

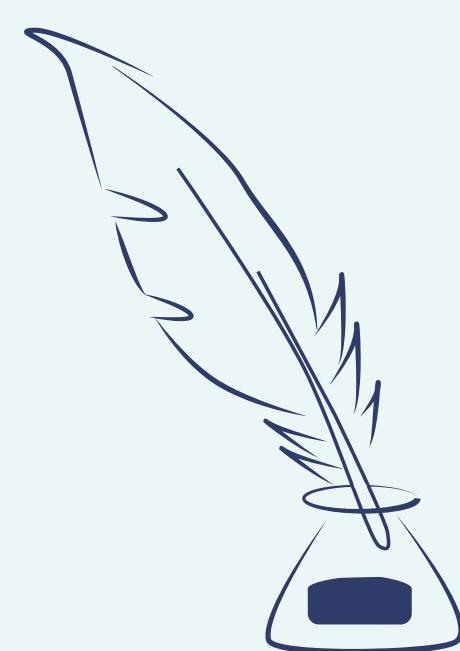
Creative Collaboration Guidelines

Zhansaya Umbetbay - Burabay Dinara

Kairat Aruzhan



Teacher's Manual



KAZNPU
PUBLISHING

Almaty, Kazakhstan

2024

CONTENTS

| | |
|--|----|
| Introduction..... | 3 |
| 1.1 Description of Project-Based Learning..... | 3 |
| 1.2 Types of projects..... | 3 |
| 1.3 Who is this book for?..... | 5 |
| 1.4 Why project work?..... | 5 |
| 1.5 Organizing a Project..... | 7 |
| 1.6 The project in action..... | 8 |
| 1.7 Relevance and Purpose..... | 11 |
| 2. Project guidelines for organising the PBL within the learning process | |
| 2.1 Festivals around the world..... | 12 |
| 2.2 Sports injuries..... | 15 |
| 2.3 "The Canterville Ghost" by Oscar Wilde..... | 18 |
| 2.4 Posters and invitation cards..... | 20 |
| 2.5 "Music at the party"..... | 23 |
| 2.6 Business proposals..... | 26 |
| 2.7 Charity..... | 28 |
| 2.8 Dancing around the world..... | 31 |
| 2.9 Types of Films..... | 34 |
| 2.10 Emergency services..... | 36 |
| 2.11 Solve the problem of Internet addiction in your family..... | 39 |
| 2.12 City life vs Country life..... | 42 |
| 2.13 Social problems..... | 45 |
| 2.14 Career Exploration..... | 49 |
| 2.15 Travel and Tourism..... | 53 |
| 3.1 Tips and Tricks for Implementation..... | 57 |
| REFERENCES..... | 58 |

Introduction

1.1 What is Project-Based Learning?

Project-based learning is an approach that differs from traditional learning by integrating students into the future, challenges, and real-life experiences by fostering their skills. In contrast to traditional learning, where emphasis can be placed on lessons and themes, project-based training focuses on the creation and implementation of training projects that often have practical applications. Students play an active role in the planning, execution, and evaluation of project. They initiate their learning by actively searching, and differentiating it by learners' views, finding actual solutions by thinking creatively and critically and researching ability outside the classroom.

1.2 Types of projects

According to Haines, there are four main types of projects:

·Information and Research Projects

Information and research projects involve learning or differentiating a particular topic. For instance, students do research into the effects of climate change in two or three countries.

·Survey Projects

In this type of project, learners gain information by creating questionnaires or surveys and conducting interviews about individuals' thoughts, and opinions on a specific topic.

·Production Projects

In production projects, learners generate or produce a genuine or semi-genuine product. For instance, interview a popular interviewer and a main character in a story.

·Performance and Organizational Projects

In performing and organizing projects, learners have to organize a realistic experience for others. For instance, organizing a feast for families.

Additionally, Kilpatrick divides projects into four groups:

1. Constructive Project:

It includes experimental or practical projects such as doing a role-play, making an illustration, and structuring articles. Those projects are done by designing and creating project types.

2. Aesthetic Project:

In this type of project, the students' evaluation skills can be used to evaluate music programs, make something beautiful, admiration of poems, etc. developed through doing classical projects.

3. Problematic Project:

In problematic projects, learners determine solutions to specific problems. This type of project is dedicated to developing learners' cognition. For instance, there are different situational problematic tasks such as how to order goods online. Or how to transfer money between accounts?

4. Drill Project:

Drill Project is for the mastery of the skills and knowledge of the students. It increases the work efficacy and capacity of the students. For instance, this type of project may be taken up to give drill in singing or swimming.

It is designed to master the skills and knowledge of students, increases students' working ability and efficiency. For example, this type of project can be taken to practice singing, swimming and painting.

1.3 Who is this book for?

This book is intended for English teachers who teach large classes to improve project work through project-based learning. It contains many ideas to help you in teaching. It will show you how to make teaching and learning English easier and more interesting for yourself and your students with project work. It will help you to think about how you teach now and how to extend and improve your teaching methods.

Through project work in your English class, the learners will be encouraged to develop their intellectual, motor (physical), and communicative skills.

This book does not recommend that you change your teaching methods completely. We suggest that you start by trying one or two of the activities in the book. If they work in your classroom, try other activities. You may be able to see that they have a positive effect on your students' language ability to work in groups and their motivation to learn English. Then you can continue to add more ideas from this book throughout the year to teach your course or syllabus.

1.4 Why project work?

The project is an excellent teaching tool for secondary school students for several reasons.

- This is an integrated unit of work.

A project is a well-known unit of work with a beginning, middle, and end. Children can gain a real sense of accomplishment through a series of valuable activities associated with the formation of a tangible final product. When the project is successfully completed, both the teacher and the students have something to be proud of, which they can show to parents and others in the school as a sign of their achievement.

- It educates the whole child

A project involves the development of the whole child, rather than focusing narrowly on teaching language. Within the framework of a project can be included the full range of skills that children are developing in their other classes and during their time out of school:

- The intellectual skills of describing, using the imagination, hypothesizing, reading, and planning.
- The physical/motor skills of coloring, painting, cutting, folding, and writing.
- The social skills of sharing, cooperating, making decisions, appreciating how to complete tasks, trying things out, and evaluating results.
- Learner's independence skills such as making responsible choices, deciding how to complete tasks, and getting information.
- The communicative skills of interacting with others freely, and expressing their thoughts and ideas precisely.

This approach encourages emotional and personal development.

Wherever possible, children are allowed to create personal and individual work that reflects their ideas, tastes, and interests; they are encouraged to express their feelings and their opinions. Projects can cover a wide range of topics and often draw on knowledge from other subjects in the curriculum.

- It integrates language knowledge and skills

The language aims, for the project as a whole and each activity, should be clear in the teacher's mind but do not always need to be made explicit to the children.

- It encourages learner's independence

Successful experiential learning depends on the students also learning skills that will eventually enable them to continue their learning independently of the teacher. Project work helps children make choices, and take responsibility for their work. It is also through project work that children can start developing the research and study skills that they need to progress in all the subjects within the curriculum in their secondary and further education.

1.5 Organizing a Project

Each project consists of a description of the project, the level required to perform the activities in the project; a number of students; approximate time to act; type of grouping; a brief description of the purpose of the service; and necessary materials; with drawings, illustrated step-by-step instructions; stages of the project; explanations of how the activity can be adapted or linked to other activities; and consists of reflection and evaluation.

The projects in this book have been planned to incorporate language points, vocabulary items, and skills that are suitable for children of a particular age and level. Each activity integrates grammar and vocabulary, and by the end of each project, a balance of skills has been achieved.

When choosing one of the projects to do with your class, you will have to look carefully at the language required for each activity, and the order in which it is introduced. In some cases, the project may have to fit in with a syllabus that has been designated for your class.

Timing

The timing of project work lessons can vary depending on factors such as the curriculum structure, school schedule, and specific learning objectives. For the teacher, project work offers a stimulating break from routine and invigorates the relationship with your class long after the project has finished. How much time you decide to spend on a project will depend on your particular circumstances. You may want to concentrate on a project for all the English language lessons during a limited period of two or three weeks.

Choosing when to do a long-term project needs careful consideration, whereas a short-term project probably requires a power surge. If you are finding it difficult to keep on top of all your lesson planning, preparation, and making daily, it is not a good idea to embark on a project in addition to everything else. Why not consider a project as a means of injecting new life into students' language learning?

Interests of students

Once you have decided that your teaching timetable allows you to do a project, you will have to decide on the time you want to allocate to it, the scope of the project, and whether it fits into your syllabus. You will not be able to answer any of these questions definitively until students have decided what they are interested in.

Any teacher who has a close working relationship with a group and is sensitive to its needs will naturally come to learn about that group's interests. Over time, issues will be discussed and certain topics will have grabbed the students' imagination more than others. Only you can recognize these moments of creative, imaginative contact between you and your students, and it is these that provide the opportunity for exploring an issue. The most important thing is to seize the moment and capitalize on it as the focal point for an extended language activity.

A glance through all the projects in this book reveals that there is no shortage of areas of interest from a student's point of view. The starting point is the conviction that the subject is worth pursuing and that there is a strong, corporate desire to pursue it, whether for three hours, three weeks, or three months.

1.6 The project in action

Role of Teacher

Your role is most vital in trying to maintain an overview and inspiring confidence so that your students feel they are learning by working towards their objectives. The irony is that the more passive you appear to be, the more successful the project is in terms of student autonomy and independent learning. Passivity does not indicate inactivity. Sensitive teachers provide moral support so that students hardly notice them. Simply being with your students, working alongside them, awaiting their next move or their return if they are undertaking something outside the classroom, and being absorbed in how they are handling their own language needs, enables you to hold the group together without overtly and busily doing anything. They should provide constructive feedback to help students improve their work.

Teachers must demonstrate a growth mindset and a willingness to learn alongside their students. They model curiosity, critical thinking, creativity, and problem-solving skills and inspire students to participate in the project actively. Overall, the teacher's role in project work is dynamic and multifaceted, involving facilitation, instruction, assessment, and support to ensure students are engaged and successful in meaningful learning experiences.

Role of Student

The role of students during project work may vary depending on the nature of the project, the goals of the assignment, and the dynamics of the classroom. Some common roles that students will take on during project work include:

- Students often work in teams on projects. As team members, they collaborate with their peers, contribute ideas, and work together to achieve the project's goals.
- Some students may take on the role of researchers, responsible for gathering information, conducting experiments, or gathering data for a project. Students can contribute creatively to a project by proposing innovative ideas, designs, or solutions to problems.
- In larger projects, there may be a need for someone to coordinate tasks, deadlines, and communication among team members. This role involves organization and leadership skills.
- Depending on the project requirements, some students may be responsible for presenting the project to the class, teacher, or external audience. This role involves effective communication and public speaking skills.
- Students may also take on the role of providing feedback and constructive criticism to their peers. This helps improve the quality of the project and encourages peer learning.
- During the project, students may encounter challenges or obstacles that require problem-solving skills to overcome. This could involve troubleshooting technical issues, resolving conflicts within the team, or adapting to unexpected changes.

Short-term projects

In Project-Based Learning (PBL) within an English class, short-term projects are still immersive, hands-on activities designed to engage students in authentic, real-world tasks, but they are completed within a relatively brief timeframe, typically a few class periods or weeks. These projects are focused on specific learning objectives, and designed to reinforce specific language skills and promote creativity.

These short-term project works engage students in active learning, critical thinking, collaboration, and creativity while deepening their understanding of English language arts concepts and skills. They provide opportunities for students to apply their learning in meaningful and authentic ways within the English classroom.

By their very nature, short-term projects are concentrated and less likely to generate unpredictable language. In this case, language monitoring is relatively straightforward, given that there are clearly defined objectives. Some of the projects in this book suggest specific grammar or structural points that you may need to consider, but it is not desirable to be prescriptive, as each teacher is confronted with a different set of variables in any one classroom.

Long-term Projects

Long-term Project-Based Learning (PBL) projects in an English class involve more extensive, sustained investigations and collaborative efforts that unfold over an extended period, typically several weeks to a semester. It is not necessary to structure the overall language content at the beginning of a long-term project. As the project gets underway, you will become aware that some grammar that you know your students have not covered will be coming up. Sometimes the gaps in your students' knowledge will become evident as a result of what they discover they need to know.

In a mixed-ability class, you may have to individualize, use peer-teaching strategies, or allow things to go untaught. For example, a weak student who is enjoying the work, and perhaps showing signs of confidence in trying to use the language, however inaccurately, may best be overlooked rather than receive negative attention. Teachers can usually help an individual outside project contact time if they think it necessary.

This will depend on your other commitments and how much time and energy you can devote to this one activity. One of the guiding principles is not to worry, as your anxiety will communicate itself to your students, but to remain positive and try to ensure that the work is enjoyed and felt to be worthwhile.

1.7 Relevance and Purpose

In today's educational landscape, creating a collaborative learning environment that promotes critical thinking, creativity, and effective communicative skills is critical. By integrating project-based learning approaches with collaborative methodologies, educators can empower students to become active participants in their learning journey.

Our teacher's manual book on developing communicative skills through PBL for secondary school students is designed to address the evolving educational needs of the 21st century. As traditional teaching methods give way to more teacher-centered approaches, there's a growing recognition of the importance of fostering collaboration, critical thinking, and communicative skills among students. This manual serves as a practical guide for educators seeking to implement project-based learning and collaborative methodologies in their classrooms. By emphasizing hands-on, experiential learning experiences, we aim to empower teachers to create dynamic learning environments where students are actively engaged in their learning process.

The relevance of this manual lies in its ability to bridge the gap between theory and practice. Drawing on research-backed principles and real-world examples, we provide educators with actionable strategies, adaptable lesson plans, and assessment tools to facilitate meaningful projects that align with curriculum standards and promote holistic student development.

In essence, this teacher's manual serves as a roadmap for educators committed to creating inclusive, engaging learning experiences that enable students to become active learners, critical thinkers, and lifelong collaborators. By embracing project work and collaborative learning, educators can cultivate a culture of curiosity, creativity, and resilience in their classrooms, preparing students to navigate the complexities of the modern world with confidence and competence.

2 Project Guidelines for Organising the Pbl Within the Learning Process

2.1 Festivals around the world

The project is:

- an interdisciplinary: includes such subjects as history, etymology, art, etc.;
- a group project: is performed by groups of 4 students;
- number of students: 12-15;
- level: Intermediate;
- a short term: 1-week duration.

The aim of this project work is to develop the student's critical thinking, skills of information gathering, working in a group, and presentation skills by introducing certain festivals illustrated in a poster and consolidating the grammar topic of "would like to".

Objectives of this project work:

1. To review the grammar topic "would like to" and use it as much as possible in the presentation of their results;
2. To discuss all (optional) topics and questions in class, break into mini working groups, do independent work (process described in point 4), and after 1 week, present their work;
3. To discuss students' results in class, obtain feedback, discuss mistakes (grammatical, lexical) if there are any, and make recommendations;
4. To enhance students' communicative skills to enable them to realize their linguistic capability when doing research work individually or in collaboration with others.

Language work: pronunciation practice, grammar revision.

Aids and materials: video player, pictures of masks, worksheets, broadsheets, markers, pictures of festivals.



Grammar focus: Would like to +verb.

A preparatory exercise for grammar activation: Write questions and answers. Use the word Would and the verbs in brackets.

1. _____ Nataliya _____ shopping? (like / go)

Yes, _____.

2. _____ Yana _____ music? (like / listen to)

Yes, _____.

3. _____ Mayra _____ a horror movie? (like / watch)

No, _____.

4. _____ Nadya and Anya _____ a computer game? (like / play)

No, _____.

First activity: Showing a video material about festivals and sharing their opinions about questions related to the video material. Here is the QR code to the video:



Second activity: Working with worksheets to recall what they have learned from the video.



Third activity: Creating a poster about festivals which they would like to take part in and introducing it to the audience through their visual presentations in groups of 4.

Stages of the project:

1. Preparation: To make a general overview of festivals in the world, to become more familiar.

2. Planning: selecting festivals, identifying sources of information, setting goals, formulating objectives:

Students consider about:

- What kinds of festivals are popular in the world?
- At which festivals can you experience different aspects of local cultures?
- Which festivals are music-oriented?
- Which festivals include food fights?
- At which festivals is it better not to wear new or expensive clothes?
- Which of these festivals would you like to visit most and why?
- Where do you think festivals originated from?

3. Formation of groups: distribution of roles and tasks among group members; distribution of stages, definition of each member's function:

-to form groups of four students, according to their interests (students who want to participate in Venice Carnival, Color Festival, La Tomatina).



4. Research. Findings and discussion.

To discuss:

- History of the chosen festival;
- Date and country;
- Events at the festival;
- Why people should go there.

5. Presentation of project results: drawings, posters, multimedia presentations: Creating a poster about festivals which they would like to take part in and introducing it to the audience through their visual presentations in groups of 4. (pic 1., an example is given below).



Fig.1. Example of project presentation form

6. Presentation of the results of the project with the audience's feedback (teacher, students).

Were there any difficulties in completing the project?

What insights did you make for yourself?

Do you have anything to say/wish your classmates?

Reflection

Ask students to analyze their work and progress during the project, using the following expressions:

I learned today...

It was difficult...

I discovered that...

I learned.

I was able to...

It was interesting to learn that...

It surprised me...

I wish... Etc.

Assessment

To evaluate students' approach to the project according to the following criteria:

- level of ability to use grammar knowledge (would like to) when performing practical tasks;
- level of ability to actively use electronic educational resources, to find the required information, to study it and apply it in practice;
- validity and clearness of the material presentation;
- material/presentation design;
- level of ability to formulate own position, to evaluate and reason it;
- students' ability to work in a group and fulfill their function in it.

Tickets to evaluate students are given below:



2.2 Sports injuries

The project is:

- interdisciplinary: includes such subjects as psychology, etc.;
- a group project: is performed by groups of 4 students;
- number of students: 12-15;
- level: Intermediate;
- a short term: 2–3 class periods

The aim of this project work is to educate students about common sports injuries, enhance their understanding of preventive measures, and engage them in activities to apply their knowledge.

Objectives of this project work:

- Identify common sports injuries and their causes.
- Describe preventive measures and strategies to minimize the risk of sports injuries.
- Apply their knowledge through activities.
- Collaborate effectively with peers to create informative and visually engaging materials.

Language work: speaking and listening skills

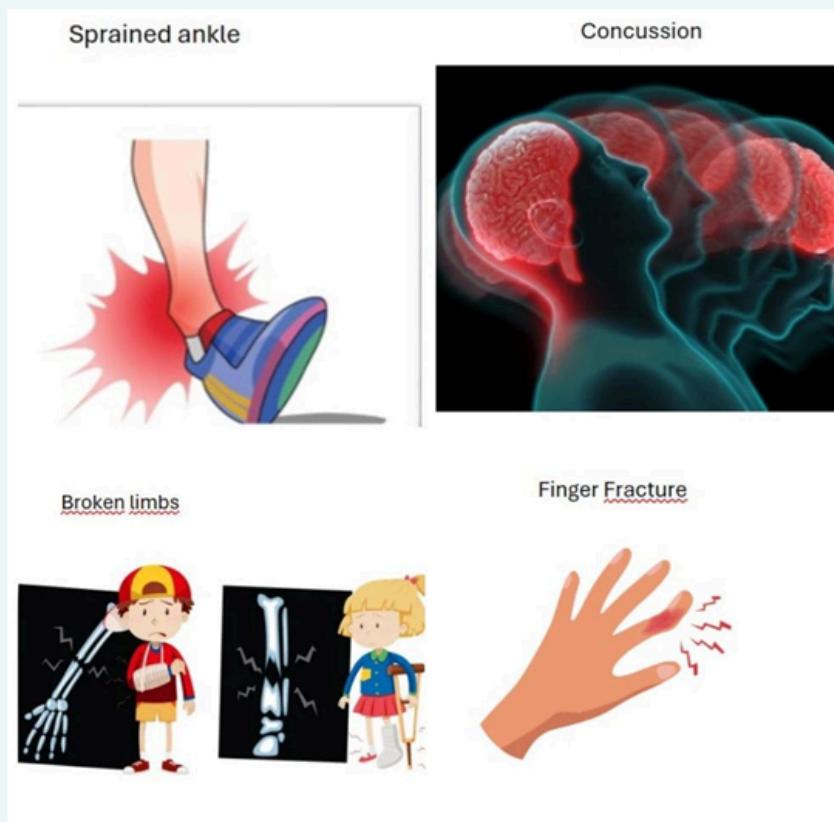
Aids and materials: computers or internet access for research, poster boards, sports injury case studies (printouts or digital copies), and handouts.

Vocabulary focus: sports injuries, preventive measures, rehabilitation, concussion, Sprain, fracture, strain, dislocation

A preparatory exercise for vocabulary activation: Fill in the blanks with the appropriate sports injury vocabulary term.

1. I fell during the soccer game and ended up with a _____ in my wrist.
2. He suffered a severe _____ while weightlifting, causing pain in his lower back.
3. _____ refers to any harm or damage sustained during sports or physical activities.
4. The doctor diagnosed her with _____ after she twisted her ankle during the basketball match.
5. The football player experienced a _____ after colliding with another player's head.
6. _____ involves exercises and treatments to help individuals recover from sports-related injuries.
7. The gymnast landed awkwardly and suffered a _____ in her ankle.
8. Wearing proper protective equipment is an example of _____ to reduce the risk of injuries.

First activity: facilitating a class discussion about the causes, symptoms, and potential consequences of the given injuries, asking students to share any personal experiences or observations.



Second activity: researching Sports Injury Case Studies in groups and gathering information about the assigned injury, including causes, symptoms, treatment, and rehabilitation.

| Sports Injury | Description | Causes | Symptoms | Rehabilitation |
|---------------------------------|---|--------|----------|----------------|
| Fractured Fingers in Basketball | A basketball player attempts to catch a fast pass but jams their fingers against the ball, resulting in a fracture. | | | |
| Concussions in Football | A football player experiences a head-to-head collision during a game, leading to a concussion. | | | |

| | | | | |
|------------------------------|--|--|--|--|
| Sprained Ankle in Soccer | A soccer player lands awkwardly after jumping to head the ball, causing their ankle to twist and resulting in a sprain. | | | |
| Broken Limb in Skateboarding | A skateboarder attempts a trick but falls off the skateboard, landing on an outstretched arm and fracturing their forearm. | | | |

Stages of the project:

1. Preparation: Provide students with a list of common sports injuries (e.g., sprained ankle, ACL tear, concussion) and their brief descriptions.

2. Planning: introducing the topic of the lesson to students, and explaining the aim, objectives, and expected outcomes.

3. Formation of groups: distribution of roles and tasks among group members; distribution of stages, definition of each member's function

-To form groups of students, ensuring a mix of strengths and interests.

-Allow students time to meet within their groups to discuss roles and responsibilities.

4. Research. Findings and discussion.

To discuss:

-sports injuries causes

-Symptoms

-Treatments

-Suggestions on how to avoid sports injuries

5. Presentation of project results: drawings, posters, multimedia presentations: reading and analyzing the assigned case study, discussing the causes, symptoms, and treatment and rehabilitation of the injury.

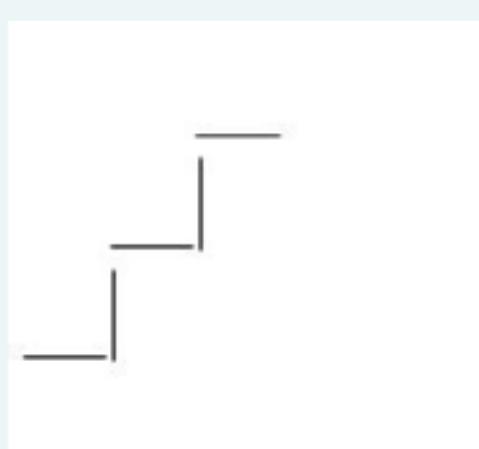
6. Presentation of the results of the project with the audience's feedback (teacher, students).

-What did you learn about sports injuries and their prevention?

-How would you apply the knowledge gained from this lesson to your own sports activities or coaching others?

Reflection

Feedback "Successful stairs"



Ask learners to show their progress in given sheets of paper with the picture of three steps.

Each step is labeled:

1. low step-*I couldn't do anything*;
2. the middle step-*I had some problems*;
3. *I've done everything well*.

Learners should put himself/herself on the step they feel at the end of the lesson.

Assessment

Assess students' performance based on clarity, effectiveness of activities, engagement, and ability to convey preventive measures.

2.3 "The Canterville Ghost" by Oscar Wilde

The project is:

- interdisciplinary: includes such subjects as foreign literature, psychology, etc.;
- a group project: is performed by groups of 4 students;
- number of students: 12-15;
- level: Intermediate;
- a short term: 2 class periods.

The aim of this project work is to involve students in the book "The Canterville Ghost" by Oscar Wilde developing reading comprehension, critical thinking, and language skills while exploring the theme and characters of the book.

Objectives of this project work:

- Demonstrate comprehension of the plot, characters, and themes in "The Canterville Ghost."
- Analyze and evaluate the motivations and actions of the characters.
- Use clauses of purpose accurately to express intentions and goals.
- Collaborate with peers to create a project that reflects their understanding and interpretation of the book.

Language work: speaking and reading skills

Aids and materials: Copies of the book "The Canterville Ghost" by Oscar Wilde, whiteboard or flipchart, and art supplies.

Grammar focus: clauses of purpose

A preparatory exercise for grammar activation: Choose the correct item.

The ghost was wandering around the house at night in order/so to frighten people.

Mr Otis gave the ghost some oil so that/as to stop his chains from making a noise.

Mr Otis suggested the ghost use the oil so as/so that not to disturb the sleeping family.

The twins came out of their room in order/so that they could see what was making the terrible noise.

5 The ghost found a quiet room in order/so as that he could be alone and think.

First activity: Choose one character from the book and create a character analysis chart. The chart should include the character's traits, motivations, significant actions, and their impact on the story.

By half past eleven everyone was asleep and the house was dark. But suddenly, a strange noise woke Mr Otis. The noise came from the hall outside his bedroom and sounded like the clank of metal.

Mr Otis got up, lit a candle and looked at the clock. It was exactly one o'clock. He felt very calm and was not at all worried. He could still hear the strange noise, and now he could also hear footsteps. Mr Otis took a small bottle from the table next to his bed. He opened his bedroom door and saw a terrible sight. There was an old man in the hall with red eyes and long grey hair. His clothes were old, dirty and torn, and there were chains around his wrists and ankles.

"My dear sir," said Mr Otis, "your chains are making a terrible noise. You really must oil them."

He showed the man the small bottle.

"This is a bottle of Tammany Rising Sun Lubricator," he said. "It's just what you need."

Mr Otis put the bottle of oil on a table near the ghost, then went back into his bedroom and fell asleep again.

When Mr Otis closed his bedroom door, the Canterville ghost still for a minute. He was shocked. He could not believe his eyes or his ears. He picked the bottle of oil and threw it onto the floor. He ran down the hall, making a terrible sound. However, as he got near the top of the stairs, a door opened, and two little boys appeared. They laughed and whispered to each other. Suddenly, they threw a large pillow at the ghost's head.

*Take that, you silly ghost!" shouted the twins.

The ghost disappeared from the hall in a flash of green light. The house became quiet, and the twins went back to bed.

The ghost found a quiet room in the house and stopped to think. He was very upset and felt terribly insulted. How could these people be so rude to him? Why weren't they afraid of him?

The ghost was more than three hundred years old. He was terrible to look at and he frightened everyone who saw him. He remembered all the people who had seen him at Canterville Chase, and how frightened he had made them. He felt very proud. He was the Canterville Ghost famous all over the country!

The ghost decided that it was time to teach the Otis family a lesson. He wanted revenge, and he wanted to make them afraid!

Second activity: imagining an alternative ending for “The Canterville Ghost” and rewriting the final chapters of the story, incorporating their own twists and resolutions.



Stages of the project:

- 1. Preparation:** Introduce the book "The Canterville Ghost" by Oscar Wilde to the students and provide a brief overview of the plot and characters.
- 2. Planning:** explaining the aim, objectives, and expected outcomes, providing art supplies for each group (e.g., colored pencils, markers, craft materials).
- 3. Formation of groups: distribution of roles and tasks among group members; distribution of stages, definition of each member's function**
 - To form groups of 4 students by intentionally mixing students with different skill levels.
 - To assign roles within the group to ensure everyone contributes and benefits from the collaborative experience.
 - This allows for peer support and collaboration, as stronger students can help their peers grasp concepts more effectively.

4. Research. Findings and discussion.

To discuss:

- Students' initial thoughts or expectations of the book
- A specific section or chapter of the book
- The key events, character development, and themes.

5. Presentation of project results: drawings, posters, multimedia presentations: displaying endings of the story to the audience.

6. Presentation of the results of the project with the audience's feedback (teacher, students).

- What insights did you gain from the story?
- How would you analyze the lesson?

Reflection

Ask students to express their attitude to the lesson and give self-assessment using the method: "Six thinking hats":

Green: How can you use today's learning in different subjects?

Red: How do you feel about your work today?

White: What have you learned today?

Black: What were the weaknesses of your work?

Blue: How much progress have you made in this lesson? (Now I can, I still need to work on, I've improved in, Today I learned...)

Yellow: What did you like about today's lesson?



Assessment

- Observe students' engagement and participation during group discussions and the art project.
- Assess students' comprehension of the plot, characters, and themes through their character analysis charts and group activities.

2.4 Posters and invitation cards

The project is:

- interdisciplinary: includes such subjects as art, etc.;
- a group project: is performed by groups of 4 students;
- number of students: 12-15;
- level: Intermediate;
- a short term: 2-3 class sessions

The aim of this project work is to develop student's creativity, design skills, and written communication abilities through the creation of posters and invitation cards

Objectives of this project work:

- Understand the purpose and components of effective posters and invitation cards.
- Explore different design elements such as layout, color, fonts, and images.
- Develop written communication skills by crafting engaging and informative messages for posters and invitation cards.
- Apply critical thinking and decision-making skills in selecting appropriate design elements and wording.
- Present and share the final posters and invitation cards with the class.

Language work: communication skills, writing skills.

Aids and materials: art supplies (colored pencils, markers, etc.)

Vocabulary focus: instruments: microphone, piano, reggae, violin, trumpet, and party-related terms: dance floor, partygoers, entertainment, playlist, speakers.

First activity: Choose a theme for students' poster (e.g., music concert, movie night, sports event) and sketch a rough layout on paper. Students have to include essential information, such as the title, date, time, location, and any other relevant details.

Second activity: selecting a different theme from their posters and creating invitation cards using the same design principles.

Stages of the project:

1. Preparation: Discuss the purpose and importance of posters and invitation cards, explain how they convey information, create interest, and engage the audience, and show samples of posters and invitation cards, highlighting their key components (e.g., title, date, time, location).

2. Planning: explaining the aim, objectives, and expected outcomes, giving art supplies, poster boards, and other materials for students, encouraging creativity and the use of eye-catching design elements while ensuring clarity and readability.

3. Formation of groups: distribution of roles and tasks among group members; distribution of stages, definition of each member's function

-To form randomly by using a random number generator or drawing numbers from a hat.
-To ensure that each group has an equal number of students and a mix of abilities.

4. Research. Findings and discussion.

To discuss:

- the purpose and importance of posters and invitation cards.
- how posters and invitation cards convey information, create interest, and engage the audience.
- students' design choices

5. Presentation of project results: drawings, posters, multimedia presentations: illustrating their poster and invitation card to the class, explaining their design choices and wording.

6. Presentation of the results of the project with the audience's feedback (teacher, students).

-How did you select the colors, fonts, and images for your poster/invitation card, and why?

-Is there anything you would change or improve upon in terms of design, and communication?

-How did you consider the feedback received from peers and the teacher during the project?

-Did it influence your final design and message?

Reflection

The cinquain method

Ask students to express their ideas and evaluate their progress in poetic form by writing answers to the following questions:

- one word (a noun);
- 3 adjectives to describe the topic;
- 2 verbs;
- one short sentence to conclude an idea;
- a keyword.

Assessment

Students will be evaluated by the rubric:

| Criteria | Excellent | Good | Fair | Poor | Feedback |
|------------------------|-----------|------|------|------|----------|
| Design | | | | | |
| Clarity of information | | | | | |
| Creativity | | | | | |
| Collaboration | | | | | |

Consider these factors:

- Design:

Layout and organization

Visual appeal

Consistency in design

- Clarity of Information:
Clear and concise event details
Easy-to-understand message
Proper use of grammar
- Creativity:
Unique and innovative design choices
Originality in concept and execution
Creative use of visual elements
- Collaboration
Involvement of all the group members
Level of negotiation

2.5 "Music at the party"

The project is:

- interdisciplinary: includes such subjects as music, etc.;
- a group project: is performed by groups of 4 students;
- number of students: 12–15;
- level: Intermediate;
- a short term: 2 class periods.

The aim of this project work is to explore and discuss the role of music at parties while enhancing their vocabulary, listening, and speaking skills.

Objectives of this project work:

- To discuss the importance of music at parties and its impact on the atmosphere.
- To expand students' vocabulary related to instruments, and party-related terms.
- To develop students' listening skills through music analysis and identification of genres.
- To encourage students to express their opinions and preferences regarding music.
- To foster collaborative learning and communication skills through group discussions and presentations.

Language work: enlarging vocabulary, pronunciation practice, past tense revision.

Aids and materials: audio system/CD player, handouts with song lyrics.

Vocabulary focus: instruments: microphone, piano, reggae, violin, trumpet, and party-related terms: dance floor, partygoers, entertainment, playlist, speakers.

Preparatory exercises for vocabulary activation.

I. Fill in the blanks with the appropriate vocabulary word from the list provided.

The words: dance floor, music genres, microphone, partygoers, music, entertainment, playlist, speakers.

1. The party had a lively atmosphere with loud _____ and colorful lights.
2. The DJ played a variety of _____ music throughout the night.
3. I enjoy listening to classical _____ when I want to relax.
4. We had a great time on the _____ at the party last night.
5. The DJ took requests and added them to his _____ for the night.
6. The party was filled with energetic _____ and exciting dance moves.
7. The guests were socializing and enjoying the _____ at the event.

II. Match the musical instruments on the left with their corresponding definitions on the right.

- | | |
|-------------------|--|
| Piano | A. A brass instrument with a sliding tube is used to change the pitch. |
| Reggae | B. A keyboard instrument with black and white keys. |
| Violin | C. A woodwind instrument with a curved metal body and a single reed. |
| Trumpet | D. A percussive instrument played by striking it with sticks or hands. |
| Microphone | E. A piece of equipment that you speak into to make your voice louder. |

First activity: creating students' party playlist by discussing and selecting songs that fit their assigned theme, considering the genre, tempo, and overall mood in groups.

Second activity: researching and preparing a short presentation about their assigned genre, covering its origins, characteristics, popular artists, and notable songs.

Stages of the project:

- 1. Preparation:** Discuss the role of music in parties.
- 2. Planning:** explaining the aim, objectives, and expected outcomes, preparing all materials needed in advance.
- 3. Formation of groups: distribution of roles and tasks among group members; distribution of stages, definition of each member's function**
 - To form groups based on students' interests or preferences related to the book or topic.
 - To assign groups, accordingly, considering a balance of interests and abilities.

4. Research. Findings and discussion.

To discuss:

- the role of music in parties.
- different genres of music commonly played at parties
- preferences of the students.

- 5. Presentation of project results: drawings, posters, multimedia presentations:** presenting learners' findings to the class, sharing information about their assigned genre, and playing short excerpts of songs that represent it.

6. Presentation of the results of the project with the audience's feedback (teacher, students).

- Why did you select the specific genre/theme for your playlist? What made it suitable for a party atmosphere?
- How did you collaborate and make decisions as a group to create the final playlist?
- Were there any challenges you faced while researching or selecting the songs? How did you overcome them?
- How do you think your playlist compares to the playlists created by other groups? What sets it apart or makes it unique?

Reflection

Ask students to complete the sentences to articulate their thoughts and reflections:

Now I know how to:

- speak about...
- understand the information...
- say my opinion on...
- give arguments...
- find necessary information...
- express my attitude to...

During today's lesson, I have:

- got acquainted...
- found out...
- learnt...
- remembered...

Assessment

Students will be evaluated by criteria:

| Name | Matching | Filling in the gaps | Playlist | Presentation | Discussion |
|------|----------|---------------------|----------|--------------|------------|
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |

“5” Students were able to share their opinions independently and complete all the tasks.

“4” The students made more errors in pronunciation and made some mistakes in two tasks.

“3” The students made more errors in pronunciation and made more than 6-7 mistakes in each task.

“2” made more than 8 errors in each task.

2.6 Business proposals

The project is:

- an interdisciplinary: includes such subjects as management, marketing, sociology, psychology, mass media, etc.;
- a group project: is performed by groups of 4 students;
- number of students: 12-15;
- level: Intermediate;
- a short term: 2 week duration.

The aim of this project work is to develop the student's critical thinking, skills of information gathering, working in a group, and problem-solving, to give the opportunity to be creative by creating a business plan and consolidating the grammatical topic of "Imperative mood".

Objectives of this project:

- To review the grammar topic «Imperative mood» and use it as much as possible in the presentation of their results;
- To discuss all (optional) topics and questions in class, to divide into working groups, do independent work and after 2 weeks, present their work;
- To discuss students' results in class, obtain feedback, discuss mistakes (grammatical, lexical) if there are any, and make recommendations.

Language work: communication and listening skills

Aids and materials: whiteboard, broadsheets, art supplies.

Grammar focus: The Imperative Mood

A preparatory exercise for grammar activation: Match the two columns to make imperative sentences:

| | | | |
|---|-------|--|----------------------------|
| A | Feed | | the dishes |
| B | Let's | | your homework |
| C | Don't | | Put on your coat, it's hot |
| D | Wash | | dance |
| E | Do | | the bird |

First activity: Topics are distributed to students two weeks in advance, the teacher instructs them to demonstrate a problem that might occur in their represented businesses and propose their possible solutions.

Second activity: Create a business plan illustrated in a poster, and present it to the class.

Stages of the project:

1. Preparation: Discuss the purpose and importance of selected businesses, explain how they convey information, create interest, and engage the audience, highlighting their key components (e.g., title, date, time, location).

2. Planning: selecting a business, identifying sources of information, setting goals, formulating objectives:

- Have students imagine they work for the company/business/organization they chose.
- They imagine they're meeting with a potential investor (another classmate or it can be you).
- Students pitch the company and brand using the material they created in Steps 1 & 2 above.
- Students answer any questions their "potential investor" (their classmate or you) has after their pitch.

3. Formation of groups: distribution of roles and tasks among group members; distribution of stages, definition of each member's function:

- Forming groups of 4 students, by categories:

Coffee shop

Gun store

Tour agency

-defining the roles: the person in charge of design, service, logo, the person in charge of presentation; etc.

4. Research. Findings and discussion.

To discuss:

1. What kinds of products does each company sell?
2. What is each brand about? How would you describe each brand identity?
3. Do you buy their products or support their brands at all? Why/why not?

5. Presentation of project results: drawings, posters, multimedia presentations:

Students can create a business plan illustrated in a poster, and present it to the class.



Fig.1. Example of project presentation form

6. Presentation of the results of the project with the audience's feedback (teacher, students).

- Were there any difficulties in completing the project?
- What insights did you make for yourself?
- Do you have anything to say/wish your classmates?
- Would you want to be in marketing after that experience?
- What conclusion have you come to: Is it difficult to create a business plan?

Reflection

«Dollars»



The teacher buys the business plans prepared by the students by distributing dollars.

Assessment

«Peer-assessment»



This application is accessed via a website or QR code. Short answers can be given to the questions to evaluate the product and the experience of the participants, this allows them to compare each other's projects and exchange views on their creativity and collaboration. They can observe all learners' answers immediately, see the results of their collaborative work, and then offer feedback to each other.

2.7 “Charity”

The project is:

- Interdisciplinary: includes such subjects as society, etc.;
- A group project: pair work, group work, whole class;
- Number of students: 12-14;
- Level: Intermediate;
- A short term: 2-3 class periods.

The aim of this project work is to introduce students to the concept of charity, its importance in society, and the various ways individuals and organizations can contribute to charitable causes.

Objectives of this project work:

- Students will understand the concept of charity and its importance in society.
- Students will collaborate in various activities to explore different aspects of charity and develop empathy and teamwork skills.

Language work: communication skills, pronunciation practice.

Aids and materials: Whiteboard, markers, Laptop/projector for multimedia presentation, internet access, Charity organization brochures, Handouts with vocabulary related to the Charity.

First activity: Watching a video material about charity and global citizenship, and students sharing their thoughts, and also answering the questions on the video as True, False, or doesn't say.



Second activity: Group Project

Students work in teams to plan a charity event. They design their own charity projects, such as planting houseplants, providing clean, untorn clothes to children from low-income families.

Implementation and Management: They manage all aspects of the project, from planning to execution.

Evaluation: Students evaluate the success of their projects, considering both quantitative and qualitative outcomes.

Stages of the project:

1. Preparation:

Introduce the topic of charity and its significance in helping those in need. Discuss different forms of charity, such as donating money, and how they can make a difference.

Show examples of well-known charities and their work. Encourage students to think about causes they are passionate about or issues they would like to address through charity.

2. Planning:

- Brainstorm with the class potential charity projects or initiatives they could undertake as a group.
- Discuss criteria for selecting a charity project, such as feasibility, impact, and alignment with the group's interests.
- Have students vote on their preferred project ideas and come to a consensus on which one to pursue.

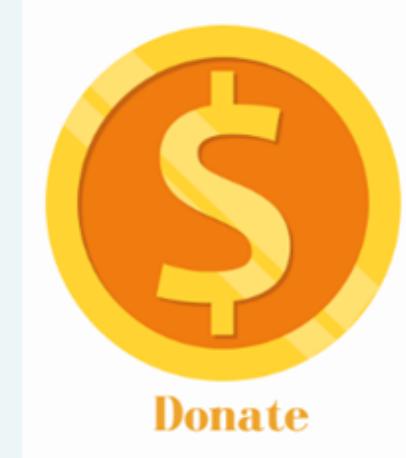
3. Formation of groups: Divide the class into small groups of 4-5 students. Assign each group to a specific charity project. Students take a random piece of paper and divide it into 3 groups based on those pictures.



Planting



Charity



Donate

4. Research:

Instruct each group to research their chosen charity project.

- Encourage students to explore the charity's mission, previous initiatives, and potential ways they can contribute.
- Provide resources such as charity organization brochures or websites for reference.
- Facilitate group discussions and assist with research inquiries as needed.

5. Presentation of project results:

To organize a class-specific initiative, 3 groups must present a charity event that matches the name of their group before the end of the class. For example, the Planting group plants flowers in a pot, the Charity group collects money, Donate group collects clean, not torn clothes.



6. Presentation of the results of the project with the audience's feedback (teacher, students).

- Did the presenter provide sufficient information about the impact of the charity's work?
- Did the students effectively address any questions or concerns raised by the audience?
- What did you find most memorable or noteworthy about the presentation?

Reflection:

To evaluate each other, students make hand-shaped paper in different colors, including what they learned in today's lesson and which group's charity campaign they liked the most.



Assessment

| Criteria | Excellent | Good | Fair | Need Improvement |
|----------------------------|-----------|------|------|------------------|
| Understanding of charity | | | | |
| Research and presentation | | | | |
| Engagement in Service | | | | |
| Collaboration and Teamwork | | | | |
| Overall Contribution | | | | |

2.8 “Dancing around the world”

The project is:

- Interdisciplinary: includes such subjects as cultural studies, geography, music, and history;
- A group project: pair work, group work, whole class;
- Number of students: 12-14;
- Level: Intermediate ;
- A short term: 2 class periods

The aim of this project work is to explore and appreciate the diversity of dance traditions from around the world, understand their cultural significance, and engage in movement activities to experience different dance forms.

Objectives of this project work:

- To introduce students to the concept of dance as a cultural expression.
- To explore various dance styles and traditions from different countries and regions.
- To understand the cultural significance and symbolism of traditional dances.
- To foster an appreciation for cultural diversity and respect for different dance traditions.

Language work: Enlarging vocabulary, pronunciation practice, and communication skills.

Aids and materials: Laptop and projector for multimedia presentation, Videos or recordings of traditional dances from different countries, Paper and pens for note-taking and group activities, Whiteboard and markers.

First activity: Vocabulary activity. Introduce students to dance terminology used in different cultures (e.g., ballet, salsa). Provide definitions and examples of key terms and have students practice using them in context.

Second activity: Film Viewing. Interactive Map

Screen a documentary or film that explores the diversity of dance styles and traditions from around the world.

Create an interactive digital map where students can click on a country to see videos, images, and information about its traditional dances.

Third activity: Research Activity. Assign each student or group a specific country or culture known for its traditional dance forms. Students research the history, significance, and key characteristics of the dances from their assigned culture and present their findings to the class. Make notes under the headings: name, region, music, clothes, and choreography. Present them to the class. You can show short videos if you like.

| | |
|---------------|--|
| Name: | |
| Region: | |
| Music: | |
| Clothes: | |
| Choreography: | |

Stages of the project:

1. Preparation: Present the theme, "Dancing around the World," to the students. Explain the objectives and expectations. Lead a class discussion about the significance of dance as a cultural expression and the importance of understanding and respecting different dance traditions.

2. Planning:

- Project Structure (Planning): Outline the stages of the project, including research, practice, presentation preparation, and reflection.
- Timeline Creation (Planning): Develop a timeline for the project, including deadlines for research, rehearsals, costume design, and the final presentation.

3. Formation of groups:

- Group Formation (Formation): Divide students into small groups based on their interests and preferences.
- Role Assignment (Formation): Assign roles within each group, such as researcher, choreographer, costume designer, and presenter.

4. Research:

- Provide resources and guidance for students to research traditional dances from various cultures. Encourage them to explore the history, significance, costumes, and movements of each dance.
- Instruct students to take notes on key information about the cultural context, symbolism, and characteristics of the dances they are researching.

5. Presentation of project results:

Presenting learners' findings to the class, sharing information about the traditional dance of other countries and students will share their discoveries about different dance styles and cultures.

6. Presentation of the results of the project with the audience's feedback (teacher, students).

- What was the most interesting cultural dance style you learned about during the project?
- Can you explain the significance of the dance you performed and its cultural context?
- What did you enjoy most about the project and what would you do differently?

Reflection

“Cinquain” is a five-line poem based on the content of the material under study.

Line 1 – One-word title.

Line 2 – Two adjectives for describing that word.

Line 3 – Three verbs.

Line 4 – Four feeling words.

Line 5 – A synonym for the title word.

Assessment

- Assess students' knowledge and understanding of different dance styles from various cultures by having them complete a written quiz or short-answer questions about the characteristics, origins, and significance of each dance style.
- Use a rubric to evaluate the accuracy and appropriateness of cultural representations, including costumes, music selection, and movements.

2.9 “Types of films”

The project is:

- An interdisciplinary: visual arts, language arts;
- A group project: is performed by groups of 4 students;
- Number of students: 12-14;
- Level: Intermediate;
- A short term: 2 class periods.

The aim of this project work is to explore the various genres of films and understand their characteristics and appeal. Also, enhance communication skills by encouraging students to articulate their opinions and interpretations of different types of films through written and oral presentations explore the diverse world of film genres, and deepen students' understanding of the art of filmmaking.

Objectives of this project work:

- To deepen students' understanding of different types of films through collaborative learning activities.
- Understand the characteristics and conventions of each film genre.
- Develop critical thinking skills by comparing and contrasting different film genres.
- Improve language skills through vocabulary expansion, discussion, and presentation.

Language work: Vocabulary-building, interaction patterns: group work, individual work, enlarging vocabulary, picture description.

Aids and materials: Laptop/projector for multimedia presentation, Handouts with vocabulary related to film genres, Index cards for group activities, Paper and pens for group activities, Whiteboard/markers, and Access to Films.

Vocabulary focus: Adventure, fantasy, animation, action, thriller, biography, documentary, comedy, romance, science fiction, musical, horror.

Warm-Up: “Genre Guessing Game”

Divide the class into small groups. Provide each group with index cards containing names of different film genres.

One student from each group acts out a scene or characteristic from the genre without speaking while the rest of the group guesses the genre. Rotate roles until each student has had a chance to act.



First activity: “Genre Film Clips Analysis”

Show brief video clips from movies representing different genres. In their groups, students must analyze each clip and identify the genre. Encourage students to discuss what elements helped them make their determination, including visual, thematic, and narrative aspects. Each group presents their analysis to the class, highlighting their observations and insights. With this QR code, you can watch brief video clips of movie genres.



Second activity: Portray a film

Divide the class into small groups of 4–5 students. Create a model of a film that you like the most (e.g., themes, settings, visual elements).

Stages of the project:

1. Preparation: Provide resources and materials for researching film genres.

2. Planning: Help students develop a plan for their activities, including assigning roles and responsibilities within their groups.

3. Formation of groups:

Assign students to small groups based on their interests and preferences. Ensure each group has a mix of students with different strengths and skills.

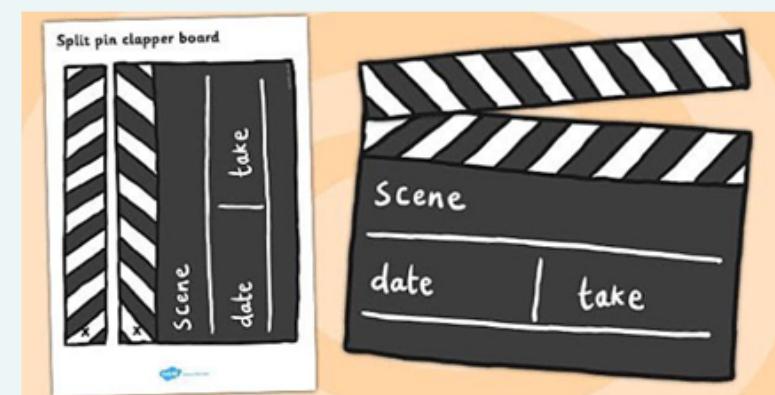
4. Research:

- Assign students to small groups, each focusing on a different film genre.
- Provide resources for research, including books, articles, and online databases.
- Instruct students to analyze films within their assigned genre, considering themes, narrative structures, and visual styles.

5. Presentation of project results: They create a model of a film that they like the most and present it to the audience.

6. Presentation of the project results with the audience's feedback (teacher, students).

Peer-assessment



Reflection

Conclude the project with a reflection session where students discuss what they learned and experienced throughout the project.

- Learners stand in a circle, they are given a ball to throw it to each other and share their opinions about today's lesson.

Assessment

| Criterion | Description |
|-----------------------|-------------|
| Content Understanding | |
| Presentation Skills | |
| Critical Analysis | |
| Engagement | |

2.10 “Emergency services”

The project is:

- Interdisciplinary: includes science (such as first aid, fire suppression, and search and rescue operations) and social studies;
- A group project: is performed by groups of 4 students;
- Number of students: 12-14;
- Level: Intermediate ;
- A short term: 1 week duration.

The aim of project work is to develop an understanding of the roles, functions, and importance of emergency services in ensuring public safety and to cultivate preparedness and awareness among Secondary school students in emergency situations.

Objectives of this project work:

1. Students will gain an understanding of the role and importance of emergency services in their community.
2. Students will engage in collaborative activities to explore different aspects of emergency services and develop critical thinking skills.

Language work: pronunciation practice, and development of communicative skills.

Aids and materials: Laptop/projector for multimedia presentation, Whiteboard, Markers, Pen and Pencil.

Warm-Up Activity: Brainstorming: Begin the lesson by asking students to brainstorm different types of emergencies they can think of (e.g., fire, medical emergencies, and natural disasters). Such as:

- Can you name some different types of emergency services?
- What do you do if someone is hurt and needs help right away?
- What number do we call in an emergency, and who answers the phone?
- If someone gets lost, who can help find them?
- What should you do if you see a fire but there's no adult around?
- Can you think of any challenges that emergency services might face in their work?

Emergency Services Vocabulary:

Vocabulary Activity: Provide students with a list of emergency services-related vocabulary words and their definitions. Have students work individually or in pairs to create flashcards or a word wall display.



First activity: Role-Play

Divide students into small groups and assign each group a different emergency scenario (e.g., someone trapped in a burning building, or someone having a heart attack). Have each group come up with a short skit demonstrating how they would respond to the emergency, including contacting the appropriate emergency service and providing basic first aid if necessary.

Second activity: Creating Emergency Preparedness Kits

Kit Assembly: Students research the essential items needed for different types of emergency kits (e.g., home kit, car kit, school kit). They can work in groups to assemble sample kits.

Instructional Guide: Each group creates an instructional guide or video explaining the importance of each item in the kit and how to use it.

Stages of the project:

1. Preparation: Introduce the concept of emergency services and their role in ensuring public safety. Highlight the importance of effective communication and collaboration among emergency responders.

2. Planning:

- Divide students into small groups and assign each group a specific type of emergency service (e.g., police, fire department, ambulance service).
- Instruct each group to research their assigned emergency service, including its responsibilities, equipment, training requirements, and typical emergency scenarios they respond to.
- Encourage groups to plan how they will gather information and present it to the class.

3. Formation of groups: Allow students to form their groups based on their interests or preferences. Ensure each group has access to necessary materials for research, such as internet access or library resources.



4. Research:

- Provide time for groups to research their assigned emergency service.
- Encourage students to use a variety of sources, including official websites, informational pamphlets, and interviews with professionals if possible.
- Circulate among the groups to provide guidance and answer any questions that arise.

5. Presentation of project results: “Guest Speaker”

Guest Speaker Presentation: Invite a local emergency responder (e.g., firefighter, paramedic, police officer) to speak to the class about their experiences and the importance of emergency services in the community. Allow time for students to ask questions.

6. Presentation of the results of the project with the audience's feedback (teacher, students).

- How effectively did the presenters explain the roles and responsibilities of different emergency services, such as police, fire, and medical responders?
- Were specific examples provided to illustrate the importance of emergency services in responding to various types of emergencies?
- Were you able to gain a deeper understanding of the challenges and complexities faced by emergency service providers in their line of work?

Reflection

Group Discussion: Lead a discussion on the importance of emergency services and the role that individuals can play in emergencies. Encourage students to reflect on what they've learned and how they can apply it in real-life situations. Ask questions such as:

- Why are emergency services important in our community?
- What can individuals do to prepare for emergencies?
- How can we support emergency responders in their work?

Assessment

- Create a written test covering topics such as the roles of emergency services (police, fire, medical), emergency response procedures, basic first aid techniques, and emergency preparedness. Include multiple-choice, short-answer, and scenario-based questions to assess knowledge retention.

2.11 Solve the problem of Internet addiction in your family (or your friend's family).

The project is:

- interdisciplinary: includes such subjects as technology, psychology, etc.;
- a group project: is performed by groups of 4 students;
- number of students: 12-15;
- level: Intermediate;
- a long-term: 2 weeks

The aim of this project work is to help students develop strategies and skills to address the issue of internet addiction within their family or their friend's family, to understand the impact of internet addiction, identify potential solutions, and create an action plan to promote healthy internet usage.

Objectives of this project work:

- Understand the concept of internet addiction and its potential consequences.
- Analyze the causes and effects of internet addiction within a family context.
- Generate potential strategies and solutions to address internet addiction.
- Make an informational brochure to offer tips and promote healthy internet usage within the family.
- Present and discuss their brochures, fostering peer learning and collaboration.

Language work: critical thinking, problem-solving, and communicative skills.

Aids and materials: whiteboard, projector, handouts.

First activity: discussing and identifying the causes and effects of internet addiction within a family.

Second activity: creating an informational brochure about internet addiction, its causes, and potential consequences with practical tips and suggestions for promoting healthy internet habits.

Stages of the project:

- 1. Preparation:** Ask learners about their experiences and observations regarding internet addiction within their families or their friends' families, discussing the potential consequences of internet addiction on relationships, mental health, and overall well-being.
- 2. Planning:** explaining the aim, objectives, and expected outcomes, presenting information and resources about internet addiction.

- 3. Formation of groups:** distribution of roles and tasks among group members; distribution of stages, definition of each member's function

In order to create groups, mix students with varying levels of knowledge or skills related to internet addiction to foster peer learning and support.

To ensure that each group has an equal number of students and a mix of abilities.

- 4. Research. Findings and discussion.**

To discuss:

- potential consequences of Internet addiction
- the characteristics and signs of internet addiction.
- the impact of internet addiction on families.
- the causes and effects of internet addiction within a family.

- 5. Presentation of project results: drawings, posters, multimedia presentations:** presenting their action plans to other group members.

6. Presentation of the results of the project with the audience's feedback (teacher, students).

- Which strategies or activities stood out to you as particularly effective or innovative?
- Were there any aspects of the brochures that you found particularly interesting or surprising?
- What potential challenges or obstacles do you foresee in creating these brochures?
- How do you think these practical tips in your brochure can contribute to addressing internet addiction within the family context?
- What role do you think open communication and collaboration play in successfully implementing these brochures?

Reflection

Mood islands

The Map of the islands should be posted on the board (the wall) and the students go to the map and draw or attach their boat in the appropriate area of the map that reflects their emotions and mood after the lesson.



Assessment

Peer assessment:

| Criteria | Rating (1-5) | Comments |
|----------------------------|--------------|----------|
| Clarity of Ideas | | |
| Feasibility of Strategies | | |
| Creativity and Innovation | | |
| Effectiveness of Solutions | | |
| Clarity of Presentation | | |
| Collaboration | | |

Consider these criteria for Peer Feedback:

- Clarity of Ideas:
 - How well are the ideas and strategies presented in the brochure explained and understood?
 - Feasibility of Strategies:
 - Are the proposed tips practical and realistic for addressing internet addiction in the family?
 - Effectiveness of Solutions:
 - Do the proposed tips have the potential to effectively reduce internet addiction within the family context?
 - Creativity and Innovation:
 - Does the brochure demonstrate creative and innovative approaches to addressing internet addiction?
 - Use of Evidence and Resources:
 - Has the student incorporated relevant evidence, research, or resources to support their tips?
 - Clarity of Presentation:
 - How clear and well-delivered is the presentation of the brochure? Is the information communicated effectively?
 - Collaboration:
 - How did students collaborate and negotiate?

2.12 “City life vs Country life”

The project is:

- interdisciplinary: includes such subjects as geography, economics, and environmental science;
- a group project: is performed by groups of 4 students;
- number of students: 12-14;
- level: Intermediate;
- a short term: 2 class periods.

The aim of this project work is to encourage students to explore and understand the different perspectives, lifestyles, and values, as well as the advantages and disadvantages associated with city and country life, fostering the development of critical thinking skills through the use of compound nouns.

Objectives of this project work:

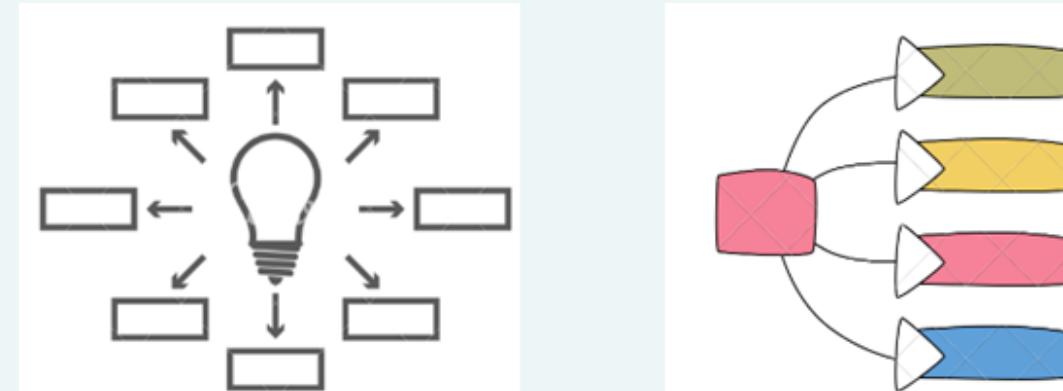
- To create the mind map and write in small groups what you imagine at first sight about the city and country life.
- To review the compound nouns and use them as much as possible in their speech.
- To develop communicative skills by comparing the features of city and country life.
- To analyze questions within the group, create a poster, and evaluate the topic chosen by the two groups.

Language work: enlarging vocabulary, pronunciation practice, compound noun revision, development of communicative skills.

Aids and materials: pictures of city and country, markers, worksheets, mind map, board, video player.

Warm-Up: Mind-map

In small groups, Ss write on mind maps what they imagine when they see or think of city and country life.



Grammar focus: Compound nouns

A worksheet is given to students to keep them interested in repeating the compound nouns related to the topic.

PLACES IN TOWN **compound nouns**

1. MATCH THE WORDS IN A) WITH THE WORDS IN B) TO MAKE COMPOUND WORDS ABOUT PLACES IN TOWN.

| | |
|---|---|
| A) | B) |
| 1. FAST FOOD 2. FOOTBALL 3. INTERNET 4. POLICE 5. SCIENCE 6. SWEET 7. TAKEAWAY 8. TENNIS | A. CAFE B. COURT C. MUSEUM D. RESTAURANT E. RESTAURANT F. SHOP G. STADIUM H. STATION |

2. WHERE CAN YOU DO THESE ACTIVITIES IN A TOWN? They are all compound nouns.

A. A large outdoor area where people go on rides such as roller coasters.
B. Place where you go when you want to travel by bus to another place.
C. A place where people sell handmade products.
D. A building used for the administration of local government.
E. A very large store, usually with several floors, which sells a lot of different things like men's / women's clothes, electrical godos, sport equipment,....
F. A building where firemen work and wait to put fires out around town.
G. A place where people buy petrol for their car, motorbike or any other type of vehicle.

2. TRY AND EXPLAIN WHAT YOU CAN DO IN THESE PLACES.

1) TRAVEL AGENCY
2) RAILWAY STATION
3) HIGH SCHOOL
4) BARBER SHOP

First activity: Showing a video material about City life vs Country life and sharing their thoughts on the questions at the end of the video. Here is QR code to the video:



Second activity: Documentary Film Project.

Have students work in small groups to create short documentary films comparing city and country life. They can conduct interviews with residents, capture footage of daily life, and use narration to explore the advantages and challenges of each setting. Screen the documentaries for the class and facilitate a discussion afterward.



Stages of the project:

1. Preparation: Start the lesson with an engaging introduction to capture students' attention. You could use a thought-provoking question, a short video clip, or relevant information to spark interest in the topic.

2. Planning: Setting goals, real-life examples, and group discussions.

3. Formation of groups: dividing into 2 groups depending on the interest of students, determining the activity of each member in the group.

4. Research: Group discussion.

To discuss:

- What do you think are some differences between living in a city and living in the countryside?
- What do you think are the benefits of living in a city? What are the benefits of living in the countryside?
- What types of transportation do people use in cities? How does that compare to transportation in the countryside?
- What kinds of activities can you do for fun in a city? How does that compare to activities in the countryside?
- What are some challenges people might face living in a city? What about in the countryside?
- If you had to choose, would you rather live in a city or the countryside? Why?

5. Presentation of project results: Similarly, they define the difference between the city and the countryside through interviews with residents, or video evidence, and highlight the benefits of living in both places. After the first group has finished expressing their thoughts, comparisons, research, and discussions are conducted with the work of the other group members.

6. Presentation of the results of the project with the audience's feedback (teacher, students).

- How well did the students explain the differences between city life and country life?
- Were specific examples provided to illustrate the advantages and disadvantages of each lifestyle?
- Were you able to gain a deeper understanding of the factors that influence people's choices of where to live?

Reflection

At the end of a lesson, learners share with their partner:

- ◻ Today the most important thing I have learnt is...
- ◻ One thing I need to remember from today's lesson is...
- ◻ One thing I have found hard today is...

Assessment

- ◻ Design a survey to gather data on students' preferences, experiences, and perceptions related to city and country life. Have students analyze the survey results, identify trends and patterns, and draw conclusions about factors influencing lifestyle choices. Evaluate their ability to design and administer surveys, analyze data, and draw evidence-based conclusions.

2.13 Social problems

The project is

- an interdisciplinary: includes such subjects as psychology, sociology, economics, etc.;
- a group project: is performed by groups of 4 students;
- number of students: 12–15;
- level: Intermediate–Upper-Intermediate;
- a short term: 1-week duration.

The aim of this project work is to develop the student's critical thinking, skills of information gathering, and working individually, to give the opportunity to help each other and consolidate the grammatical topic of "Should/Shouldn't".

Objectives of this project:

- To review the grammar topic "Should. Shouldn't" and use it as much as possible in the presentation of their results;
- To discuss all (optional) topics and questions in class, and after 1 week, present their work;
- To discuss students' results in class, obtain feedback, discuss mistakes (grammatical, lexical) if there is any, and make recommendations.

Language work: critical thinking, problem-solving skills

Aids and materials: broadsheets, markers, whiteboard

Vocabulary to learn and use in a project work:

| Verbs | Nouns | Adjectives |
|---------------|------------------|---------------|
| To impoverish | Homelessness | Disadvantaged |
| To lay off | Deprivation | Indigent |
| To emigrate | Social Exclusion | Marginalized |

Grammar focus: Should and shouldn't

A preparatory exercise for grammar activation: Circle the correct word.

1. You should / shouldn't go to bed late.
2. You should / shouldn't eat healthy food.
3. You should / shouldn't train every day.
4. You should / shouldn't wear good sneakers.
5. You should / shouldn't eat a big meal before you train.
6. You should / shouldn't wear jewelry when you are playing sports.

First activity: Participants were divided into 2 groups. Through conversations, the first group of participants selected widespread social problems and exchanged them with the second group of students' solutions.

Second activity: The teacher introduces a group game where students can take on certain roles such as a rich man, doctor, detective, policeman, and criminal to tackle challenges, make decisions, and experience the consequences of their actions.



Third activity: Generate a business model to solve a specific social problem.

Stages of the project:

1. **Preparation:** Provide students with a general explanation of social problems.

2. Planning: analyzing problems, identifying sources of information, setting goals, formulating objectives:

To discuss:

- what causes these problems:
- if other students have encountered this problem. How have they solved it? What actions were unsuccessful?
- Who can you turn to with this problem? Where can I find more information besides the Internet? Have you seen similar situations in movies? Do they have a solution?

Students choose who or to solve which problem they would like to help.

- to determine a project strategy, make a sample action plan.

3. Formation of groups: distribution of roles and tasks among group members; distribution of stages, definition of each member's function:

-form groups of four students by choosing social problems, groups are Unemployment, Sickness, Poverty

4. Research. Findings and discussion.

To discuss:

- In your opinion what's the most important social issue in your country?
- Is there much poverty where you live? What can be done to address it?
- Is there a big gap between the rich and the poor in your country? Why is this?
- Are there many illicit drugs in your country? In your opinion is there adequate punishment for drug users and dealers?
- Is youth unemployment high in your society? What about the employment of the elderly?
- Does your community have a high or low level of crime? Which crimes are most common?

5. Presentation of project results: drawings, posters, multimedia presentations:

Generate a business model to solve a specific social problem in groups of 4.

6. Presentation of the results of the project with the audience's feedback (teacher, students).

- Were there any difficulties in completing the project?
- What insights did you make for yourself?
- Do you have anything to say/wish your classmates?

Reflection



Reflection papers

-the teacher asks the students to write on this piece of paper a summary of what they learned during the lesson. In addition, they encouraged them to think about how much the lesson strengthened their understanding of the social problem under discussion and how it correlates with their own lives or the world around them.

Assessment

At the end of the project, learners are given a review form concerning the language knowledge to fill in. Next, they are encouraged to try an achievement test. They are also asked to fill in a questionnaire that serves as a feedback for the teacher. This might be a challenging task as the learners feel like adults whose opinions and ideas are seriously taken into consideration. (The teacher goes through the questions with the students at first to make sure that everything is clear.)

Here are some questions to evaluate projects.

Project review

- 1) What new vocabulary have you learned during the project?
- 2) Which of these new words can you use with confidence?
- 3) Which of these new words do you feel unsure about?
- 4) What can you say now that you could not say before the project?
- 5) What have you learned about the English language that you did not know before?
- 6 Are there any words that you do not know how to pronounce correctly?

2.14 Career Exploration

The project is

- an interdisciplinary: includes such subjects as psychology, technology, etc..;
- a group project: is performed by groups of 4 students;
- number of students: 12-15;
- level: Intermediate;
- a short term: 1 week duration.

The aim of this project work is to develop the student's critical thinking, skills of information gathering, working in a group developing a professional work ethic, exploring potential careers, and identifying diverse career options.

Objectives of this project:

- to research various career fields and explore various requirements for each;
- to describe the relationship between career paths and earning income ;
- to explain the various types of education/training required for several careers;
- to identify current activities that can help build skills needed for careers they are interested in for the future

Language work: grammar revision, communication skills.

Aids and materials: video player, handouts.

Grammar focus: Future Simple

A preparatory exercise for grammar activation: Put the verbs in brackets into the negative form.

1. My sister likes summer very much. She will do homework every day.
2. I think it will rain raining tomorrow.
3. To my mind, my friends will give me a big present for my birthday.
4. My friend is waiting for the party. His famous singer will perform there.
5. Our parents are so tired! Tom and I will listen to songs.

First activity: Invite the student to discuss the professions he/she likes/dislikes most. For example, make a rating:

Rank industries according to their future popularity:

1. Healthcare
2. Management
3. Media and Entertainment
4. Biotechnology
5. Aviation
6. Space

Second activity: Turning on the video "What will the future of jobs be like?":



Offer to discuss the possible future of professions by asking guiding questions:

- What professions (jobs) do you know?
- What professions do you think will appear after 2025?
- What professions can disappear after 2025?

Stages of the project:

1. Preparation: Tell the students they will be exploring careers during this lesson. Encourage them to explore careers they have not previously researched, and explain that they may develop new interests as they research careers. Discuss the following questions with the students:

1. What is career exploration? Why is it important to begin exploring careers now?
2. What career fields already interest the students?
3. Do any students know someone who works in the field that interests them?
4. Do students have any questions about a career field that they hope to answer during the lesson?

2. Planning: analyzing problems, identifying sources of information, setting goals, formulating objectives and expected outcomes, and preparing all materials needed in advance.

3. Formation of groups: distribution of roles and tasks among group members; distribution of stages, definition of each member's function:

-to form groups of four students according to their career interests. Students can select any profession. Here are some recommended professions:

- Medicine-Healthcare
- Education
- Management and Business
- Journalism
- Aviation
- Literature

4. Research. Findings and discussion.

To discuss:

- What are some skills required for this career?
- What are some important characteristics for people in this career to have?

5. Presentation of project results: drawings, posters, multimedia presentations:

Preparing an interview by impersonating various specialists. Prepare the video material in advance and show it to the audience during the lesson.



6. Presentation of the results of the project with the audience's feedback (teacher, students).

- Were there any difficulties in completing the project?
- What insights did you make for yourself?
- Do you have anything to say/wish your classmates?

Reflection

Questionnaire - project evaluation

1) How did you like the project as a whole?

1- very much

5 - not at all

Circle the number: 1, 2, 3, 4, 5

Is there anything you would change next time?

2) How did you enjoy the party?

Do you think that the party was a success?

If not, what went wrong?

3) How difficult was the language of the project for you?

1- very easy

5 - extremely difficult

Circle the number: 1, 2, 3, 4, 5

4) How often did you have to look up words in a dictionary?

1- rarely

5 - very often

Circle the number: 1, 2, 3, 4, 5

5) Which of these teaching aids were the most helpful for you?

a) video b) computer c) pictures d)board e)others

Assessment

The criterion-based assessment of the final product of the project work

| Criteria | 5 | 4 | 3 | 2 |
|--|--|---|--|--|
| The quality of the report/artifact (composition, completeness, approaches, results; argumentation and conviction) | The level of fulfillment of the original objective and requirements in the resulting product is high and all objectives have been achieved. Arguments are given, consequentialist connections are made. | The level of fulfillment of the original objective and requirements in the resulting product is good, and some objectives have not been achieved. Arguments and corollaries are given, but may not fully reflect the student's choices | The level of fulfillment of the original objective and requirements in the resulting product is below average, only 1-2 objectives have been achieved. Student's choices are not reasoned, consequentialist connections are not presented. | The level of fulfillment of the original objective and requirements in the resulting product is low/poor and the objectives have not been achieved. Work on the project is not completed within the agreed time frame. Student's choices are not reasoned, consequentialist connections are not presented. |
| The amount and depth of information on the topic (or subject) (erudition, interdisciplinary links). | The information provided on the topic is carefully sorted, fully reflecting the objectives, with no unnecessary data. The work with different sources is evident. The information is presented step by step, in a structured way. There is a clear interdisciplinary correlation. | The information provided on the topic is well sorted, partly reflecting the topic, there may be redundant data. The work with several sources is evident. The information is presented step by step, in a structured way. Implicit interdisciplinary connections are possible. | The information provided on the topic is inconsistent, partly reflecting the topic, with redundant data. The work is done with only sources. The information is not presented in a step-by-step, structured way. Implicit interdisciplinary connections. | The information provided on the topic is inconsistent, not sorted, poorly reflects the topic, existence of redundant data. Only 1 source of information is used. The research work is not done. The information is not step by step, not structured. There is no interdisciplinary connection. |
| Presentation of the project (culture of speech, manner, use of visual aids, sense of timing, improvisational beginning, keeping the audience's attention). | The presentation of the results is prepared to a high level; there are supplementary materials, visual aids, charts, video and photo materials. The speaker is well prepared and can hold the attention of the audience. The culture of speech and behaviour in front of the audience is maintained. | The presentation of the results is prepared to well prepared ; there are some supplementary materials, visual aids, charts, video and photo materials. The speaker is well prepared and may have some challenges with keeping the audience's attention. The culture of speech and behaviour in front of the audience is maintained. | The presentation of the results is below average: lack of supplementary material and visual aids. The speaker is not prepared well and can't hold the attention of the audience. Maybe lack of culture of speech and behaviour in front of the audience. | The presentation of the results is not completely ready or prepared poorly; there are no supplementary materials, visual aids, charts, video and photo materials. The speaker is not prepared well and can't hold the attention of the audience. |

2.15 Travel and Tourism

The project is

- an interdisciplinary: includes such subjects as geography, history, art, etc..;
- a group project: is performed by groups of 3 students;
- number of students: 18-21;
- level: Intermediate;
- a short term: 1-week duration.

The aim of this project work is to develop the student's critical thinking, skills of information gathering, working in a group, and presentation skills by planning a trip to another country and consolidating the grammar topic of "present perfect and present continuous tense".

Objectives of this project:

- to present the vocabulary on the topic 'Travelling';
- to focus students on compound nouns and colloquial words;
- to practice students' skills of speaking, listening, reading, and writing;
- to develop students' creative abilities, imagination, and logical thinking;
- to improve their individual, pair work, and group work skills;
- to broaden students' cooperation, friendship, mutual assistance, and ability to work hard.

Language work: grammar revision, speaking skills

Aids and materials: broadsheets, markers, pictures of countries and continents.

Grammar focus: Present Perfect / Present perfect Continuous

A preparatory exercise for grammar activation: *Look at the pictures and choose what's happened or what the people have been doing*

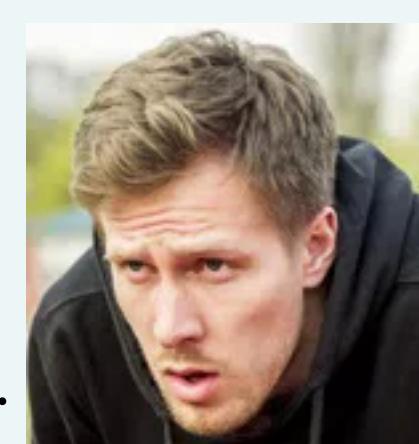


2. What's happened to the man?
He has seen something unpleasant.
He has hurt his shoulder.

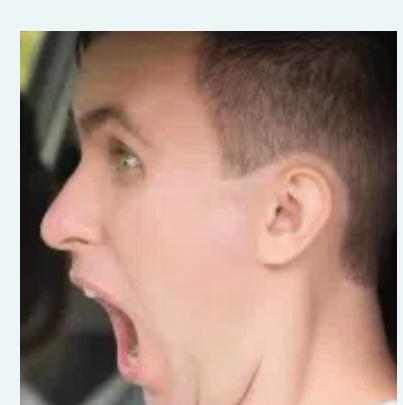


1. Why is the woman exhausted?
She's been doing the laundry.
She's been working on a new project.

3. Why is the man tired?
He's been running.
He's been playing with his child.



5. Why is the man shouting?
He has hurt his finger.
He has got into a car accident.



First activity: Do you agree or disagree? Discuss with your partner.

- A. Jet-lag is caused by a lack of sleep and can be prevented by dosing up on sleeping pills
- B. Hotels are expensive and boring.
- C. It's better not to buy food from street vendors
- D. Duty-Free offers the best deals
- E. Bargaining is essential in foreign countries
- F. You should always arrive at tourist attractions early and avoid the crowds
- G. Organised tours are not always the best way to experience the destination
- H. You should only drink bottled water in exotic locations
- I. Lunchtime is the best time to visit historical sites.
- J. Last-minute plane tickets are the cheapest fares available
- K. It's better not to eat in a touristy area or near a tourist attraction

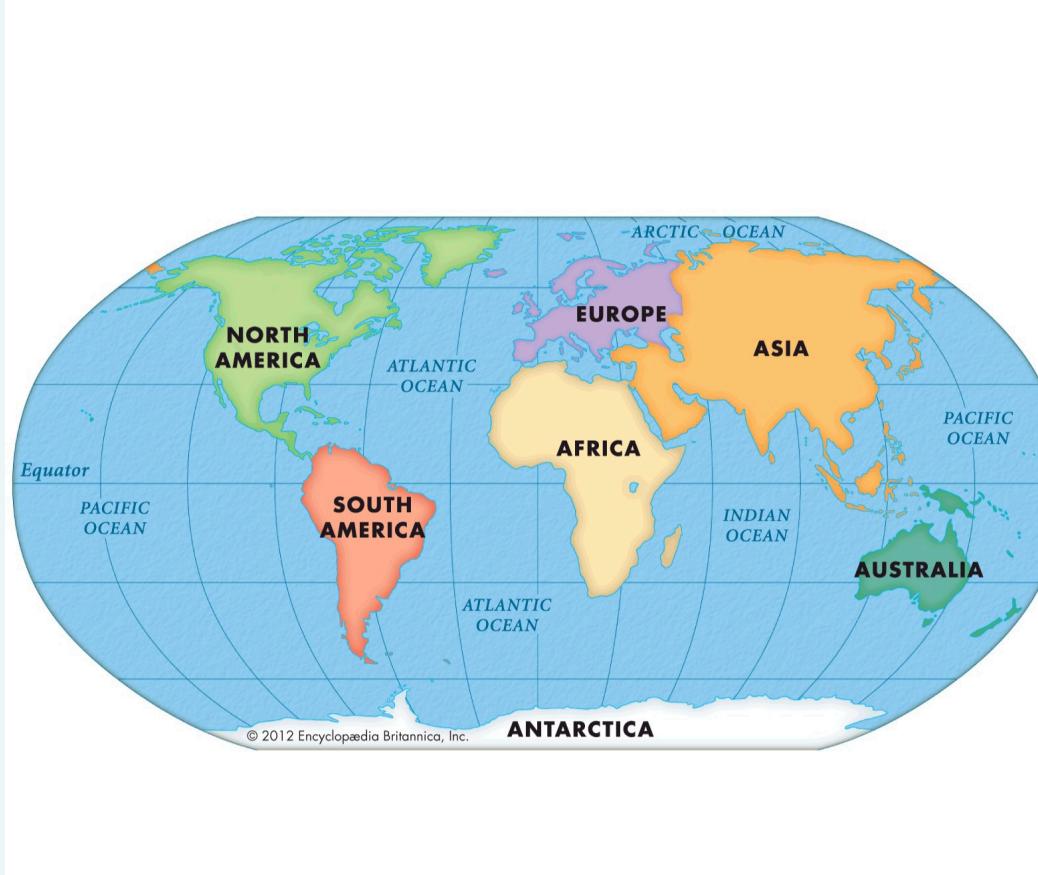
Second activity: Make a video-tour around your city



Third activity: Plan a trip to another country.

Stages of the project:

- 1. Preparation:** Start the lesson with an engaging introduction to capture students' attention. The teacher could use a thought-provoking question, a short video clip, or relevant information to spark interest in the topic.
- 2. Planning:** explaining the aim, objectives, and expected outcomes, presenting information and resources about foreign countries
- 3. Formation of groups: distribution of roles and tasks among group members; distribution of stages, definition of each member's function:**
-to form groups of three students through the name of continents



4. Research. Findings and discussion.

To discuss:

- Where do you like to stay and eat when traveling?
- What's the best way to meet people while traveling?
- Have you ever made any friends on your trips?
- What are some common myths about traveling?

5. Presentation of project results: drawings, posters, multimedia presentations:

Plan a trip to another country.



Ten steps on how to plan a trip.

Step 1: Figure out your travel budget

Step 2: Decide on your travel style/partner(s)

Step 3: Choose a destination

Step 4: Book flights

Step 5: Book accommodation

Step 6: Research things to do

Step 7: Get travel insurance

Step 8: Minimize travel risks

Step 9: Pack your bags

Step 10: Last-minute preparation

6. Presentation of the results of the project with the audience's feedback (teacher, students).

-Were there any difficulties in completing the project?

-What insights did you make for yourself?

-Do you have anything to say/wish your classmates?

Reflection

What was the most useful travel tip for you in today's lesson? Write an entry for a travel journal describing a trip you've had and the tips it taught you.



Assessment

Open-ended Self-Evaluation and Peer assessment

Your name:

Group member 1:

Group member 2:

Group member 3:

On a scale of 1-10 with 10 being extremely involved, how would you rate group members:

| | You | Group member 1 | Group member 2 |
|--|-----|----------------|----------------|
| Has accepted and performed all entrusted tasks; | | | |
| Actively participated in group discussions, preparation and implementation of the project; | | | |
| Has proposed ideas and share the necessary information; | | | |
| Completed all tasks actively and on time, helping the group to succeed; | | | |
| Demonstrated the ability to work in a team, to be attentive to the viewpoints of others; | | | |
| Managed to activate cognitive activity of the group, to create a positive atmosphere | | | |

3.1 Tips and Tricks for Implementation

- Plan your lesson carefully to be both educational and enjoyable, keep in mind the stages of creating a project;
- Establish a supportive and positive environment;
- Evaluate participants through criteria;
- Present rubrics beforehand and evaluate their performance according to them;
- Provide relevant and real-life topics and a wide range of activities according to participants' interests;
- Direct students to utilize recommended websites by the teacher.
- Reflect on the Driving Question;
- Manage time properly;
- Group Students Intentionally; When creating teams for a project, never do random grouping. These students will be in these teams from two to six, or even eight weeks. Set them up for the best possible success, so make sure you are considering all forces at work, whether it's behavior, academic ability or artistic ability to set students up for a successful team.
- Have Students Choose Or Have Voice in Team Role;
- Celebrate Achievements;
- Give Useful and Accessible Feedback;
- Allow for Voice and Choice in Products;
- Create Engaging Projects that are Authentic and Relevant.

REFERENCES

1. D.D. Jantassova, N.T. Issina. Project-based Learning in Teaching Communication Skills in ESL.// p. 98// 2022;
2. Diane Phillips, Sarah Burwood & Helen Dunford. Projects with Young Learners.//OUP Oxford, p.152// 1999;
3. Roger Gower, Steve Walters, Diane Phillips, Heinemann. Teaching Practice Handbook p. 215// 1995
4. Alan B., Stoller F. Maximizing the benefits of project work in foreign language classrooms.//English Teaching Forum Online, 43(4), 2006;
5. Ian McGrath, Prentice Hall. “Perspectives on the Development of Language Teacher Trainers” // 1997;
6. Foss P., Camcy N., McDonald K. Project-Based Learning Activities for Short-Term Intensive English Programs// Asian EFL journal, 2018;
7. Jenkins R. A National Geographic Learning Webinar “Project-Based learning. Made easy through team project” //2017;
8. Beckett G., Slater T. The project framework: a tool for language, content, and skills integration// ELT Journal, 59(2), p. 108-116// 2006;
9. Bodnar S.S. Methodology of Project-Based learning,// brief course notes// Kazan, 2018;
10. Alan Duff. Drama Techniques: A Resource Book of Communication Activities for Language Teachers// Cambridge Handbooks, 2005.



**Electronic version of
the guide**

Scan the QR Code to go to the electronic document