

# COMPACT CLASS PROJECTS

NEW!

## Project work with school students

### INTRODUCTION

We believe that learning how to work well with others is an important part of a school student's development. Projects are one of the most efficient means of achieving this objective, and each of our new *Compact Class Projects* has been designed to guide and direct you and your students through a complete project alongside each unit of our popular **Compact** series.

### HOW THE PROJECTS WORK

We have created one Class Project resource for every unit of **Compact A2 Key for Schools** Second Edition and **Compact B1 Preliminary for Schools** Second Edition. The projects are clearly structured into 3 steps and each step comes with a suggested timing and full teacher's notes.

### STEP 1: PLAN

This stage introduces the project and then begins with a lead-in vocabulary activity which gently focuses the learner on the topic, whilst reviewing some of the language from the coursebook section. A preparation section then guides students to brainstorm and think about the project and includes an example of what the learners have to produce for the final project outcome.

This stage is where the students carry out the main task in the project: for example, they conduct a survey, or research information for a poster. The students will then have to collate information and prepare for the final step of their project.

### STEP 2: DEVELOP

### STEP 3: PRODUCE

This could be describing results or findings from a survey, or displaying a class book of film reviews. It might be showing group video blogs to the class, and so on. The project ends with an evaluation task, encouraging the students to reflect back on their contribution to both the project, and to their group.

Teachers can choose to spread the project over several lessons, or carry it out more intensively over one or two lessons if they so wish.

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### WHY PROJECTS?

Through collaboration students learn how to share successes, and failures; they learn how to overcome problems and how to make decisions. They additionally learn how to interrelate with others, how to respect others' viewpoints and values, and this helps students become more confident in their own opinions and values. This helps them understand how to better regulate their emotions and reactions to their classmates.

### WHY PROJECTS WITH COMPACT?

You might be looking for a short rest from exam preparation, or perhaps you are introducing more collaborative activities into class. These projects not only give an opportunity for students to recycle and practise English connected to the theme of the units within **Compact**, but also provide a natural extension to the scope of **Compact** whilst offering multiple chances for learners to work together in groups, to collaborate on a piece of work.

### PROJECTS AND THE CAMBRIDGE FRAMEWORK FOR LIFE COMPETENCIES

Each *Class Project* includes reference to and self-evaluation of competencies outlined in the *Cambridge Framework for Life Competencies*. This framework is a guide to the support learners need in building skills they will carry with them throughout their life; for example, collaboration, creative thinking, critical thinking, learning to learn, communication and social responsibilities.

If you are interested in learning more you can find the *Cambridge Framework for Life Competencies* here: [languageresearch.cambridge.org/clc](http://languageresearch.cambridge.org/clc)

### MATERIALS

For each project you will find:

1. An introduction to the project
2. Student worksheets for each stage of the project
3. Teacher's notes