

Extra project ideas

Unit 1 Myths and legends from our region

Note: Ideally this should be a joint project with the literature teacher.

You will need:

Reference books, the Internet, collected myths and legends from your region (in English or in L1), large sheets of paper.

For this project, students work in pairs or small groups to find out about myths and legends from their region or country. They focus their research **either** on one myth or legend that has different versions **or** on one character who appears in different myths or legends. They present their findings on a poster and then use this to make an oral presentation to the class.

Tell students what the focus of the project is (researching myths and legends from their country/region). Brainstorm myths and legends from the country/region with the class. If necessary, add others to make sure the list is comprehensive. Include at least one myth or legend that has different versions and one character who runs through more than one myth or legend. Write the steps of the project on the board for students to copy into their notebooks:

Step 1: Make pairs / small groups.

Step 2: Research the myths and legends from your region using the reference materials and choose EITHER one myth or one legend that has different versions OR one character who appears in different myths or legends.

Step 3: Decide which stories you need to research/re-read and divide the research and reading among the group. Each person reads and makes notes.

Step 4: Share what you have found out and decide what to include in the final poster/presentation. Decide who is going to write what.

Step 5: Each person writes his/her information for the poster. This could be a summary of a story, a description of the main character, etc. Swap texts in your group and check for content and grammar.

Step 6: As a group, prepare the poster. Then prepare the oral presentation, making sure everyone in the group takes a turn talking to the class. Make notes to help you with the presentation.

Step 7: Present your project to the class.

Remind students that they need to keep the project focused and fairly small in scope. They can't include too many myths and legends. Ideally they should focus on something they / the class don't already know. 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.

If appropriate, groups write up their projects for the class ezine.

Unit 2 The planets in the solar system

Note: Ideally this should be a joint project with the physics teacher.

You will need:

Reference books, the Internet, large sheets of paper, paper, thin cardboard, paints, glue, scissors.

For this project, students work in pairs or small groups to find out about one of the planets in the solar system. They produce a poster or 3D model of their planet that they display as they make their class presentation.

Tell students what the focus of the project is (one of the planets in the solar system). Write the steps of the project on the board for students to copy into their notebooks:

Step 1: Make eight groups (one for each planet). Your teacher will give you the name of the planet you are going to research.

Step 2: Plan the steps of your project as a group (what to do first, what next, etc.). Think about how you want to display the information: as a poster or a 3D model.

Step 3: Research your planet, finding out as much information as you can about it. Make notes about what you find out.

Step 4: Share the information and decide what to include in / leave out from the final presentation. Decide if you are going to make a 3D model or a poster. Divide up the tasks.

Step 5: Each person gets on with his/her task(s). Those who are writing swap their texts with each other to check content and grammar.

Step 6: Make final preparations of the poster or the 3D model. Then prepare the oral presentation, making sure everyone in the group takes a turn talking to the class. Make notes to help you with the presentation.

Step 7: Present your project 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, especially with any 3D models. 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/models on display in the classroom. If possible, display them around the school for other students, teachers, and parents to see.

If appropriate, groups write up their projects for the class ezine.

Unit 3 Pictures by famous artists

Note: Ideally this should be a joint project with the art teacher.

You will need:

Reference books, the Internet, a color printer.

For this project, students work in pairs or small groups. They choose a painting of a landscape by an artist and present its history and content to the class. Ideally this picture should not be by an artist mentioned in the unit. They display and talk about the painting to the class.

Tell students what the focus of the project is (a landscape painting). Write on the board suggestions of artists that students can research. Include ones from their country/region as well as international ones. The artists don't have to be famous and can be contemporary. 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 artist to focus on.

Step 3: Research the artist using the Internet and reference books. Make brief notes about his/her life and work. Choose one landscape painting for your presentation.

Step 4: Print out a color copy of the painting. Brainstorm a description of the painting. Make it as detailed as you can and focus on all aspects of the picture.

Step 5: Divide up the tasks, e.g., writing the picture description / about the life of the artist / the reasons you chose that painting. Each person completes his/her task(s). Those who are writing swap their texts with each other to check content and grammar.

Step 6: Make final preparations for the presentation. Print a final copy of the landscape painting, arrange the text around the painting, and make sure everyone in the group takes a turn talking to the class. Make notes to help you with the presentation.

Step 7: Present your project 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. Remind them of useful language to describe their paintings. 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 paintings/texts on display in the classroom. If possible, display them around the school for other students, teachers, and parents to see.

If appropriate, groups write up their projects for the class ezine.

Unit 4 Looking at food through microscopes

Note: Ideally this should be a joint project with the science teacher.

You will need:

Microscopes, about six food samples, e.g., blue cheese, live yogurt, milk, plus other foods that show evidence of micro-organisms.

For this project, students work in pairs or small groups to view and document looking at different foods through microscopes. They produce a chart of their findings and then write a report in their notebooks. Students share their experiences informally as a class.

Tell students what the focus of the project is (looking at micro-organisms through microscopes). Write the steps of the project on the board for students to copy into their notebooks. Draw a chart for the recording of their findings on the board, e.g.,

Food item	What we observed

Step 1: Make small groups.

Step 2: Copy the chart from the board into your notebooks.

Step 3: Practice using the microscope before you collect the samples of different foods from your teacher.

Step 4: Take turns looking at the sample of each food under the microscope. Discuss what you can see and write notes in your chart. Be as descriptive as you can.

Step 5: When you have looked at all the samples, write a draft report as a group. Check the text carefully for content and grammar.

Step 6: Write a final version of your report in your notebooks.

Step 7: Discuss your experiences with the rest of the class.

Prepare the lesson carefully, making sure that you have the food items ready, that you have talked through the project with the science teacher, and that you take time with Step 3. Monitor and supervise students as they are working, making sure they all keep on task and don't get too excited (or disgusted). Help students with their draft reports. Provide a model on the board or on paper as appropriate. Encourage students to check their work carefully at Step 5.

There is no formal project presentation to the rest of the class. Instead, students discuss their experiences of doing the project and of using microscopes as a class.

If appropriate, groups write up their projects for the class ezine.

Unit 5 Food chains in the local environment

Note: Ideally this should be a joint project with the biology teacher.

You will need:

A playground, park, or local pond for research, one clipboard for each group, a magnifying glass, a digital camera, large sheets of paper.

Note: You will need to have visited the site before you take students there and checked what wildlife there is.

For this project, students go out into the local environment to: (a) find out about the wildlife in a particular place, (b) document their findings in the form of a food chain.

Tell students what the focus of the project is (finding out about the wildlife in a particular place and documenting their findings in the form of a food chain). Write the steps of the project on the board for students to copy into their notebooks before they go out on the project:

Step 1: Make pairs / small groups.

Step 2: Take your clipboard, paper, and pencils and follow your teacher to the site for the research.

Step 3: Observe and carefully document the animals you find there: use the magnifying glass, digital camera, and sketches to help you remember.

Step 4: In the classroom, read through the information on your clipboards and sequence the animals into a food chain or chains. Ask your teacher for help if you need it.

Step 5: As a group, write a report of what you did and about the food chain(s) you identified. Draw the food chain(s) on the poster and add pictures you took and/or drawings you made. Those who are writing swap their texts with each other to check content and grammar.

Step 6: Make final preparations for the presentation. Make sure everyone in the group takes a turn talking to the class. Make notes to help you with the presentation.

Step 7: Present your project to the class.

Monitor and guide students as they are working, making sure they all keep on task, especially when you are outside doing the field work. Support students with creating their food chains if necessary. 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 posters on display in the classroom. If possible, display them around the school for other students, teachers, and parents to see.

If appropriate, groups write up their projects for the class ezine.

Unit 6 Research a musician or a composer

Note: Ideally this should be a joint project with the music teacher.

You will need:

A CD player, the Internet, paper, staples, colored pencils.

For this project, students work in pairs or small groups to produce booklets about a musician or a composer. The books should include: a brief biography, information about the musical genre, and famous works/songs.

Tell students what the focus of the project is (to produce booklets about a musician or a composer). 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 musician or composer you are going to find out more about. It should be someone / a musical genre you don't know much about.

Step 3: Brainstorm the categories for your research and divide up the tasks according to the number of pages in your final booklet and/or the number of people in your group.

Step 4: Do your research individually and make notes. Share your information with the rest of your group.

Step 5: Decide on the contents of each page of the booklet. Each person writes a draft of text for one of the pages. Swap texts in your group and check content and grammar.

Step 6: Assemble the booklet, including pictures. Don't forget about the contents page and the cover. Make final preparations for the presentation. Make sure everyone in the group takes a turn talking to the class. Make notes to help you with the presentation.

Step 7: Present your project 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.

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.

If appropriate, groups write up their projects for the class ezine.

Unit 7 Clothes from our country

Note: Ideally this should be a joint project with the history teacher.

You will need:

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

For this project, students work in pairs or small groups to research typical/traditional clothes and fabrics from their country or region. Each group focuses on a different aspect of clothing / period of history. They produce a poster that they display as they make their class presentation.

Tell students what the focus of the project is (to research typical/traditional clothes and fabrics from their country or region). Brainstorm some typical/traditional clothes and fabrics from their country or region before they start the project to give them ideas. Write the steps of the project on the board for students to copy into their notebooks:

Step 1: Make small groups.

Step 2: Decide what period of history / type of clothing you are going to research for your project.

Step 3: Do the research using the Internet and reference books. Don't forget to find out about the materials and the dyes, e.g., Were they natural? How did people make them? Make notes about what you find out.

Step 4: Decide which information you are going to use for your poster. Allocate tasks. Each person finds out more about their particular area and draws/finds pictures to use as illustrations.

Step 5: Share ideas and plan and prepare the poster. Those who are writing swap their texts with each other to check for content and grammar.

Step 6: Make final preparations for the presentation. Make sure everyone in the group takes a turn talking to the class. Make notes to help you with the presentation.

Step 7: Present your project 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.

If appropriate, groups write up their projects for the class ezine.

Unit 8 Learning with Kid's Box AE 6

You will need:

Kid's Box AE 6 Student's Book and Workbook, large sheets of paper.

For this project, students review their year's learning with *Kid's Box AE 6* and, in pairs or small groups, select at least six aspects of the book, e.g., listenings, the story, projects, content lessons, that they think have been particularly interesting and useful and think about why. Each group produces a poster that they display as they make their class presentation.

Tell students what the focus of the project is (a review of their year's learning with *Kid's Box 6*). Write the steps of the project on the board for students to copy into their notebooks:

Step 1: On your own, look back through Kid's Box AE 6 Student's Book and Workbook and choose at least six aspects that have helped you improve your English this year, e.g., stories, CDs, readings, crossword puzzles, matching activities. Note them on a piece of paper. Be ready to talk about why you chose them and how they helped you.

Step 2: Make pairs / small groups. Share your ideas with the others in your group and tell them your reasons for choosing each one.

Step 3: As a group, agree on about six aspects of Kid's Box AE that have been particularly useful for you all in learning and improving your English this year. Make sure you can say why you have chosen them.

Step 4: Decide on and allocate the tasks for the poster. Think about the design of the poster, too.

Step 5: Write up your texts for the poster. Swap your texts with each other to check content and grammar and make sure you agree with what your friends have written.

Step 6: Make final preparations for the presentation. Make sure everyone in the group takes a turn talking to the class. Make notes to help you with the presentation.

Step 7: Present your project 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 work together 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.

If appropriate, groups write up their projects for the class ezine.