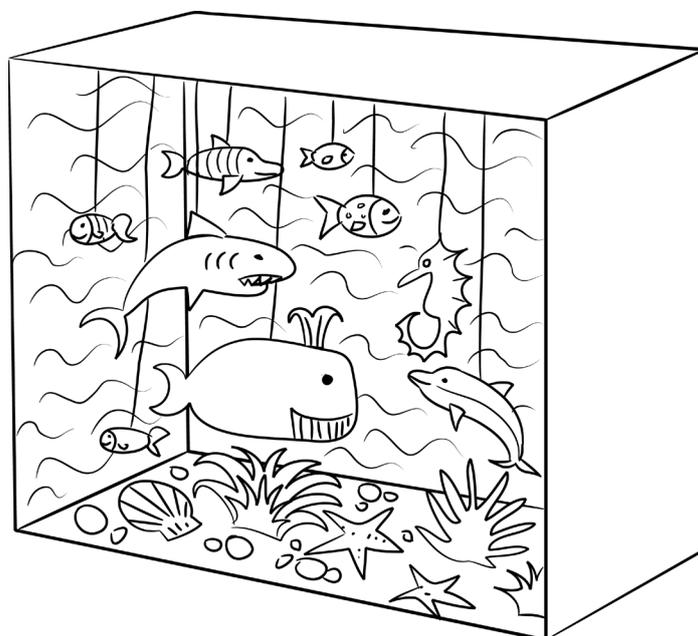

WATER

A collection of topic-based activities



Target group	6-8-year-old learners
Language level	A1-
Written by	Trentinné Benkő Éva

A kiadvány KHF/525-6/2009 engedélyszámon 2009. 01. 27. időponttól
tankönyvi engedélyt kapott
Educatio Kht. kompetenciafejlesztő oktatási program kerettanterv

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 sulíNova 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 címen.

Szakmai vezető: Kuti Zsuzsa

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

Szakmai lektor: Faragó Livia, Poór Zsuzsánna

Idegen nyelvi lektor: Peter Doherty

Alkotószerkesztő: Sákovics Lília

© Grafika: DIÓ Stúdió

Felelős szerkesztő: Burom Márton

ANG6-8/T3

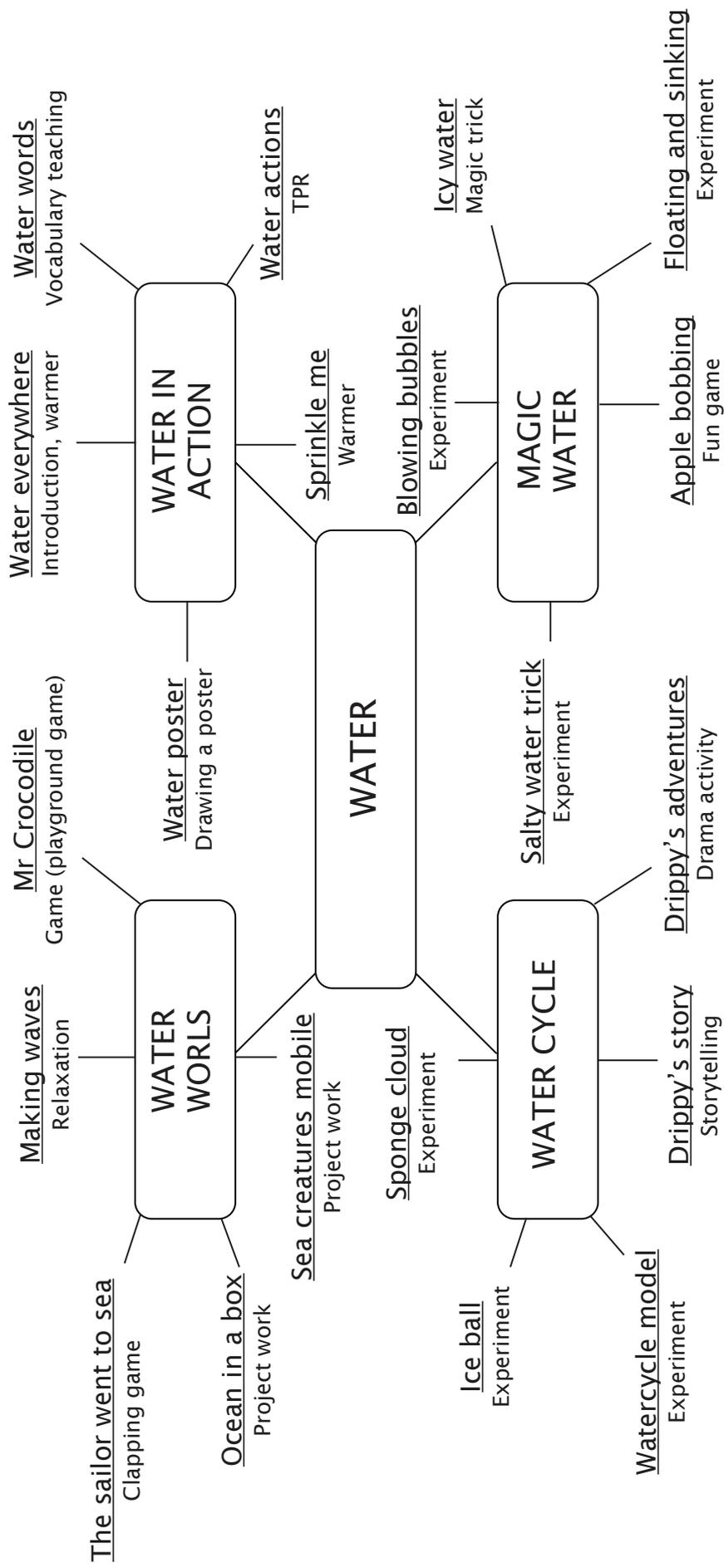
©

Szerzők: Ambrus Gabriella, Csonka Ágnes, Dávid Judit, Gács Katalin,
Kamrás Orsolya, Kámánné Vajda Ildikó, Trentinné Benkő Éva

Educatio Kht. 2008

Tömeg: 1980 g
Terjedelem: 73,59 A/5 ív

A tankönyvvé nyilvánítási eljárásban közreműködő szakértők:
Tantárgy-pedagógiai szakértő: Verő Júlia
Tudományos szakmai szakértő: dr. Hegedűs Irén
Technológiai szakértő: Király Ildikó



NAME AND TYPE OF ACTIVITY	Making waves – relaxation
TIME	5 mins
FOCI OF SKILLS DEVELOPMENT	<ul style="list-style-type: none"> ■ Understanding and using adjectives ■ Coordination of movements ■ Group dynamics ■ Trust and toleration
MINIMUM LANGUAGE REQUIRED	Wave, big, small song: <i>My bonnie</i> (Variation 1) adjectives e.g.: happy, sad, silly, sleepy, angry etc (Extension)
ORGANISATION	Whole class
MATERIALS	None
CROSS-CURRICULAR LINKS	Games and PE Drama Music (Variation 1)

Description

Ask Ls to stand in a circle and hold each other's hands. Start the game by raising one of your arms and imitate the movement of a big wave. T: *It's the ocean. A big wave's coming.* The L standing on your right and holding your hand should copy your movement and pass on the big wave to the next L who also passes it on. Start a new wave when the big wave has arrived back to you. T: *Here's a small wave. A small wave's coming.* The whole process should go quickly and smoothly, like the „Mexican Wave” made by fans at sports events. Encourage Ls to say 'big (wave)' or 'small (wave)' when passing on the waves. After a while invite individual Ls to start new waves and decide what kind of wave he/she is making.



WATER ■ WATER WORLD

Variation 1 for Ls who enjoy singing

Sing *My Bonnie is Over the Ocean* while passing on the waves.



My Bon-nie lies o-ver the o-cean, My Bon-nie lies o-ver the sea,
My Bon-nie lies o-ver the o-cean, Oh bring back my Bon-nie to me.
Chorus
Bring back, bring back, Oh, bring back my Bon-nie to me, to me!
Bring back, bring back, Oh, bring back my Bon-nie to me.

2. Last night as I lay on my pillow,
Last night as I lay on my bed,
Last night as I lay on my pillow,
I dreamed that my Bonnie was dead!
Chorus

3. Oh blow ye the winds o'er the ocean,
And blow ye the winds o'er the sea,
Oh blow ye the winds o'er the ocean,
And bring back my Bonnie to me!
Chorus

4. The winds have blown over the ocean,
The winds have blown over the sea,
The winds have blown over the ocean,
And brought back my Bonnie to me!
Chorus

Variation 2 for Ls who are not willing to hold hands

Ask Ls to make a circle and squat down. Start the chain and make a wave. Stand up, stretch and put your hands up in the air, as done at sports or music events by the fans and supporters. When you lower your hands and crouch down, the L on your right takes over the wave i.e. stands up and imitates the movement of a wave thus passing it on to the L on his/her right.

Extension

Ls can decide what kind of waves they want to create. Apart from making big and small waves, encourage them to think of other ideas. Suggest Ls that they should try and make e.g.: happy, sad, sleepy, funny, angry, lazy, gentle, silly, beautiful, ugly etc. waves.

NAME AND TYPE OF ACTIVITY	Mr Crocodile – game (playground game)
TIME	5–10 mins
FOCI OF SKILLS DEVELOPMENT	<ul style="list-style-type: none"> ■ Saying a rhyme ■ Using functional language ■ Following rules ■ I- ntercultural learning
MINIMUM LANGUAGE REQUIRED	A choosing rhyme The Alphabet, numbers (Variation 2) Colours
ORGANISATION	Whole class
MATERIALS	None A piece of chalk for the teacher
CROSS-CURRICULAR LINKS	Games and PE Children’s Literature

Description

Before the lesson:

If you want to play this game inside, rearrange the classroom to leave an open area.

In the lesson use a choosing rhyme to select the Mister Crocodile (the chaser is also called ‘It’). *Dip, dip, dip, My blue ship, Sailing on the water, Like a cup and saucer. Dip, dip, dip, You’re not it!* Say the rhyme several times and encourage Ls to join in. The last person who stays in is Mr Crocodile. Mark the river with two chalk-lines on the floor. T: *This is the river. Watch out! Here lives Mr Crocodile.* Ask Ls to stand behind one line and Mr Crocodile in the middle (i.e. in the river).



Tell Ls to shout: *Please, Mr Crocodile, can we cross your river?* Mr Crocodile should answer: *No, you can’t unless you’re wearing something ... (blue).* Ls wearing the colour (blue) can walk across the river. Other Ls not wearing the colour (blue) should run across the river. Tell Mr Crocodile to try to touch them. If Mr Crocodile touches someone, they are a crocodile too. Play the game until all Ls are crocodiles.

Variation 1 for large classes and little time

Modify the choosing rhyme’s last line to select the chaser at once: *‘You are it!’*

Variation 2 for Ls who have just learnt the ABC or the numbers from 1-10

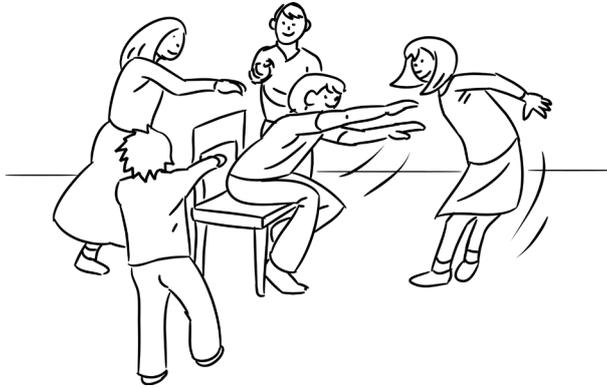
Use different choosing rhymes, such as: *One potato, two potato, three potato, four, Five potato, six potato, seven potato, more.* OR:

A, B, C, D, E, F, G, H, I, J, K, L, M, N, O, P, Q, R, S, T – You are it!

WATER ■ WATER WORLD

Variation 3 for classes who have no space or are too mischeivous for running games

Play 'Frog in the middle, you can't catch me'. Select a Frog using a choosing rhyme. Ask him/her to sit on the floor or on a chair. Tell him/her not to stand up. Tell Ls to stand or walk around the frog teasing him/her: *Frog in the middle, you can't catch me!* Tell the frog to try and touch someone (who will be the next frog).



Extension

When playing the game Mr Crocodile encourage Ls to think of different criteria for crossing the river. (E.g.: Those can cross the river who like spiders / are lazy / have long hair / who can swim / are wearing skirts, etc.) Play the game accordingly.

NAME AND TYPE OF ACTIVITY	The sailor went to sea – clapping game
TIME	10 mins
FOCI OF SKILLS DEVELOPMENT	<input type="checkbox"/> Developing pronunciation <input type="checkbox"/> Coordination of movement <input type="checkbox"/> Developing concentration
MINIMUM LANGUAGE REQUIRED	None Understanding simple instruction (Extension)
ORGANISATION	Pair work Whole class (Variation) Individual work (Extension)
MATERIALS	None Paper for making sailboats, coloured pencils (Extension) Large bowls filled with water (Extension)
CROSS-CURRICULAR LINKS	Music and Games Children’s literature Art and Crafts (Extension)

Description

Teach the rhyme:

*The sailor went to sea, sea, sea
 To see what he could see, see, see.
 And all that he could see, see, see
 Was the bottom of the deep blue sea, sea, sea.*

Put Ls in pairs. Tell them it is a traditional children’s clapping game. Ask Ls to think of clapping sequences themselves. Say the rhyme together several times and let Ls experiment with clapping different patterns. Walk around and select good ideas (either creative, difficult or easy ones) to suit all Ls’ skills. Invite volunteers to show their clapping and encourage other Ls to try them out.

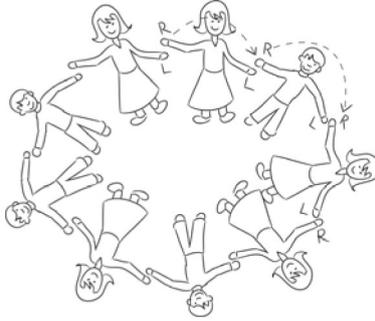


Keep saying the rhyme. Finally, ask a L to help you and show the traditional version. On words ‘see, see, see’ or ‘sea, sea, sea’ clap both hands of your partner, otherwise do it as usual.

WATER ■ WATER WORLD

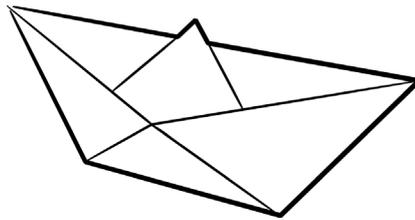
Variation for Ls who do not like working in pairs

Ask Ls to make a circle. Show them how to turn their both palms upside (right hand resting on your neighbour's left hand, left hand under your neighbour's right hand) to be able to 'pass on' the clapping. First say the rhyme very slowly and start the clapping to the left (i.e. clap with your right hand into your neighbour's right hand resting on your left hand). Encourage Ls to pass on the clapping while saying the rhyme. Keep a good rhythm if possible. Tell Ls not to let their neighbours clap into their hands at the last word of the rhyme. Tell them to quickly hide their right hand when - but only then - the rhyme comes to its end. Anyone who has the last clap is out and should stand inside the circle. Tell them to start their own clapping circle. When the inner circle becomes bigger than the original one change the roles of the circles.



Extension

Ask Ls to make boats for sailors. Give out paper and ask Ls if they can fold a boat.



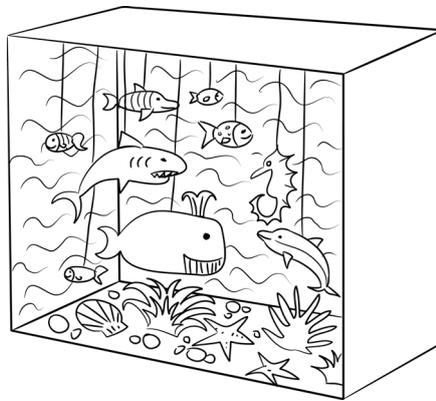
Invite volunteers to show the steps while you are saying the instructions. Use the simplest way to fold paper sailboats. Ask Ls to decorate their boats and have a race to see whose boat is the quickest.

NAME AND TYPE OF ACTIVITY	Ocean in a box – project work
TIME	40 mins
FOCI OF SKILLS DEVELOPMENT	<ul style="list-style-type: none"> ■ Understanding and answering questions ■ Talking about own work – describing a scene ■ Following instructions
MINIMUM LANGUAGE REQUIRED	<p>Names of some animals and plants living in water: e.g.: shark, whale, octopus, jellyfish, fish, seaweed, coral, seal</p> <p>Numbers (1-10) and colours</p> <p>Some basic sentence patterns e.g.: This is... Here is ... I've got...</p> <p>Simple instructions: cut, draw, colour, stick</p> <p>Vocabulary of basic tools: scissors, glue, tape, thread</p>
ORGANISATION	Group work
MATERIALS	<p>a big box (at least as big as a shoe box) for each group</p> <p>cardboard paper, coloured paper</p> <p>optional: old magazines, postcards, brochures showing ocean life</p> <p>crayons and/or markers and/or paint</p> <p>tape, thread, scissors, glue</p> <p>optional: glitter (for decoration)</p>
CROSS-CURRICULAR LINKS	Art and Crafts

Description

Before the lesson:

Prepare your own ocean scene if you have time. Otherwise draw a picture of it on the board.



In the lesson organise cooperative working groups of 4. Tell Ls the task: to create their own ocean scene. Give each group a box and tell them to decorate it inside to look like it is underwater. E.g.: *Paint the water. What colour is the ocean? All right, then paint it blue and green. Draw the ocean floor (some rocks, coral, seaweed, fish, bubbles, etc.)* Tell Ls to sprinkle some glitter on a little glue to create a sparkling effect. Ask Ls to draw some animals (e.g.: whales, sharks, an octopus etc.) on cardboard paper and decorate them using markers or crayons. Tell them to find pictures of water creatures in magazines, cut out and hang them in the box using tape and thread. To make seaweed and corals tell them to stick strips of coloured paper to the bottom of the box. Monitor and praise Ls' work and help whenever needed. Ask questions and elicit answers while walking around e.g.: *What colour is your shark? How many animals have you got? Are there any rocks? What animals have you got? Ls: (It's) grey. (I've got) 3 (animals). Yes, (there are). (I have got) a shark, two whales and an octopus.* Interact with all Ls individually to encourage them to respond according to their own language level either answering in whole sentences or giving only single words, like 'yes' or 'blue'.

WATER ■ WATER WORLD

Variation for more and less able learners

Ask volunteers to talk about their boxes. Let more able Ls to have a go first. Ls: *This is my favourite fish. It's small and pink. This is a blue whale. It's really big and scary. Here's an octopus. It's got many arms.* Less able Ls can learn a lot by listening to the others talking. If they are ready, they can introduce their boxes saying simple sentences: Ls: *This is the water. This is a fish.* Since it was a group project shy and slow achieving Ls can participate in introducing their boxes as the member of the group by simply pointing to the features the others are talking about.

Extension

Display Ls' boxes and organise a guided tour in your own Ocean Museum. Ask Ls to introduce their own boxes to the others and invite everyone to add a few more sentences. Encourage Ls to praise and comment on the works of art. Find out what is special about each ocean scene (e.g.: the nicest seaweed, many fish types, nice paintwork, plenty of effort, lots of colours etc.)

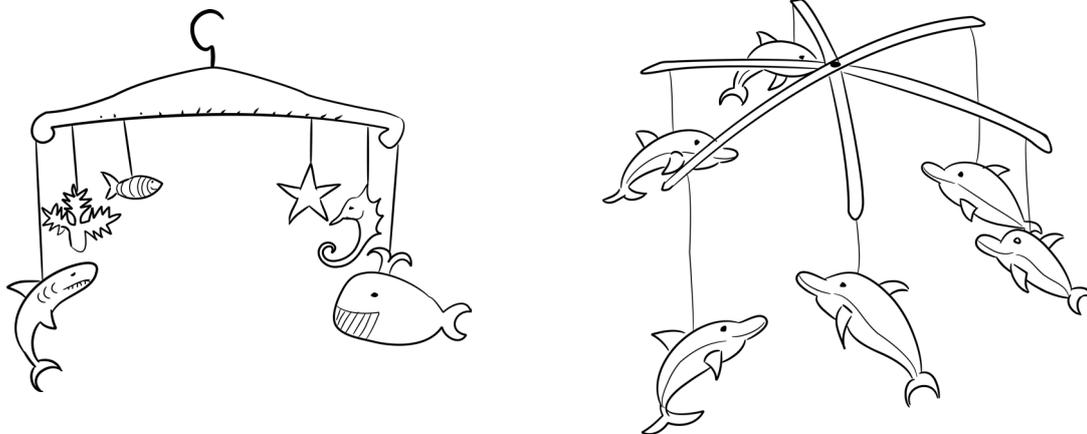
NAME AND TYPE OF ACTIVITY	Sea creatures mobile – project work
TIME	40 mins
FOCI OF SKILLS DEVELOPMENT	<input type="checkbox"/> Practising vocabulary <input type="checkbox"/> Following instructions <input type="checkbox"/> Creativity <input type="checkbox"/> Cooperation
MINIMUM LANGUAGE REQUIRED	Names of water creatures e.g.: fish, starfish, jelly fish, shark, whale, octopus, shell, crab, seahorse Instructions e.g.: draw, colour, cut
ORGANISATION	Group work Individual work (Variation)
MATERIALS	A mobile for demonstration Cardboard paper of different colours, scissors, string, markers or crayons, a coat hanger (for each group / whole class - Variation) Optional: hole puncher
CROSS-CURRICULAR LINKS	Art and Crafts, Science

Description

Before the lesson:

Prepare your own mobile. It does not have to feature sea creatures. If you have no time, borrow a ready-made children’s mobile.

In class show it and explain that mobiles can hang from the ceiling and their parts can move gently in the air. Demonstrate that the mobile’s balance is very important. Tell Ls they can make their own mobiles. Put Ls into groups. Ask them to name sea creatures (e.g.: shells, crabs, starfish, jelly fish, whales, sharks, octopuses, etc.). Give out materials. T: *Here’s some red paper for you. Do you need some other colours? Oh, you want to draw a blue whale. Have you got a blue marker? Oh, you’ve got a brand-new box of crayons. Do you need scissors? Here you are. Help each other. Nice starfish! Well-done. Etc.* Tell Ls to draw, colour and cut out their creatures. Walk around the room and help them make a hole near the upper edge of each shape. Cut string into different lengths and give out the pieces. Show Ls how to tie the string to the object first. Tie the items on the hanger one at a time, making sure the mobile is balanced. When finished, ask the groups to introduce their mobiles. Ls: *This is our sea mobile. We like sharks. We have 4 sharks: two grey and two white.*



Variation for Ls who cannot work in project groups

Prepare a class mobile. Ask each L to make one sea creature and give it to you. Use a big coat hanger to hang everyone’s creature on it.

WATER ■ WATER WORLD

Extension

Talk about sharks. Teach the rhyme 'Shark attack'. Make appropriate movements with your fingers, hands or arms representing the biting movements of the sharks. Make big movements for big jaws and small movements for smaller jaws. Clap at the end of each line (x).

Baby shark – x x.

Mama shark - x x.

Papa shark - x x.

Lots of sharks - x x.

SHARK ATTACK! (shouting)

NAME AND TYPE OF ACTIVITY	Water everywhere – introduction, warmer
TIME	5–10 mins
FOCI OF SKILLS DEVELOPMENT	<input type="checkbox"/> Logical thinking and guessing <input type="checkbox"/> Following rules <input type="checkbox"/> Cooperation and discussion (Variation 1)
MINIMUM LANGUAGE REQUIRED	None
ORGANISATION	Whole class / individual Pair work (Variation 1)
MATERIALS	Exercise book and pencil for each L
CROSS-CURRICULAR LINKS	Drama

Description

Ask Ls to guess the new topic that you will learn about in the forthcoming lessons. Use a miming game to help them guess ‘water’. Tell them not to shout out the solution but to write it down in their exercise books (in Hungarian if necessary). Warn them that anyone who shouts out the answer is out and that they can have only two guesses. Tell them to wait until they are sure they know the answer (‘water’).

Start miming the following actions in this order: washing clothes, playing ice-hockey, fishing, swimming, playing with snowballs, having a shower, rowing a boat, ice-skating, drinking tap water, making a snowman, cooking some soup, watering flowers, washing up the dishes, pouring and drinking tea, brushing teeth.

After several actions ask if anyone has a solution in his/her exercise book. Tell them to show their guesses. Mime the actions until all Ls have guessed the topic correctly.

Variation 1 for Ls who like working in pairs

Put Ls into pairs and tell them to discuss ideas silently without disturbing or helping other pairs.

Variation 2 for Ls who like acting out and happy to take over the T’s role

Ls who have the correct answer (‘víz’) can volunteer to take over the T’s role and mime further actions.

Extension

Teach the words and phrases that occurred in the miming game. Ask Ls to join in imitating the actions while keep repeating what you are doing. E.g.: If Ls are familiar with the body parts teach the word ‘wash’ using their previous knowledge. T/Ls: *I’m washing my hands / face / hair / ears.* Ls: *(I’m) washing (my) hands. etc.* Then use a quick TPR activity to make sure Ls have understood and learnt the word ‘wash’. T: *Wash your face. Wash your neck. etc.* Then use the word ‘wash’ in different phrases (*wash the car/baby/clothes/dishes/fruits*). Finally play the Water Actions TPR.

NAME AND TYPE OF ACTIVITY	Water words – vocabulary teaching
TIME	20 mins
FOCI OF SKILLS DEVELOPMENT	<ul style="list-style-type: none"> ■ Learning new words ■ Guessing and identifying ■ Small talk (Extension) ■ Concentration and memory
MINIMUM LANGUAGE REQUIRED	Greetings and introduction (Extension)
ORGANISATION	Whole class
MATERIALS	A4 sheets of paper (one for each L/pair) Pencils, crayons or markers Optional: word cards (Variation)
CROSS-CURRICULAR LINKS	Drawing and Art

Description

Select 7 plus / minus 2 words to teach depending on your Ls’ level. Draw chalk-line pictures on the board (e.g.: raindrop, rain, cloud, wave, river, ocean, snowflake).



Say the words while you are drawing and ask for repetition. E.g.: Draw one raindrop, then more and keep saying: *It's a raindrop*. Invite individual Ls to say the word.

When you have several raindrops on the board teach ‘rain’ / ‘raining’. Similarly, draw small and big waves on the board to teach ‘river’ or ‘ocean’. Introduce all the selected items.

When you have several drawings play ‘What’s missing?’. Invite Ls to look at them then tell them to close their eyes. Wipe off a drawing. Ask Ls to open their eyes and guess what is missing. Invite individual Ls to do the wiping off instead of you.

Then hand out A4 size sheets of paper and ask individual Ls to draw a selected item, on a sheet very quickly (max. 2 mins) to make flashcards. Ask Ls to name their drawings. Make a circle and pass on the picture cards naming them. First, let one picture card go around. Check Ls’ pronunciation. After a while make the game faster i.e. have more words going around at the same time. Then pass them in both directions. Then put the pictures on the floor and encourage Ls to step on them saying e.g.: *I'm in the river / the ocean*. Draw some quick sketches or draw chalk-pictures on the floor for Ls to jump on if you do not want them to jump on their own drawings.

WATER ■ WATER IN ACTION

Variation for Ls who are ready to learn to read the words

Before the lesson: Prepare word cards. Use both sets (i.e. word and picture cards) to play games (e.g.: matching and memory games) at the same time.

Extension

Play the game 'Water-Party'. Ask Ls to mingle in the room holding their own pictures and greet each other. E.g.: Ls: *Hello, Rain. Hello, River. Hello, Waterfall... Goodbye, Rain. Bye-bye, River. See you later, Waterfall.* Then tell Ls to swap their pictures when meeting someone changing their names too. L1 and L2: *Hello, I'm River. Hi, I'm Snowflake.* (L1 and L2 are swapping their picture cards.) *Now, I'm Snowflake. I'm River. Bye-bye. Goodbye.* Finally ask Ls to have small talk. E.g.: L1 and L2: *Hello. Hi. What's your name? I'm Waterfall. And what's yours? I'm Raindrop. Nice to meet you, Waterfall. Nice to meet you, Raindrop. Goodbye. Bye-bye.*

NAME AND TYPE OF ACTIVITY	Water actions – TPR
TIME	5 – 10 mins (depending on the number of Ls who volunteer to take over the T's role)
FOCI OF SKILLS DEVELOPMENT	<ul style="list-style-type: none"> ■ Developing listening skills ■ Giving and understanding instructions ■ Improving concentration ■ Understanding the rules of a game
MINIMUM LANGUAGE REQUIRED	Some verbs e.g.: drink, eat, cook, wash, clean
ORGANISATION	Whole class
MATERIALS	None
CROSS-CURRICULAR LINKS	PE and Games Drama Children's Literature (Extension 2)

Description

Ask Ls to mime what you say. Mime the actions yourself too if you think Ls need help with understanding the instructions. Call out actions that are connected with water.

E.g.: *Wash your hands. Wash your face. Brush your teeth. Have a bath. Have a shower. Clean the bathroom. Flush the toilet. Wash your hands. Cook some soup. Eat the soup. Drink a glass of water. Water the flowers. Look at the rain. Look at the rainbow. Blow some bubbles.*

After a while Ls can take over the T's role and give the instructions.

Variation for more competitive Ls

Play the game 'Simon says'. Ls should mime the actions only if the T begins the instruction with saying the phrase 'Teacher says'. Mime some actions yourself at the wrong time or prompt different actions to challenge and trick Ls. Ls who make mistakes are out.

Extension 1

Give all sorts of instructions including some that are NOT connected with water. Ask Ls to mime the actions only if they are connected with water, otherwise they should stand still. After some practice organise a competition for volunteers. Tell them that Ls making a mistake should sit down. Let the best two Ls compete for being the Water Action Winner. Invite Ls who are out of the game to help with the judging or saying the instructions for those who are still competing.

Extension 2

Teach the rhyme 'Rain, rain'. Say examples for modifying the last line such as 'This is Tommy's playing/cooking/jumping/dancing/running/eating/singing day' and ask Ls to think of similar versions. Invite Ls to act out while saying the rhyme.

*Rain, rain, go away
Come again another day.
Rain, rain, go away
This is (Mummy's) (washing) day.*

NAME AND TYPE OF ACTIVITY	Sprinkle me – warmer
TIME	5–10 mins
FOCI OF SKILLS DEVELOPMENT	<input type="checkbox"/> Speaking without inhibitions <input type="checkbox"/> Understanding and answering questions <input type="checkbox"/> Concentration <input type="checkbox"/> Cognitive development
MINIMUM LANGUAGE REQUIRED	Numbers 1-10 Colours
ORGANISATION	Whole class Team work (Variation)
MATERIALS	A glass of water
CROSS-CURRICULAR LINKS	Maths and Science Art (Variation)

Description

Invite Ls to make a circle. Stand in the middle. Ask each L an easy question. Depending on their level ask everyone the same question or mix all sorts of questions they can answer using single words or sentences. Encourage single word answers if you want a quick and fun game. E.g.:

- T: *What’s your name?* L1: *(My name’s) Sue.*
How old are you? *(I’m) 6.*
What colour is your hair? *(My hair/It’s) brown.*
What colour are your eyes? *(My eyes/They’re) blue.*

Tell Ls to answer the questions as quickly as they can. After a while take a glass of water and if anyone gives a wrong answer (saying e.g. ‘blue’ when the question referred to the colour of their hair) or hesitates too long, sprinkle him/her. To avoid Ls’getting wet just dip the tip of your fingers into the water and sprinkle gently and carefully using only a touch of water. Make sure Ls do not give (too many) wrong answers deliberately.



Variation for Ls who enjoy challenges

When Ls are familiar with the game organise a competition: individual or team challenge. Teams can include boys and girls, Ls with long or short hair, those wearing the same colours or items of clothing. Tell Ls the aim is to avoid giving any wrong answers.

WATER ■ WATER IN ACTION

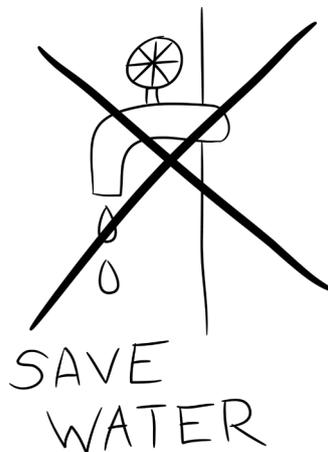
Extension

Use the same activity with all sorts of questions (E.g.: *What's your favourite animal? Who's your best friend? Have you got a goldfish? Can you fly?*). Introduce more questions in one round to make Ls' task more difficult and more challenging. In the case of Yes/No questions you can decide to accept only grammatically correct short answers (E.g.: *Yes, I have. No, I can't.*). Also include questions and 'open sentences' from the areas of different school subjects demanding more concentration and thinking from Ls. (E.g.: *How many legs has a spider got? Who has more legs: cats or chickens? Red and blue make (purple). Two and three are (five).* Finally, ask Ls in a random order to make their task even more difficult.

NAME AND TYPE OF ACTIVITY	Water poster – drawing a poster
TIME	30 mins
FOCI OF SKILLS DEVELOPMENT	<ul style="list-style-type: none"> ■ Discussing and brainstorming ■ Raising awareness about using water/saving water ■ Creativity ■ Cooperation in groups
MINIMUM LANGUAGE REQUIRED	Water, clean, children, family, save, protect Activities to do with water e.g.:cook, wash up, etc.
ORGANISATION	Whole class then group work Whole class then individual work (Variation)
MATERIALS	Big sheets of paper (one for each group) A4 sheets of paper (one for each L - Variation) Markers or pencils or crayons
CROSS-CURRICULAR LINKS	Science Art

Description

Explain that many children in the world do not have enough drinking water, and many families do not have tap water at their homes. Talk about the water cycle. Conclude that it is very important to protect and save water. Tell Ls that people who have running water tend to use more than they actually need. Ask Ls how their families use water at home. Tell them to brainstorm ideas how they could save some of it. Ask groups of Ls to prepare posters on themes of using and saving water. Offer titles e.g.: *Help the Earth. Protect water. Save water. Don't waste water. Clean water for everyone. Quick showers! Turn off the water! (e.g. when brushing teeth etc.)*



Variation for Ls who prefer individual work

Instead of group work, ask individual Ls to prepare drawings, paintings on wasting and saving water. Organise a mini poster exhibition. Ask Ls to find drawings on similar topics and put them into separate groups. Give them titles together with Ls.

Extension

Ask Ls to watch water use at home and at school. Tell them to keep records of the water saved and wasted for one week e.g.: *Monday: sister's shower - 30 minutes (wasting water) my shower – 3 minutes (saving water)*. Ask them to report their findings the following week.

NAME AND TYPE OF ACTIVITY	Blowing bubbles – experiment
TIME	20 mins
FOCI OF SKILLS DEVELOPMENT	<input type="checkbox"/> Describing size and shape <input type="checkbox"/> Comparing and record keeping <input type="checkbox"/> Experimenting
MINIMUM LANGUAGE REQUIRED	Numbers 1 - 20 Shapes e.g.: triangle, rectangle, square, circle, heart Adjectives e.g.: big and small
ORGANISATION	Whole class
MATERIALS	Bubble blowers, bought and/or hand made (minimum 3, ideally one for each L) Some suitable solution to make bubbles with (e.g.: soapy water) Container for the bubble solution Some wire pieces (covered with plastic on the outside) (Extension) Sticky tape (Extension)
CROSS-CURRICULAR LINKS	Science Maths

Description

Show Ls a bubble blower and elicit what it is used for in Hungarian. Let Ls have a go and blow some bubbles one by one. See who can blow the most bubbles with one blow. Let Ls volunteer and blow bubbles one by one. Ask the other Ls to count the bubbles together and record the results in their exercise books or on the board in a chart. E.g.: *Let's count. 1,2,3,4... How many bubbles can L1 blow? Who can blow more bubbles? Can you, L2? Let's see.*

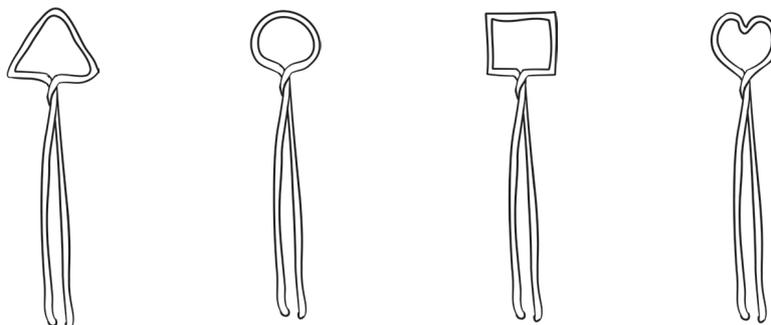
Then ask two or three volunteers to blow bubbles at the same time and compare their bubbles. See who can blow the biggest or the smallest bubble. Say sentences like: *L1 is blowing a bubble. Look at his/her bubble. It's really big! This one is big and that one is small. L1 and L2 are blowing bubbles. L1's bubble is bigger than L2's bubble. L3's bubble is the biggest.* Ask questions: *Whose bubble is the smallest? Who is blowing the biggest bubble?*

Variation for Ls who are interested in Science

After completing the 'bubble blowing' phase talk about the shape and size of the bubbles. Use Hungarian if necessary. Talk about the number and size of the bubbles blown at a time. Look closely at a bubble while it is still attached to the blower and ask Ls if they can see any colours. Talk about the colours of the rainbow.

Extension

Prepare some hand-made bubble blowers of different shapes using safe wire pieces covered with plastic.



Make a shape and then twist the two ends of the wire to form a handle. If the ends of the wire are sharp bind them with some tape. Teach the words: rectangle, circle, triangle, heart. Talk about the shape of the hand-made blowers and ask Ls what shape bubble they think they will make. Let Ls blow the bubbles and see if they were right. Tell them to record their findings drawing the shape of the blower on one side and the shape of the bubble on the other. Ask Ls what they have learnt from this.

WATER ■ MAGIC WATER

NAME AND TYPE OF ACTIVITY	Icy water – magic trick
TIME	5 mins
FOCI OF SKILLS DEVELOPMENT	■ Concentration ■ Problem solving
MINIMUM LANGUAGE REQUIRED	Water, ice (cup, sponge)
ORGANISATION	Whole class
MATERIALS	A few disposable plastic cups (minimum 2), some ice cubes, a small amount of water, sponge (min 2 pieces)
CROSS-CURRICULAR LINKS	Science Children’s Literature (Extension 1) Intercultural learning (Extension 1)

Description

Before the lesson: Prepare the magic trick. Put a piece of sponge into the bottom of a plastic cup. Fit it tightly. The sponge will absorb the water. Drop a few ice cubes on top of the sponge. Repeat the procedure to prepare more magic cups if you want to perform the trick more than once.

In the lesson pour a small amount of water into the cup. Blow into the cup, wave your hands over it and say some magic words such as *Abracadabra!* Then turn the cup upside down. Show Ls the ice cubes falling out. Throw away the plastic cup. Let Ls try and guess the trick. Repeat it with another cup. Finally show them how it worked.

Extension 1

Give out some ice cubes to Ls. Ask Ls to melt them in their hands. Talk about how it feels. Discuss how ice melts. Ask Ls to think of songs or poems they know about ice and melting both in English and in Hungarian. Encourage them to recite or sing some of them together. E.g: *‘Csipp-csepp, egy csepp, öt csepp, meg tíz. Olvad a jégcsap, csepereg a víz.’*

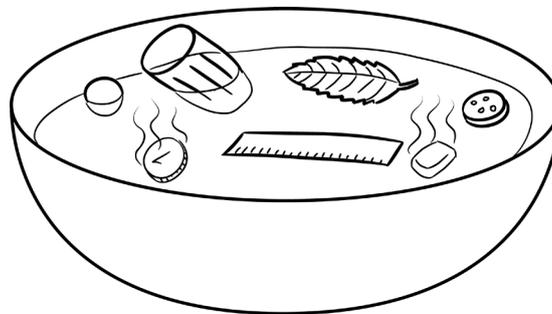
Extension 2

Ask Ls if they know any magic tricks. Invite volunteers to show some to the others.

NAME AND TYPE OF ACTIVITY	Floating and sinking – experiment
TIME	40 mins
FOCI OF SKILLS DEVELOPMENT	<input type="checkbox"/> Experimenting <input type="checkbox"/> Selecting and sorting <input type="checkbox"/> Giving opinions <input type="checkbox"/> Describing
MINIMUM LANGUAGE REQUIRED	Names of objects learnt previously Vocabulary of size, shape, weight and material: big, small, long, short, heavy, light, plastic, wooden, paper
ORGANISATION	Whole class
MATERIALS	A large bowl of water Various objects of different size, shape, weight and texture e.g.: buttons, rulers, pencils, crayons, straws, erasers, marker, pencil sharpeners, bottles, cups, spoons, keys, trays, plates, candles, table tennis balls, pieces of paper, leaves, coins, dice, 2 plates or trays to put the sinkers and floaters on separately
CROSS-CURRICULAR LINKS	Science

Description

Tell Ls that you will do an experiment together. Select a variety of objects. Encourage Ls to offer some of their own objects that they do not mind getting wet e.g.: rulers, coins, keys. Invite them to gather around the large bowl of water. Elicit or teach the names of the objects you are going to use. Demonstrate the experiment. T: *It's a ruler. I am placing this ruler onto/into the water. Look at the ruler. It's floating.* Invite some Ls to put the ruler into the water again and encourage the whole group to say: *It's floating.* Repeat the procedure with a few other objects to practise their names and provide opportunities for Ls' meaning making of the words 'floating' and 'sinking'.



Then ask Ls to guess which objects will float or sink. Place several objects in the water one at a time. Invite Ls to guess what will happen and then to report on what they can actually see. Ls: *I think it will float/sink. ... It is floating/sinking.*

When the experiment is finished, ask Ls to sort the objects into two groups, those that float and those that sink, and put them on two separate plates or trays. First, choose a floating object and place it on one plate and say: *This plate is for the floating objects.* Second, select a typical sinking object and put it on the other plate. Say: *This plate is for the sinking objects.* Then, pick up a few objects randomly and elicit if they were floating or sinking. Ls respond in chorus with the words 'floating' or 'sinking'. Ask individual Ls to put the objects onto the correct plate. After a while ask volunteers to sort the rest of the objects themselves saying their names and placing them into the appropriate set. L: *(It's a) key. (It's a) sinking (object).* Praise all the correct solutions. Do not expect whole sentences. Encourage other Ls to say whether they agree with the answer or not. Ls: *Yes, (it's a) sinking (object).*

WATER ■ MAGIC WATER

Encourage Ls to reflect on the experiment, their predictions and their findings in Hungarian. Ask them what they think makes something sink or float. As a memory task Ls should record the results with simple drawings on two halves of a page in their exercise books.

Practical advice:

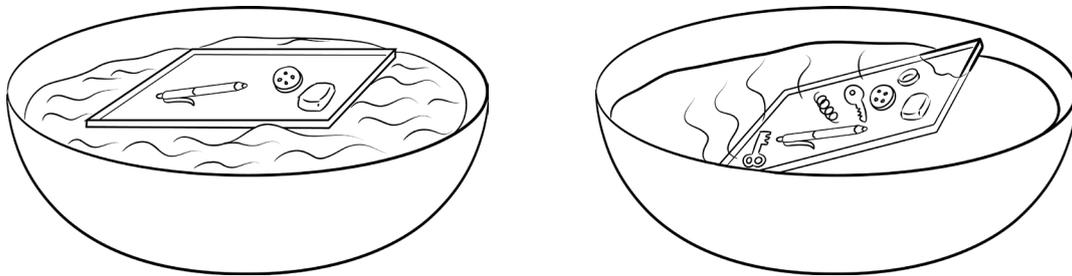
In large classes have three bowls of water. Demonstrate at one bowl and ask responsible individual Ls to be in charge in the other two groups. Doing this activity this way provides plenty of opportunities for learner autonomy. However in classes with behaviour problems it might easily end up with a mess and everyone's getting wet!

Variation for more able Ls

When selecting an object elicit or teach its name and encourage the Ls to talk about its size, shape and weight. E.g.: *It's a ruler. It's long and heavy. It's a button. It's small and round.* You can also talk about and experiment with different materials, e.g.: a plastic ruler and a wooden ruler.

Extension

This activity can be extended by using a small plastic tray and floating it on the water. Ask Ls to put small objects (e.g. buttons, coins) onto the tray one at a time to see how many it will hold before it sinks. Ls can count and say: *one button, two buttons, three buttons... It's floating. / It is still floating! 9 buttons... Look, it's sinking now!*



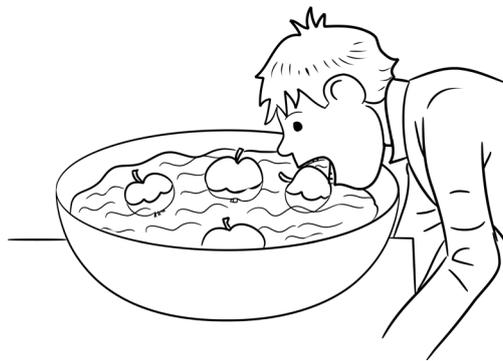
NAME AND TYPE OF ACTIVITY	Apple bobbing – fun game
TIME	10 mins
FOCI OF SKILLS DEVELOPMENT	<input type="checkbox"/> Guessing, asking yes/no questions <input type="checkbox"/> Following instructions <input type="checkbox"/> Intercultural learning <input type="checkbox"/> Logical thinking
MINIMUM LANGUAGE REQUIRED	Apple + names of objects e.g.: pen, pencil, toy, key, cassette Colours, shapes and size Body parts: hand, mouth, teeth
ORGANISATION	Individual work but carried out in small groups
MATERIALS	Large bowls filled with water (1 for each group) Small apples (one for each L) Smaller fruits e.g.: plums, grapes (Variation)
CROSS-CURRICULAR LINKS	Intercultural learning: festivals – Halloween Games

Description

If possible, introduce this activity at Halloween. Put an apple in your pocket. Ask Ls to guess what it is. Ls and T: *Toy? - No. - Fruit? Yes. - Long? - No. - Round? - Yes. - Purple? - No. Red? - Yes. - Very small? - No. - Big? - Well, yes. Not too big and not too small. - Apple?*

Tell Ls that you are going to play a typical party game that many children of their age play in English-speaking countries at Halloween. Invite Ls to gather around you and a large bowl of water. Place and keep the apple floating on the surface (T: *float, floating*) then lower and make it sink (T: *sink, sinking*) while you are still holding it tight. Ask Ls to guess whether the apple will float or sink. Count the votes for sinking and floating. Then place the apple onto the surface of the water. T: *Yes, you were right. It's floating. No, no, I'm sorry, you were wrong. It's not sinking. Look, it's floating. OK. Now, it's your turn. L1, take an apple and put it into the bowl. Is it floating or sinking? Yes, that's right, it's floating.*

Give each L an apple and tell them to place them on their desks. Then pick up your apple. T: *I can pick up my apple. Can you pick up yours? OK. Well done. It's easy. Now, look. I can hold my apple with my teeth. Now, it's your turn....* Put Ls into groups of 3-5 depending on the number of bowls you have. Tell Ls to stand around the bowls filled with water. *Can you pick up your apples with your teeth? No, you can't use your hands. Grab it with your mouth. You can use only your mouth and teeth. It's not easy, I know. Let's try. Ready, steady, go.*



Let Ls have a go. Walk around and monitor the game. Make sure Ls behave properly and do not get wet. Congratulate the ones who succeed and encourage those who do not.

Variation for Ls who need an easier challenge

Use smaller fruits that can float e.g.: plums, grapes. Talk about them and compare them. Ls: *This is a plum. It's smaller than the apple. It's purple. It can float.*

WATER ■ MAGIC WATER

Extension

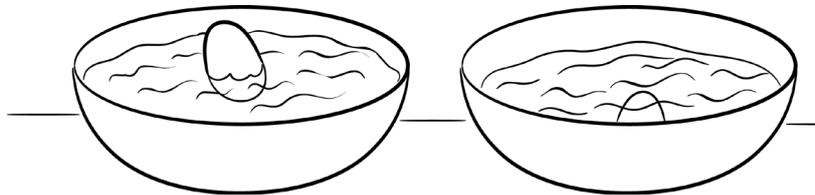
Wash the apples and eat them. Talk about healthy eating habits and the importance of washing fruits and vegetables before eating them. Use Hungarian for the discussion.

NAME AND TYPE OF ACTIVITY	Salty water trick – experiment
TIME	10 mins
FOCI OF SKILLS DEVELOPMENT	<input type="checkbox"/> Logical thinking <input type="checkbox"/> Understanding explanations <input type="checkbox"/> Reasoning
MINIMUM LANGUAGE REQUIRED	Water, salt, salty, egg, fresh, sink, float Counting (Variation) Swim, ocean, sea, swimming pool, lake (Extension)
ORGANISATION	Whole class
MATERIALS	Water, salt, 2 bowls, a spoon (tablespoon), 1-2 egg(s)
CROSS-CURRICULAR LINKS	Science Maths (Variation)

Description

Before the lesson: Pour fresh cold water into two bowls. Put plenty of salt into one of them making a very dense salty solution.

In the lesson ask Ls how to tell if an egg is fresh or not without breaking and opening it. Show them an experiment. Carefully lower the egg into fresh cold water. Explain, if the egg stays at the bottom it is fresh; if it floats, it is stale i.e. rotten. Ask Ls why fresh eggs sink. If they do not know the answer, share the scientific explanation with them. Then do a trick and make the same fresh egg float using the other bowl filled with salty water. Let Ls enjoy your magic performance and then encourage them to guess the trick.



N.B.: Water can only hold up things if they are lighter than the same amount of water. When the egg gets old it has more gas inside and less water, and the gas is lighter than the water. The fresh egg is heavier and that is why it sinks. However, if the density of the liquid is increased by dissolving salt in the water, the egg will float.

Variation for Ls who like experimenting and counting

Do an experiment to find out how much salt you need to make the fresh egg float. First ask Ls to estimate and then to count how many tablespoons of salt you dissolve in the water before the egg starts to float. L1: *(I think we need) 2 (spoons of salt).* L2: *No, we need 7.* Compare their estimation and the actual data. T: *Now, let's see who was right. Let's put some salt into the water. Count together: 1 spoon of salt, 2...*

Extension

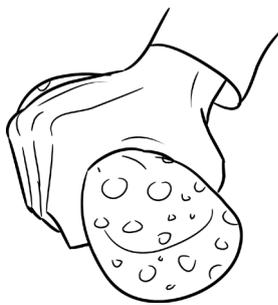
Ask Ls if they can swim. Discuss and compare their experiences of swimming in a freshwater lake, in a swimming pool or in the sea. Ask them where it is easier to swim and why. Elicit and explain how salty water helps you float.

NAME AND TYPE OF ACTIVITY	Sponge cloud – experiment
TIME	5 mins
FOCI OF SKILLS DEVELOPMENT	<input type="checkbox"/> Understanding and using adjectives <input type="checkbox"/> Following instructions <input type="checkbox"/> Cognitive skills
MINIMUM LANGUAGE REQUIRED	Cloud, water, rain, soft-hard, light-heavy, hot-warm-cold
ORGANISATION	Whole class / Individual work
MATERIALS	A cotton ball or a piece of sponge for each L Pans or containers with a little cold water for each L
CROSS-CURRICULAR LINKS	Science Music (Extension) Children’s Literature (Extension)

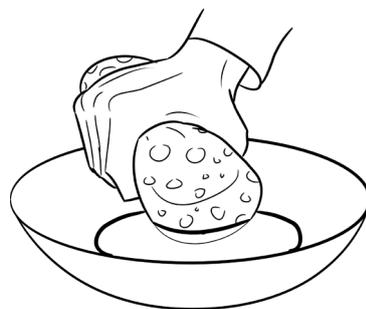
Description

Give each L a cotton ball or a piece of sponge to hold. Tell them to pretend that they are holding a cloud. T: *Look. It’s a cloud. It’s my cloud. I’m holding my cloud. L1, here’s your cloud. Hold your cloud gently. OK. How does it feel? Is it heavy or light? Is it soft or hard?* Use body language to support Ls’ understanding of the concepts (heavy, light, soft, hard). Elicit the answer from Ls: *(The cloud is) light (and) soft.* Ask Ls to recall the picture of a fluffy cloud. Invite Ls to go to the window and look at the clouds.

Give out the containers and pour a little cold water in them. Explain in Ls’ mother tongue that water that has evaporated travels up to the cloud. Since it is a lot colder up in the sky the vapour turns into water. Tell Ls to place their clouds gently onto the surface of the cold water. Demonstrate and say: *Look, the cloud is filling up with water. Can you see the cloud filling up with the water? OK. Now, gently pick up the cloud. How does it feel now? Is it light or heavy? Is it warm or cold? Yes, it’s cold and heavy. Look at the cloud. The water is dripping from the cloud.* Using gestures show that the cloud is too heavy to hold all the water. T: *The cloud cannot hold all that water, it is too heavy.*



1



2



3

If necessary switch to Hungarian to explain and elicit what happens when water falls from the clouds because they are too heavy with water (we call it rain). Ask Ls what the pan is if the sponge is a cloud and the dripping water is the rain (could be the ground, a pond, a stream, a river, a sea or the ocean). At the end summarise the whole process again using the sponge and Hungarian if needed.

Extension

Ask Ls to brainstorm songs, stories and rhymes in connection with the Sponge Cloud activity, e.g. ones including a water element. Ask the Ls to recall pieces both in English and Hungarian. Choose one for revision and sing it. (E.g.: *Incy-Wincy Spider*)

NAME AND TYPE OF ACTIVITY	Ice ball – experiment
TIME	10 mins
FOCI OF SKILLS DEVELOPMENT	<input type="checkbox"/> Describing objects and changes <input type="checkbox"/> Reasoning <input type="checkbox"/> Comparing and measuring
MINIMUM LANGUAGE REQUIRED	Water, ice, freeze, melt, ball, balloon Numbers for measuring (Variation) Colours, names of fruits (Extension 1)
ORGANISATION	Whole class
MATERIALS	2 balloons (3 for Variation) A tray or a large plate (2 for Variation) A knife Measuring tape (Variation) Optional: Fruits, fruit juice, food colouring (Extension 1)
CROSS-CURRICULAR LINKS	Science Maths (Variation) Music (Extension 2)

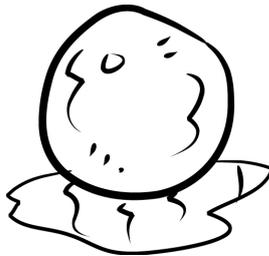
Description

Before lesson: Fill a balloon with water and freeze it. Fill another balloon with water.

In the lesson talk about water and ice. Ask Ls when and how water freezes. Discuss when and how ice melts. Show Ls the balloon filled with water. Invite Ls to talk about it and then let them feel it. T: *It's got some water in it. It's wobbly.* Then show them the frozen one. Tell Ls to touch both balloons and compare them. T / Ls: *This one is very cold / icy. The blue balloon is colder than the red one. It's got some frozen water in it.* Cut the balloon off the frozen water. Put the ice ball on a tray. Talk about any changes Ls notice. Ask Ls what will happen to the ice if left on the tray. Ask if they know how to make it melt faster. Encourage Ls to look at it several times during the lesson / the day and describe the changes. T: *It's getting smaller and smaller.*



1



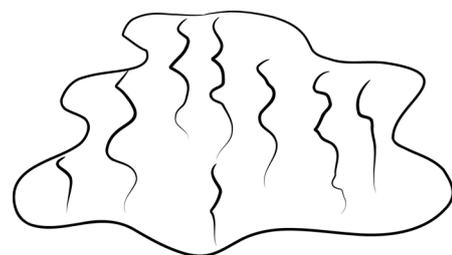
2



3



4



5

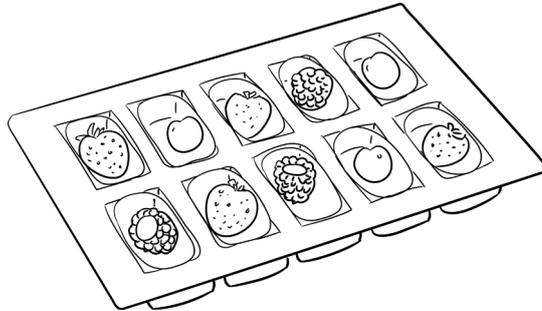
WATER ■ WATER CYCLE

Variation for Ls who have a special interest in Science

Prepare two frozen balloons. Put one in a sunny place or near the heater. Record the size of the two ice balls as they shrink using measuring tape. Describe what has happened. T: *It's getting smaller and smaller. It has melted because it was warm by the heater.*

Extension 1

Make ice lollies with Ls. Put small pieces of fruit or fruit juice into the ice cubes to make different flavours. Use food colouring to make different colours. Describe the ice lollies before eating them. *It's purple and icy. It tastes like blueberry. It's got some bits in it. I like it. It's nice in the hot weather.*



Extension 2

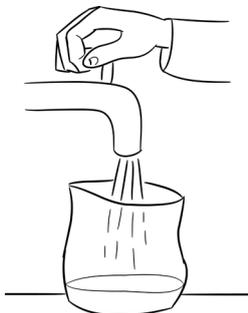
Teach the song *I'm a little snowman, short and fat* and talk about the similarities between the song and the Ice Ball experiment (e.g.: snow balls – ice balls, melting)

I'm a lit - tle snow - man, short and fat,
Here is my broom - stick, here is my hat.
When the jol - ly sun - shine comes to stay,
I will slow - ly melt a - way.

NAME AND TYPE OF ACTIVITY	Watercycle model – experiment
TIME	5 mins (+ looking at it several times)
FOCI OF SKILLS DEVELOPMENT	<input type="checkbox"/> Understanding T's explanation <input type="checkbox"/> Note-taking <input type="checkbox"/> Observation skills <input type="checkbox"/> Comparing (Variation)
MINIMUM LANGUAGE REQUIRED	None
ORGANISATION	Whole class
MATERIALS	Clear plastic bag (2 for Variation), measuring spoon, rubber band, sticky tape, water
CROSS-CURRICULAR LINKS	Science Craft

Description

Tell Ls that you are going to make a watercycle model in a bag. Show and name the materials you need. Pour some water (two teaspoons) into the plastic bag. Blow air inside the bag with your mouth and quickly seal the bag with a rubber band. Place the bag on a sunny window ledge or tape it to the classroom window. Always say what you are doing while you are doing it e.g.: *I'm pouring some water into the plastic bag. I'm blowing some air into the bag. etc.* Encourage Ls to look at the bag throughout the day and observe the different phases of the watercycle. Ask them to take notes in their exercise books in Hungarian and reflect on the process they have observed next time you meet.



1



2



3



4

Variation for Ls who are eager to see the results as quickly as possible

Make two bags for achieving faster results. Pour warm water into one of the bags and cold water into the other one. In the winter use the central heating.

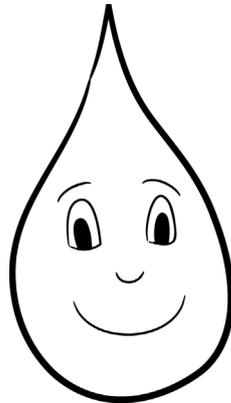
Extension

Introduce Drippy's Story to Ls.

NAME AND TYPE OF ACTIVITY	Drippy's story – storytelling
TIME	20-30 mins (if retold more than once)
FOCI OF SKILLS DEVELOPMENT	<ul style="list-style-type: none"> ■ Following, understanding and enjoying a story ■ Using imagination and fantasy ■ Developing drama skills and non-verbal communication
MINIMUM LANGUAGE REQUIRED	<p>Greetings and Introduction (What's your name? My name's ... How are you? I'm fine, thank you.)</p> <p>Optional: some vocabulary of the water cycle</p>
ORGANISATION	<p>Whole class</p> <p>Pair work (Extension 2)</p>
MATERIALS	<p>Simplified text of the story for T</p> <p>Original story: The Many Adventures of Drippy the Raindrop – online story 2003 Joel M. Kimball (www.kimballmedia.com)</p> <p>Paper and scissors</p>
CROSS-CURRICULAR LINKS	<p>Science</p> <p>Drama</p>

Description

Use this story to help Ls understand the idea of the water cycle. Before the lesson: Learn the story by heart and practise telling it. Feel free to modify the text according to your Ls' needs. In the lesson cut out a raindrop figure and introduce the main character, Drippy.



Invite Ls to say his name: *Drippy the raindrop*. Use it as a tongue twister to practise it. Ask Ls to predict the places Drippy will visit in the forthcoming story. Elicit answers either in English or in Hungarian. Use this prediction to revise and/or preteach some vocabulary needed for the story (*ocean, sky, cloud, mountain, stream, river*).

Tell the story. Give plenty of non-verbal support: use different voices for the narrator and the different characters, draw the cloud, the sun, the mountains, the stream, the river, etc. on the board and put your cut out Drippy figure onto the appropriate drawings, move your hands to demonstrate the directions (up, down, above), imitate floating, jumping, bouncing, falling, flying and also use the well-known gestures for hot, cold, nice and happy etc. Let Ls enjoy the story. Retell it again and invite Ls to join in.

WATER ■ WATER CYCLE

The story: Drippy the Raindrop

Drippy the Raindrop is happy. He is floating on the ocean. He loves the ocean. He loves floating. He has a friend: Mr Sun. Mr Sun is up in the sky.

Hello, Mr Sun, says Drippy.

Hello, Drippy, how are you today?

I'm fine, thank you. And you?

Fine, thanks.

Mr Sun is smiling. He is happy too. He is smiling and it is getting hot. Drippy is hot.

I'm hot, very very hot, says Drippy. It's very hot down here. Oh, there's a cloud up in the sky. It looks so nice and cool. I'd like to fly. Up in the sky.

He is flying up in the sky, up, up, up in the sky, up to the cloud. Now Drippy is on the cloud. There is another raindrop.

Hello, what's your name?

My name's Captain Salty. And what's your name?

My name's Drippy.

Nice to meet you Drippy.

Drippy is happy. It's so nice and cool.

The cloud is above the mountains. There is a storm. The cloud is bouncing.

Captain Salty says: Jump, Drippy. Have a happy journey. Good-bye.

Great, I love the mountains. Bye-bye, says Drippy and jumps.

Drippy is falling. He is falling with the rain. He is falling and falling, down, down, down. He is falling on a tree but he is falling again. He is falling on a rock but he is falling again. He is falling into a stream. Now, he is floating on a stream. Drippy is happy.

Lovely, says Drippy. I love floating. It's a nice stream.

Oh-oh. Wow! It's a river now.

He is floating and floating and floating.

Oh-oh. Wow! It's the ocean now. I'm back in the ocean.

Drippy is floating on the ocean again. He is happy.

Variation for Ls who want to take an active part in the storytelling

Invite Ls to take an active part in the storytelling e.g.: do the actions with you, make appropriate noises and copy your gestures. Ask them to cut out their own raindrops.

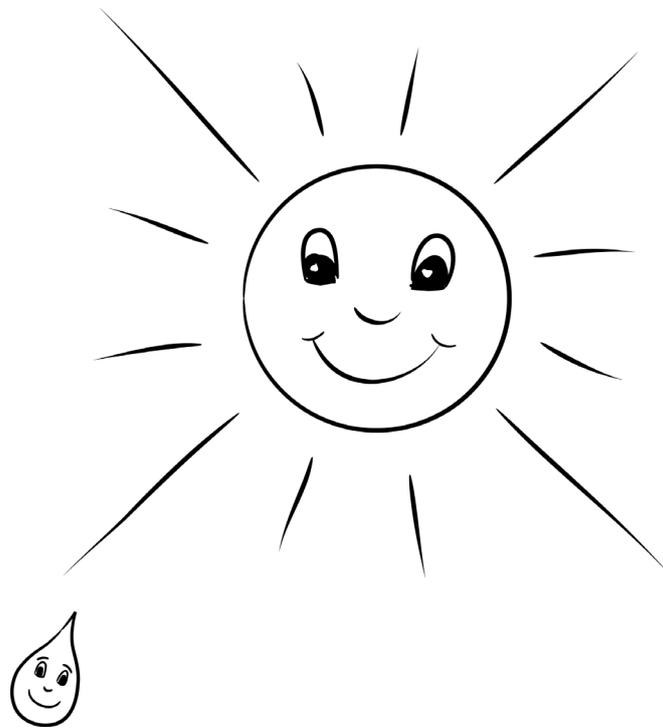
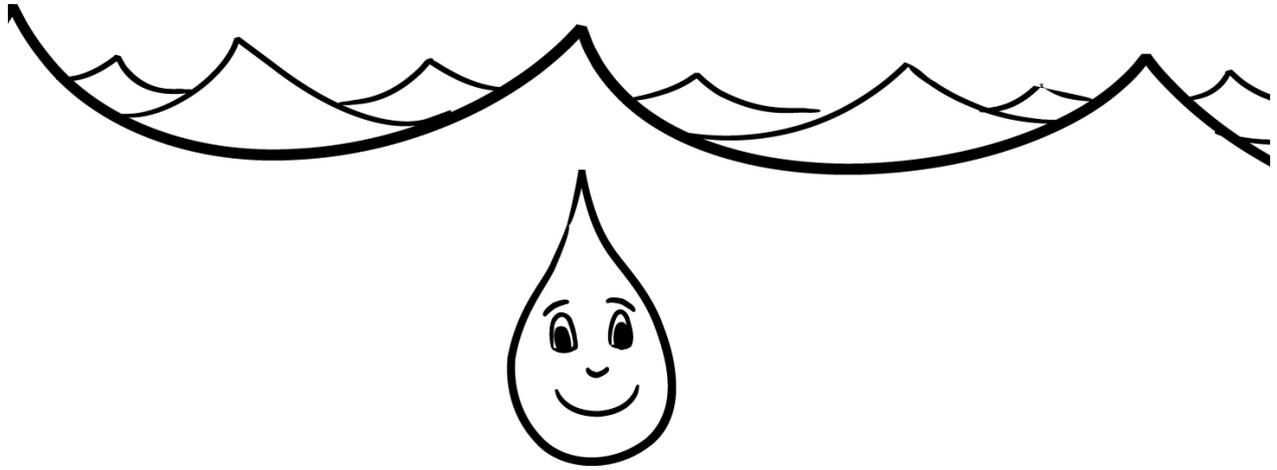
Extension 1 for Ls who enjoy acting out

Invite Ls to act out some parts of the story. Ask small groups or pairs to act out their favourite scene while the others are the audience. Then ask Ls to mime their chosen part of the story while the others should be the narrators.

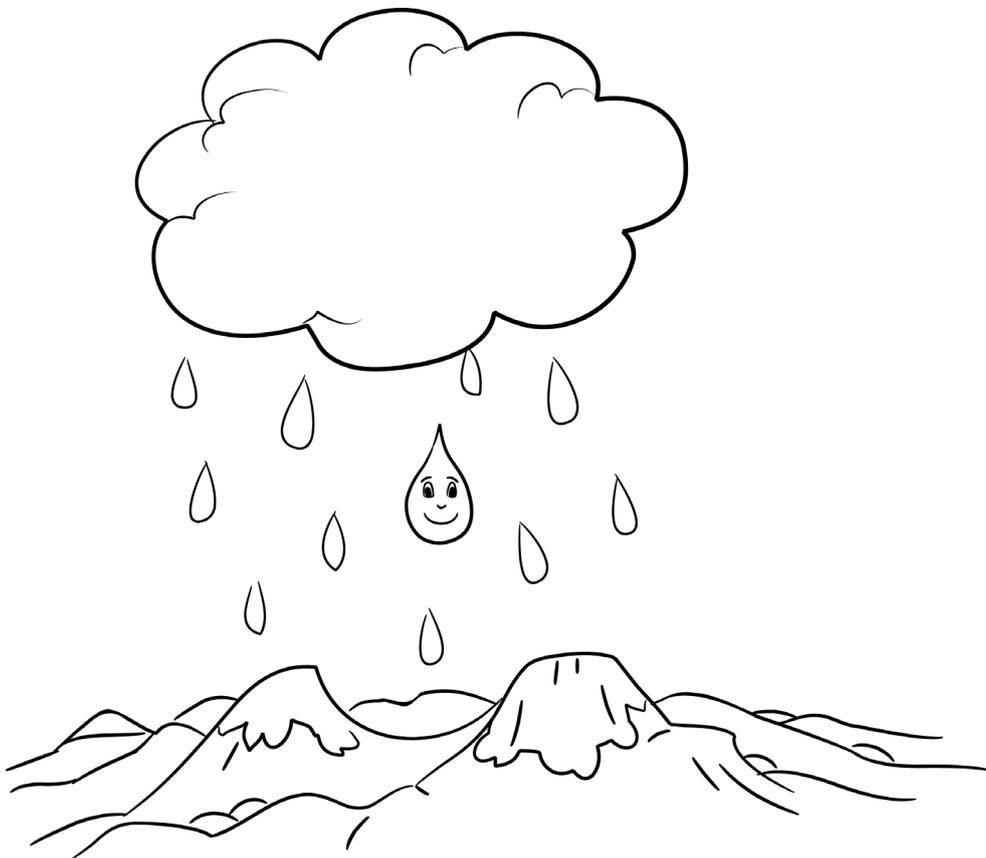
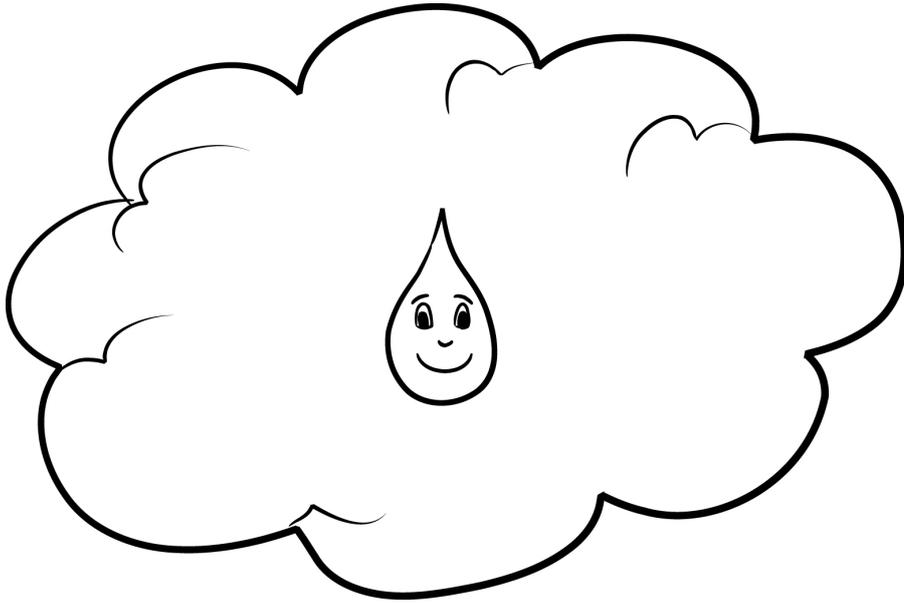
Extension 2 for Ls who enjoy drawing and puppet theatre

Put Ls in pairs. Tell them to cut out their own raindrop figures and draw the scenes in their exercise books. Ask Ls to use their raindrops as puppets and their drawings as the stage.

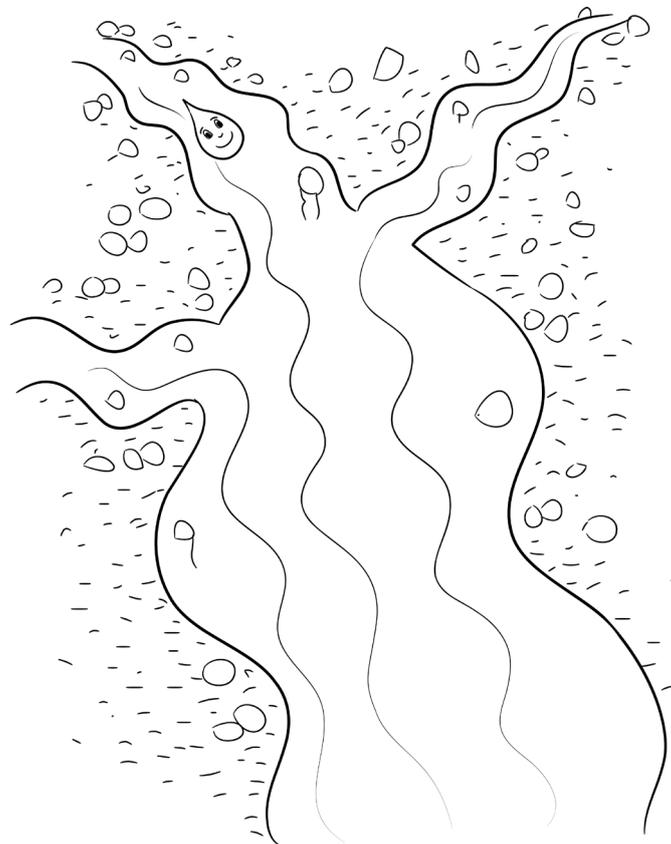
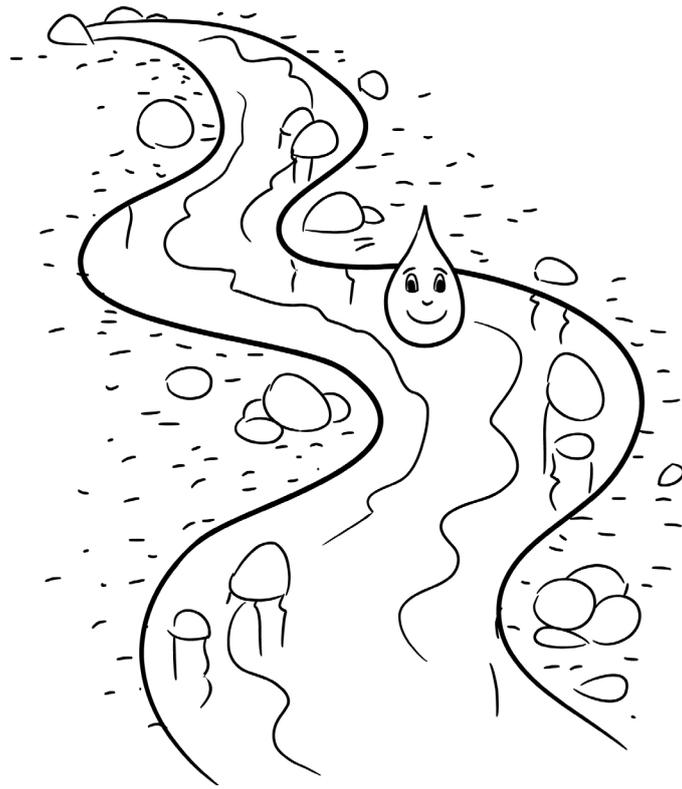
Story



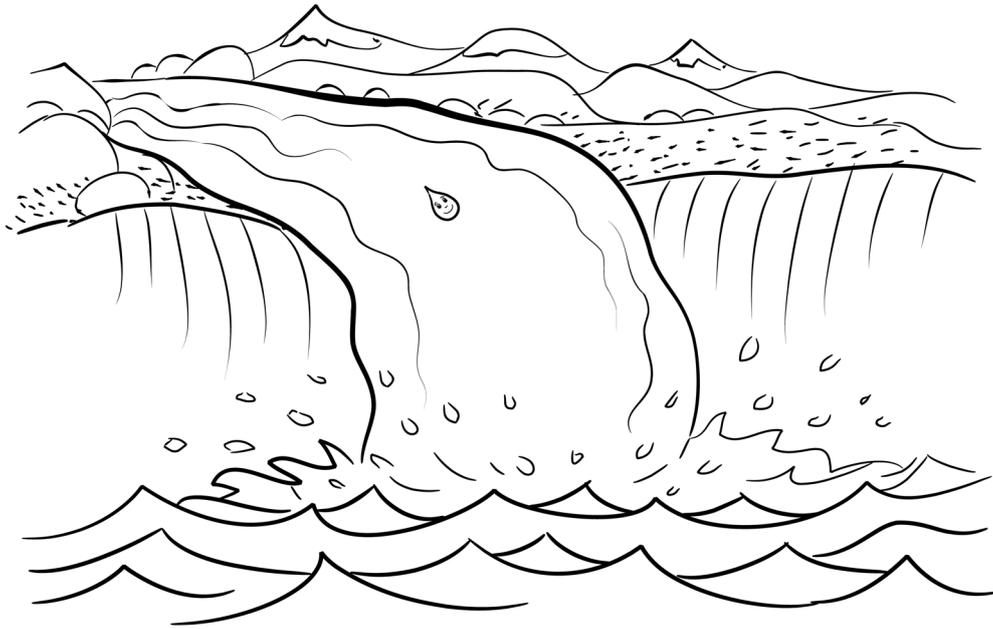
Story



Story



Story



NAME AND TYPE OF ACTIVITY	Drippy's adventures - drama activity
TIME	10-15 mins
FOCI OF SKILLS DEVELOPMENT	<ul style="list-style-type: none"> ■ Listening and responding to a story ■ Revising the vocabulary of the water topic ■ Imagination, fantasy and creativity
MINIMUM LANGUAGE REQUIRED	<p>Ls should understand some of the vocabulary of the water cycle e.g.: floating, melting, flying, falling, water, snow, snowflake, ice, river (see Drippy's Story)</p> <p>Names of activities to do with water e.g.: wash, drink, cook, swim (see Water Actions TPR)</p>
ORGANISATION	Whole class and/or Individual work
MATERIALS	None (paper and pencils for Variation 2)
CROSS-CURRICULAR LINKS	<p>Science</p> <p>Drama</p> <p>Art (Variation 2)</p>

Description

Invite Ls to take an active part in a drama activity. Tell them to respond with movements, feelings and sounds to what you are talking about. Ask guiding and/or checking questions to make sure Ls understand and follow the story.

T: *This story is about Drippy the Raindrop. You're Drippy the Raindrop. (Who are you? ... Yes, you're Drippy.) You're floating on the ocean. (Do you like the ocean? What colour is it? Blue?) The sun's shining. (Where's the sun? ... Yes, it's up there.) It's hot. (Can you feel it?) You feel hot, very very hot. You feel light, hot and airy. You're floating in the air. You aren't water. You're water vapour. You're flying. (cloud – water – snow) Now, you're ice on a glacier. You can't move. (sun – melting – water - stream - river – reservoir) You're flowing in a dark pipe. Don't be scared, it's the end. You're tap water now. Hurray, You're OUT.*

Tell Ls that Drippy's adventures are not over yet. T: *Oh-oh. Look out, Drippy. There are people! What's going to happen to you now?* Remind Ls that people use water for various purposes. Ask them to brainstorm what might happen to Drippy when he is tap water. Encourage them to collect as many ideas as they can (e.g.: cooking soup, brushing teeth, watering flowers, washing the car).

Variation 1 for Ls who are confident in using their imagination and English

Use the text for a visualisation activity. Invite Ls to sit comfortably. Tell the story but this time ask Ls to think of the pictures for themselves. They will make a film of the story using their imagination and fantasy. Tell them to close their eyes and listen to you. During the story constantly ask checking questions. At the end tell Ls to open their eyes, stand up and stretch their muscles. Ask them what they can remember and invite them to retell you Drippy's adventures in Hungarian. Encourage them to talk about their fantasy films too. Elicit what colour the ocean was, how it felt to be ice, whether they were scared in the dark pipe, etc. Repeat the activity if Ls are still motivated and interested.

Variation 2 for more artistic Ls

Invite Ls to illustrate what you are talking about while listening to your story. They should start and finish drawing when you start and finish your story. Display the pictures and let Ls look at each other's work. Encourage them to recognise and point out as many elements as they can. E.g.: *Here's Drippy. It's the ocean. This is the Sun. There's a cloud. Drippy's flying. Now Drippy's a snowflake etc.*

Extension

Invite individual Ls to mime the possible forthcoming adventures while the others should guess what is happening. Ls: *(Are you) having a shower? (Are you) drinking water?* Having mimed and guessed several actions, ask the class to vote for the best adventure for Drippy. Discuss and decide on a possible ending to the story. Make sure Ls are aware of the never-ending nature of the water cycle. Feel free to use Hungarian if necessary.