

# Extra project ideas

## Unit 1 School portraits

### You will need:

At least one digital camera, a printer, large sheets of paper and card.

For this project, pupils produce portraits of their classmates (singly or in groups) and / or portraits of other people in the school, e.g. teachers, administrative staff, the head teacher.

Tell pupils what the focus of the project is (classmates and/ or people in the school). If the latter, brainstorm the people they can photograph and write about. Write the steps of the project on the board for pupils to copy into their notebooks:

*Step 1: Make groups of four.*

*Step 2: Decide whose portraits to take.*

*Step 3: Take the photos. Prepare the posters.*

*Step 4: Print the pictures. Stick them on the posters.*

*Step 5: Write a draft of the text on paper. Check the writing of another group.*

*Step 6: Write a final version of the text on paper. Stick it on the poster. Give the poster a title and decorate it.*

*Step 7: Display the posters in the school.*

Monitor and guide pupils as they are working, making sure all have access to the camera and can print their images. Help pupils with their drafts. They can use the text on Pupil's Book page 17 as a model if appropriate. If they want to write a different text, provide them with a model on the board or on paper. Encourage pupils to swap their work for peer correction at Step 5.

If possible, display their work around the school for other pupils, teachers and parents to see.

## Unit 2 My model room

### You will need:

One shoe box (or similar) for each group of pupils, cardboard, empty bottles, small boxes, etc. for the furniture, samples of wallpaper, material (for carpets, rugs, etc.), paints, glue, scissors, paper.

For this project, pupils produce a 3-D model of a room in a house. They make the furniture out of cardboard, empty bottles, etc., decorate the walls with paint or samples of wallpaper and use material for rugs and carpets. They write about their room and place the text next to their model. Groups take turns to present their rooms to the rest of the class.

Tell pupils what the focus of the project is (making a room in a house). If you have time to make a room before the lesson, show it to them. Write the steps of the project on the board for pupils to copy into their notebooks:

*Step 1: Make groups of four.*

*Step 2: Decide which room to do and make a list of the furniture.*

*Step 3: Decide who is going to make which pieces of furniture. Make the furniture and paint it.*

*Step 4: Decide the colour(s) of the room. Paint it. Cut out the rugs and carpet. Put them in the room. Put the furniture in the room.*

*Step 5: Write a draft of the text on paper. Check the writing of another group.*

*Step 6: Write a final version of the text on paper. Place the room on a table with the text next to it.*

*Step 7: Present your room to the class.*

Monitor and guide pupils as they are working, making sure they all keep on task, don't take too long on any one step and don't try to be too ambitious. Help pupils with their drafts. They can use parts of the text on Pupil's Book page 25 as a model as appropriate. If they want to write a different text, provide them with a model on the board or on paper. Encourage pupils to swap their work for peer correction at Step 5.

Each group should have time to present their room to the rest of the class. Leave the rooms and texts on display in the classroom. If possible, display their work around the school for other pupils, teachers and parents to see.

### Unit 3 How the heart works

**You will need:**

An empty jam jar, a large balloon cut off at the neck, two bendy drinking straws, a skewer, scissors, water, tape, a large bowl – all of these items for each group of pupils.

A completed model pump made according to the instructions below. Note: Make sure the holes you make in the stretched balloon are not too big. The straws need to fit in with no air getting into the jar.

For this project, pupils work in groups to make a model of a pump. They put water through the pump to find out how the heart pumps blood around the body. They also learn the function of valves in the heart.

Tell pupils what the focus of the project is (making a model and doing an experiment to show how the heart works). Write the steps of the project on the board for pupils to copy into their notebooks:

- Step 1: Make groups of three or four.
- Step 2: Pour water in the jar until it is half full.
- Step 3: Put the big part of the balloon over the top of the jar to make a lid. Pull it down as hard as you can to make the top flat.
- Step 4: Make two holes in the balloon lid, about two centimetres apart.
- Step 5: Put the straws into the holes.
- Step 6: Put the small part of the balloon onto one of the straws. Stick it with tape.
- Step 7: Put the jar in a big bowl. Bend the straws down. Press the middle of the balloon on top of the jar. What happens to the water in the jar?

Monitor and guide pupils as they are working, helping them to make holes in Step 4 and to stick the balloon on the straw in Step 6. You might want to make a model pump at the front of the class, step by step, with the pupils copying you. All the pupils in each group should try pushing the balloon lid to see what happens for Step 7. The completed pump should look like this:



Elicit / explain in L1 that pupils have made a pump. Teach the English word. Explain / elicit that the balloon stuck on the straw stopped water going back down the straw – it works like a valve. Explain to pupils that the heart pumps blood into the body in this way (the straws represent arteries in this model). The heart has got four sections, each of which works like the model they have made. If time, take the balloon valve off the straw and pump water again. Show pupils that without the valve, there is nothing to stop the water from going back down the straw.

### Unit 4 Changing money

**You will need:**

Calculator and a piece of paper for each pair of pupils, the table below copied on the board (include four currencies in the left-hand column, e.g. US dollar, Australian dollar, Euro, your local currency). Your pupils will need access to the internet / photocopies of a newspaper page showing current exchange rates.

Currencies	Exchange rate
GB £ to US \$	
GB £ to Euro €	
GB £ to Australian \$	
GB £ to Swiss Franc CHF	

Prompts for the role play, written on poster paper to display for Step 6, e.g.

*Can I help you?*

*I'd like to change some money from ...s into ...s, please.*

*How much?*

*That's ... Here you are. Goodbye.*

*Thank you. Goodbye.*

For this project, pupils find out about exchange rates and make calculations to convert sums of money in pounds to different currencies. They also role play working at a bank, changing money.

Tell pupils what the focus of the project is (finding out about exchange rates and practising doing sums with different currencies). Pre-teach *exchange rate* and *currency / currencies*. Write the steps of the project on the board for pupils to copy into their notebooks.

- Step 1: Make pairs.
- Step 2: Copy the Exchange rate table onto a piece of paper.
- Step 3: Find out the exchange rates for the different currencies.
- Step 4: Work out how much these amounts are in each currency: £3.00, £50.00, £100.00. Use a calculator.
- Step 5: Compare your answers with another pair. Then show your teacher.
- Step 6: Role play changing money at a bank. Take turns to be a) the cashier and b) the customer. Use the ideas on the board.
- Step 7: Make groups of four. Perform your role play to the other pair.

Monitor and guide pupils as they are working through the steps of this project. Check the answers at Step 3 and Step 4. Listen in to the role plays in Step 6 and focus pupils on the prompts on the board. Make sure they swap roles so each has a chance to be the customer. Choose pairs to perform their role play for the whole class or ask pupils to write out their dialogue.

## Unit 5 Keeping our school healthy

### You will need:

Large sheets of paper, colours, glue, pictures from magazines.

For this project, pupils make posters about being and keeping healthy to display around the school. They also plan a 'School health week' with suggestions for what pupils in the school should do each day. They monitor the project in each class throughout the week and then report the results, again as a poster.

Tell pupils what the focus of the project is (giving information about keeping healthy in the school, planning a School health week, monitoring the results and reporting them). Write the steps of the project on the board for pupils to copy into their notebooks. Brainstorm other ideas for the three main areas (as on Pupil's Book page 52): *Sleep and rest*, *Exercise*, *Healthy eating*. (Note: On the posters, pupils should use the imperative, e.g. *Eat ...*).

*Step 1: Make six groups.*

*Step 2: Design a poster about being healthy. Use pictures and colours to make it attractive. Display the posters around the class and read each other's.*

*Step 3: As a class, decide what healthy things other pupils should do each day of the School health week.*

*Step 4: Make five groups. Choose some healthy things for pupils to do on your day of the week.*

*Step 5: Make a poster. Write the day of the week at the top and the healthy things the pupils should do that day.*

*Step 6: Display the six Health posters around the school and the five School health week posters in the school hall or gymnasium. Present your project to the school at an assembly.*

*Step 7: In the same group as for Step 4, collect the information from different classes for your day. Report the information on your poster and at a school assembly.*

Monitor and guide pupils as they are working through the steps of this project, in particular when they are talking about the project to the other pupils in the school and planning / writing the healthy things for other pupils to do on their day of the week (Step 4). Make sure there is variety for each day and from day to day (food / exercise / rest). The collecting of data will need some structure too, though this does not have to be exact numbers of pupils.

## Unit 6 A nature table

### You will need:

A table for display, objects from nature to provide examples (e.g. leaves, pine cones, flowers, tree bark, twigs), paper for labelling, paint.

For this project, pupils make a collection of objects from nature which are around them. What they collect / display will depend on where your school is and the time of year. However, even if it is winter and your school is in the city, you will be surprised at the number of objects from nature there are. The objects are displayed on a nature table for discussion. Pupils then choose their favourite objects and write about them in their notebooks.

If pupils have collected leaves or other objects which they can use to make prints, they can make prints in their notebooks too.

Note: Make sure that none of the objects pupils collect for display is poisonous.

Tell pupils what the focus of the project is (collecting, categorising and displaying objects from nature and then writing about them). Tell them they might also be able to do some printing and / or painting. Show pupils the objects you have brought in for the Nature table. As a class, go out into the playground or local park to collect some objects for the table. If you can't do this, set a task for pupils over a weekend to find and bring something for the following week. Write the steps of the project on the board for pupils to copy into their notebooks:

*Step 1: Make groups of four. Show each other your nature objects. Come and place them on the Nature table.*

*Step 2: Write labels for the objects. Place the labels next to the objects.*

*Step 3: In pairs, draw a mind map on paper for one of the categories your teacher talks about. Display the paper near the Nature table.*

*Step 4: In your notebook, draw a picture of the Nature table. Draw the six objects which are your favourite.*

*Step 5: Make a print of one of the objects in your notebook. Label the object and write the date.*

The setting up of this project is important. Begin with a small range of natural objects and encourage pupils to add to the table over time. The best way is to go out as a class to a park to collect natural objects. For Step 2, hand out the objects to pupils. They write a label and then place the object and the label back on the Nature table. Before Step 3, talk about the different categories (e.g. flowers, from trees, brown) that you have. The categories will depend on what the pupils have collected. There should be enough categories for each pair to draw a different mind map.

For Step 5, prints can be made of many different objects, e.g. bark, leaves, flowers, twigs, pine cones.

## Unit 7 Animals and their habitats

### You will need:

Access to the internet, reference books, large sheets of paper, colours, glue, magazines or brochures.

For this project, pupils find out about special / typical / unusual animals in their country. They research their habitats and what they eat and find out what they can about them. They create a poster for their animals which they present to the class and / or to other classes in the school.

Tell pupils what the focus of the project is (finding out about unusual / special / typical animals from their country). Some pupils might want to focus on endangered animals. If they can't find animals to focus on which are from their country, they can focus on the region / continent. The object is for them to learn about the animals and to find out some things they didn't know before. Brainstorm regional / unusual animals with the class to provide them with ideas and write them up on the board. Write the steps of the project on the board for pupils to copy into their notebooks:

- Step 1: Make pairs.*
- Step 2: Choose four animals from the ones on the board.  
Check with your teacher if any of your animals are not on the board.*
- Step 3: Find out about your animals: habitat, food, habits.  
Make notes about your animals.*
- Step 4: Design the poster. Find / draw a picture of your animals and write their names. Draw other pictures which give information, e.g. about food. Give your poster a title.*
- Step 5: Write a draft of the texts about the animals on paper, using your notes. Check the writing of another group.*
- Step 6: Write a final version of the texts on paper. Stick them onto the poster.*
- Step 7: Display the poster and present your information about your animals to the class.*

Provide pupils with relevant reference books / internet sites for Step 3. Remind them to find out new information about their animals: they should be animals which are special for some reason. Monitor and guide pupils as they are working, making sure they gather balanced information. The poster titles (Step 4) will depend on the animals chosen, e.g. *Endangered animals, Unique mammals, Migratory animals*. Help pupils with their drafts. Encourage pupils to swap their work for peer correction at Step 5.

Each group should have time to present the information about their animals to the rest of the class. Leave the posters on display in the classroom. If possible, display their work around the school for other pupils, teachers and parents to see.

## Unit 8 Making an orchestra

### You will need:

Empty glass bottles of different sizes, water, metal spoons (xylophone)  
Paper plates, hole punch, string, bells / metal buttons (tambourine)  
Empty boxes with lids, string, sticks / wooden spoons (drums)  
Metal jar lids (cymbals)  
Coloured pencils, scissors, sequins, glue for decoration.

For this project, pupils make different musical instruments and then play together in an orchestra. When all the instruments are finished, group the pupils by instrument for the concert. Choose a song they know from *Kid's Box*, play it on the CD and conduct the pupils to join in with the rhythm. Write the instructions for each instrument on a different piece of paper to hand out to the pupils. Everyone makes their own instrument. You can also reuse the instruments from the classroom project.

### Instructions:

- Xylophone: Put different amounts of water in the bottles, put the lids on and then strike them (gently) with the metal spoons.*
- Tambourine: Stick two paper plates together, facing each other. Make holes around the edge (not too near) and tie bells / metal buttons on.*
- Drums: Make a hole in the lid and in the bottom of the box. Thread string through and make a long loop so they can be worn. Hit with the sticks.*
- Cymbals: Strike the metal jar lids together.*

Tell pupils what the focus of the project is (making musical instruments for a concert). Write the steps of the project on the board for pupils to copy into their notebooks:

- Step 1: Choose which instrument to make.*
- Step 2: Read the instructions and make the instrument.*
- Step 3: Decorate the instrument.*
- Step 4: Make groups of four. Tell your friends about your instrument, its name and how you made it.*
- Step 5: As a class, choose some songs from Kid's Box to play.  
Stand where your teacher tells you and play each one in the orchestra.*

Monitor and guide pupils as they are working, making sure they have all the relevant materials and that they are following the instructions to make their instrument. Encourage them to try it out as they make it and to make adjustments if the sound isn't right. Step 4 is important as it allows them to talk about their instrument to their friends. They might want to play it too, so it could be noisy! If you prefer, you can choose the songs they are going to play. Arrange the pupils in instrument groups and use a stick as a baton for conducting. At this stage, the rhythm is more important than the melody. If time, pupils can write about what they did in their notebooks, e.g. *Today we made musical instruments. I made a ...*