3

Macmillan English

Project activity sheet 1

Units 1–6

Project: Travelling machine

Learning outcomes

By the end of the project, children will have:

- practised language from Units 1–6 through a group project
- broadened their knowledge of geography and science
- developed their literacy, art and communication skills
- designed and labelled a travelling machine in groups
- presented their machine to the class and made comparative and superlative statements about it
- written an account of the machine in the past tense

CLIL focus

Geography: learning about different environments - desert
Science: inventions and mechanisms
Literacy: producing labels, description
Art: design, drawing, colouring
Communication: presenting to peers

Skills focus

Listening: instructions, ideas, descriptions
Writing: labels, a short account
Speaking: discussing ideas, negotiating, presenting, asking and answering questions, making statements
Reading: labels

Language focus

Vocabulary

Parts of inventions and machines: *button, control, dial, handle, light, screen, switch, wheel*
Verbs for operating machines: *move, press, pull, push, touch, turn*
Machine noises: *bang, beep, bump, buzz, clank, fizz, hiss, pop, whirr*
Desert animals: *camel, goat, leopard, snake, wolf, yak*
Desert adjectives: *dry, dusty, hot, poisonous, rocky, sandy*
Comparative and superlative adjectives: *bad, worse, worst; dangerous, more dangerous, most dangerous; fast, faster, fastest; good, better, best; strange, stranger, strangest; strong, stronger, strongest*

Grammar

Wolves are more dangerous.
Snakes are the most dangerous.
Our machine is faster than their machine.
Our machine is as fast as a leopard.
Our machine is the strongest in the world.
We drew the most amazing machine.
There were buttons on the machine.
There was a handle, too.

This page has been downloaded from www.macmillanyounglearners.com/macmillanenglish © Macmillan Publishers Limited 2012

Teaching notes

Lesson plan

Class warm-up

1 Ask children to turn to page 11 of Language Book 3 and look at the picture of Professor Inkspot's invention. Elicit words for the different parts of the machine: *screen, dials, buttons, handle, light*. Ask them what the invention is for (seeing into space).

2 Elicit ideas of what it is like crossing a desert. Make a list on the board of why it would be difficult: *It is hot and dry. There is no water. There are dangerous animals. At night it is very dark*.

3 As a class, identify which are the most dangerous.

Materials

For each group: one large sheet of paper or card; pencils and pens; coloured pencils

4 Tell the class to imagine they are going to cross the desert, and that they have to invent a machine to keep them safe. Brainstorm a few ideas on the board for things it could have: e.g. *bright lights for seeing at night*.

Group work

1 Divide the class into groups of four children. In their groups, children plan what their machine will look like. Tell them each machine should have four main features for helping them cross the desert. They need to think about what the feature does, how it is operated and the noise it makes.

2 Groups give their machine a name and decide which member of the group will draw each part of the diagram.

3 Children draw their machine on a large sheet of paper or card and label each feature. Monitor, asking questions: *What's this? What does this handle do? How does it turn round? What noise does it make?* They write the name at the top of the sheet.

4 Groups present the diagram of their machine and point out its special features, reading out the labels. Other children ask questions about the machine, and say which part they like best.

5 Hold a class vote to decide which machines are the strongest, strangest and fastest. Encourage the children to make comparative sentences: e.g. *Our machine is slower than their machine*.

Follow-up

1 Display the machines on the classroom wall. Children look at each other's machines and read the labels.

2 Children write a short account in the past tense about their machine, starting: *We drew an amazing machine*.

This page has been downloaded from www.macmillanyounglearners.com/macmillanenglish © Macmillan Publishers Limited 2012