

---

# ALONG THE DANUBE

---

## DANUBE DAY

---

|                |                              |
|----------------|------------------------------|
| Type of module | Project work                 |
| Target group   | 10–13-year-old learners      |
| Level          | A1+                          |
| Written by     | Kiss Natália, Poór Zsuzsanna |

A kiadvány az Educatio Kht. kompetenciafejlesztő oktatási program kerettanterve alapján készült.

A kiadvány a Nemzeti Fejlesztési Terv Humánerőforrás-fejlesztési Operatív Program 3.1.1. központi program (Pedagógusok és oktatási szakértők felkészítése a kompetencia alapú képzés és oktatás feladataira) keretében készült, a sulinova oktatási programcsomag részeként létrejött tanulói információhordozó. A kiadvány sikeres használatához szükséges a teljes oktatási programcsomag ismerete és használata.

A teljes programcsomag elérhető: [www.educatio.hu](http://www.educatio.hu) címen.

Szakmai vezető: Kuti Zsuzsa

Szakmai bizottság: Enyedi Ágnes, dr. Majorosi Anna, dr. Morvai Edit

Szakértő: Enyedi Ágnes

Szakmai lektor: Fischer Júlia

Idegen nyelvi lektor: Peter Doherty, Debbie Goretity

Alkotószerkesztő: Sákovics Lídia

Felelős szerkesztő: Burom Márton

©

Szerzők: Kiss Natália, Lindner Zsuzsa, Mészárosné Boros Valéria, Poór Zsuzsánna

**Educatio Kht. 2008**

# INFORMATION TABLE

|                                      |   |
|--------------------------------------|---|
| <b>TYPE OF MODULE</b>                | Project work  |
| <b>DESCRIPTION OF MODULE</b>         | This module focuses on the river of life – the Danube. Ls will get information about countries, landscapes and wildlife by the river. They will have the chance to experiment with water, to learn about 29 <sup>th</sup> June and to celebrate Danube Day with different group activities.   |
| <b>AIMS AND OBJECTIVES OF MODULE</b> | <ul style="list-style-type: none"> <li>■ to develop learners’ research skills</li> <li>■ to create the atmosphere for co-operative learning</li> <li>■ to encourage learners to notice their own progress in using the target language</li> <li>■ to enrich learners’ vocabulary about natural life</li> <li>■ to study illustrated resources and get information from them</li> <li>■ to learn about life and wildlife along the Danube</li> </ul> |
| <b>TIMEFRAME</b>                     | 5 lessons   |
| <b>TARGET GROUP</b>                  | 12–15 year-old learners   |
| <b>LANGUAGE LEVEL</b>                | A1+   |
| <b>SUGGESTED LANGUAGE COMPETENCE</b> | <p>Learners can</p> <ul style="list-style-type: none"> <li>■ talk about a picture (there is/are, present continuous tense)</li> <li>■ talk and ask about habits (present simple)</li> <li>■ understand and use basic vocabulary of wild animals and plants</li> <li>■ follow simple instructions in English</li> <li>■ express agreement and disagreement</li> <li>■ co-operate with each other in order to achieve a particular aim</li> </ul>     |
| <b>LINKS OF THE MODULE</b>           |   |
| <b>Cross-curricular links</b>        | Science, Arts and Crafts  |

## FOCI OF SKILLS- DEVELOPMENT

### Communicative language skills

- describing pictures
- scanning for information in informative texts

### General, educational skills

- developing co-operative skills
- building on learners' creativity
- evaluating self and peer performance

### EVALUATION

Formative and summative evaluation: Learners self-evaluate their progress on achievements forms. Groups evaluate their own and each other's work based on previously agreed criteria.

### SUGGESTIONS

It is advisable to use this modul with classes having 4-5 English lennosn a week. Teacher's role during the lessons is that of organizer and facilitator. Teacher monitors group work and provides help when needed, prepares task sheets and provides learners with materials and stationery needed.

Differentiation can be achieved by forming groups carefully and by giving groups an opportunity to use language at different levels. Teacher can also vary the load of vocabulary according to the learners' needs.

### BACK UP SYSTEMS

Suggested literature and other materials:

Ioannou-Georgiou, Sophie – Pavlou, Pavlos: *Assessing young learners*, OUP, 2003, ISBN 0 19 437281 2

Értékkörző Magyarország: *Nemzeti parkok, világörökség*, TermészetBÚVÁR Alapítvány Kiadó, Budapest, 2000. ISBN 963 86107 0 0

Simon Tibor: *Kis növényhatározó rendszertani és ökológiai tájékoztatóval*, Nemzeti Tankönyvkiadó, Budapest, 1994, ISBN 963-18-5864-2

Varga Zoltán: *Állatismeret*, Nemzeti Tankönyvkiadó, Budapest, 1987. ISBN 963-17-9829-1

Before introducing the modul, it is useful to consultt with the Science teacher(s) at school in order to get to know more about Ls' previous knowledge about me topic.

You can find interesting facts about Danube Day here:

[www.danubeday.org](http://www.danubeday.org)

# MAP OF THE MODULE

| LESSON | FOCI OF SKILLS DEVELOPMENT  | MAIN ACTIVITIES  | LANGUAGE INPUT  | MATERIALS AND RESOURCES  |
|--------|---|--|---|--|
| 1      | <p>Understanding and using compensation strategies (gestures)</p> <p>Categorizing</p> <p>Cooperating as a whole class</p> <p>Describing a picture</p> <p>Requesting and giving information</p> <p>Carrying out interviews</p> <p>Building association between words, corresponding pictures and written forms</p> | <p>Solving a riddle</p> <p>Brainstorming</p> <p>Describing a poster</p> <p>Interviewing people</p> <p>Animal search – labelling</p>                          | <p><b>Vocabulary:</b> landscape (bridge, river, reeds, stones, etc.), animals (otter, dragonfly, mink, etc.), jobs (miller, fisherman, etc.), outdoor activities (hiking, fishing, cycling, etc.)</p> <p><b>Structures:</b> describing pictures (I can see; there is/are; present continuous tense)</p> <p>questions about everyday life and habits: Where do you...?<br/>What do you...? Do you like...?</p> | <p>Learners' geography atlases</p> <p>wrapping paper</p> <p>markers</p> <p>1.3 Poster</p> <p>Blutack</p> <p>1.4 Question cards cut up into two</p> <p>1.5 Word cards cut up</p>  |
| 2      | <p>Talking about pictures and maps</p> <p>Research skills: finding and selecting</p> <p>Building on Ls' background knowledge</p> <p>Co-operating in groups</p> <p>Scanning for information</p> <p>Identifying word equivalents</p>  | <p>Describing a picture</p> <p>Map reading</p> <p>Quiz about rivers in Europe</p> <p>Word search</p> <p>Working with authentic material</p> <p>Word hunt</p> | <p><b>Vocabulary:</b> countries in Europe: Germany, Austria, Croatia, etc.</p> <p>The Danube: Danube Delta, riverbed, waterway, mammals, songbirds, etc</p> <p><b>Structures:</b> talking about habits (simple present tense)</p>   | <p>1.3 Poster</p> <p>wall map of Hungary and Europe</p> <p>2.2 River quiz</p> <p>OHP</p> <p>a copy of 2.2 River quiz solution on OHT</p> <p>2.3 Word search</p> <p>2.3 Country cards</p> <p>2.3 Task sheet cut up, stationery, Blu-Tack, atlases</p> <p>2.4 Text</p> <p>2.5 Task sheet</p> |

| LESSON | FOCI OF SKILLS DEVELOPMENT   | MAIN ACTIVITIES  | LANGUAGE INPUT  | MATERIALS AND RESOURCES   |
|--------|--|--|---|---|
| 3      | <p>Completing a text with missing information</p> <p>Finding information in illustrated sources</p> <p>Completing a chart</p> <p>Understanding and following simple instructions</p> <p>Research skills</p> <p>Categorizing</p> <p>Co-operating as a whole class</p> | <p>Crossword puzzle</p> <p>Studying a map</p> <p>Carrying out an experiment</p> <p>Brainstorming and categorizing words</p>                              | <p><b>Vocabulary:</b></p> <p>The Danube (see above)</p> <p><b>Structures:</b> Instructions (imperative):</p> <p>Put ...</p> <p>Cover it with ...</p> <p>Add ...</p> <p>Pour ...</p> | <p>3.1 Crossword puzzle</p> <p>2.4 Text</p> <p>2.5 Task sheet</p> <p>3.2 Chart, learners' Geography atlases</p> <p>wall maps of Europe and Hungary</p> <p>a plant pot, a jar, some coarse sand, fine gravel, coarse gravel in plastic bags</p> <p>some dirty water in jars</p> <p>newspaper to cover desks</p> <p>wrapping paper</p> <p>markers</p> <p>3.5 Task sheet</p> |
| 4      | <p>Labelling a blank map (Finding information on the Internet)</p> <p>Discussing and negotiating plans</p> <p>Expressing agreement and disagreement</p> <p>Reflecting on the process of project work</p> <p>Evaluating self and peer achievement</p>                 | <p>Completing a blank map</p> <p>Finding information on the Internet</p> <p>Project work: designing poster and badge, planning Danube Day activities</p> | <p><b>Vocabulary:</b> countries along the Danube, the Danube, Danube Day (vocabulary review)</p> <p><b>Functions:</b> Expressing opinion, agreement and disagreement</p>            | <p>4.1 Blank map</p> <p>4.1 Blank map on OHT</p> <p>blank transparency</p> <p>OHP</p> <p>OHP markers</p> <p>Internet access if possible</p> <p>stationery</p> <p>poster paper</p> <p>books</p> <p>maps</p> <p>guidebooks</p> <p>tourist maps of the area</p>  |

| LESSON | FOCI OF SKILLS DEVELOPMENT   | MAIN ACTIVITIES   | LANGUAGE INPUT                                      | MATERIALS AND RESOURCES   |
|--------|--|---|---|---|
| 5      | <p>Learning about life by and in rivers through experience</p> <p>Creating visual interpretations of ideas</p> <p>Developing co-operative skills</p> <p>Managing of a group task and time</p> <p>Presenting project work</p> <p>Evaluating self and peer achievement: finding the best things in each other's work</p> | <p>Riverside walk</p> <p>Celebrating Danube Day</p> <p>Organising a display</p> | <p>Danube Day (vocabulary and structure review)</p> | <p>Danube Day poster and badges</p> <p>aids and materials needed for project work</p> <p>background music</p> <p>CD player</p> <p>Blu-Tack</p> <p>5.3.A Evaluation form</p> <p>5.3.A Individual achievement form</p> <p>for optional activity: equipment necessary for the riverside walk</p> <p>a book of plants and animals</p> <p>stationery</p> <p>small pieces of paper, glue</p> <p>5.1.B Task sheet for each group</p> |

# PROCEDURE

## LESSON 1: LIFE IN AND NEAR A RIVER

### AIMS OF THE LESSON

- to introduce a new topic with the help of a poem
- to help learners describe a picture in details
- to motivate learners to use their vocabulary and skills in role-play
- to create the atmosphere for co-operative learning

### MATERIALS AND RESOURCES

Learners' geography atlases, wrapping paper, markers, 1.3 Poster, Blu-tack, 1.4 Question cards cut up into two (one set for each pair), 1.5 Word cards cut up

### STAGE 1 Warmer – Solving a riddle

**TIME** 3 mins

### SKILLS AND COMPETENCIES IN FOCUS

Building association between words  
Understanding and using compensation strategies (gestures)

**ORGANISATION** Whole class

### TEACHER'S ACTIVITIES

1. Tell Ls that they will get to know what they will learn about during the next 5 lessons if they solve the following riddle. Read the riddle out. You might want to draw the key words on the board or use body language to focus Ls attention to hills, ridges, bridge, etc.

*By thirty hills I hurry down,  
Or slip between the ridges,  
By twenty thorps, a little town,  
And half a hundred bridges.*

*I chatter over stony ways,  
In little sharps and trebles,  
I bubble into eddying bays,  
I babble on the pebbles.*

*(Alfred Lord Tennyson: Song from 'The Brook')*

NOTE: Do not encourage your Ls to try to understand every single word in the poem.

### LEARNERS' ACTIVITIES

1. Ls listen to T and try to guess the word.

L1: *Wind.*

T: *No.*

L2: *Water.*

T: *You are nearly there.*

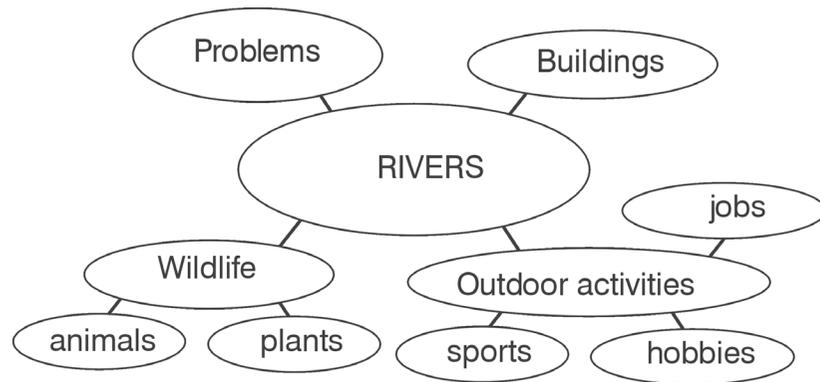
L3: *River.*

T: *Well done. The riddle is about a small river, a brook.*

|   |   |
|---|---|
| <b>STAGE 2</b>                          | <b>Clarifying the topic and aims</b>                                      |
| <b>TIME</b>                             | 12 mins   |
| <b>SKILLS AND COMPETENCIES IN FOCUS</b> | Compiling a list of words<br>Categorizing<br>Cooperating as a whole class |
| <b>ORGANISATION</b>                     | Snowball  |
| <b>AIDS AND MATERIALS</b>               | Wrapping paper, markers   |

### TEACHER'S ACTIVITIES

1. Ask Ls to collect words about rivers in pairs. Give them 3 minutes to do that. Then invite pairs to work in groups of 4 in order to compare and complete their lists. Let them work for 2 minutes.
2. Ask them to share ideas with the whole class. Help them organise the words on a piece of wrapping paper in the form of a mind map:  
e.g.



NOTE: You might add new categories if needed. Add more items during the learning process.

### LEARNERS' ACTIVITIES

1. Ls write their ideas in their exercise books.

### TEACHER'S ACTIVITIES

3. Explain to Ls that during the next 5 lessons they will learn about rivers. You will provide them with information about our precious river, the Danube. They will also talk about environmental issues such as water pollution and how to take care of our rivers. To be successful, Ls must cooperate, help each other, listen to each other, activate their vocabulary, use their creativity, etc.  
Encourage Ls to ask questions about the project and let them use Hungarian if necessary.

NOTE: You might want to put some of these ideas on the classroom wall together with the mind map of topics and vocabulary.

### LEARNERS' ACTIVITIES

3. Ls may ask questions or add their own ideas to the list of activities mentioned by their teacher.

|   |   |
|---|---|
| <b>STAGE 3</b>                          | <b>Lead-in – Poster description</b>   |
| <b>TIME</b>                             | 15 mins   |
| <b>SKILLS AND COMPETENCIES IN FOCUS</b> | Describing a picture<br>Co-operating within a team<br>Requesting and giving information |
| <b>ORGANISATION</b>                     | Whole class, teams  |
| <b>AIDS AND MATERIALS</b>               | 1.3 Poster, Blu-Tack  |

### TEACHER'S ACTIVITIES

1. Show 1.3. Poster to Ls and ask them if they can add some more words to the mind map. You might want to ask them to write the words on the wrapping paper or just mention them.
2. Put the poster on the classroom wall or the blackboard. Initiate a conversation about the poster.  
Possible questions:  
*What can you see in the foreground?*  
*Look at these animals. What are they doing?*  
*Can you see the bridge over there? Who is on the bridge?*  
*Where do you think he is going?*  
*Why is the girl taking photos? etc.*
3. Tell Ls that they have 90 seconds to memorise the details in the poster. Then split them into two teams. Explain that they will ask each other questions in order to check memory skills. Give them 5 minutes to write down a few questions they want to ask the other team.

NOTE: Don't forget to remove the poster from the board or wall after 90 seconds.

### LEARNERS' ACTIVITIES

3. Ls try to memorise the details in the poster. Then they form two teams with T's help. Teams have 5 minutes to write questions about the poster in their exercise books. Then team members ask questions in turns. They can get a point for each correct question and each correct answer.

## VARIATION FOR LS WHO ARE LESS CONFIDENT IN ASKING QUESTIONS

### AIDS AND MATERIALS

See above

### DESCRIPTION

Ls take part in the game described above (3). But instead of asking questions players have to say false sentences about the poster in turns. The other team has to find and correct the wrong information in the statements.

E.g.:

Team 1: *There are three foxes in the poster.*

Team 2: *There is only one fox in the poster. The fox is in the water.*

Team 1: *No. The fox is on the grass. etc.*

|   |   |
|---|---|
| <b>STAGE 4</b>                          | <b>Role-play: Interviewing local people</b>   |
| <b>TIME</b>                             | 10 mins   |
| <b>SKILLS AND COMPETENCIES IN FOCUS</b> | Thinking themselves into various roles and acting them out<br>Carrying out interviews<br>Building on Ls' creativity |
| <b>ORGANISATION</b>                     | Whole class, pairs  |
| <b>AIDS AND MATERIALS</b>               | 1.3 Poster  |

#### TEACHER'S ACTIVITIES

1. Put 1.3 Poster back on the board. Ask Ls to look at the people in the picture. What do they do?
2. Ask Ls to think of questions they would ask these people. Put some interesting questions on the board.

NOTE: The structures used will depend on your Ls previous knowledge.

3. Ask Ls to work in pairs and act out radio interviews with the people in the poster. Walk round and help if necessary. Praise the most creative learners.

#### LEARNERS' ACTIVITIES

1. Ls try to guess the people's jobs (e.g. miller, sportsman, fisherman, tourist, etc.)

2. Ls brainstorm some questions.

E.g.:

*What do you do?*

*Do you enjoy your work as a miller?*

*Do you like working here?*

*When do you start work?*

*When do you finish work?*

*Do you have to work at night?*

*What do you do in your spare time?*

3. Ls agree on the roles. One of them should be a character from the poster while the other one will act as a reporter from the local radio.

#### VARIATION FOR LS WHO NEED MORE HELP IN ASKING QUESTIONS

|                           |  |
|---------------------------|--|
| <b>AIDS AND MATERIALS</b> | 1.3 Poster, 1.4 Question cards   |
| <b>DESCRIPTION</b>        | Instead of asking questions on their own, ask Ls to work in pairs and match the sentence halves (1.4 Question cards). You might add some more questions or write new question cards depending on your Ls' needs and abilities. |

**STAGE 5** End of lesson game: Animal search

**TIME** 5 mins

**SKILLS AND COMPETENCIES  
IN FOCUS** Building association between words  
Corresponding pictures and written forms

**ORGANISATION** Whole class

**AIDS AND MATERIALS** 1.3 Poster, 1.5 Word cards, Blu-Tack

#### TEACHER'S ACTIVITIES

Before the lesson, cut up 1.5 Word cards. Tell Ls that some animals are hiding in the poster (1.3). Hold up the animal word cards (1.5) one by one. Ask Ls to find and label the animals together.

NOTE: Use fewer word cards if your Ls are not familiar with the topic of animals.

#### LEARNERS' ACTIVITIES

## LESSON 2: RIVERS IN EUROPE

### AIMS OF THE LESSON

- to use learnt vocabulary while describing a picture
- to find information on maps
- to answer quiz questions in pairs
- to learn about the Danube using authentic materials

### MATERIALS AND RESOURCES

1.3 Poster, wall map of Hungary, wall map of Europe, 2.2 River quiz (one copy for each pair), OHP, a copy of 2.2 River quiz solution on OHT, 2.3 Word search (one copy for each group), 2.3 Country cards (one set for the whole class, cut up), 2.3 Task sheet (one copy for the whole class, cut up), coloured pencils or felt tips, Blu-Tack, atlases, 2.4 Text (a copy for each pair), 2.5 Task sheet (a copy for each L)

### STAGE 1 Warmer: Silly tennis

**TIME** 5 mins

**SKILLS AND COMPETENCIES  
IN FOCUS** Describing a picture

**ORGANISATION** Two teams (Ls with different skills and abilities are welcome in both teams.)

**AIDS AND MATERIALS** 1.3 Poster

### TEACHER'S ACTIVITIES

1. Split the class into two teams. Place 1.3 Poster on the board or wall and explain how to play 'silly tennis'. Players in each team have to say sentences about the poster. Teams take turns. They mustn't repeat the same sentence or the same piece of information. The game goes on till they run short of new information.

### LEARNERS' ACTIVITIES

1. Ls take an active part in the game. Team members can help each other.

|   |  |
|---|--|
| <b>STAGE 2</b>                          | <b>Focusing on rivers in Europe – Let’s look at the map</b>  |
| <b>TIME</b>                             | 10 mins  |
| <b>SKILLS AND COMPETENCIES IN FOCUS</b> | Talking about the map  |
| <b>ORGANISATION</b>                     | Whole class, pairs   |
| <b>AIDS AND MATERIALS</b>               | Wall map of Hungary, wall map of Europe, atlas for each pair, 2.2 River quiz, 2.2 River quiz solution on OHT |

### TEACHER’S ACTIVITIES

1. Put the wall map of Hungary on the board. Initiate a conversation about the place where you live.

*Does your home town/city stand on a river?*

*Or do you live near a river or a stream?*

*If you don’t live near a river, what is the nearest one?*

*How often do you travel there?*

*Who do you go there with?*

*What do you usually do there?*

2. Put the wall map of Europe on the board next to the map of Hungary. Ask Ls to look at the map of Europe and name some of the biggest rivers.

Tell Ls that they are going to work in pairs in order to solve a quiz about rivers in Europe. Hand out a copy of 2.2 River quiz for each pair and let them work quietly.

Encourage pairs to ask for your help if they have any difficulties understanding the questions.

### LEARNERS’ ACTIVITIES

1. Ls take an active part in the interaction. They try to answer T’s questions and show the rivers or stream they mention on the map of Hungary.

2. Ls find information in the atlas and work on 2.2 River quiz.

### TEACHER'S ACTIVITIES

3. Show the solution on OHP (or on a paper copy). Ask Ls to evaluate their work.

2.2 River quiz solution on OHT:

- 1 Rivers carry rainwater downhill from mountains to the sea.
- 2 The beginning of the river is called 'source' and the end of it is called 'mouth'.
- 3 The longest river in Europe is the Volga (3531 km).
- 4 The longest river in France is the Loire (1050 km). There are beautiful castles in its valley.
- 5 Denmark's longest river is only 158 km.
- 6 Germany's longest river is the Elbe.
- 7 Paris stands on the river Seine.
- 8 The River Thames runs through London.
- 9 The Danube is 2858 km long, so it is the second longest river of Europe.
- 10 The Danube runs through 10 countries.

### LEARNERS' ACTIVITIES

|   |   |
|---|---|
| <b>STAGE 3</b>                          | <b>Word search – countries along the Danube</b>   |
| <b>TIME</b>                             | 15 mins   |
| <b>SKILLS AND COMPETENCIES IN FOCUS</b> | Research skills: finding and selecting<br>Co-operating in groups  |
| <b>ORGANISATION</b>                     | Small groups, individuals   |
| <b>AIDS AND MATERIALS</b>               | 2.3 Word search, 2.3 Country cards, 2.3 Task sheet, wall map of Europe, coloured pencils or felt tips, Blu-Tack, atlas for each group |

### TEACHER'S ACTIVITIES

1. Ask Ls who like Geography to act as group leaders and to choose their group members in turns. Hand out 2.3 Word search to each group and ask Ls to find the 10 countries where the Danube flows. All the words can be found across.  
Tell them that there are 15 country names hidden in the word search. They must use their atlas to find the odd countries.

Give out the flags (2.3 Task sheet) to groups that have found all the countries earlier than others and ask them to colour the flags.

2. When they finish work, ask Ls which are the odd countries. Then provide 2.3 Country cards and tell them to label the wall map of Europe. Help them pronounce the geographical names.

Solution:

Countries along the Danube: Austria, Bulgaria, Germany, Croatia, Moldova, Ukraine, Serbia, Hungary, Slovakia, Romania,

Other countries: France, Italy, Finland, Poland, the Czech Republic

### LEARNERS' ACTIVITIES

1. After finding all the 15 countries in the word search, Ls select the names into two groups:
  - countries along the Danube
  - countries not along the Danube

Groups that have found all the countries earlier than others, get the flags of the 10 countries along the Danube. They colour the flags with the help of their atlases.

2. Ls name the odd countries then go to the wall map of Europe to show the countries along the Danube. They stick the country cards on the map together with the flags.

|   |  |
|---|--|
| <b>STAGE 4</b>                          | <b>Reading – What do you know about the Danube?</b>  |
| <b>TIME</b>                             | 10 mins  |
| <b>SKILLS AND COMPETENCIES IN FOCUS</b> | Scanning for information in order to match headings to paragraphs<br>Scanning for information in order to find and correct false information |
| <b>ORGANISATION</b>                     | Pairs  |
| <b>AIDS AND MATERIALS</b>               | 2.4 Text   |

#### TEACHER'S ACTIVITIES

1. Hand out 2.4 Text to Ls and ask them to match the given headings to the appropriate paragraphs in pairs. Make sure they understand the headings. Warn the Ls not to try to understand all the words in the text, but to underline the few words which helped them to find the answer.
2. After checking Ls' work, ask them to read the text again, but more thoroughly, because their task is to find the false information in the statements found on the task sheet.
3. Initiate a conversation in order to check their work.  
Possible questions:  
*How long is the Danube?*  
*Do you know which the longest river in Europe is? (Volga, 3,531 km)*  
*Where does it rise?*  
*How many countries does it flow through?*  
*Can you name some mammals living in the Danube Delta?*  
*Have you learnt about these animals in your Biology lessons?*  
*What do you know about them?*  
*Which is your favourite?*  
*Do you know any other places famous for reedbeds?*

#### LEARNERS' ACTIVITIES

1. Ls work in pairs. They scan the text in order to fit the given headings in the 2.4.Text.
3. Pairs try to take an active part in the interaction.

|   |                                      |
|---|--------------------------------------|
| <b>STAGE 5</b>                          | <b>End of lesson game: Word hunt</b> |
| <b>TIME</b>                             | 5 mins                               |
| <b>SKILLS AND COMPETENCIES IN FOCUS</b> | Identifying word equivalences        |
| <b>ORGANISATION</b>                     | Individuals                          |
| <b>AIDS AND MATERIALS</b>               | 2.4 Text, 2.5 Task sheet             |

### TEACHER'S ACTIVITIES

1. Invite Ls to play the 'word hunt' game. Give them some definitions one after the other and ask them to find words with the appropriate meaning in the text about the Danube (2.4 Text).

E.g.:

*It's a small bird that can sing beautifully – songbird*

*You can travel on it by boat – waterway*

*It's a red animal with a nice bushy tail – fox*

*It's the place where the Danube rises – Black Forest*

*These birds arrive at the Danube Delta from China – Chinese cormorants and Mandarin ducks*

*This is the capital city of Austria – Vienna*

2. Hand out 2.5 Task sheet and explain to Ls that their homework is to match words, definitions and pictures of animals.

NOTE: For children with learning difficulties provide the chance to choose only 2 or 3 animals to read about.

### LEARNERS' ACTIVITIES

1. Ls listen to their teacher, scan the 2.4 Text and try to find the appropriate words as quickly as possible.

E.g.:

T: *It's a small bird that can sing beautifully.*

L: *A songbird.*

## VARIATION FOR LS WITH NOT SO RICH VOCABULARY

### AIDS AND MATERIALS

2.4 Text

### DESCRIPTION

Instead of paraphrasing words, give Ls words that they CAN find in the text. Ask them to find those words and read out the whole sentences.

E.g.:

T: 'waterway'

L: *The Danube is an important international waterway.*

### NOTE:

Tell Ls that in the next lesson they will experiment with water in groups of 3–4. For the experiment they will need the following things: a plant pot, a jar (a bit smaller than the pot), some coarse sand, fine gravel, coarse gravel in plastic bags, some dirty water in jars, newspaper to cover desks, (one set for each group).

Ask them to help you collect all these things. Ask every third or fourth child to bring a small plant pot (or an empty yoghurt cup with a small hole in the bottom) and a jar (a bit smaller than the pot so that they can stand the pot on the jar), and some old newspapers. Ask if they can help you with some coarse sand, fine gravel and coarse gravel.

## LESSON 3: PRECIOUS WATER

### AIMS OF THE LESSON

- to revise information about the Danube
- to use authentic materials in order to learn about rivers
- to provide possibility for learners to draw a conclusion from an experiment
- to summarise ideas

### MATERIALS AND RESOURCES

3.1 Crossword puzzle (a copy for each pair), 2.4 Text, 2.5 Task sheet, 3.2 Chart (one copy per group), learners' atlases, wall maps of Europe and Hungary; a plant pot, a jar (a bit smaller than the pot), some coarse sand, fine gravel, coarse gravel in plastic bags, some dirty water in jars, newspaper to cover desks, (one set for each group); wrapping paper, markers, 3.5 Task sheet (a copy for each L)

### CLASSROOM ARRANGEMENT

Desks should be arranged for group work.

### STAGE 1

**Warmer – Crossword puzzle**

### TIME

10 mins

### SKILLS AND COMPETENCIES IN FOCUS

Completing a text with missing information

### ORGANISATION

Pairs

### AIDS AND MATERIALS

3.1 Crossword puzzle, 2.5 Task sheet

### TEACHER'S ACTIVITIES

1. Hand out photocopies of 3.1 Crossword and ask learners to work on it in pairs. Encourage them to ask you or their peers questions if they have difficulties.

Solution: PRECIOUS WATER

1. important, 2. waterway, 3. Black Forest, 4. Black Sea, 5. cities, 6. longest, 7. Danube, 8. otters, 9. wolves, 10. adders, 11. forests, 12. reedbeds, 13. songbirds

2. Using the key words in the crossword puzzle and 2.5. Task sheet (homework for this lesson) elicit Ls' knowledge about the Danube.

Give a keyword and ask who can say anything about it.

### LEARNERS' ACTIVITIES

1. Ls ask questions if they cannot find the appropriate words to complete the crossword puzzle.

2. Ls take an active part in the interaction.

e.g.

T waterway

L The Danube is an important waterway.

### VARIATION FOR CHILDREN WHO NEED MORE HELP

#### AIDS AND MATERIALS

3.1 Crossword puzzle, 2.4 Text, 2.5 Task sheet

#### DESCRIPTION

Learners can use 2.4 Text if they have difficulties while working on 3.1 Crossword

|   |  |
|---|--|
| <b>STAGE 2</b>                          | <b>Study the map</b>   |
| <b>TIME</b>                             | 15 mins  |
| <b>SKILLS AND COMPETENCIES IN FOCUS</b> | Finding information in illustrated sources<br>Completing a chart |
| <b>ORGANISATION</b>                     | Groups of 3–4  |
| <b>AIDS AND MATERIALS</b>               | 3.2 Chart, atlases, wall maps of Europe and Hungary              |

#### TEACHER'S ACTIVITIES

1. Tell Ls that they will study the maps in their atlases and learn about rivers in Hungary. They will do the task in small groups. Provide each group with a copy of 3.2 Chart and ask them to complete the first two columns. Ask them not to choose the River Danube.
2. Ask Ls to share what they have learnt about the rivers. Groups share the information they have found about rivers in Hungary while others listen and complete the third and fourth columns of 3.2.Chart. There might be a wide variety of different rivers, depending on Ls' choice.

#### LEARNERS' ACTIVITIES

2. Ls go to the wall maps and show the rivers they have studied. While they talk, others are asked to complete the third and fourth columns of 3.2.chart with some new information.

#### VARIATION FOR VERY SMALL CLASSES WITH LEARNING DIFFICULTIES

|                           |  |
|---------------------------|--|
| <b>AIDS AND MATERIALS</b> | 3.2 Chart (enlarged copy), atlases   |
| <b>DESCRIPTION</b>        | Ls carry out the same activity, working together with the help of the teacher who monitors the activity and helps with difficult words and structures. |

|   |   |
|---|---|
| <b>STAGE 3</b>                          | <b>Experiment: How to clean water?</b>  |
| <b>TIME</b>                             | 10 mins   |
| <b>SKILLS AND COMPETENCIES IN FOCUS</b> | Understanding and following simple instructions<br>Research skills  |
| <b>ORGANISATION</b>                     | Groups of 3–4   |
| <b>AIDS AND MATERIALS</b>               | a plant pot, a jar (a bit smaller than the pot), some coarse sand, fine gravel, coarse gravel in plastic bags, a jar of dirty water, newspaper to cover desks, (one set for each group) |

### TEACHER'S ACTIVITIES

1. Tell Ls that unfortunately many of the rivers are polluted. Explain that they will work in groups and carry out an experiment with dirty water. Provide enough newspaper sheets to cover the desks and give out the necessary aids to each group.  
Introduce new vocabulary with the help of aids needed during the experiment.  
*E.g.: Look. This is a plant pot and that is a jar. You can find them on your desk. You usually have flowers or plants in a pot and some honey, fruit or jam in a jar, but today we are using them for making clean water. You also need some coarse sand, fine gravel and coarse gravel for the experiment, they are all provided in small plastic bags. Finally you need some dirty water. It's also on your desks in a jar.*
2. Give Ls instructions.  
*Put a layer of coarse gravel in the plant pot.  
Cover it with a layer of fine gravel.  
Add a layer of coarse sand.  
Put the pot "on" or "into" the jar.  
Pour some dirty water in the pot and wait. What do you think will happen?*
3. When groups finish the experiment, talk about the result:  
*What have you got in the jar as a result?  
Where is the dirt?*

### LEARNERS' ACTIVITIES

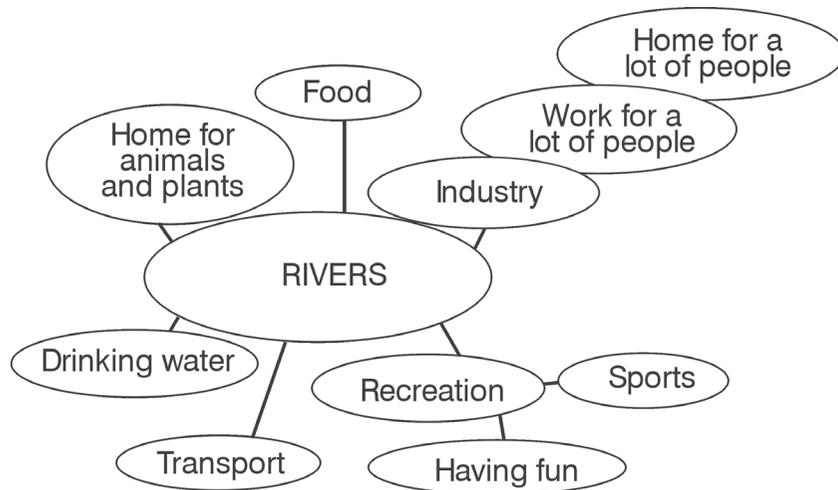
1. Ls follow T's explanation and find the objects mentioned by him/her on their desks.

|   |  |
|---|--|
| <b>STAGE 4</b>                          | <b>Brainstorming ideas: Why are rivers important?</b>                      |
| <b>TIME</b>                             | 7 mins   |
| <b>SKILLS AND COMPETENCIES IN FOCUS</b> | Compiling a list of words<br>Categorizing<br>Co-operating as a whole class |
| <b>ORGANISATION</b>                     | Whole class  |
| <b>AIDS AND MATERIALS</b>               | Wrapping paper, markers  |

#### TEACHER'S ACTIVITIES

1. Brainstorm ideas of how important rivers are in our life. Ask learners to put down their ideas in the form of a mind map.

E.g.



NOTE: It is a nice idea to place the mind map on the classroom wall. It might remind Ls what the key points are when we talk about the importance of rivers in our lives.

#### LEARNERS' ACTIVITIES

|   |  |
|---|--|
| <b>STAGE 5</b>                              | <b>Homework: 5 things children can do to save rivers</b> |
| <b>TIME</b>                                 | 3 mins   |
| <b>SKILLS AND COMPETENCIES<br/>IN FOCUS</b> | Summarising what they have learnt                        |
| <b>ORGANISATION</b>                         | Whole class  |
| <b>AIDS AND MATERIALS</b>                   | 3.5 Task sheet   |

#### **TEACHER'S ACTIVITIES**

1. Ask Ls to think about saving rivers. Give out 3.5.Task sheet and tell them to find the matching statements at home.

#### **LEARNERS' ACTIVITIES**

## LESSON 4: DANUBE DAY

### AIMS OF THE LESSON

- to reinforce learners knowledge about the Danube
- to help learners get new information using the Internet
- to use learners' language, artistic and social skills in order to work on a project in groups

### MATERIALS AND RESOURCES

4.1 Blank map (a copy for each L), atlases, 4.1 Blank map on OHT, blank transparency, OHP, OHP markers, Internet access if possible, stationery, poster paper, books, maps, guidebooks, tourist maps of the area

### CLASSROOM ARRANGEMENT

Desks should be arranged for group work

### STAGE 1

**Warmer – Blank map**

### TIME

10 mins

### SKILLS AND COMPETENCIES IN FOCUS

Labelling a blank map  
Recycling learnt vocabulary and information

### ORGANISATION

Individuals

### AIDS AND MATERIALS

4.1 Blank map, 4.1 Blank map on OHT, blank transparency, OHP, OHP markers

### TEACHER'S ACTIVITIES

1. Hand out 4.1 Blank map and ask Ls to complete it with the given words.  
Let Ls use their atlases if necessary. Praise the ones who can solve the task on their own.
2. Check their work using the OHP (4.1 Blank map on OHT). Project the blank map on the wall. Ask Ls to come to the OHP and add the missing words.

NOTE: If you cover the master transparency with a blank sheet of transparency and let Ls work on it, you will be able to use the master again and again with your other language groups.

If you do not have access to OHP, ask one of your Ls who finishes early to draw the blank map on the board for checking.

### LEARNERS' ACTIVITIES

1. Ls work individually.
2. Ls go to the OHP one by one and complete the blank map by adding the missing words.

**STAGE 2** Introducing project work: Danube Day**TIME** 15 mins**SKILLS AND COMPETENCIES  
IN FOCUS** (Finding information on the Internet)  
Brainstorming ideas**ORGANISATION** Whole class, 3 or 4 groups**AIDS AND MATERIALS** Internet access, if possible**TEACHER'S ACTIVITIES**

1. Tell Ls that June 29<sup>th</sup> is a special day in the life of our precious river, the Danube. It is called Danube Day. Every year countries along the Danube organise special events to celebrate the river.  
They have a special logo, a badge and a poster. Show these to Ls on [www.danubeday.org](http://www.danubeday.org)

If you contact the above address, you can have a look at the events organised by different countries in the previous year. (Click on EVENT, then on COUNTRY EVENTS, choose the country and then click on Danube Day Fact Sheet)

2. Agree with your learners that this year they will represent Hungary on 29<sup>th</sup> June. Their task will be to do projects on the river. Put the following ideas on the board:

The route of the Danube (illustrated map)

Wildlife by the Danube (drawing competition)

Clean water – precious water (poster against water pollution)

**LEARNERS' ACTIVITIES**

### TEACHER'S ACTIVITIES

3. Let Ls choose from the topics on the board and then ask them to split up into 3 groups according to their chosen topics.

#### NOTE:

If there are too many children in the class or some hesitate to choose from the given topics, you may form an Arts team as a fourth group and ask its members to work on a Danube Day class poster and a Danube Day badge for each participant. Make sure they use captions on the badge and some written information on the poster.

#### OPTION

4. You might want to ask Ls' opinion about the possible ways of using their ideas afterwards.

Here are some ideas:

- Offer the plans to colleagues/other classes to fit them in their curriculum.
- Do the actual project work in the 'Forest School'.
- Go on a class study visit (trip) to a nearby river and use some of the planned activities there. etc.

### LEARNERS' ACTIVITIES

3. Ls form 3 or 4 groups according to their interests.

If they are interested in Geography and like drawing maps, they may choose the 'Route of the Danube' project. They are supposed to study different maps, add symbols and keywords to the map. They may want to add some interesting facts as well.

If they are interested in Biology and wildlife, they may choose the 'Wildlife by the Danube' project and draw animal pictures. More advanced Ls may want to provide Fact files to their drawings.

If they like designing posters, they may choose the 'Clean water' project. In order to work successfully, they have to draw, find key words and add simple sentences (warnings, advice, etc.).

|   |   |
|---|---|
| <b>STAGE 3A</b>                         | <b>Project work: Entering Danube Day Competition</b>  |
| <b>TIME</b>                             | 15 mins   |
| <b>SKILLS AND COMPETENCIES IN FOCUS</b> | Discussing and negotiating plans<br>Expressing agreement and disagreement<br>Using English as a means of communication in the classroom |
| <b>ORGANISATION</b>                     | Established groups  |
| <b>AIDS AND MATERIALS</b>               | Stationery, poster paper, maps, books borrowed from the school library  |

#### TEACHER'S ACTIVITIES

1. Established groups sit down to work together. The Arts team works on the poster and the badges while the other groups start planning the project they have just chosen to celebrate 29<sup>th</sup> June. Help them think creatively but reasonably.

#### LEARNERS' ACTIVITIES

1. Ls discuss ideas and then they make decisions. They draw plans and write a list of materials they need in order to carry on with the work.
  - Group A: The route of the Danube (illustrated map)  
Maps, books, pictures cut out from magazines, glue, scissors, rulers, poster paper, crayons, etc.
  - Group B: Wildlife by the Danube (drawing competition)  
Crayons, paints, drawing paper, or any material from nature to create special pictures, etc.
  - Group 3: Clean water – precious water (poster against water pollution)  
Felt tips, poster paper, dictionaries, etc.

|   |   |
|---|---|
| <b>STAGE 3B</b>                         | <b>Project work: Organising Danube Day events</b>   |
| <b>TARGET GROUP</b>                     | Option for those who live in a settlement by the Danube   |
| <b>TIME</b>                             | 15 mins   |
| <b>SKILLS AND COMPETENCIES IN FOCUS</b> | Discussing and negotiating plans<br>Expressing agreement and disagreement<br>Using English as a means of communication in the classroom |
| <b>ORGANISATION</b>                     | Groups  |
| <b>AIDS AND MATERIALS</b>               | Guidebooks, tourist maps of the area  |

#### TEACHER'S ACTIVITIES

- Established groups sit down to work together. The Arts team works on the poster and the badges.  
The other groups plan a riverside walk.

Circulate in the classroom and monitor the activity. Provide help if necessary.

#### LEARNERS' ACTIVITIES

- Ls brainstorm ideas, study maps and books and discuss the possible events of a riverside walk.

Group A: The route of the Danube  
This group studies maps of the region and plans the possible route of the excursion.

Group B: Wildlife by the Danube  
This group plans possible ways of watching wildlife during the excursion and writes a list of needed items (e.g., binoculars, camera, notepad, etc.)

Group 3: Clean water – precious water  
This group plans possible ways of experimenting with water (How clean and how hard is it?) and writes a list of needed items (e.g., jars with lids, devices for measuring hardness of water, notepad, etc.)

|   |   |
|---|---|
| <b>STAGE 4A</b>                             | <b>End of lesson activity: Evaluating the work done so far</b>                                      |
| <b>TIME</b>                                 | 5 mins  |
| <b>SKILLS AND COMPETENCIES<br/>IN FOCUS</b> | Reflecting on the process of project work<br>Giving opinion<br>Evaluating self and peer achievement |
| <b>ORGANISATION</b>                         | Whole class   |
| <b>AIDS AND MATERIALS</b>                   | Ls plans  |

#### TEACHER'S ACTIVITIES

1. Ask groups to present their posters, badges and plans for other groups to see.
2. Invite learners to identify good points in each of them. Introduce expressions like:  
*I like the letter size on this poster. It is big and easy to read.*  
*I like the colours of the badge.*  
*I think the idea of the illustrated map is really great.*

#### LEARNERS' ACTIVITIES

1. Groups present their posters, badges and plans.
2. Ls evaluate each other's work using the pattern sentences.

NOTE: Ls must agree within their groups on how to go on next time or at home. They can collect pictures, borrow more books from the school library or from home, etc.

|   |   |
|---|---|
| <b>STAGE 4B</b>                             | <b>End of lesson activity: Final discussion about the excursion</b> |
| <b>TARGET GROUP</b>                         | Option for those who live in a settlement by the Danube             |
| <b>TIME</b>                                 | 5 mins  |
| <b>SKILLS AND COMPETENCIES<br/>IN FOCUS</b> | Sharing ideas   |
| <b>ORGANISATION</b>                         | Whole class   |
| <b>AIDS AND MATERIALS</b>                   | Ls plans  |

#### TEACHER'S ACTIVITIES

1. Ask groups to present their posters, badges and plans for other groups to see.  
Don't forget to raise some other important points:  
*Meeting point and time*  
*Weather (what to put on?)*  
*Food and drinks*

NOTE: It would be a nice idea to organise the riverside walk together with the class teacher or another colleague (Geography or Biology teacher).

#### LEARNERS' ACTIVITIES

1. Meanwhile, members of the Arts team try to finish their work. If that is impossible, they do it at home.

## LESSON 5: LET'S CELEBRATE DANUBE DAY

|                                |  |
|--------------------------------|--|
| <b>AIMS OF THE LESSON</b>      | <ul style="list-style-type: none"><li>■ to complete project work in groups</li><li>■ to organise a display of learners' works of art</li><li>■ to go on an excursion and find out more about nature (option)</li><li>■ to evaluate self and peer achievement</li></ul>   |
| <b>MATERIALS AND RESOURCES</b> | Danube Day poster and badges, aids and materials needed for project work, background music, CD player, Blu-Tack, 5.3.A Evaluation form (a copy for each project group), 5.3.A Individual achievement form (a copy for each L);<br>For optional activity: equipment necessary for the riverside walk (see Ls plans in Lesson 4), a book of plants and animals (Simon Tibor: <i>Kis növényhatározó rendszertani és ökológiai tájékoztatóval</i> , Varga Zoltán: <i>Állatismeret</i> ), a clip board and pencils, coloured pencils, rubbers, small pieces of paper, glue, 5.1.B Task sheet for each group |
| <b>CLASSROOM ARRANGEMENT</b>   | Desks should be arranged for group work  |

|   |                              |
|---|------------------------------|
| <b>STAGE 1A</b>                         | <b>Warmer – Welcome!</b>     |
| <b>TIME</b>                             | 5 mins                       |
| <b>SKILLS AND COMPETENCIES IN FOCUS</b> | Being organised              |
| <b>ORGANISATION</b>                     | Established groups           |
| <b>AIDS AND MATERIALS</b>               | Danube Day poster and badges |

### TEACHER'S ACTIVITIES

1. Ask Ls to sit down in their project groups. Welcome Ls to Danube Day celebration. Ask the Arts team to present the Danube Day class poster and give out the badges for the participants. Then these learners can join the other 3 groups to help them with their work.

### LEARNERS' ACTIVITIES

|   |  |
|---|--|
| <b>STAGE 1B</b>                         | <b>Excursion – Riverside walk</b>  |
| <b>TARGET GROUP</b>                     | Option for those who live by the Danube  |
| <b>TIME</b>                             | 45 mins or more (This activity can be organised in the afternoon or on a Saturday.)  |
| <b>SKILLS AND COMPETENCIES IN FOCUS</b> | Learning about life by and in rivers through experience  |
| <b>ORGANISATION</b>                     | Whole class, groups of 4–5   |
| <b>AIDS AND MATERIALS</b>               | Equipment necessary for the riverside walk (see Ls plans in lesson 4), a book of plants and animals (Simon Tibor: <i>Kis növényhatározó rendszertani és ökológiai tájékoztatóval</i> , Varga Zoltán: <i>Állatismeret</i> ), clip boards and pencils, coloured pencils, rubbers, small pieces of paper, glue, 5.1.B Task sheet for each group |

#### TEACHER'S ACTIVITIES

1. Go for a walk by the river. Stop to talk and explain when Ls have questions. When you get to the target area, split the class into groups and provide them with 5.1.B Task sheet. Let them walk round in groups and complete the task sheet. Tell them when and where to meet.

NOTE: Explain what bark rubbing is. Put a piece of paper on the trunk of a tree. Rub it gently with a piece of crayon or with a very soft pencil. After a while you will see the pattern of the tree bark on the paper.

Warn Ls to be very careful with living trees.

2. Gather in a clearing and talk about the experiences. Ask questions to help Ls share what they have learnt. Try to communicate in English. But if they have something really interesting to share, let them use their mother tongue.

#### LEARNERS' ACTIVITIES

1. Ls walk round in groups. They do some bark rubbing, look for and draw footprints, plant and animals, collect fallen leaves, etc. They work on small pieces of paper, and then stick them on 5.1.B Task sheet.

2. Ls show each other what they have found.

### TEACHER'S ACTIVITIES

3. Ask Ls to give feedback on the activities done during the previous lessons. Do this in the form of a free conversation.

You might ask questions like:

*Do you think you learnt more during the walk than in the classroom?*

*Do you know more about the Danube?*

*Is your vocabulary richer?*

*Did you like talking in English during the activities?*

*Could you answer T's questions?*

*Could you answer the questions on the task sheet?*

*What did you like about the project?*

### LEARNERS' ACTIVITIES

|   |   |
|---|---|
| <b>STAGE 2A</b>                             | <b>Project work: tasks chosen by learners previously</b>  |
| <b>TIME</b>                                 | 25 mins   |
| <b>SKILLS AND COMPETENCIES<br/>IN FOCUS</b> | Creating visual interpretations of ideas<br>Developing co-operative skills<br>Managing of a group task and time |
| <b>ORGANISATION</b>                         | Groups as in 4.3.A  |
| <b>AIDS AND MATERIALS</b>                   | Aids and materials needed for project work, background music, CD player   |

### TEACHER'S ACTIVITIES

1. Help Ls provide the necessary aids and materials and working conditions. Warn them that they have to manage their time. Monitor their activity from the background.

You may want to play some nice background music.

### LEARNERS' ACTIVITIES

1. Ls start working in groups.

2. They tidy the classroom and organise a display of their works of art. They put the poster(s), illustrated map(s) and drawings on the classroom walls.

|   |   |
|---|---|
| <b>STAGE 3A</b>                         | <b>Evaluation: The display</b>  |
| <b>TIME</b>                             | 15 mins   |
| <b>SKILLS AND COMPETENCIES IN FOCUS</b> | Presenting project work<br>Evaluating self and peer achievement: finding the best things in each other's work |
| <b>ORGANISATION</b>                     | Whole class, groups, individuals  |
| <b>AIDS AND MATERIALS</b>               | Ls' works of art, 5.3.A Evaluation form, 5.3.A Individual achievement form                                    |

#### TEACHER'S ACTIVITIES

1. Invite groups to look at the display. Walk from picture to picture and ask the 'artists' to describe them. Encourage the others to ask questions about the items. Praise them for their hard work.
2. Ask Ls to sit down and think about the activities carried out during the last 5 lessons. Ask them to complete 5.3.A Evaluation form together, and then 5.3.A Individual achievement form.

#### LEARNERS' ACTIVITIES

1. Groups walk round and look at the display. They might ask questions:
 

Peti: *Zoli, is this your picture?*  
 Zoli: *Yes. Do you like it?*  
 Peti: *Yes. Otters are my favourite animals.*

Évi: *What is this butterfly called?*  
 Orsi: *I don't know.*  
 T: *This is a giant fire butterfly.*  
 Évi: *I like it.*
2. Ls might want to add some comments in their mother tongue.

