
SMART MOVES

Type of module	Creative Communication
Target group	12–15-year-old learners
Level	A1+
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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 címen.

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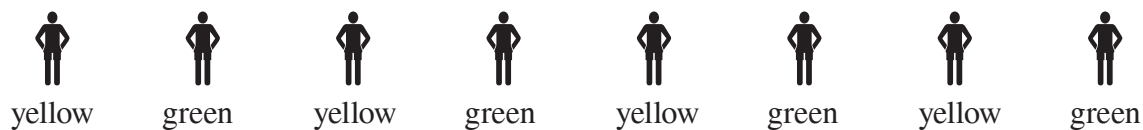
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Educatio Kht. 2008

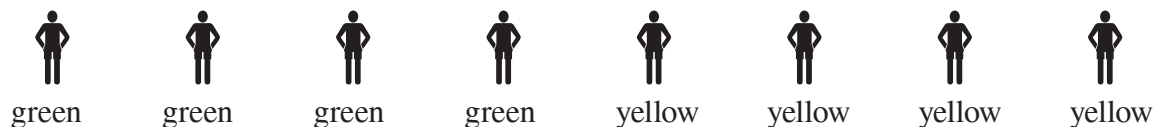
RE-ORGANISE THE LINE!

■ 1 Work in groups of eight. If there are fewer students than eight in your group, use chairs for missing people in the line. Four people are yellow and four people are green. Wear a post-it or wrist band of your colour. Make a line.

A. This is how you start:



B. This is how you finish:



■ 2 You need to get from A to B in four moves.

Rules of movement:

You have 10 spaces to move about. It means that there are two extra spaces at the end of your line:

1	2	3	4	5	6	7	8	9	10
yellow	green	yellow	green	yellow	green	yellow	green		

With every move, two people who stand next to each other must move together.

People moving together must keep their order. It means that they must not change who is on the left and who is on the right. E.g. green + yellow moving together should keep this order in their new place: green + yellow. **NO SWAPS!**

It makes it easier if you mark place numbers on the floor using chalk or a post-it.

1.2 KEY

Starting position

1	2	3	4	5	6	7	8	9	10
yellow	green	yellow	green	yellow	green	yellow	green		

Move 1

1	2	3	4	5	6	7	8	9	10
yellow			green	yellow	green	yellow	green	green	yellow

Move 2

1	2	3	4	5	6	7	8	9	10
yellow	yellow	green	green			yellow	green	green	yellow

Move 3

1	2	3	4	5	6	7	8	9	10
yellow	yellow	green	green	green	green	yellow			yellow

Move 4

1	2	3	4	5	6	7	8	9	10
		green	green	green	green	yellow	yellow	yellow	yellow

NB! The ones in the grey boxes move to the empty places.

1.3 TASK SHEET

■ Write rules for re-organising a line. Make sure you can do it!

1 How many people should be in the line?

.....
.....

2 You start like this (draw and/or explain):

.....
.....
.....
.....

3 You finish like this (draw and/or explain):

.....
.....
.....

4 How many places?

.....
.....

5 How many moves?

.....
.....

6 Rules of movement:

.....
.....

1.5 TASK SHEET B

WHICH SPORT IS IT?

■ Read the rules and find the sport in the box. NB! There are more sports in the box than you need. You may need the same sport more than once.

tennis, basketball, volleyball, car race, football, handball, rugby, relay race, high jump

E.g.

Don't touch the ball with your hands! *Football*

1 You cannot start running before you get the baton.

2 You must have five players in a team

3 You can only start when the light turns green.

4 You can take a maximum of three steps with the ball in your hand.

5 One team can only pass the ball three times.
Then they must send it over to the other team's side.

6 You must not throw the ball out of the court.

If you do that, the other team gets the ball.

Now think of some sports and write the rules. Your class-mates will guess which sport.

.....

.....

.....

.....

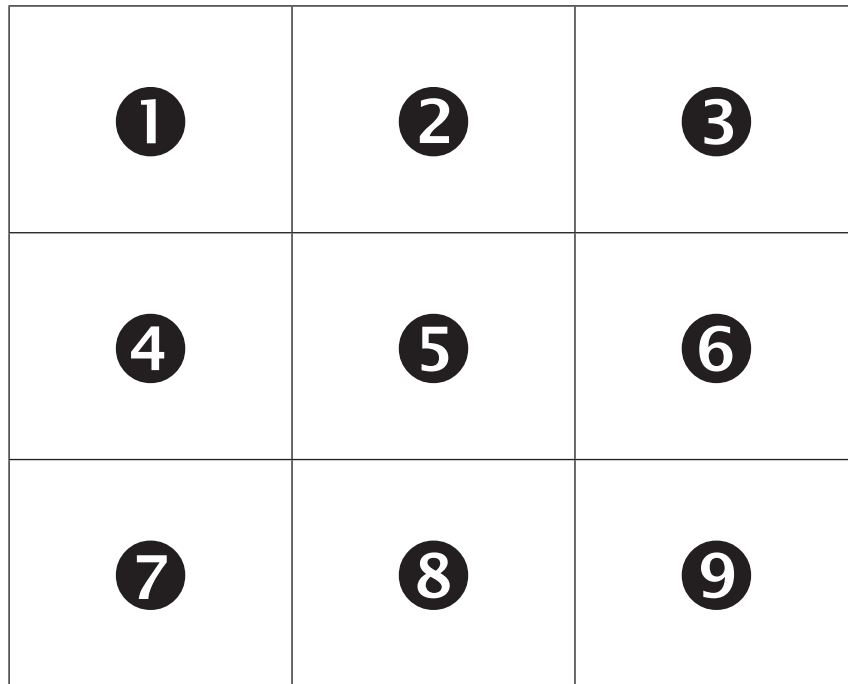
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.....

2.5 TASK SHEET

NINE DOTS

■ Join these nine dots with four straight lines without taking your pen from the paper. You can visit each dot only once. Use a pencil first! Write down the sequence using the numbers with the dots. Can you find more than one solution? How many?



Solutions:

2.6 TASK SHEET

CECIL AND CECILIA

■ Can you solve this puzzle?

Every man called Cecil can only go out with a woman called Cecilia.

A man called Christian organises a party. He invites three men all called Christian, a woman called Christina, a man called Cecil and two women called Cecilia. Both women who are called Cecilia meet a man at the party and they go out together to have dinner. Who are the four people at the dinner if one of them is Cecil?

The four names are:.....

Explain your solution:

3.3 TASK SHEET

WATER RULES TRUE OR FALSE

■ Are these rules about water true or false? Tick T for true and F for false.

- | | | |
|----|---|-------|
| 1 | Water is lighter than air. | T / F |
| 2 | Objects are lighter in water than in air. | T / F |
| 3 | Water cannot flow uphill. | T / F |
| 4 | Water has shape. | T / F |
| 5 | Wood floats on water. | T / F |
| 6 | Water takes on different shapes. | T / F |
| 7 | Iron sinks in water. | T / F |
| 8 | Water is stronger than stone. | T / F |
| 9 | The flow of water cannot be stopped. | T / F |
| 10 | Water is the cheapest road. | T / F |

How can you explain, or prove your decisions?

3.4 TASK SHEET

WATER GOING UP THE HILL

■ Look at Figure One below. How can the ship get from A to B on water without going under or around the hill?

Which rule about the nature of water works against you?
Which rule(s) of water could you use to your advantage?

Figure One



This experiment may give you an idea:

You need a jug of water or a tap, a glass and a cork.

Put some water in the glass and place the cork in the glass (a).

Add some more water in the glass and see what happens to the cork (b).

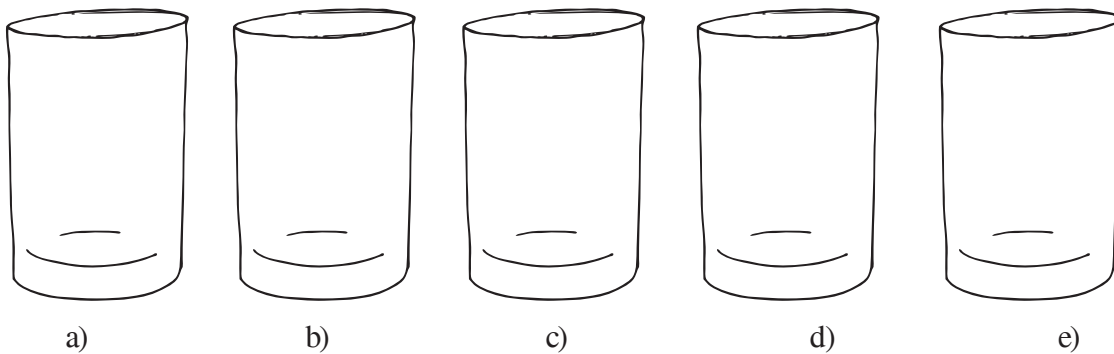
Now fill up the whole glass. See what happens to the cork (c).

Pour some water out of the glass and see what happens to the cork (d).

Pour most of the water out and see what happens to the cork (e).

Draw the position of the water and the cork on the glasses below (Figure Two).

Figure Two



Draw your solution into Figure One.

Then ask your teacher to give you the article about locks. Read the text and compare your idea to the idea in the text. Correct your solution if you think it is necessary.

Finally, ask your teacher to give you the picture which shows how locks look.

How different are they from what you have imagined?

3.5 READING TEXT

■ Read the text below and compare it with your solution on Task sheet 34 Correct your solution if you think it is necessary.

THE WATER ROAD

Some of the world's finest roads are made of water. Can you guess what they are called?

Canals.

A canal is straight and narrow, like some roads. But it is filled with water, like a river. Canals are really water roads made by people to join together rivers or lakes or oceans so that boats can go from one to the other.

Canals even go over hills and mountains. But you know that water can't flow up a hill – so how can the water and the boats in a canal go up a hill?

Something called a lock is used. Not the kind of lock you have on your door. A different kind of lock. It is really a giant tank – a tank that is big enough to hold a whole long boat.

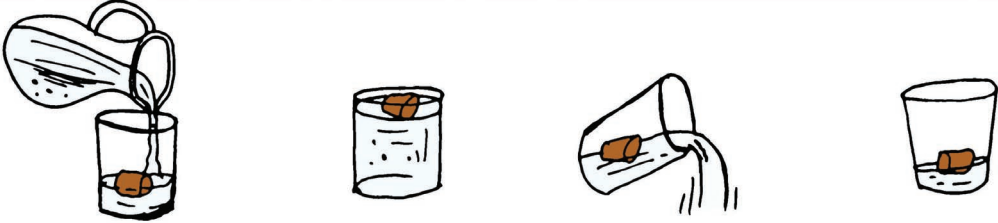
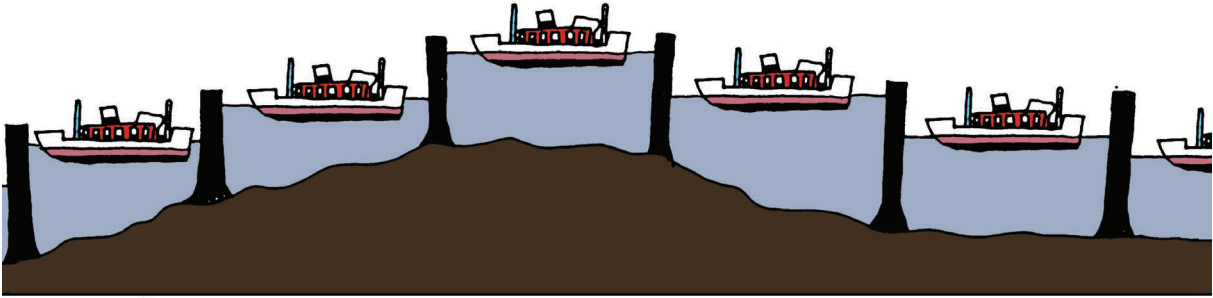
The boat floats into the tank, and doors are closed behind it to lock the boat in there. Then more water is let into the tank.

When the tank is full of water, the tank door in front of the boat is opened, and the boat floats out. The boat floats higher and higher as the water rises. It floats either out into a higher part of the canal or into another tank, or lock, which will lift it still higher.

To go down the hill on the other side, the boat enters a lock that is full of water. As the water is let out of the lock, the boat floats lower and lower.

Adapted from: Webster's Beginning Book of Facts, Merriam-Webster Inc.

1



2



3.6 READING TEXT

■ Read the text and answer the questions below.

A WALK IN SPACE

The first man to walk in outer space was a Russian, Aleksei Leonov. Leonov didn't actually walk in space with his feet. In space there is no earth under your feet to walk on. There is nothing under your feet at all.

Leonov floated in space. When he wanted to move, he pulled a line that was wrapped around him and fastened to the spaceship. One tug and he floated where he wanted to go.

The first American to step into outer space was Edward White. White used a jet gun to help him move where he wanted to go. His jet gun pushed him much as a jet engine pushes an airplane. It's something like the way a toy balloon moves when air rushes out.

White had a line around him, too. His line, like Leonov's carried fresh air for him to breathe, and messages from inside his spaceship and from Earth.

The line also kept him from moving too far from his ship. It would be easy to move too fast and drift so far into space that it would be hard to get back. At one time White took off his outer gloves during his space walk so he could work more easily. One glove floated away before he could catch it.

It is very quiet in space. And very large and very empty. Close your eyes, stay very quiet, and imagine that the darkness you see goes on and on. You will have some idea of what space is like.

In space there is no up or down. You can float on your stomach ... or on your back ...or on your head – and it all feels the same. It does not make any difference to you if you look at the Earth upside down or right side up.

Throw a ball in space and you'll fly backwards while the ball goes forward. If you push against the outside of a spaceship with your little finger, you would go backwards in space and keep going. Unless you had something like a rocket gun with you to control your direction, or unless someone came and got you, you would never, never stop going.

Adapted from: *Webster's Beginning Book of Facts* (1978) Springfield, Massachusetts, Merriam-Webster Inc.

- 1 What is it like to be in outer space?.....
.....
.....
.....
- 2 What is it like to move in outer space?.....
.....
.....
- 3 How can you control your movements in outer space?.....
.....
.....

Leonov floated in space. When he wanted to move, he pulled a line that was wrapped around him and fastened to the spaceship. One tug and he floated where he wanted to go.

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4.2 TASK SHEET

■ Which of these “rules” are still true? Which ones have people already broken? Which inventions / discoveries broke them? Fill in the table below.

Rating system:

3 Not true at all any more

2 Partly still true

1 Still true

“Rule”	Your rating	What invention(s) / discovery?
People can't fly.		
The Earth is flat.		
Few people live to be a hundred years old.		
People can only see things within seeing distance.		
People can only hear things within hearing distance.		
People cannot live without wars.		
Cancer is a deadly illness.		
People can only stay for some minutes under water.		
The past is gone forever.		

4.4 TASK SHEET

■ Invent a game using the object your teacher has given you. Write the rules so that other people in the class can play your game. This is the structure we recommend:

- 1 Name of the game:
- 2 How many players can play it?
- 3 What do you need to play it?
- 4 What is the aim of the game?
- 5 How do you start?
- 6 What are the rules?
- 7 How can you win?

Bring in enough number of objects to play the game i.e. If you need three spoons to play the game, bring them in with you for the next lesson.

5.1 TASK SHEET

WHAT GAME IS IT?

■ What kind of game do these rules belong to? Put the number of the rule in the relevant column. Some may belong to more than one type of game.

- 1 One bishop can move on a black diagonal and one on a white diagonal.
- 2 Choose your destiny.
- 3 The first player begins by placing any domino he has in his hand in the centre of the table.
- 4 Choose a fighter.
- 5 Decide whether you go clockwise or counter-clockwise.
- 6 Place doubles sideways in the layout.
- 7 Select game.
- 8 Cut the pack.
- 9 When it is your turn, roll the dice.
- 10 Playing a double earns the player an extra turn.
- 11 The king can move one square in any direction.
- 12 Shuffle cards well.
- 13 The game ends when a player goes out.
- 14 The player with the highest score is the winner.
- 15 The person with the highest card will deal.
- 16 Fight!
- 17 The aim is to collect as many cards of the same suit as possible.
- 18 Each player draws an equal number of dominoes.
- 19 Whenever a knight moves from a black square, it must land on a white square – and vice versa.
- 20 Put your counter on START.

Card games	Board games	Domino games	Chess	Dice games	Computer games

5.1 KEY

Card games	Board games	Domino games	Chess	Dice games	Computer games
5, 8, 12, 13, 14, 15, 17	5, 9, 12, 13, 14, 20	3, 5, 6, 10, 13, 14, 18	1, 11, 19	5, 9, 14	2, 4, 7, 14, 16

5.3 FEEDBACK SHEET

■ Give the other group feedback about their game. Put a mark on the line to show what you think of the game and the instructions. All of you playing together should put a separate mark, i.e. 4 people in a group = 4 marks on each line.

Name of the game:

The rules were clear. ☹ _____ ☺

The writing was easy to read. ☹ _____ ☺

The game was new to me. ☹ _____ ☺

The game was exciting. ☹ _____ ☺

I enjoyed the game. ☹ _____ ☺

I would like to play the game again. ☹ _____ ☺

Comments:
.....
.....

Suggestions to improve the game:
.....
.....

Suggestions to improve the language of the instructions:.....
.....
.....

5.4 EVALUATION SHEET

■ In this module, you have done many things with rules. Let's make an assessment of what you have done!

1 Some rules I have followed:

.....

.....

.....

2 Some rules I have understood:

.....

.....

.....

3 Some rules I have used:

.....

.....

.....

4 Some rules I have broken:

.....

.....

.....

5 Some rules I have made:.....

.....

.....

.....

6 What do you think of this sentence: Learn the rules well so that you can break them well and make new, better rules.....

.....

.....

.....