



REPORT

Activity 3 – Water idioms in English - December 2016 - January 2017. Teachers and students provide open classes for finding idioms, phrasal verbs and "water phrases" and translate them in their native languages. The aim is to create a multilingual dictionary /paper and digital/ with water idioms and phrases /Bulgarian, Portuguese, Turkish, Polish, Lithuanian and Italian /. The results are presented in multimedia presentations, digital charts.

Responsible teachers: English, mother tongue teachers and IT teachers

I. INTRODUCTION

Activities and events set up in the plan of the partnership concerning Activity 3 contributed positive benefits to teachers and students from Bulgaria in enlarging competences for:

- introducing water related words/ idioms, phrasal verbs
- collecting and proceeding statistics
- learning English and getting deeper into the subject
- enhancing knowledge of finding the right/correct definition
- developing students' active vocabulary in English
- enhancing semantic notions of the native language

ACTIVITY 3 Water Idioms in English

TOPICS AND TASKS

Basic aim of the activity – to create and publish a dictionary with idioms which contain the word “water”

Tasks for students:

1. Find idioms with the word "water" in English and make a list;
2. Translate the idioms into Bulgarian;
3. Write a sample sentence in English with every idiom on the list;
4. Find phrases with the word water in Bulgarian and translate them into English
5. Create a list with the water idioms and phrasal verbs in English and Bulgarian
6. Teacher and students search for idioms, phrasal verbs and “water collocations” and find the corresponding ones or translate them in their native languages.

II. PERIOD

Activity 3 is set to be completed during January, 2017. According to the partnership plan it was finished on time and due to the requirements of the agenda of the project “WOW”.

III. AIMS

Specific objectives of activity 3

Opportunities for students to:

Understand the literal and figurative meaning of an idiom.

Match idioms with their figurative meanings.

Identify and sort items according to their categories.

Gain English language knowledge.

Develop semantic skills in native language.

Activate the students' vocabulary.

Enhancing creative and critical thinking through searching, exploring, proceeding and analyzing idiomatic meaning of words and phrases

IV. RESULTS

Getting deeper into the subject and gaining a better understanding of the materials concerning water related themes. Finding the right definitions in this case is an element of the so called "active learning" that provides quality and lasting knowledge.

Producing a test with questions related to the idioms included in the water words dictionary

Producing images or drawings for the water word dictionary

English lesson

Translation of the dictionary into six languages

Methodology of dictionary creation

Water idioms activities – creating posters, drawings, cards, oral explanations, filling gaps in written exercises

Working on Activity 3 improved the students' ability to search and choose relevant information for the completion of the tasks. At the same time they improved their English language and IT skills while preparing their products – digital vocabulary list. Teachers in English worked in their classes on water topics and produced learning idiomatic materials. They introduced water idioms and expressions in semantic meaning. Besides expanding

vocabulary, through discussions and interactive materials learners gain positive attitude to water as natural source and water related challenges as usage and saving.

Activity 3 developed collaboration among teachers in English. A lot of workshops and discussions were held in order to explore the best examples of water related idioms. As well as the pure linguistic work motivating materials were prepared. The Art teacher was involved in the activity and drawings of the most popular idioms were created.

The stage and its aims and goals were presented to the staff and students, and separate stage schedule was established. Evaluation of the final products – students' presentations - was completed by providing clear criteria.

V. PRODUCTS

All products /presentations, posters and reports/ are published on the Website of the project www.wow-erasmus.com, Facebook group, partner schools' websites and eTwinning platform.

VI. EVALUATION

The planned activities and the aims of Activity 3 in the project "WOW" were fulfilled and achieved. Students' work and products were prepared and contributed among their own school communities and among project partners. All project partners have completed their Works mentioned in the activity completely. These Works have been collected by Turkey which is the responsible country for Activity 3.

VII. DISSEMINATION OF THE ACTIVITY 6

Means and activities for dissemination

- A multilingual dictionary /paper and digital/ with water idioms and phrases
- A presentation with pictures water idioms and phrases and
- A water idiom test
- A water idiom game
- Learning workshop during the LTTE in Bulgaria

VIII. SUSTAINABILITY OF THE ACTIVITY 3

- A multilingual dictionary /paper and digital/ with water idioms and phrases
- The products prepared during A3 become learning resources for the English lessons.

„This project has been funded with support from the European Commission“.
This report reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein.