

Extra project ideas

Unit 1 Volumes and weights

You will need:

About six empty plastic bottles / jars of different sizes, plastic cups for measuring, water, sand, lentils, polystyrene balls, a bag of paper clips, weighing scales.

A worksheet for each group.

For this project, pupils make predictions about volume and weight and then do experiments to check their predictions.

Tell pupils what the focus of the project is (predicting volume and weight and then checking their predictions through experimentation). You can use other materials for measuring weight, but make sure they are not all equally heavy / light. Write the steps of the project on the board for pupils to copy into their notebooks:

Step 1: Make groups of four.

Step 2: Read the questions on the worksheet. Look at the containers and predict the answers. Write your predictions on the worksheet.

Step 3: Do each experiment and find out the answers.

Step 4: Join with another group and compare your predictions and the results of your experiments.

Step 5: In your group of four, write about what you did and what you found out. Write a draft first. Check the writing of another group.

Step 6: Write a final version in your notebook.

Display the bottles and containers and number each experiment as on the worksheet to make the predictive phase more concrete. Monitor and guide pupils as they are working. Organise the experiment phase so that pupils don't hear the results from other groups and so that all pupils do the experiments. Groups can do the experiments in any order. Help pupils with their drafts, writing a model text on the board if appropriate. Encourage pupils to swap their work for peer correction at Step 5.

Worksheet sample

The questions you write will depend on the containers you have. There should be about six questions / experiments. Here is an example:

	Predicted outcome	Outcome of experiment
1 How many cups of water does it take to fill the bottle?		
2 Which is heavier: a cup of lentils or a cup of sand?		
3 How much liquid does the jar contain?		
4 How much does the bag of paper clips weigh?		

Unit 2 Sports and sportspeople

You will need:

Reference books, the internet, large pieces of paper, glue, coloured pencils and markers, paints, scissors, dictionaries.

For this project, pupils work in pairs or small groups to research a sportsperson and / or a local or unusual sport. They produce a poster which they display as they make their class presentation. Posters should be a mix of pictures and text (their own, not copied from the internet / reference books).

Tell pupils what the focus of the project is (a sportsperson and / or an unusual sport from their region). If you have time to make a poster of your own 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 pairs / small groups.

Step 2: Decide which sportsperson and / or sport to do.

Step 3: Research the person and / or the sport, using the internet and reference books. Make notes about what you find out.

Step 4: Divide up the information into the number of people in your group. Each person finds pictures to illustrate their information. Plan the poster.

Step 5: Each person writes a draft of their text on paper. Swap texts in your group and check for content and grammar.

Step 6: Write final versions of the texts on paper. Stick the pictures and texts on the poster.

Step 7: Present your poster 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. Provide models for texts on the board or on paper as appropriate. Encourage pupils to swap their work for peer correction at Step 5.

Each group should have time to make their presentation to the rest of the class. Leave the posters on display in the classroom. If possible, display them around the school for other pupils, teachers and parents to see.

Unit 3 Responding to music

You will need:

About six short extracts of different kinds of music, e.g. classical, rock, modern, techno; paper, coloured pencils, paints, large pieces of paper.

Note: In the previous lesson, ask pupils to bring CDs of their favourite music.

For this project, pupils work individually to create their responses to music they hear. They can draw / paint a picture or write a text, e.g. a story or a poem. They can respond in different ways to each piece of music they hear. Pupils share their responses / interpretations of the music in groups and then as a class.

Tell pupils what the focus of the project is (responding in different ways to different kinds of music). Write the steps of the project on the board for pupils to copy into their notebooks:

- Step 1: Close your eyes so you are ready to listen to the music. Let your mind wander as you listen. Perhaps you will see pictures in your head. Perhaps the music will create a story or a poem for you.*
- Step 2: After listening, draw your picture or write your story / poem.*
- Step 3: Repeat Steps 1 and 2 for each piece of music your teacher plays.*
- Step 4: Make groups of four. Take turns to show the other pupils what you drew / wrote and to talk about how each piece of music made you feel.*
- Step 5: Make a chart of your group's responses to the music on a large piece of paper.*
- Step 6: Display your posters with examples of the pictures / texts from your group around them.*
- Step 7: Read the other groups' posters and discuss the similarities / differences of responses as a class.*

Choose a variety of music: some that pupils know and some that they don't. Allocate the same time for pupils to write / draw their responses each time and monitor and guide pupils closely to make sure they are on task. At Step 4, provide prompts for the groups if appropriate, e.g. *How did you feel? Did you like the music? What did it make you think of?* Provide an example of a chart for groups at Step 5 so that they can note the type of response (picture / story / poem) and each person's feeling for each piece of music. After pupils have read each other's posters, discuss the different responses as a class.

Unit 4 Performing a play

You will need:

One or more titles in Level 3 or 4 of the *Cambridge Storybooks* which are designed to be read as plays OR the text of *The Owl and the Pussycat*, materials to make props, costumes and scenery.

For this project, pupils work in groups or as a class to dramatise a play / plays. All the pupils will have a role in the performance as actors, musicians, prop painters, costume makers, scene changers and so on. The final performance can be recorded on DVD and / or be performed in front of other pupils, teachers and parents.

Tell pupils what the focus of the project is (dramatisation of one or more short plays). If you are using the *Cambridge Storybooks*, choose one or two plays which are suitable and decide if the whole class work on one play, or if you divide the class to work on different plays. If you are dramatising *The Owl and the Pussycat*, decide how many pupils there will be in each group. Write the steps of the project on the board for pupils to copy into their notebooks:

- Step 1: Take turns to read the play(s) / poem around the class.*
- Step 2: Make groups and reread your play / poem. Decide on and divide up the roles.*
- Step 3: Make the props and the costumes and paint the scenery. Your teacher will give you some ideas.*
- Step 4: Practise the performance. Think about the feelings of the people and make sure you speak loudly if you are an actor. Rehearse the play / poem so that you remember the words and don't need to read them.*
- Step 5: Do a dress rehearsal.*
- Step 6: Perform the play / poem to other pupils and / or to parents. Have someone record the performance on DVD so you can see it afterwards.*
- Step 7: Watch the performance(s) and discuss what you liked best when preparing for and doing the performance.*

Make sure each group has a task plan, so that they know the order to do things and what they have to do when. Monitor and guide pupils closely to make sure they are on task. Remind them not to be too ambitious with the costumes / props / music. At the rehearsal stage, pupils will need to be reminded not to read their lines and to speak loudly and confidently. After the performance(s) to other pupils and parents, take time to reflect with pupils on the whole experience. It will help them if they can watch themselves on DVD.

Unit 5 Planning an expedition

You will need:

Reference books, the internet, large pieces of paper, glue, coloured pencils and markers, paints, scissors, dictionaries.

For this project, pupils work in pairs or small groups to plan their own expedition. They produce a poster which they display as they make a presentation to the class. Posters should be a mix of pictures and text (their own, not copied from the internet / reference books).

Tell pupils what the focus of the project is (planning an expedition). Write the steps of the project on the board for pupils to copy into their notebooks:

Step 1: Make small groups.

Step 2: Decide which part of the world you would like to explore.

Step 3: Research the area using the internet and reference books.

Make notes about what time of year you will travel, how you will travel, what you will need to take and what you want to do / see on the expedition.

Step 4: Exchange information about the expedition in your groups.

Decide how to present the information and plan the poster. Find some pictures of the place you want to visit and the equipment you need.

Step 5: Each person writes a draft of their text on paper – one can write about where the place is and what it is like, one can write about climate and weather, one about the equipment you need, etc. Swap texts in your group and check for content and grammar.

Step 6: Write final versions of the texts on paper. Stick the pictures and texts on the poster.

Step 7: Present your poster to the class. Every person in the group needs to speak.

Monitor and guide pupils as they are working, making sure they all keep on task and don't take too long on any one step. Help pupils with their drafts. Provide models for texts on the board or on paper as appropriate. Encourage pupils to swap their work for peer correction at Step 5.

Each group should have time to make their presentation to the rest of the class. Leave the posters on display in the classroom. If possible, display them around the school for other pupils, teachers and parents to see.

Unit 6 Mobile phone survey

You will need:

Paper, pens, computer and printing facilities or a photocopier.

For this project, pupils work in pairs to write a survey about mobile phones. They make a handout of their survey by typing it out on the computer and printing out four copies each. They can then ask four members of their families or friends the questions on the survey for homework.

Tell pupils what the focus of the project is (mobile phones). Explain the meaning of *survey*. Write the steps of the project on the board for pupils to copy into their notebooks:

Step 1: Make pairs.

Step 2: Think about mobile phones you or members of your family own. What can they do? How do people use them most? Are there any problems with mobile phones? Make notes about what you want to find out in your survey.

Step 3: Write six or seven questions for your survey.

Step 4: Type out the questions on a computer or copy them out neatly. Use the title 'Mobile phone survey'.

Step 5: Hand your survey to your teacher to photocopy or print it out.

Step 6: Take copies of your survey home and ask your family / friends the questions.

Step 7: Bring the completed surveys to the next class and compare answers with your partner. Do you have the same answers? Do you think the people you know use their mobile phones correctly?

Monitor and guide pupils as they are working, making sure they all keep on task and helping with new language as necessary. Before the pairwork, you may want to elicit some example questions and write them on the board, e.g. *How often do you use your mobile phone? Do you switch it off at night? Do you worry when you can't find your phone? How often do you buy a new mobile phone? Do you prefer sending people messages or speaking to them face to face?*

Encourage pairs to swap their work for peer correction at Step 3. In the next lesson, make sure you allow time for pupils to feed back about the results of their survey.

Unit 7 Muscles and bones

You will need:

Biology reference books, paper.

For this project, pupils research a part of the human body, e.g. an arm, draw it and then label the muscles and bones. The part they choose may depend on what they have done / are doing in Biology. It is a good idea for them to reinforce their L1 work in the English lesson. Pupils can display their work if that is appropriate, though there is no formal presentation phase in this project.

Tell pupils what the focus of the project is (muscles and bones in a part of the human body) and check what they have been studying in Biology. Write the steps of the project on the board for pupils to copy into their notebooks:

Step 1: Make pairs.

Step 2: Decide what part of the body to draw / research. Use reference books and Biology textbooks to find out the names of the muscles and bones. Find out what the different muscles do and try it out.

Step 3: Draw and label the part of the body on a piece of paper. Each pupil produces his / her own diagram.

Step 4: Make groups of four (two pairs). Take turns to show the other pair your work and to talk about what you learnt about the bones and the muscles.

Step 5: Display your drawing and / or stick it in your notebook.

Monitor and guide pupils as they are working, making sure they have appropriate reference materials. If they can't find the information they need, guide them to a different body part. For Step 4, prompt pupils to talk about what they learnt and to demonstrate, using, e.g. their arm / hand / foot. Depending on the time you have, pupils can exchange information with several other pairs. If appropriate, leave pupils' drawings on display in the classroom. If possible, display their work around the school for other pupils, teachers and parents to see.

Unit 8 What's in our food?

You will need:

Empty food packets and containers, large pieces of paper, glue, coloured pencils and markers, paints, scissors, dictionaries.

For this project, pupils work in pairs or small groups to find out and compare the ingredients of different common food products, e.g. soft drinks, cereal bars, yoghurts, dried pasta, ready meals. Each group produces a poster with a chart of what they found out and presents what they learnt to the class. Presentations should also include the food packets with their lists of ingredients and nutritional content.

Tell pupils what the focus of the project is (finding out and comparing the nutritional content of different common foods). You will need to tell pupils to bring in empty food packets, bottles and clean yoghurt pots before the project. Remind them to keep the food labels. You will also need to bring some empty packets in yourself. Write the steps of the project on the board for pupils to copy into their notebooks:

Step 1: Make pairs / small groups.

Step 2: Choose some empty food containers which have nutritional information on them.

Step 3: Using the information you learnt in the Pupil's Book lessons about food and nutrition, list the contents of the different foods according to fats, carbohydrates, etc. Note how many of the foods contain sugar.

Step 4: Plan a chart which compares the information about the different foods. Draw the chart on your poster.

Step 5: Prepare your talk in groups. Make notes to help you in your presentation. Include comments on what you learnt and what surprised you about any of the foods.

Step 6: Display your poster and your food containers. Deliver your presentation.

Step 7: After you have listened to all the presentations, discuss with your teacher what you have learnt about different foods and their nutritional value.

Monitor and guide pupils as they are working, making sure they all keep on task and don't take too long on any one step. Help pupils with any difficult vocabulary and make suggestions for the chart in Step 4. Pupils make notes for their presentation: they don't need to write a complete text. Allocate the same amount of time to each group for their presentation. Help pupils to draw conclusions about healthy food and eating.