

Our English World


Project Competition

Let your students show their potential!


If you are teaching with **Our English World 1 & 2**, don't miss this opportunity to use project work in your classroom and win **FABULOUS PRIZES**.

It's easy. Select two projects from **Our English World 1** or **Our English World 2**, give them a personal twist and send them to us. You can use different techniques and materials. Each piece of work must contain visual as well as linguistic material.

Prizes:

- A **NETBOOK** for the teacher
- A **DIGITAL CAMERA** for the student
- A **SET OF BOOKS** + a **"WE DO DAY"** by  for the school



Representante Exclusivo de
 education

Deadline: Projects should be handed in to your **Macmillan** rep or sent by post to our offices before 30th October 2011.

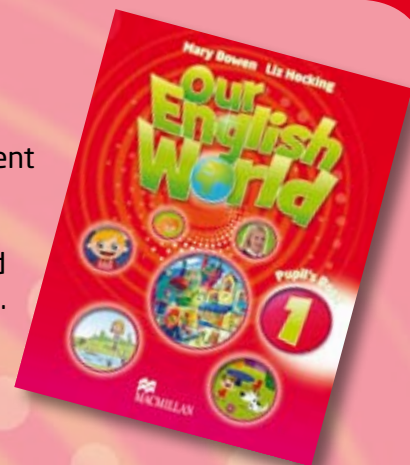


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Why Project Work?

- Because Project Work encourages students to become independent learners and critical thinkers.
- Because it allows children to show their potential.
- Because when children are interested in what they are doing and able to use their areas of strength, they achieve at a higher level.
- Because it implies hands-on experiences such as model building, poster making, or preparing multimedia presentations.



How can we go about it?

The passive-learning model is not enough to prepare students to survive in today's world. Instead, project-based learning asks a question or poses a problem that each student can answer in their own way, at their own level.

As presented in *Our English World*, projects are integration/exploitation activities in which the child creates a piece of work which will then be shared with the rest of the class. So, if we want students to produce, we should give them the necessary tools, the language they need for their project – vocabulary, grammar and skills.

Usually, projects consist of three stages:

- a) An initial, kick-off stage in which the teacher presents the triggering question such as:
 - What can you find in your garden?
 - What do animals eat?
 - What things do people change?
- b) An investigation/data collection stage during which students surf the Internet, visit the school library, go on a field trip or bring material from home.
- c) An organization/production stage during which the students select and adapt material, and decide how to present it: in a poster, a booklet, a model, a PowerPoint file, etc. It is this last stage that enables students to show their creativity and strengths as they learn to select, synthesize and represent information, in other words, as they learn for life.

What should we bear in mind?

- The project ought to be carefully planned.
- Instructions should be clear.
- Students should have the language input they need in order to do the project.
- Each project should include visual material explained or exemplified in the target language.
- Different students may present the project in different ways – each piece of work is unique and should be assessed as such.
- To assess projects, we should take into consideration not only the final outcome but the process: collection and selection work, student involvement, etc.

