

**Cambridge Assessment  
English**



**Classroom projects  
for teachers**



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# Classroom projects to try with your students

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**This classroom project pack includes five projects you can work on with your learners. These projects are a fantastic way for students to develop and apply their English language skills – whilst having fun!**

## The benefits of project-based learning

A project gives students an opportunity to be creative and use English to complete real-life tasks. It provides an integrated way for students to practise a wide range of communication and thinking skills. Academic evidence suggests that this sort of deeper engagement develops the ability to be successful life-long learners.

Use a few of the activities, all the activities, or make up your own. Be as creative and original as you like – you may find your students come up with the best ideas.

There's no set timeframe for these projects. You could work on the projects over the course of a week, month or term – or arrange an 'English day' where everyone works on the project together.

The recommended age groups for these activities are varied. But remember you can change activities to suit younger children.

For example, younger students might enjoy making posters, whereas older students might like to explore their ideas in more depth by writing an essay.

# How to use this guide

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## Project 1

# How English will improve my future

**Ages 8+**

**Description of project:** Produce an essay or poster that sums up why English is important for your future.

**Age group:** The age groups within this project are very varied, so please check the individual activities to match them to the age of your students. Remember that some of the activities can be adapted to suit younger children.

### Activity 1: Reading and speaking/listening

**Ages 12+**

Discuss with the class why they think English is important for their future. You could look at the Cambridge English recognition page with your students ([cambridgeenglish.org/recognition](https://cambridgeenglish.org/recognition)) and think about why organisations accept Cambridge English Qualifications.

### Activity 2: Speaking and listening

**Ages 8+**

Set a task for your students to do at home. They should talk to their family about anyone they know who has achieved success because of learning English. It is better if this is somebody the family knows, but if not, it could be anyone – a famous footballer, an actor, etc. They should think about whether this person could have achieved the same success without English.

### Activity 3: Speaking

**Ages 8+**

Ask your students to talk to the class for a minute about the person who they talked about in Activity 2. They could talk about the following: who the person is; what they do; how good they are at English; how learning English has helped them in their life.

### Activity 4: Speaking and listening

**Ages 10+**

As a class, discuss some of the common themes from your talks. What do your students think are the main reasons that people learn English (for work, for study, to live abroad, to access information on the internet)? Can they think of others?

### Activity 5: Language development

**Ages 8+**

Review the language your students can use to talk about their future. The type of language you look at will depend very much on the age of your students: it could be 'will', 'going to', right up to 'in an ideal world', 'all being well', 'assuming I get the right qualifications', etc.

### Activity 6: Writing

**Ages 8+**

Ask your students to make a poster or write an essay that sums up why they think English is important for their future. Posters will work well with younger learners and more visual students. Older students may want to write an essay instead, so give them the choice of how they do this. Students can do this activity on paper or on computer. They should think about a title, strong messages they want to write and any images or visuals that will help to get the message across.

### Activity 7: Reading and speaking

**Ages 8+**

Get your students to show their essay or poster to a partner. Encourage them to give constructive feedback to each other so that they can make improvements to their work.

### Activity 8: Reading

**Ages 8+**

Arrange a class exhibition where you put the posters/essays on the wall and invite students from other classes or parents to come and look at your students' work.

### Activity 9: Speaking and listening

**Ages 10+**

Before the exhibition, ask your students to make a list of the main reasons that students learn English. During the exhibition, get your students to conduct a survey by asking everyone they talk to about the reason why they are studying English. They will be able to do a tally under the reasons and add any new reasons to their list.

### Activity 10: Speaking and listening

**Ages 10+**

As a class, look at the findings of the survey. Were there any variations between results? Is there agreement on the main reason that people study English? Ask students to present their results visually – as a bar chart or pie chart. Display these results on the wall.

## Project 2

# Welcome to my home town

**Ages 8+**

**Description of project:** Produce an audio or written guide for tourists to use when they visit your town or city.

**Age group:** The majority of the activities are for children aged 10+. Activity 1 is suitable for children aged 8+ and Activity 5 is more suitable for children aged 14+.

### Activity 1: Speaking

**Ages 8+**

Talk to your students to find out which cities and countries they have visited. If you have a world map in the classroom, you can point out to students where these countries are – or get students to point them out. Ask how students knew where to go when they got to the country. Write 'guidebook' on the board and talk with your students about the different sections that you might find in a guidebook (for example, famous sights, transport, eating out, nightlife, etc.).

### Activity 2: Reading

**Ages 10+**

Get your students to look at different examples of guidebooks. You could bring in some printed guidebooks so that students can look through them to see what sections there are and the type of information they can find in each section. You can also look at online guidebooks. A good site is [lonelyplanet.com](https://www.lonelyplanet.com), as you can search for countries and find guidebook information. If you want to give students a more structured reading activity – to practise scanning – you could make a worksheet of places and quotes from the website. For example: 'Barcelona: Some of the rooms in this heritage building have balconies with waterfront views'. Students then have to work out that this quote is probably from the 'hotel' section of the guide. When they find the quote they have to write a detail about where it comes from (for this example it is Barcelona, hotels, Hotel Del Mar).

### Activity 3: Speaking

**Ages 10+**

With the whole class decide which sections they would like in a guide to the town or city where they live. If students live in a variety of locations then choose the town or city nearby that is the most likely tourist destination. Write the sections that the class chooses on the board then divide the class into groups and allocate each group a section of the guidebook.

### Activity 4: Speaking and listening

**Ages 10+**

Give each group a large sheet of paper so that they can produce a plan for the section that they have chosen. Get them to discuss their section and then get groups to visit other groups and look at their plans. Get groups to make suggestions to each other about things that could be added to the plan (e.g. places to see: museum, statue, etc.).

### Activity 5: Planning and organisation

**Ages 14+**

Get each group to produce a design for their section for different age ranges (children, teenagers etc.), setting out the main points to be covered in their section. Note that it will be easier to plan what certain age groups can do for some sections more than others – 'Where to stay', for example, is going to be more applicable to the whole family – although students may be able to comment on the facilities the hotel has for specific age groups.

### Activity 6: Language development

**Ages 10+**

Review the use of modals in relation to the English used in guidebooks, like 'you must see', or 'you should visit'; and imperatives like 'try the octopus soup!'

### Activity 7: Writing and speaking

**Ages 10+**

Ask your students to write descriptions for the different places that are written on their plan. You may want to put students into pairs for this, or more independent learners may want to work on their own. This could be quite a long activity, so to break it up, you could play a guessing game. At certain points the teacher shouts out 'Where am I?' and one student from each group reads out the description they are working on to the rest of the class and the class has to guess where the place is. At this point, the students could be given suggestions on how to improve their descriptions.



**Activity 8: Writing****Ages 10+**

Students work on producing their section of the guide to their city.

**Activity 9****Ages 10+**

When the sections of the guide are finished, put them together to make a guidebook. Swap guidebooks with your Cambridge English Penfriends partner school (you will first need to match with a partner school).

**Activity 10: Reading and speaking****Ages 10+**

Prepare a jigsaw reading activity. This is where groups of students read different parts of the booklet from the other school, then share information in a speaking activity.

## Project 3

# Our class

**Ages 10+**

**Description of project:** Create a 'collage' that represents the connections or common interests students have with each other in the classroom and in daily life.

**Age group:** All activities are suitable for children aged 10+. Remember that some of the activities can be adapted to suit younger children. For example, for Activity 1, you can show an image of a famous children's programme character and ask them what they would like to know about the character.

**Activity 1: Language awareness****Ages 10+**

Pin the photo of a well-known celebrity on the board and ask your students what kind of questions they would like to ask him/her. Review the structures that are needed for interviewing – different types of questions (open and closed); why and when do you use these different types of questions?

**Activity 2: Writing****Ages 10+**

Create a class questionnaire to identify similarities and differences in the class. This should be generated by your students but it could include things like: favourite things; interests; family background; family structure; the places people have visited; dreams and aspirations, etc.

**Activity 3: Listening and speaking****Ages 10+**

Set up a mingling activity so that your students can ask other students the questions created in Activity 2. The aim of this activity is to find similarities between students in the class, so it would be good if students could give their questionnaire to several students. Students talk about their results with the class to explain the similarities they have found.



**Activity 4: Research, reading and writing****Ages 10+**

Put the class into groups of three or four students who share a 'connection', as identified in Activity 3. In groups, students should research and identify famous people who share or are related to their connection (they may already know about a celebrity who also has a connection, or they could find one by using a search engine on the internet). Write about this celebrity in English.

**Activity 5: Writing****Ages 10+**

Family interviews. Students choose a family member to interview using the class questionnaire. The interview can be conducted in the student's native language, but should be written up in English.

**Activity 6: Speaking and Writing****Ages 10+**

Back in their groups, students create a diagram summarising the connections they have discovered with each other, famous people and family members.

**Activity 7: Speaking****Ages 10+**

Each group presents the connections they have found to the class.

**Activity 8: Research****Ages 10+**

Picture research. Ask each group to research images that represent the connections they have found. They can search for photos in books and newspapers, or using a search engine on the internet.

**Activity 9: Speaking and writing****Ages 10+**

Image selection. Each group selects one image from their research that they think best sums up the connection they have found. This is the image that will be used in the collage in Activity 10. The groups should write a short piece explaining why they have chosen this image.

**Activity 10: Speaking****Ages 10+**

Create the collage. You could use a real notice board to pin up the images that the class has found. The class talks about the different images that other groups have found. Are any of them connected to each other?

## Project 4

# My ideal school

**Ages 10+**

**Description of project:** Share information about your school with your partner school (you'll first need to match with a partner school), allowing students to find out about the similarities and differences.

**Note:** All activities below can be done in groups.

**Age group:** The majority of the activities are suitable for children aged 10+. Remember that some of the activities can be adapted to suit younger children. For example, for Activity 8 you can prepare the topics for the children to ask their parents.

**Activity 1: Teacher activity**

Match with a partner school at [penfriends.cambridgeenglish.org](https://penfriends.cambridgeenglish.org).

**Activity 2: Speaking and listening, reading****Ages 12+**

Get your students to think about their ideal school: What would it be called? What kind of school would it be? (Would it be a traditional formal school or a more modern alternative school?) For some examples of alternative schools, look at Jamie Oliver's Dream School on YouTube (note that some of these clips contain strong language so you may want to watch and select a clip beforehand to make sure it is suitable for your class) and at Summerhill School on Wikipedia. What motto would you give your school? For example, 'Knowledge is power' or 'Children should make their own choices'. Is there a uniform and if so, what is it like?

**Activity 3: Language development****Ages 10+**

Review some structures that are often used in writing rules ('Students must ...'; 'Students can ...'; 'Students have to/don't have to ...'. In groups, get your students to write a list of 10 rules for their school. Note that these don't have to be traditional rules – they are rules that work for the type of school the group has chosen – so 'Students don't have to do homework' could be a very good rule.



**Activity 4: Speaking and listening, writing****Ages 10+**

Get groups to draw an organogram for their school (a plan showing the names and job titles for key staff and how they relate to each other). Is there a head teacher or are teachers all at the same level? What other staff work in the school?

**Activity 5: Speaking and listening (and planning)****Ages 10+**

Ask your students to imagine that they work at their ideal school and they are going to teach a 10-minute lesson. Allow students to work in pairs to plan the lesson that they will give to the rest of the students. Students can teach the class about something they are interested in – they don't have to stick to traditional lesson types. For example, in Jamie's Dream School classes included creating a masterpiece (a work of art), how to argue, breakdancing, etc. The teacher monitors and helps students with their planning.

**Activity 6: Speaking and listening****Ages 10+**

Each pair gives their lesson. At the end, ask your students to vote on which lesson they enjoyed most. Look at why the best lesson was so successful.

**Activity 7: Speaking and listening****Ages 12+**

Organise a debate about traditional versus alternative education. One half of the class should argue for traditional education and the other half should argue for alternative education. In order to plan for the debate, get students to look at the strengths and weaknesses of their type of education. Get them to think about how they could turn any weaknesses into strengths. This will help them to argue effectively in the debate.

**Activity 8: Speaking, listening and writing****Ages 10+**

Ask students to discuss with their parents or grandparents what their school was like when they were children. It would help if students prepared a list of topics before talking to their relatives (e.g. school rules, homework, punishment, etc.). Students then use the topics to draw up a comparison table, comparing the school they go to with their parents'/grandparents' school. Students discuss their findings with the class.

**Activity 9: Speaking and listening****Ages 12+**

Divide your students into pairs, and ask them to discuss their favourite studying techniques and why they are useful.

**Activity 10: Speaking and listening****Ages 12+**

After all the research and discussions, would the groups change anything about the 'ideal school' that they have designed? Get your students to look at their organograms, their list of rules, mottos, etc. and amend anything that they have changed their mind about.





## Project 5

# Away from home for one year

**Ages 8+**

**Description of project:** Students plan what they would do on a year-long trip away from home.

**Age group:** The age groups within this project are very varied, so please check the individual activities to match them to the age of your students. Remember that some of the activities can be adapted to suit younger children.

### Activity 1: Speaking and listening

**Ages 8+**

Students have 2 minutes to think about and make some notes on the best holiday they have ever been on. They can talk about where they went, who they went with, what they saw and why it was the best holiday. Ask each student to tell the class everything about their holiday apart from the destination, and get other students to guess this when they are listening.

### Activity 2: Speaking and listening

**Ages 10+**

Students work in groups of three or four with a map of the world. Ask them to imagine that they are going to travel around the world for a year. They need to decide together which countries they are going to visit. They can add comments on their maps or make a wish list of particular places that they would like to go to and things they would like to see and do there (for example, go to Australia so we can go snorkelling at the Great Barrier Reef).

### Activity 3: Speaking and writing

**Ages 14+**

What would students need to do before they went away? Ask the groups to make a list of all the things that they would need to do before they could take such a long holiday. For example, rent out my flat, cancel my English course.

### Activity 4: Speaking and listening

**Ages 8+**

Organise your students into groups and ask them to talk about what they would miss if they were away from home for a year. Is there some food and drink that they would find it hard to live without? Are there people who they talk to or see all the time that they would really miss? How would they cope? Would they have to adapt their behaviour for the year?

### Activity 5: Speaking and listening, vocabulary

**Ages 10+**

Get the groups to think about all the things they would need to pack if they were going away for a year. They must be able to fit everything for their trip in a small suitcase or a backpack. How many clothes will they take and what kind? This is an opportunity for vocabulary input for lower levels – toothbrush, pyjamas, passport, etc. For a searchable listing of words and phrases in English, use the free English Vocabulary Profile at [englishprofile.org](http://englishprofile.org).

### Activity 6: Reading and writing

**Ages 12+**

In the groups, each student chooses one destination on the year-long trip that they would like to research and tell the others in their group. They research some things about that country – for example, the national food, the currency, the customs, special days, etc. They can make a poster about their destination and show the others in their group.

### Activity 7: Reading for specific information

**Ages 12+**

Put the posters up on the wall and create a worksheet of questions that students need to find the answers to. It's a good idea to start each question with 'Where ...?' so that the answers will be the names of countries. For example, 'Where can you eat curry?'

### Activity 8: Vocabulary, language development

**Ages 12+**

In their groups, students create their own mini 'phrasebook', with the words, phrases, sentences and questions (in English) that they feel would be most useful on their trip. For a searchable listing of words and phrases in English, use the free English Vocabulary Profile at [englishprofile.org](http://englishprofile.org).





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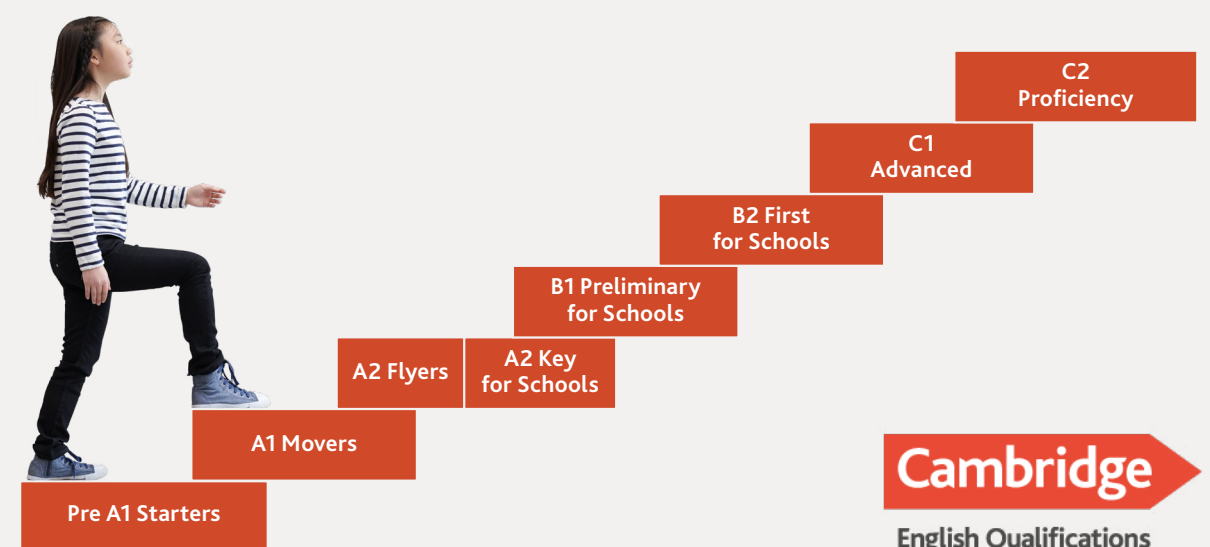
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### Activity 9: Speaking and listening

Ages 12+

Students become travel agents. Put the groups at different tables around the room with their posters and world maps. Invite another class in and let them go around the room in groups talking to the 'travel agent' groups about the trip they have planned; the 'travel agent' students have to really 'sell' their trip by telling the others about all the exciting things they will do and explaining why the countries they have chosen will be really great – they can mention all of the details they have found about the food, customs, etc. You may want to set up this activity in a similar way to speed dating (where groups from the other class get 3 minutes to talk to a group of travel agents before moving on to the next group). When the students from the other class have heard about all of the different trips, they have to decide which trip they would like to go on. The group with the most people interested in their trip is the winner.

### Activity 10: Writing and reading

Ages 12+


Students in each group write an imaginary diary entry for their first, second and 100th day on the trip. Alternatively, each member of the group writes about a different day of the trip and shares this with their teammates.



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- 7 million assessments taken every year
- Accepted by over 25,000 organisations worldwide
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