

ALL ABOUT ME!

Compact B1 Preliminary for Schools Unit 1

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CLASS PROJECT: A POSTER

Step 1: Plan

THE PROJECT

In groups, you're going to research several famous people who were not successful at school but who became/have become successful in life. You will present the information about one of them on a poster. Your classmates will read your poster and you will read theirs, and then you will decide together who you think is the most inspiring.

1 Read the project description and answer these questions with a partner.

- 1 What kind of people is the project about?
- 2 Will you be working alone?
- 3 How will you present what you learn to other students?
- 4 What decision will you make at the end?

PREPARATION

2 Read the following examples and decide which word or phrase is the odd one out.

- | | | | | |
|---------------------------|--------------|-----------|----------------------|-----------------|
| 1 <u>be good at</u> ... | geography | tennis | an after school club | painting |
| 2 <u>complete</u> ... | your studies | a course | your homework | a time |
| 3 <u>study</u> | work | make | try | <u>... hard</u> |
| 4 <u>a successful</u> ... | career | working | idea | company |
| 5 <u>go on</u> ... | travel | a trip | holiday | an excursion |
| 6 <u>learn from</u> ... | a book | a mistake | the classroom | experience |

3 Read the poster about Richard Branson and match headings 1-5 with sections A-E.

- 1 Who is he?
- 2 Other information
- 3 How has he succeeded in life?
- 4 What was his experience of education?
- 5 Basic information



B

Richard Branson is one of the world's richest and most successful businesspeople.

C

When he was at school, Branson wasn't (1) _____ studying and struggled in the classroom because of his dyslexia. In fact, he didn't (2) _____ his studies and left school at 15. However, that didn't prevent him from doing the things he wanted to do. First, he created a magazine for students. The magazine didn't make money, but it started his business career.

**A**

Date of birth: 18th July 1950
Country: United Kingdom

RICHARD BRANSON

D

Since he left school, Branson has worked (3) _____ and set up hundreds of (4) _____ companies, including a record company, a mobile phone company, a train company, an airline, hotels, nightclubs and a company which is developing spacecraft for tourists who want to (5) _____ trips in space. He is now a multi-billionaire, owns two private islands, and is one of the world's most influential people. He also organises projects to help the environment and support human rights.

E

Branson's business ideas haven't always worked, but he always (6) _____ something from his mistakes. He says, "Do not be embarrassed by your failures, learn from them and start again."

4 Complete gaps 1-6 in the poster with expressions from Exercise 3.

5 Discuss with a partner. If you could interview Richard Branson, what questions would you ask him?

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CLASS PROJECT: A POSTER Step 2: Develop

1 In groups, choose three famous people who were not successful students but who were/are successful in life. Here are some suggestions, but you can add your own.

- Albert Einstein, physicist
- Soichiro Honda, entrepreneur
- Carey Mulligan, actress
- Thomas Edison, inventor

2 Try to find out the answers to these questions about the people you chose in Exercise 1:

- 1 What are/were they famous for?
- 2 Where are/were they from?
- 3 When were they born (and when did they die)?
- 4 What was their experience at school? Were they good students? Did they complete their studies?
- 5 How did they become successful in life?
- 6 What did they say/have they said about their success?

3 You are going to create a poster about one of the people you researched. Use the *Useful Language* to discuss and decide which one you think is the most interesting to write about.

Useful Language: making a decision



- What do you think?
- I think we should write about X because...
- I think X would be more interesting because...
- That's true, but what about... ?
- OK, let's decide!

4 Plan, write and design your poster. Don't forget to:

- divide it into different sections like the poster about Richard Branson
- use vocabulary from Unit 1
- add images to make it more attractive

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CLASS PROJECT: A POSTER Step 3: Present

PRESENTATION

- 1** When your poster is ready, display it for the other students in your class to see.
- 2** Read the other groups' posters. Then answer these questions with the members of your own group:
 - 1 Did anybody make a poster about the same person as you? Did it include the same or different information?
 - 2 What did you learn about the people in the other posters? What surprised you?
 - 3 Which person do you think is the most inspiring? Why?

SELF-EVALUATION

- 1** With the members of your group, answer these questions together. 1 = not very well, 6 = very well

COLLABORATION

- 1** How well did we work together?

SOCIAL RESPONSIBILITIES

- 2** How well did we discuss and decide together which person to make a poster about, using the Useful Language?

1 2 3 4 5 6

LEARNING TO LEARN

- 3** 3. How well did we create our poster using the information we found out?

1 2 3 4 5 6

- 2** Answer these questions about yourself. 1 = not very much, 6 = a lot

- 1** How well did I contribute to the project?

1 2 3 4 5 6

- 1** 2. How much English did I use to do the project?

1 2 3 4 5 6

- 3** Thinking about your answers above, how could you improve the next time you do a project?

TEACHER'S NOTES



PROJECT OVERVIEW

In this project, students work in groups to research famous people who were not successful at school but who became/have become successful in life. They present the information about one of them on a poster, an example of which is provided. Finally, they are encouraged to read each other's posters and decide together which of the people they find most inspiring.

The project helps students to develop the following life competencies, which form part of the **Cambridge Framework for Life Competencies**:

COLLABORATION

SOCIAL RESPONSIBILITIES

LEARNING TO LEARN

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CLASS PROJECT: A POSTER Step 1: Plan

- 1 Ask students what they remember about Steven Spielberg from the text on page 11 of the Student's Book and explain that the project is about people with similar stories. Get them to read the project description and then answer the questions in pairs.

[AK: 1 famous people who were not successful at school but who became/have become successful in life; 2 no, in groups; 3 on a poster; 4 who is the most inspiring person]

- 2 Ask students to complete the exercise.

[AK: 1 an after school club; 2 a time; 3 make; 4 working; 5 travel; 6 the classroom]

- 3 Draw students' attention to the poster and ask them if anyone knows who Richard Branson is. Tell them they are going to make posters similar to this one later in the project. Then ask them to read the file quickly and complete the exercise, ignoring the gaps for the time being.

[AK: A 5; B 1; C 4; D 3; E 2]

- 4 Students to complete the exercise.

[AK: 1 good at; 2 complete; 3 hard; 4 successful; 5 go on; 6 learns]

- 5 Students think of three or more questions they would like to ask Richard Branson in an interview. Ask for some examples and encourage students to try and find out the answers at home.

[AK: Students' answers]

Note: This is the end of stage 1 of the project: Project Presentation and Preparation. You can continue now or in a future lesson. If you decide to continue in a future lesson, you could ask the students to prepare for the next stage by thinking about other examples of famous people like Steven Spielberg and Richard Branson who were not successful at school but became successful later on.

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CLASS PROJECT: A POSTER Step 2: Develop

Estimated time: 90 minutes (this can be split into two sections, between Exercises 2 and 3.)

Exercises 1 and 2: 45 minutes

Exercises 3 and 4: 45 minutes

- 1** It's important that students find out information about three people. This will encourage more negotiation and discussion and ensure the class produces a variety of posters, as the final stage of the project involves deciding which person is the most inspiring. Encourage students to add examples of their own if they can, and feel free to add your own suggestions.
- 2** Students should use these questions as guidelines to help them find the information they need to create a poster similar to the one about Richard Branson. If they do online research, encourage them to use English websites but to avoid merely copying what they find. Instead, they should take notes. If resources allow, put students in groups of three for the project and have them research one person each.

Note: If you wish to stop here and continue in a future lesson, this stage of the project can be split at this point.

- 3** Students discuss and decide which of the three people they have researched they would like to make their poster about. Encourage them to do this in English, using the language in the Useful Language box.
- 4** Students create a poster plan together in their groups.

Note: This is the end of the development stage of the project: Project Research, Planning and Writing. You can continue now or in a future lesson.

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CLASS PROJECT: A POSTER Step 3: Present

Estimated time: 30 minutes

- 1** Have students display their posters around the room, if possible. If this is not possible, groups can come to the front of the class and present their work.
- 2** Allow students enough time to read the other posters. Then ask students to work in their original groups to answer the questions. Take feedback on question 3 from the class, or hold a class vote, to establish who everyone thinks is the most inspiring of the people featured on the posters.
- 3** Explain that students are going to think about how well they did the project as a group and to reflect on their own personal contribution, as this will help them to understand their strengths and their areas for improvement in future projects. Ensure that students understand that this is self-reflection and is not in any way a formal mark.
- 4** Get students to consider this question in their groups and ask for some examples as feedback for the entire class.