

Extra project ideas

Unit 1 Making models

You will need:

Colored modeling clay for students to make their own *Wallace and Gromit*-type characters, a digital camera, a printer, large sheets of paper.

For this project, students work in pairs or small groups to make a group of model characters out of modeling clay. They make the characters, and produce a brief description of each character and possible ideas for stories.

Tell students what the focus of the project is (making models). If you have time to make a model of your own before the lesson, show it to them. Write the steps of the project on the board for students to copy into their notebooks:

Step 1: Make pairs / small groups.

Step 2: Decide which characters you are going to make. You can invent them or use characters you've seen on TV.

Step 3: Brainstorm the characteristics of each character and typical storylines before you decide what the characters will look like. Make notes of your ideas.

Step 4: Divide up the characters into the number of people in your group. Ask your teacher for the clay. Each person makes at least one model. Make name labels for your characters. Put each character on an empty table one at a time and photograph it from different angles, using the digital camera. Print out some images for the poster.

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

Step 6: As a group, write a typical storyline for your group of characters. Write/Stick final versions of the texts and photographs on large sheets of paper. Put the models on a table or a desk against the wall with the name labels and display the posters behind them.

Step 7: Present your models and your ideas to the class.

Remind students that the characters need to be quite small so they don't take too long to make. Monitor and guide students 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 students with their drafts. Provide models for texts on the board or on paper, as appropriate. Encourage students 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 and models on display in the classroom. If possible, display them around the school for other students, teachers, and parents to see.

Unit 2 Find out what's good for your teeth

You will need:

Reference books, the Internet, large sheets of paper, glue, colored pencils and markers, paints, scissors, dictionaries.

For this project, students work in pairs or small groups to research food that is good for their teeth / less good for their teeth. They produce a poster that 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 students what the focus of the project is (food that is good for their teeth and food that is less good for their teeth). Write the steps of the project on the board for students to copy into their notebooks:

Step 1: Make pairs / small groups.

Step 2: Plan your project as a group. Think about what you want to find out and how you want to display the information.

Step 3: Research different foods and dental health 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 students 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 students with their drafts. Provide models for texts on the board or on paper, as appropriate. Encourage students 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 students, teachers, and parents to see.

Unit 3 City research project

You will need:

Reference books, the Internet, paper, stapler, glue, colored pencils and markers, scissors, dictionaries.

For this project, students work in pairs or small groups to research another famous city in the world and its history. They produce a booklet that they display as they make their class presentation. Booklets should be a mix of pictures and text (their own, not copied from the Internet / reference books).

Tell students what the focus of the project is (a famous capital city and its history). If you have time to make a booklet of your own before the lesson, show it to them. Write the steps of the project on the board for students to copy into their notebooks. Brainstorm capital cities if appropriate.

Step 1: Make pairs / small groups.

Step 2: Decide which capital city to research.

Step 3: Research the city using the Internet and reference books. Make notes about what you find out. Don't forget to find out about its past as well as its present.

Step 4: Plan the booklet (how many pages, order of information, cover, etc.). Divide up the information into the number of people in your group. Each person finds pictures to illustrate their information.

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. Arrange and make the booklet.

Step 7: Present your booklet to the class.

Monitor and guide students 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. Give them ideas for how to sequence the information in their booklets and for the covers. Help students with their drafts. Provide models for texts on the board or on paper, as appropriate. Encourage students to swap their work for peer correction at Step 5.

Each group should have time to present their information and booklet to the rest of the class. Leave the booklets on display in the classroom. If possible, display them around the school for other students, teachers, and parents to see.

Unit 4 A local disaster

You will need:

Reference books, the Internet, large sheets of paper, glue, colored pencils and markers, scissors, dictionaries.

Note: This may be a topic that needs to be treated with sensitivity.

For this project, students work in pairs or small groups to research a disaster that has affected their country or region in the last 100 years. They produce a poster that 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 students what the focus of the project is (a disaster that has affected their country or region in the last 100 years). 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 students to copy into their notebooks. Provide information on disasters in the region for the class at the beginning of the lesson for them to choose and research. If groups particularly want to research a disaster that happened in another part of the world, they can do that.

Step 1: Make small groups.

Step 2: Decide which disaster to research.

Step 3: Research the disaster using the Internet and reference books. Make notes about what you find out, including facts and figures.

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 students 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 students with their drafts. Provide models for texts on the board or on paper, as appropriate. Encourage students 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 students, teachers, and parents to see.

Unit 5 Recycling bins

You will need:

Cardboard boxes, strong glue, paints, colored pencils and markers.

For this project, students work in pairs or small groups to produce a recycling bin for their school. They produce a bin that they display as they make their class presentation. The bins will then be placed around the school for actual use.

Tell students what the focus of the project is (making recycling bins for the school). If you have time to make a bin of your own before the lesson, show it to them. Write the steps of the project on the board for students to copy into their notebooks. You will need to check that there is a local company (private or public) that will come and take the recycled material away.

Step 1: Make pairs / small groups.

Step 2: Decide what your recycling bin is for and what it is going to look like.

Step 3: Decide where your bin is going to be placed in the school and check with the teachers/principal that this is OK.

Step 4: Divide up the tasks into the number of people in your group. It is important that each person takes part in making the bin, its lettering and logo, and its decoration. You can use pictures to decorate your bin as well. Make your bin.

Step 5: As a group, write a draft of a text about the bin and about the importance of recycling that will be displayed next to the bin. Check the text carefully for content and grammar.

Step 6: Write a final version of your text on paper.

Step 7: Present your bin to the class.

Step 8: Site your bin in the school and display the text. If possible, present your bin to the school beforehand, for example at a school assembly.

Monitor and guide students 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 students with their draft texts. Provide models for texts on the board or on paper, as appropriate.

Each group should have time to make their presentation to the rest of the class. Leave the bins on display in the classroom for a short period before they are sited around the school.

Arrange for the bins to be checked and emptied regularly.

Unit 6 Menus

You will need:

Sample menus for ideas, magazines with food pictures, cardboard, sticky plastic, glue, colored pencils and markers, scissors, dictionaries, a printer.

For this project, students work in pairs or small groups to produce a menu for a restaurant that specializes in tasty, healthy food. They produce a menu that they display as they make their class presentation. Menus should include the restaurant name, be colorful, and include prices and a range of foods and drinks.

Tell students what the focus of the project is (to produce a menu for a restaurant that specializes in tasty, healthy food). If you have time to make a menu of your own before the lesson, show it to them. Write the steps of the project on the board for students to copy into their notebooks:

Step 1: Make pairs / small groups.

Step 2: Decide what kind of healthy food you are going to offer in your restaurant. Decide on the categories on the menu, e.g., appetizers, main courses, snacks, desserts, drinks.

Step 3: Brainstorm food and drink ideas for each category. Remember the focus is health and taste. Make notes.

Step 4: Divide up the tasks into the number of people in your group. Each person finalizes the dishes/drinks in their category, including names and prices. Plan the menu and decide on the name of the restaurant and its logo.

Step 5: Each person writes a draft of the dishes/drinks in their category, including the price, on paper. Swap texts in your group and check for content and grammar and if you agree on the names and prices.

Step 6: Agree the final contents and order of the menu. Write the final version on thin cardboard and decorate the menu with pictures, etc. Turn the menu over, write the name of the restaurant, and draw the logo. Cover both sides with sticky plastic.

Step 7: Present your menu to the class. Groups take time to study each other's menus.

Monitor and guide students 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 students with their drafts and with the prices.

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

Unit 7 Animal extinctions around the world

You will need:

Reference books, a world map, the Internet, large sheets of paper, glue, colored pencils and markers, a printer, scissors, dictionaries.

For this project, students work in pairs or small groups to research animal extinctions, including highly endangered animals in different continents of the world. Each group will focus on a different part of the world. They produce a poster that 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 students what the focus of the project is (animal extinctions, including highly endangered animals in different continents of the world). 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 students to copy into their notebooks:

- Step 1: Make pairs / small groups.*
- Step 2: Decide which part of the world you are going to focus on. Your teacher will tell you what the choices are.*
- Step 3: Research the part of the world, using the Internet and reference books to find out about animals in the region that have recently become extinct or that are highly endangered. Make notes about what you find out. Choose one or two animals.*
- Step 4: Divide up the information into the number of people in your group. Each person finds out more about their animal, e.g., what it eats/ate, its habitat, why it became extinct / is endangered.*
- Step 5: Share ideas, find pictures, and plan the poster.*
- Step 6: Either alone or in groups, write a draft of the text for each animal, including what should be done to protect the animal now or to stop similar extinctions in the near future. Check the texts carefully for content and grammar.*
- Step 7: Write final versions of the texts on paper. Stick the pictures and texts on the poster.*
- Step 8: Present your poster to the class.*

Monitor and guide students 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 students with their drafts. Provide models for texts on the board or on paper, as appropriate.

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 students, teachers, and parents to see.

Unit 8 Olympic athletes in our country

You will need:

Reference books, the Internet, paper, stapler, glue, colored pencils and markers, scissors, dictionaries, word processor, printer.

For this project, students work as a class to find out what the medal total was for their country in the last Olympic Games (Summer, Winter, and Paralympics). Then students work in three groups (Summer, Winter, and Paralympic Games) and each student researches one medal-winning athlete. Each group produces a booklet (each student is responsible for one page) that they display as they make their class presentation. Booklets should be a mix of pictures and students' own text.

Tell students what the focus of the project is (Olympic athletes from their country). If you have time to make a sample page of a booklet before the lesson about one local athlete, show it to them. Write the steps of the project on the board for students to copy into their notebooks:

- Step 1: As a class, research what the medal total was for your country in the last Olympic Games. How many gold, silver, and bronze medals were won? How many medals were won in the last Summer, Winter, and Paralympic Games? Who won them? For what sports?*
- Step 2: Make three groups. Your teacher will give you your focus (Summer Games, Winter Games, Paralympic Games). Decide which medal-winning athletes you are each going to research.*
- Step 3: Research the person and their sport and find out as much as you can about their medal-winning performance, using the Internet and reference books. Find out where they live in your country. Make notes about what you find out and find pictures to illustrate your page of the booklet.*
- Step 4: Share the information with the rest of your group. Plan the booklet so that you write a page each.*
- 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 or type final versions of the texts and stick pictures on each page. Make the booklet and the cover.*
- Step 7: Present your booklet to the class, with each student talking about their athlete.*

Monitor and guide students 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 students with their drafts. Provide models for texts on the board or on paper, as appropriate. Encourage students 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 booklets on display in the classroom. If possible, display them around the school for other students, teachers, and parents to see. Invite one of the athletes featured in the booklets to the school, if possible, to talk to the students.