have while using social media or digital technology. Allow group members to discuss their own experiences, including problems and solutions.

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

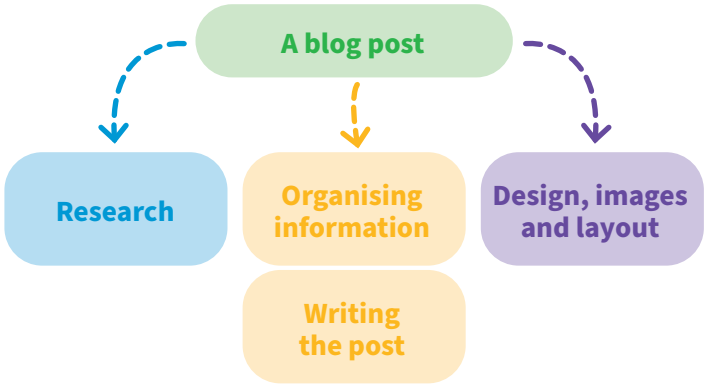
Peer-evaluation form p69 **Preparation**

2 Development

Start this stage as soon as groups know their learning outcomes and have decided what situation they want to write about.

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 for creating a blog post.

  Research: *Where will you find the information and advice about online behaviour? How will you evaluate what you've learned? What ideas and solutions will work best for young people?*

  Organising information: *What sections will your blog post have? How will you present the information? Can you categorise the information in tips or bullet points?*

  Writing the post: *What content will you include? How can you share the information in a friendly, conversational way, and using your own words? What language about digital literacy can you use?*

  Design, images and layout: *How will you make the blog look appealing and easy to read? Where can you find images? Do the images match the information?*

- Encourage students to make notes and share roles. Explain that each group member should be responsible for some aspect of the post.

Step 2: Research and analyse p79 p71

- Have groups start the Plan section of their project and start their research. Remind them of the features of the model to guide how they organise the information they find.
- Hand out a copy of the Blog post organiser p66 to each student to plan their notes.

Flipped classroom activity

Out of class: Have students plan their blog posts, using their organisers, and perform their research.

In class: Have groups check their notes against the ideas in the Plan section. Group members share and evaluate the ideas and solutions found in their research and discuss how to share the most effective solutions in their own words. Encourage students to discuss whether the solutions are realistic and helpful, and promote good digital citizenship.

Out of class: Led by the group members in charge of organising the information and writing the post, have groups start to fill in an online blog post template or write and add images to blog template on paper.

Critical Thinking

Evaluating options, recommendations and implemented solutions

Monitor progress of the tasks in Step 2 to check how students are evaluating the information they found. Emphasise that they will need to present their advice and solutions confidently in their blog posts and feel prepared to answer questions. Suggest that they imagine a reader posting a comment in response to their post. Continue to point students towards the model on p122 and encourage them to give each other useful feedback.

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

Own it! learning tip

Disagreeing appropriately

If students cannot agree on the effectiveness of the advice and solutions they want to present, encourage polite and respectful discussion. Have them make alternative suggestions for advice they can confidently give their classmates. Help with useful language, for example: *I'm not sure that would work because ..., I don't agree because ..., It would be more realistic if ..., How about ...?, Maybe people should ..., I'd tell people to try this instead ... .*

Peer-evaluation form p69 **Development**

3 Production

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

Offer help and suggest ideas for how groups can complete their final drafts. Students who want to present their blog posts digitally can work on the design and share their work using free online blog templates.

Presentation ideas p19

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

Digital Literacy

Staying safe online and interacting appropriately in a digital space

Describes appropriate actions that help ensure online safety.

Evidence: Students give suggestions and recommendations to encourage safe behaviour online.

Uses clear, concise and respectful language when sharing ideas and responding to others online.

Evidence: Students emphasise the importance of safe and respectful interaction with others online.

Critical Thinking

Evaluating options, recommendations and implemented solutions

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

Evidence: Students research and brainstorm solutions to common problems young people can encounter online.

Evaluates the effectiveness of implemented solutions.

Evidence: Students consider which elements of proposed solutions work well and which do not.

Step 1: Prepare p79 p71

- Go through the Present section on Student's Book page 122.
- Allow time for groups to complete their tasks. Remind them that their classmates will be listening for useful advice on how to be responsible digital citizens.
- Remind students of the presentation date and how much time each group will have.

Flipped classroom activity

Out of class: Have students finish their blog posts at home, based on feedback from their group. If they are presenting their blog posts digitally, tell them to share tasks online.

In class: Ask groups to make any final changes to their blog posts. They should confirm that they have included appropriate, useful content before checking grammar, punctuation and spelling. (See Differentiated instruction activities below for further practice.)

Differentiated instruction

Support
Help students with the first conditional and other verb forms.
Consolidation
Tell students the language structure for the first conditional. Have them brainstorm different result clauses and choose the most interesting.
Extension
Students check their group members' use of the grammar and make suggestions for creating a more interesting message.

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 group connects situations people might experience online and solutions for how to behave safely and responsibly in these situations.
- Have groups present their blog posts. Ask students to each present the section of the post they worked on most. 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.
- Elicit the most useful information students learned, and why they found it useful. Encourage further discussion with the 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.

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

Project evaluation rubric: a blog post

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

	4	3	2	1
Creativity	Product contains a wide variety of facts and opinions. Product has many interesting images and is interesting for the reader. It is very well organised and includes all the important details.	Product contains a variety of facts and opinions about the area. Product has some interesting images and is fairly interesting for the reader. It is well organised and includes most of the important details.	Product contains one or two facts and opinions about the area. Product contains images, but the content is not very interesting for the reader. It is organised in parts, but is missing several details.	Product does not contain facts or opinions about the area. It does not have any images and is uninteresting for the reader. It is disorganised and doesn't include any important details.
Language use	Excellent use of language to describe experiences and opinions. Uses punctuation very well. Project communicates its main ideas clearly with few or no mistakes.	Good use of language to describe experiences and opinions. Uses punctuation well. Project is understandable, but has some mistakes.	Adequate use of language to describe experiences and opinions. Uses some punctuation. Project is understandable, but some sections need further explanation.	Poor use of language to describe experiences and opinions. Contains mostly incorrect punctuation. 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	motivating yourself and peers, sharing roles, making decisions together, persuading and informing, making eye contact, using appropriate body language
Discipline Knowledge	• Convince the audience	talking about possibility, giving details, answering questions, presenting in a clear and logical manner, describing activities

Flipped classroom activities

Evaluate

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

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

In class: Discuss what students learned, using information from their KWL charts. Ask: *What phrases did you use to persuade people?* Ask them to make a note of any new language.

KWL chart p67 **Learned**

7 The Culture Project

A Presentation on how to be happy

- **Learning outcome:** give a presentation on how to be happy
- **Skills:** assign topic areas, make a mind map, select tips, find and prepare visuals, give a presentation
- **Resources:** two or more slideshow presentations, Presentation organiser p64, My time-management plan p71
- **Evaluation tools:** Project evaluation rubric p49, My learning diary p68, Peer-evaluation form p69, Teacher's evaluation form p70

Unit 7

Before you start
Collect two or three different examples of online presentations to show students in class. If possible, find presentations that have a video of a speaker giving the talk using slides.

1 Preparation

Step 1: Introduce the topic

- Introduce the topic of presentations after doing the vocabulary exercises p83, and after students have discussed the topic of happiness.
- Show students the presentation examples. Ask: *What is the purpose of the information? What will the presenter talk about? Who would give this type of presentation? How do the pictures help? What is the topic of each slide?* If any of the online examples you found have a video of the speaker giving the talk, first play them without sound and have students predict the content. Then play with the sound to check their ideas.
- Ask students to find an example of a presentation online and bring it to the next class. Tell them to look for a presentation on happiness or another emotion. Have them look at the presentations in groups and discuss how good they are.

Step 2: Analyse the model for the project Unit 7

- Have students read the model presentation. Point out that this is the script for the presentation and not what students should write. Ask: *How do the speakers present themselves? What six tips for happiness do they give? What information do they give about each tip?* Discuss the presentation's content.
- Get students' opinions on the presentation. Ask: *Do you think this is a good presentation? Is there enough information? Would you add anything?* Discuss what visuals the speakers could use to develop their ideas.
- Have students find examples of **gerunds** and **infinitives** in the presentation. (See Differentiated instruction activities below for further practice.)

Differentiated instruction

Support
Students list the six ways to be happy using gerunds: *Spending time with friends, being kind to others,* etc.
Consolidation
Students make sentences about each tip using infinitives of purpose: *Spend time with friends to make yourself feel better,* etc.
Extension
Students discuss how they could turn the tips in the model into an infographic or booklet for an audience.

Communication
Managing conversations
Encourage students to use the information in the presentation while discussing the model and completing the Differentiated instruction activities.

Step 3: *How to* give a presentation Unit 7

- Go through the *How to* tips with the class. Have different students say why each tip is important.
- Discuss why it not good to read from a script *(you need to keep eye contact with the audience, answer questions, etc.)*.
- Tell students that when they give their presentations, 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 with the class other ways to be happy. Write ideas on the board.

My learning diary p68 **Preparation**

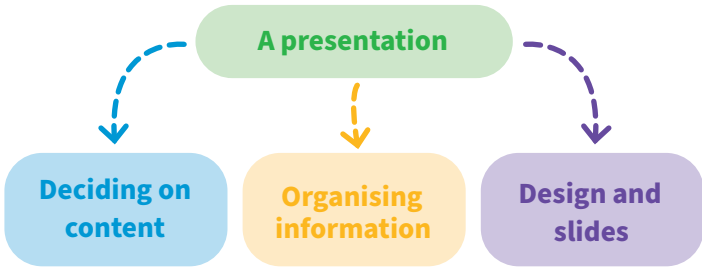
Peer-evaluation form p69 **Preparation**

2 Development

Start this stage as soon as groups know their learning outcomes and have brainstormed different ways to be happy.

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.
- Explain that there are some important roles when giving a presentation. Draw a diagram like this on the board.



- Discuss the different tasks for giving a presentation.

  Deciding on content: *How will you decide on what makes people happy? What information can you give from personal experience to support your ideas? What information will listeners find interesting?*

  Organising information: *How will you put ideas into different sections? What is the most logical order for presenting your points? Are the points presented in a clear way?*

  Design and slides: *What pictures will you use? How will they support what you are saying? Who will be responsible for making the slides?*

- Encourage students to make notes and share roles.

Step 2: Research and analyse Unit 7 p71

- Have groups start the PLAN section in **Exercise 1**. Tell them to choose one or two areas each from their brainstormed list or the ideas in the first bullet point.
- Hand out a copy of the Presentation organiser p64 to each student.
- Students complete the mind map in the first part of their organiser.
- Tell students to compare their ideas and choose what to include in their final presentation. Tell them to make notes as a group and decide on an order to present their points.

Step 3: Draft and review Unit 7 p71

Flipped classroom activity

Out of class: have group members prepare their sections, making notes in the second part of their organiser.

In class: have group members check each other's work. Allow time for them to prepare their slides. Help them decide which points to include and which are most important.

Social Responsibilities

Understanding personal responsibilities as part of a group and in society – including citizenship

Monitor students' ability to make choices in relation to happiness (diet, exercise, etc.) and to give examples of positive behaviour.

Own it! learning tip

Giving constructive feedback

Encourage students to give helpful feedback as they make choices about what to include in their presentations. Remind them to be positive about each other's ideas, identify things they think are weak and then suggest improvements. Help them with useful language, such as: *That's a good idea!, This works well., I'm not sure this works., I think we can make this better., Why don't you ...?, You could ... .*

My learning diary p68 **Development**

Peer-evaluation form p69 **Development**

3 Production

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

Allow groups time to finish their slides and help each other with any technical difficulties. Some groups may want to organise the ideas on their slides into a handout or booklet. Presentation ideas p19

As students prepare and present their projects, check their abilities in the following Competencies.

Communication
Managing conversations

Can use simple techniques to start, maintain and close conversations of various lengths.

Evidence: Groups follow the tips in the *How to* box when practising and giving feedback on their presentations and hold follow-up conversations on each other's tips.

Paraphrasing.

Evidence: Presenters re-phrase information on their slides and avoid reading the information aloud word for word.

Social Responsibilities
Understanding personal responsibilities as part of a group and in society – including citizenship

Is aware of positive behaviour in different groups.

Evidence: Groups identify and choose positive behaviours in relation to happiness.

Makes informed choices (e.g. in relation to diet, exercise, etc.).

Evidence: Groups make choices about what to include in their presentations, with information from their own experiences.

Step 1: Prepare Unit 7 p71

- Go through the PRESENT section in **Exercise 2**. Remind students that each group member will present their section.
- Allow time for groups to finish their presentations. Encourage positive and helpful feedback as they make their final decisions.
- Monitor to check that the slides are clear and organised in a logical order. Ask questions and make suggestions: *What does this mean? Would that be better here?*, etc.
- 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 7

- Draw attention to the CHECK section in **Exercise 3**. Ask the class to think about these questions as they listen to each other's presentations.
- Remind speakers to look at their audience, speaking slowly and clearly, when giving their presentation. Tell them to use the information on their slides to help them show important information.
- Groups give their presentations. Tell the class to make notes as they listen.
- Allow time for questions at the end of each presentation.

Step 3: Reflect Unit 7

- After all the presentations, hold a class discussion on the CHECK questions in **Exercise 3**.
- Have the class find similarities and differences between their presentations. Ask: *What was the most interesting advice? Did any of the groups suggest something original? How clear were the presentations? How good were the slides?,* etc.
- 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 presentation

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 includes interesting and original tips related to happiness. It is supported by clear, interesting slides. It is logical and easy to understand.	Product includes some interesting and original tips related to happiness. It is supported by mostly clear, interesting slides. It is logical and fairly easy to understand.	Product includes tips related to happiness, but they are not interesting or original. It is supported by slides, although some are not clear. It is difficult to understand in parts.	Product does not include enough tips related to happiness. It doesn't have slides to support the information. It is illogical and impossible to understand.
Presentation skills	Speaks slowly, clearly and looks at the audience. Remembers what to say and paraphrases effectively. Keeps very good time. Answers questions effectively.	Speaks slowly, clearly and looks at the audience most of the time. Remembers what to say most of the time and paraphrases occasionally. Keeps good time. Answers most questions.	Speaks slowly, clearly and looks at the audience some of the time. Forgets some things and often reads from a script. Is slightly too slow or fast. Answers some questions.	Doesn't speak slowly or clearly and doesn't look at the audience. Reads everything from a script. Is too slow or fast. Is not able to answer questions.

Cambridge Life Competencies Framework

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

FOUNDATION LAYERS	ABILITIES	ACTIONS
Discipline Knowledge	• Use digital tools	using digital presentation techniques (e.g. PowerPoint), creating slides, finding images online
Emotional Development and Wellbeing	• Manage emotions	giving constructive feedback, reflecting on strengths and weaknesses, making choices, managing conversations, providing support and confidence, adapting to stressful situations (presenting)

Flipped classroom activities

Evaluate

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

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

In class: Discuss what students learned, using the information from their learning diaries. Ask: *How confident do you now feel about presenting in front of groups?*

My learning diary p68 **Production**

8 The CLIL Project: Art and design

An advert storyboard

- **Learning outcome:** use creative ideas and persuasive techniques to make an advert storyboard
- **Skills:** choose a product, list its features, create a storyboard, use persuasive language and techniques, decide on a presentation format, give feedback
- **Resources:** two or more adverts for products, Advert storyboard 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

Find two or three short online adverts for different products to show students in class.

1 Preparation

Step 1: Introduce the topic

- After students have watched Video 8.5, ask: *Where do you usually see adverts? What products do they advertise?*
- Show students the online adverts you found. Encourage them to describe what happens in each scene. Ask: *What is the purpose of the advert? Would you use this product?*
- Point out the headings at the top left of p102: **Creative thinking: Using creative ideas to be persuasive.** Share that adverts that are persuasive use language, images and other techniques to make people want to buy and use the thing they are selling. Have seen any creative adverts recently?

Step 2: Analyse the model for the project p123

- Look at the advert storyboard on p123 with the class. Point out the images, the script and the repetition of the product's name. Ask: *What is the advert about? (A brand of trainers.) How is the information presented? Would you try these shoes?*
- Allow students time to look at the storyboard carefully and discuss ideas in pairs.
- Revise the unit language. Have students find language used to describe the features of the product.

Critical Thinking

Experimenting with and refining ideas

Monitor students' ability to identify the important information from the model. Have them identify parts of the advert that could be more interesting or effective and consider how they would improve them.

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

Step 3: How to present an advert storyboard p103

- Tell students that they will be designing a storyboard for a video advertising a product or service. Explain that they will collaborate to decide what to advertise, reasons that people should buy or use the product or service, find images and write scripts for four scenes that use persuasive techniques.
- Groups will present their storyboards by reading or acting out the scenes and sharing how each scene uses persuasive techniques. Other groups will give them feedback and then vote on the most persuasive advert.

Step 4: Clarify the project pp102–103

- Follow the steps in The learning stages of project work p10.
- Introduce the CLIL unit theme of Art and design. Explain that artists and designers are major parts of teams that create adverts. For this project, students will collaborate on the images, logos, slogans and other visual elements that will produce an effective advert.
- • To begin their project work, have students brainstorm possible products to advertise. Ask them to consider these questions: *What makes your product special? Why should people want to buy or use it? How can you make your advert visually appealing?*

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

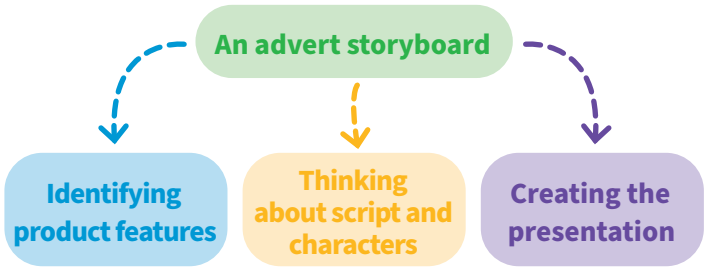
Peer-evaluation form p69 **Preparation**

2 Development

Start this stage as soon as groups know their learning outcomes and tasks and have brainstormed a list of products to choose from.

Step 1: Assign roles and responsibilities

- In their project groups, have students decide on and share the 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 making an advert storyboard. Draw a diagram like this on the board:



- Discuss the different tasks required to create an advert storyboard.

  Identifying product features: *What makes people want to buy different products? What special features do they have? How can adverts focus on these features?*

  Thinking about script and characters: *Who advertises different types of products? What are they trying to do? What 'story' will the product have? What persuasive language and techniques will you use? What will characters say to each other?*

  Creating the presentation: *Who will create your storyboard? How many parts should it have? Does it need to be very well drawn? What descriptions do you need? What is the best way to present an advert storyboard?*

- Encourage students to make notes and decide on roles and responsibilities. Encourage any particularly enthusiastic and/or artistic students to contribute heavily to the storyboard visuals.

Step 2: Research and analyse p103 p71

- Have groups start the Plan section of their project.
- • Hand out a copy of the Advert storyboard organiser p65 to each student. Tell them to write their product name at the top. (This can be a draft idea – they will decide on a final name for their product as a group.)

Flipped classroom activity

Out of class: Have students complete the table in the first part of their organisers at home.

In class: Have groups check their ideas together and decide which information and images to use. Then have them draw ideas or make notes in the second part of their organisers.

Step 3: Draft and review p103 p71

Flipped classroom activity

Out of class: have students write a script for the advert at home.

In class: ask groups to check their ideas together. Make sure they are giving each other useful feedback. Have groups decide on the best mode of presentation for their advert storyboard. Hand out poster paper to each group and ask students to copy a final drawing and script onto it. If groups are not using drawings, have them write a description or act out their advert.

Allow time for groups to put a first draft of their advert together. Remind students to include examples of the unit language in their adverts where possible (reflexive and indefinite pronouns, defining and non-defining relative clauses), as well as persuasive techniques including the AIDA model of generating attention, interest, desire and action.

If there is time, ask each group to perform a bit of their presentation in front of you. Offer any feedback you think will help each group improve its presentation.

Out of class: if groups are presenting their advert storyboard as a video or slides, they can work on their drafts out of class (recording and sharing files, etc.).

Collaboration

Listening respectfully and responding constructively to others' contributions

Monitor groups' ability to give each other useful feedback as they put their adverts together. Tell them to make improvements to their work based on each other's ideas.

Peer-evaluation form p69 **Development**

3 Production

Schedule presentation times and stick to them. Allow enough time for each presentation and questions.

As groups work on their final drafts, share ideas about how best to present the advert storyboards.

Presentation ideas p19

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

Critical Thinking

Experimenting with and refining ideas

Redrafts a story or proposal in order to improve it.

Evidence: Students apply feedback from early drafts to improve and enhance their adverts.

Tests out new theories or models to evaluate their effectiveness and identify areas in which they need to be refined.

Evidence: Students test the effectiveness of and refine their use of images, slogans, persuasive language and other advertising techniques.

Collaboration

Listening respectfully and responding constructively to others' contributions

Listens to and acknowledges different points of view respectfully.

Evidence: Group members give each other motivating feedback while producing their final advert storyboards.

Evaluates contributions from other students with appropriate sensitivity.

Evidence: Groups respond respectfully to feedback from other students after their presentations.

Step 1: Prepare p123 p71

- Go through the Present section on Student's Book page 123.
- As groups prepare their final advert storyboards, ask: *How will you present your storyboard? Have you got all the information you need? Have you focused on the special features of the product? What can you add to make people want to buy your product?*
- Ask groups to confirm they have followed the steps in the Plan section and have used the AIDA model and other persuasive techniques. (See Differentiated instruction activities below for further practice.)
- Remind groups of the presentation date and how much time each group will have.

Differentiated instruction

Support

Help students decide the order of the information. Review their storyboard to check it contains everything they need and point out areas where they could use more or other persuasive techniques.

Consolidation

Encourage students to check each other's scripts. Encourage them to move text and information around as needed to present the most persuasive information appropriately.

Extension

Allow students to make final decisions on the order of information, script and mode of presentation. Ask them to find suitable online resources.

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 and make notes as they listen. Tell them they will use these notes as a basis for motivating feedback.
- Encourage group members to each present one part of their storyboard.

Step 3: Respond p123

- Ask students to provide feedback as in the Respond section on Student's Book p123. Hold a class vote and encourage discussion with the suggestions on Teacher's Book p105.
- Encourage students to think about each stage of the project process, including positive experiences and things they could improve.

Own it! learning tip

Listening actively

When groups are sharing opinions about their storyboards, check that they are listening to each other's ideas and asking questions for more information or more details. Monitor to help with useful language, for example: *What do you mean?, Can you repeat that?, Can you explain?*

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

Project evaluation rubric: an advert storyboard

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

	4	3	2	1
Creativity	Product is well organised with creative and interesting ideas. It has interesting images that focus on problems, solutions and special features. It uses interesting scripts and voiceover, tells a story and includes an excellent slogan.	Product is organised with some creative and interesting ideas. It has some interesting images with some focus on problems, solutions and special features. It uses scripts and voiceover, tells a story and includes a good slogan.	Product is mostly organised with a few interesting ideas. It has one or two attractive images with a little focus on problems, solutions and special features. It uses either scripts or voiceover and includes a slogan, but doesn't tell a story.	Product is disorganised and has no interesting ideas. It has no interesting images, and doesn't focus on problems, solutions, or special features. It contains a script with many errors, doesn't include a slogan and doesn't tell a story.
Presentation skills	Product information is presented in a logical and very clear order. Presentation method is appropriate (slides, video, acted out, etc.). Gives and responds to feedback very well.	Product information is presented in a mostly logical and clear order. Presentation method is mostly appropriate (slides, video, acted out, etc.). Gives and responds to feedback adequately.	Product information is partially presented in a logical order. Presentation method is occasionally appropriate (slides, video, acted out, etc.). Gives and responds to feedback adequately on some occasions.	Product information is not presented in a logical order. Presentation method is inappropriate. Does not give and respond to feedback adequately or appropriately.

Cambridge Life Competencies Framework

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

FOUNDATION LAYERS	ABILITIES	ACTIONS
Digital Literacy	• Use digital tools	using tools such as video or slide presentations, sharing work online, recording scripts and voiceovers
Discipline Knowledge	• Convince the audience	writing an effective slogan, using persuasive language, presenting problems and solutions, telling an effective story

Flipped classroom activities

Evaluate

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

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

In class: Discuss what students learned, using the information from their KWL charts. Ask: *How did the feedback from your group members and others help you improve your project?* Discuss ideas.

KWL chart p67 **Learned**

9 THE CULTURE PROJECT

A TRADITIONAL STORY FROM YOUR CULTURE

- **Learning outcome:** write a traditional story from your culture
- **Skills:** choose a story, decide what information to include, sequence events and organise into paragraphs, use direct speech, illustrate the story
- **Resources:** two or more traditional stories, Story organiser p66, My time-management plan p71
- **Evaluation tools:** Project evaluation rubric p57, My learning diary p68, Peer-evaluation form p69, Teacher's evaluation form p70

Unit 9

Before you start
Find two or three traditional stories from your culture to show students in class.

1 Preparation

Step 1: Introduce the topic

- Introduce the topic of traditional stories after doing the reading exercises. p108 Ask: *What traditional stories do you know? Who told you them? When did you first read or hear them?*
- Show students the story examples. Ask: *Do you know these stories? What are they about? Why are they popular? What can we learn about our culture from them?*
- Tell students that traditional stories are stories that have been told for many years and that almost everyone in that culture knows. They include myths, folk tales, fairy tales and legends.
- Ask students to find examples of traditional stories in English. Have them discuss the plots, settings and characters in groups.

Step 2: Analyse the model for the project Unit 9

- Have students read the title and look at the pictures. Ask: *Which place is this legend from? What do you think it is about?* Then have students read the story.
- Check comprehension. Ask: *Where is Mousehole? When did the story take place? What was the problem? Who was Tom Bawcock? What did he do? What happened?*
- Ask questions about how the information in the story is presented: *What comes first?* (time and place, background information) *What comes next?* (the story, problem and solution) *How does the legend end?* (Why it is culturally important today.) (See Differentiated instruction activities below for further practice.)
- Have students find examples of **direct speech** in the model.

Differentiated instruction

Support
Students work in pairs. Ask them to make a chart about the time, place and characters in the legend.
Consolidation
Students make notes about the legend in a story map. Then have them summarise the story to a partner.
Extension
Students make notes about the legend in a story map. They then write comprehension questions to ask a partner.

Learning to Learn
Practical skills for participating in learning
Make sure that students organise their notes well when thinking about the model.

Step 3: *How to* write a story Unit 9

- Go through the *How to* tips with the class. Ask different students to say why each tip is important.
- Refer to the model and ask students to find evidence of how it follows the first few tips. Draw attention to the organisation of the legend and how it starts and finishes.
- Check that students understand that when they write their stories, they should use the tips in this *How to* section.

Step 4: Clarify the project Unit 9

- Follow the steps in The learning stages of project work p10.
- Ask students to brainstorm a list of traditional stories from their culture.
- Tell students that for this project, they will work in pairs.

My learning diary p68 **Preparation**

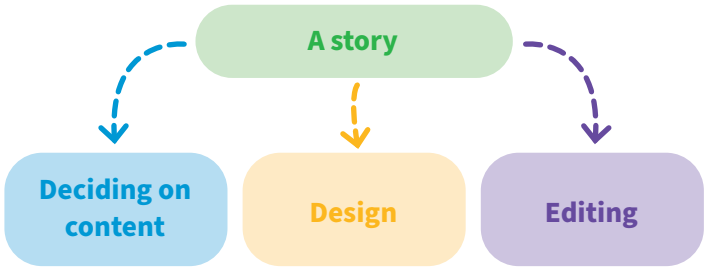
Peer-evaluation form p69 **Preparation**

2 Development

Start this stage as soon as groups know their learning outcomes and have discussed different stories.

Step 1: Assign roles and responsibilities

- Have students decide on general roles. Remind them that as they are working in pairs, they will need to take on more responsibilities. Roles and responsibilities p16 Help them decide on further roles and responsibilities they can share.
- Explain that there are some important roles when writing a story. Draw a diagram like this on the board.



- Discuss the different tasks needed to write a story.

  Deciding on content: *How will you organise your notes for the story? What information will you include? In what order do the events happen? Who will write the text? What is the title?*

  Design: *How can you make your story interesting? Where can you find pictures? Do the pictures match the information in the story? Who will choose them?*

  Editing: *What resources can you use to check grammar, punctuation and spelling? Who will do this?*

Step 2: Research and analyse Unit 9 p71

- Have pairs start the PLAN section in **Exercise 1**. Ask them to choose a story to write.
- Pairs make notes about their story. Hand out a copy of the Story organiser p66 to each student.

Flipped classroom activity

Out of class: have students complete their story organisers at home. Tell them to make notes in every section and include as much information as they can.

In class: ask pairs to compare notes. Have them agree on the order of events in the story and what each character says. Then ask them to decide who will write the story.

Step 3: Draft and review Unit 9 p71

Flipped classroom activity

Out of class: ask the students who have the task of writing to write the first draft of the story at home. Then have them give the story to their partner to check. Remind them to focus on paragraph organisation, grammar, punctuation (especially around examples of direct speech) and spelling. Have both students find appropriate pictures that help tell the story or give information about setting, character or events.

In class: if necessary, have pairs rewrite parts of the story together. Then repeat the above process in class with their second drafts.

Creative Thinking

Creating new content from own ideas or other resources

Encourage students to be creative when retelling the stories. Have them focus on interesting events and how the story is culturally important today.

Own it! learning tip

Peer-tutoring

Monitor pairs as they edit each other's work. Explain that this includes checking spelling, punctuation and language as well as checking that the story is presented in a logical order with appropriate images. Encourage students to suggest improvements to each other's work and to make changes where necessary.

My learning diary p68 **Development**

Peer-evaluation form p69 **Development**

3 Production

Schedule presentation times and stick to them, so that all pairs either read their stories aloud or display them for the class to read. Spread the presentations over a few classes, if necessary. Allow enough time for each presentation and for questions.

Offer help and suggest ideas for how groups can present their stories (for example as a booklet).

Presentation ideas p19

As students prepare and present their projects, check their abilities in the following Competencies.

Learning to Learn

Practical skills for participating in learning

Organises notes systematically.

Evidence: Pairs use the Story organiser p66 to make notes in a logical way.

Uses notes to construct original output.

Evidence: Pairs develop the notes from their organisers into an illustrated traditional story.

Creative Thinking

Creating new content from own ideas or other resources

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

Evidence: Pairs use their own ideas to tell stories as well as using other source materials.

Communicates personal response to creative work from literature.

Evidence: Pairs make their own suggestions about why the story is culturally important today.

Step 1: Prepare Unit 9 p71

- Go through the PRESENT section in **Exercise 2**.
- As groups prepare their final stories, remind them of what they need to include by referring them to the *How to* section. Tell them that they should be ready to answer questions about their stories.
- Have pairs make final corrections. Tell them to focus on spelling, punctuation and grammar.
- Make sure students include examples of **direct speech** in their stories.
- If students are going to be producing their stories for others to read, make sure their handwriting is clear.

Step 2: Present Unit 9

- Draw attention to the CHECK section in **Exercise 3**. Ask the class to think about these questions as they read or listen to each other's stories. Tell them to make notes.
- If there is time, ask pairs to read their stories to the class. If there is no time for presentations, ask pairs to pass the stories around for each other to read.
- Encourage students to ask questions about each story and talk about what they find interesting.

Step 3: Reflect Unit 9

- After the presentations, hold a class discussion on the CHECK questions in **Exercise 3**.
- Ask the class to discuss what they liked best about the stories. Ask: *How was the information presented? Were the stories easy to follow? Why is each story important to our culture?* Then hold a class vote on the best story.
- 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 story

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

	4	3	2	1
Creativity	Product is very well organised and easy to follow. Story contains all of the information highlighted on the organiser. It contains good ideas that make the story about the present day. It uses excellent images to help understanding.	Product is well organised and quite easy to follow. Story contains most of the information highlighted on the organiser. It contains some ideas that make the story about the present day. It uses good images to help understanding.	Product is organised in parts, but is sometimes difficult to follow. Story contains some of the information highlighted on the organiser. It contains one or two ideas that make the story about the present day. It uses images, but they are not always relevant.	Product is disorganised and difficult to follow. Organisers were not used effectively to plan information. It does not contain any ideas that make the story about the present day. It contains no images.
Language use	Excellent use of grammar and punctuation from the unit (direct speech). Project communicates its main ideas clearly with few or no mistakes.	Good use of grammar and punctuation from the unit (direct speech). Project communicates its main ideas clearly but with some mistakes.	Adequate use of grammar and punctuation from the unit (direct speech). Project communicates some of its main ideas clearly, but some sections need further explanation.	Poor or no use of grammar and punctuation from the unit (direct speech). Project is confusing and poorly written.

Cambridge Life Competencies Framework

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

FOUNDATION LAYERS	ABILITIES	ACTIONS
Emotional Development and Wellbeing	• Empathise and build relationships	assigning roles and responsibilities, collaborating and sharing work, reflecting on strengths and weaknesses, peer-tutoring
Discipline Knowledge	• Convince the audience	telling an interesting story, giving details about plot, setting and characters, describing events, relating the story to the present day, answering questions

Flipped classroom activities

Evaluate

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

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

In class: Discuss what students learned, using the information from their learning diaries. Ask: *What techniques helped you write the story? Did you enjoy writing a story?*

My learning diary p68 **Production**

FACT FILE ORGANISER

Type of traditional dress: _____

Type of clothes	Material	Other information

History

Images, video, other features

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FACT FILE ORGANISER

Country or region: _____

Immigration statistics	Home countries of immigrants	Push and pull factors of immigration

History of immigration to this country or region

Photos, images, graphic organisers:

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POSTER ORGANISER

Title: _____

General background

Food	**Food**	**Food**
Information	**Information**	**Information**

Food	**Food**	**Food**
Information	**Information**	**Information**

Ideas for images (photos, maps, drawings, etc.)

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PROPOSAL ORGANISER

Title: _____

Purpose of proposal:	**Research questions**
Accessibility issue:	**Solutions found:**
Most common problems:	**Our solution and ideas:**
Images and graphics to use:	

Our proposal:

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TRAVEL BLOG ORGANISER

Area of India	
Population	
Languages	
Geographical features	
Wildlife	
Famous buildings	
Famous people	
Climate	

Information about your day

Description of what you did	
Description of what you saw	
Feelings	
Weather	
Transport	
Other details (what was surprising, interesting, etc.)	

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BLOG POST ORGANISER

Title: _____

Problems people can have staying safe online:

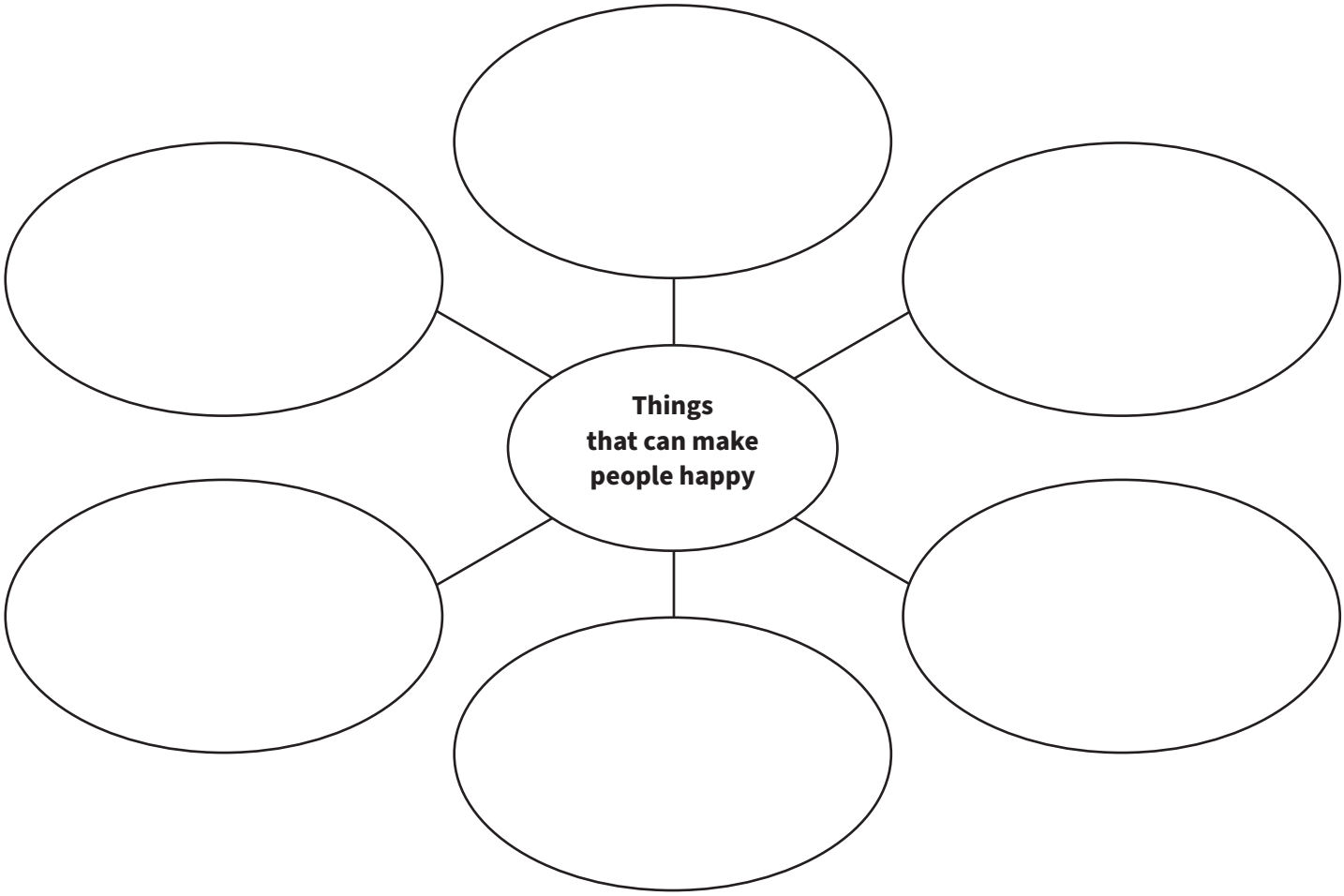
Research questions and where to find answers:

Image ideas

Solutions that will work for young people:

Draft blog post

PRESENTATION ORGANISER



Points to include about tip:	**Main points for slide:**
Supporting evidence from experience:	
Notes for your presentation:	**Ideas for images:**

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ADVERT STORYBOARD ORGANISER

Advert features	Example
What's the product?	
What problem does it solve?	
What are the special features of the product?	
What persuasive techniques does the advert use?	
What information does the script give?	
What's the slogan?	

Scene 1	**Scene 2**
Script:	Script:
Scene 3	**Scene 4**
Script:	Script:

STORY ORGANISER

Title: _____

Setting	**Characters**

Events		
Beginning (include problem)	**Middle** (what happens)	**End** (solution)

Examples of language (direct speech)

Conclusion (how the story is important for the present day)

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PHOTOCOPIABLE

Name: _____

Date: _____

Unit, topic and project: _____

KWL CHART

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

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Name: _____

Date: _____

Unit, topic and project: _____

MY LEARNING DIARY

1 PREPARATION

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

2 DEVELOPMENT

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

3 PRODUCTION

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

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Name: _____

Date: _____

Unit, topic and project: _____

PEER-EVALUATION FORM

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

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

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

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

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 (✗) development in the following competencies and skills during this project.

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

Overall grade: _____

General comments:

Area(s) of improvement:

Name: _____

Date: _____

Unit, topic and project: _____

MY TIME-MANAGEMENT PLAN

What tasks do you need to do for each step? Write them below and write the time prediction. Then tick (✓) each task as you complete it and write the actual time it takes.

Research and analyse

What do I need to do?	Time prediction	Actual time
1 ☐ _____	→ _____	→ _____
2 ☐ _____	→ _____	→ _____
3 ☐ _____	→ _____	→ _____

Draft and review

What do I need to do?	Time prediction	Actual time
1 ☐ _____	→ _____	→ _____
2 ☐ _____	→ _____	→ _____
3 ☐ _____	→ _____	→ _____

Prepare

What do I need to do?	Time prediction	Actual time
1 ☐ _____	→ _____	→ _____
2 ☐ _____	→ _____	→ _____
3 ☐ _____	→ _____	→ _____

Reflect

Answer the questions.

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

_____

_____

_____

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Key: Int = Introduction.

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