
ENGLISH AS A FOREIGN LANGUAGE

Map of modules for skills development
in English for 12-15-year-old learners

Magyarország célba ér



A kiadvány a Nemzeti Fejlesztési Terv Humánerőforrás-fejlesztési Operatív Pogram 3.1.1. központi program (Pedagógusok és oktatási szakértők felkészítése a kompetencia alapú képzés és oktatás feladataira) keretében készült.

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TYPE OF MODULE	TITLE	CONTENT	FOCI OF SKILLS DEVELOPMENT	LANGUAGE LEVEL	EXPECTED OUTCOME
Creative Communication	ANIMATE	In this module, Ls will do research on animals and use the information creatively in the context of a party and the Olympics. They will engage in role-plays, discussions, presentations, they will make a report and write a poem.	<ul style="list-style-type: none"> Giving and asking for factual information Engaging in small talk Making decision and giving reasons Reporting events happening now Using compensation strategies Giving presentations Writing a simple poem Collecting facts on animals Comparing animals' abilities Discussing their habits, habitat and their preferences Making posters and an illustration 	A1	<p>Ls can</p> <ul style="list-style-type: none"> give and ask for factual information; engage in small talk; make decision and give reasons; report events happening now; use compensation strategies; give presentations; write a simple poem; collect facts on animals; compare animals' abilities, discuss their habits, habitat and their preferences; make several posters and an illustrations.

TYPE OF MODULE	TITLE	CONTENT	FOCI OF SKILLS DEVELOPMENT	LANGUAGE LEVEL	EXPECTED OUTCOME
Creative Communication	A FINE DAY	In this module, Ls will make a classroom survey of favourite free time activities, buy and sell, plan a nice day, have mobile phone conversations and write a simple poem.	Surveying people and presenting findings Asking and give personal information Buying and selling Solving problems and making decisions Making and changing programmes Making a simple mobile phone call Writing a simple poem Calculating prices, finding best buys, Registering spending and income Writing and performing dialogues/a scene Improvising dialogues Visual and verbal advertising	A1	Ls can exchange information on free time activities; make a short presentation; buy and sell; solve problems and make decisions; make and change programmes; make a simple mobile phone call; write a simple poem; calculate prices, find best buys; register spending and income; write and perform dialogues/a scene; improvise dialogues; understand and use visual and verbal advertising; write a list poem.

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Creative Communication	QUESTIONS, QUESTIONS, QUESTIONS!	<p>Asking and answering question for personal information</p> <p>Communication games for making and responding to requests</p> <p>Clarifying, asking for and giving detailed information</p> <p>Writing a text message, a board game: asking questions to get specific travel information, experiments for a better understanding of flying</p> <p>Making observations</p> <p>Giving reason, giving and following instructions</p> <p>Asking questions to understand reasons</p> <p>Sharing ideas</p> <p>Writing questions to find out factual information</p> <p>Selecting and ranking factual questions for a quiz</p> <p>Asking and answering factual questions in a quiz</p> <p>Evaluation</p>	<p>Exchanging simple factual information</p> <p>Engaging in simple discussions</p> <p>Interpreting and following instructions</p> <p>Using simple functional language for agreeing, disagreeing</p> <p>Using simple language for giving reasons</p> <p>Reading a short factual text for detailed understanding</p> <p>Asking a variety of simple questions in different topic areas and with different purposes</p> <p>Asking somebody to do a favour</p> <p>Other subjects:</p> <p>Providing and answering quiz questions in a variety of subjects</p> <p>Making an experiment to understand air pressure and how flying is possible in nature and through technology</p>	A1	<p>Ls can exchange simple factual information;</p> <p>engage in simple discussions;</p> <p>interpret and follow instructions;</p> <p>use simple functional language for agreeing, disagreeing;</p> <p>use simple language for giving reasons;</p> <p>read a short factual text for detailed understanding;</p> <p>ask a variety of simple questions in different topic areas and with different purposes;</p> <p>ask somebody to do a favour</p> <p>provide and answer quiz questions in a variety of subjects;</p> <p>make an experiment and understand air pressure and how flying is possible in nature and in technology.</p>

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Using the Internet	TINY WORLD - THE SMALLEST STATES OF EUROPE	In this module Ls first learn/revise adjectives, comparatives and superlatives, and learn/ revise how to construct comparative and superlative sentences using their knowledge of Hungarian geography. Then they learn about the smallest states of Europe with the help of the Internet and compare them to Hungary. In the final phase, they create information leaflets, posters, etc. and have a "Travel Fair" about the smallest states of Europe, where they try to attract as many "tourists" to their country as they can.	Working in groups Doing self-evaluation Searchinb the Internet for information Collecting and processinb relevant information Put adjectives into comparatives and superlatives Using numbers Usinb their Geography knowledge Expressing the present tense Using the imperative	A1	Information leaflets, posters, etc. and a class "Travel Fair" about the smallest states of Europe.
Using the Internet	WORLD OF THE KITCHEN - KITCHEN OF THE WORLD	In this module Ls will learn the vocabulary of food and drinks, cooking and recipes, the grammar connected to it (countables and uncountables, imperative). They search the internet for recipes from five different countries and cultures from around the world. They learn how to cook some specialties of these cultures, invent a new recipe with typical ingredients.	Learning new vocabulary (food and drink) Learning/ revising grammar (countable and uncountable) Learning new vocabulary (measurement and containers)	A1	As a final product Ls will design the image and a menu for an international restaurant.

TYPE OF MODULE	TITLE	CONTENT	FOCI OF SKILLS DEVELOPMENT	LANGUAGE LEVEL	EXPECTED OUTCOME
Creative Communication	MONEY	This module contains 5 independent lessons linked through the topic of "Money". Each lesson requires Ls to work with different aspects of money - the history of money, money around the world, wise spending and saving, pocket money. The final lesson is a revision lesson. The focus of the module is on communicating orally through a variety of creative activities, games, role plays.	Developing co-operative skills Fostering Ls' creative skills Developing Ls' money management skills Fostering Ls' problem solving skills Developing speaking, reading and listening skills	A1+	Ls can name basic materials used as money; make offers and requests; exchange information about money and prices; give, ask for and accept simple advice about money management; use key money vocabulary; come to an agreement about money; make money-related decisions using real prices in the world; read and understand different types of text to do with money (poem, factual texts, adverts, price grids); budget for a party.

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Creative Communication	SMART MOVES	This module focuses on rules as they are used in thinking. Ls do a lot of thinking exercises all connected to following, identifying, using, breaking and making rules. Lot of the activities will need logical, creative and collaborative thinking, and quite a few need physical actions, experiment and manual work on the Ls' part.	Exchanging simple factual information Engaging in simple discussions Interpreting, following and communicating rules and instructions both in writing and speaking Describing objects and their function Reading short scientific texts for detailed understanding Solving puzzles and problems of logic Identifying some sports and their rules Creating an experiment to understand how locks work Reading short scientific texts for detailed understanding	A1+	Ls can exchange simple factual information; engage in simple discussions; interpret, follow and communicate rules and instructions both in writing and speaking; describe objects and their function; read short scientific texts for detailed understanding.
Project work	A LEAP IN TIME – TEN YEARS FROM NOW	In this module, Ls imagine their future in ten years' time. In groups of 4-5 they plan and create materials (pictures, drawings etc. of futuristic cities/homes, etc. with written explanations, recordings, newspaper front page, interviews etc.) for their Time Box, which they bury in (or after) the fifth lesson after they have orally presented all the materials they made.	Developing speaking skills (giving opinion, presenting projects), reading skills (reading for information, understanding written instructions) and writing skills (writing various text types such as articles, horoscope, captions, etc.) Developing Ls' skills in planning, managing and evaluating a project (making a book of stories) Developing Ls' skills in imagining their own and others lives in the future	A1+	Ls can make predictions about various aspects of the future; write various text types; express their opinion about what they like and dislike about other groups' projects; evaluate their own projects and those of their peers.

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Project work	EXHIBITION FOR THE BLIND	<p>In this module, Ls in groups of 4, create an exhibition for a blind audience where exhibits can be felt, listened to, smelt and tasted, but not seen. Each group selects and researches its own exhibition topic. In lessons 1 – 4, Ls learn about being blind, write blindfriendly place descriptions, create "Feely trails" and produce 1-2 exhibits of their own choice. In lesson 5, each project group is guided blindfolded around another group's exhibition, experiencing it through senses other than sight.</p>	<p>Developing speaking, listening, reading and writing skills Developing research skills Developing Ls' skills in planning, managing and evaluating a project Developing Ls' awareness of "otherness"</p>	A1+	<p>Ls can research and present information from a blind teenager's perspective; talk about being blind using appropriate vocabulary; Read and understand different texts to do with being blind (fact files, read and do instruction sheets); give and understand simple directions; describe orally and in writing a picture or model, a place, a person, past events; interact in these situations - interview, a radio play, a quiz, playing a game; write a simple dialogue; a quiz; instructions for a game.</p>

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Project work	OUR WONDERFUL 20 TH CENTURY – A DAY IN THE LIFE OF ...	<p>The focus of this project is the life of a 20th century hero when he/she was the same age as the Ls. It encourages Ls to explore people's lives in and outside their immediate surroundings.</p> <p>At the end of the project there is a Diary Auction, the aim of which is to motivate Ls to make interesting, "sellable" diaries (with illustrations, eye-catching cover etc.).</p>	Developing reading skills (reading diary entries), speaking/ listening skills (answering questions), writing skills (writing diary entries)	A1+	<p>Ls can read and understand different diary entries; understand difference between life story and diary; understand diary features; express opinion about others' work; plan, write, improve diary entries (on their own and with the help of others); evaluate their own projects and those of their peers.</p>
Project work	OUR WONDERFUL 20 TH CENTURY – OUR YEAR	<p>In this module, Ls in groups of 4, produce a wall poster about one year in their lives. They plan the poster and create the materials, pictures, realia, models & accompanying written descriptions for the poster. Each group produces a poster on a different year.</p>	<p>Developing speaking, reading and listening skills</p> <p>Developing co-operative skills fostering Ls' creative skills</p> <p>Developing Ls' skills in planning, managing and evaluating a project</p> <p>Developing Ls' presentation skills (oral and written)</p>	A1+	<p>Ls can describe orally and in writing a picture or model, a place, a person, past events; ask simple questions about a topic and write up the results; research and present information about a special year in their lives; read and understand different texts about significant events in a year (picture description, Speak Out, description of events etc.); understand what makes a good oral presentation and give a good one.</p>

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Project work	PLAY WITH ENGLISH – RHYTHMIC, RHYMING AND OTHER POEMS	In this module Ls write and perform poems. They notice various features of poems such as rhythm, rhyme and shape etc. They play with these in the poems they write. They use their poems in various ways in their projects.	Understanding features of poems Planning managing and assessing a task effectively Fostering creative skills through writing and performing various poems Developing co-operative skills	A1+	Ls can read for specific information (and become aware of various features of poems); write creatively various types of poems (raps, tongue twisters, funny poems, riddles, shape poems etc.); perform some poems (using mimes/gestures and sound effects) and present their projects; listen for specific information (e.g. words of similar sound and rhythm pattern); understand how poetry can be utilised in every day life anthologies, public performances etc.).

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Using the Internet	CHRISTMAS	In this module Ls will first talk about Hungarian Christmas traditions, then look at traditions of other countries. They will write short Christmas poems and finally create a Christmas card of their own	Cooperating effectively in pairs and in group work Incorporating new knowledge into existing knowledge Exchanging information Problem solving in groups	A1+	Ls can talk about Christmas traditions in Hungary and other countries; write short compositions about Hungarian Christmas traditions; create a mind map about traditions of various countries; write an acrostic Christmas poem, Create a Christmas card using their poems.
Using the Internet	MUSICAL INSTRUMENTS	In this module, Ls get familiar with the names and families of musical instruments and the orchestra by visiting the website of the New York Philharmonic Orchestra. They compose music on the computer and make some simple instruments themselves.	Reading about families of musical instruments, composers, conductors and soloists Listening to lyrics Speaking about musical impressions Composing music on the computer Attaching music files to e-mail messages Decision making Expressing opinions Expressing likes and dislikes Giving suggestion	A1+	Ls collect the different products they prepare and put them in a portfolio. The portfolio includes: a printed copy of the Trophy Ls earn in the Scavenger Hunt, recorded music piece Ls composed sent to the teacher via e-mail, their homemade instrument.

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Using the Internet	SECRET AGENTS	<p>In this module Ls will learn to read simple maps and give directions from one place to the other. They will identify signs and pictograms found at airports, learn the steps of how to board a plane, list items that may or may not be taken on planes and play an online security game.</p> <p>They will impersonate secret agents, find flights, write emails giving instructions and information about how to get to the city centre from the airport and record voice messages.</p>	<p>Cooperating effectively in pair and group work Incorporating new knowledge into existing knowledge Exchanging information Problem solving in groups</p>	A1+	<p>Ls can read simple maps and give directions; identify signs at airports; learn the steps of boarding a plane; find flights on a website of a given airline; write emails with instructions; write and record voice messages.</p>

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Creative Communication	COMMUNICATION	<p>In this module, Ls work through 5 independent lessons linked through the topic of Communication.</p> <p>Ls perform some creative communicative tasks – a cheat gadget for sending secret messages; use information from a mime story to perform a dialogue, work with coded messages and riddles to find a mystery UK city, learn and use some teenspeak (teenage communication) and participate in a problem – solving communication game.</p>	<p>Practising verbal and written forms of interaction</p> <p>Acting out dialogues</p> <p>Reading for information</p> <p>Developing co-operative skills</p> <p>Developing and building on Ls' self-knowledge</p> <p>Developing organisation skills</p> <p>Evaluating self performance by reflection and discussion</p> <p>Cooperating effectively in pair and group work</p> <p>Problem solving in groups</p> <p>Developing cultural awareness</p> <p>Managing a group task</p> <p>Developing reading speaking and listening skills</p> <p>Fostering creative skills</p>	A2	<p>Ls can</p> <p>read and understand different types of text (short interviews with teens, fact files on the UK, short story);</p> <p>interact using simple social English (greetings + making people welcome, likes/dislikes, describing your environment);</p> <p>retell a simple story</p> <p>exchange information about the UK to solve a UK quiz</p> <p>Use teenage oral fluency phrases.</p>

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Creative Communication	DETECTIVE WORK	In this module Ls will engage in a lot of games and activities in which they act as detectives. They will need to use both language and logical thinking to identify objects, locations, people and to solve murder mysteries.	<ul style="list-style-type: none"> Asking for factual information Making simple deductions and giving reasons Reporting past events Telling a simple story Reading factual texts for details Expressing certainty / uncertainty Writing and correcting a simple letter of factual information Identifying some writers of crime stories and the main elements of a crime story 	A2	<ul style="list-style-type: none"> Ls can give and ask for factual information; make simple deductions and give reasons; report past events; tell a simple story; read factual texts for details; express certainty / uncertainty; write and correct a simple letter of factual information; identify some writers of crime stories and the main elements of a crime story.

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Creative Communication	THEME PARK	In this module, Ls learn about theme park rides and how to describe them. They will read authentic texts and use the information gained from these texts. They will spend a day at Chessington Theme Park and plan and present a ride.	<ul style="list-style-type: none"> Gaining factual information through reading Making personal choices based on factual information from a text Engaging in a simple chat Making decision and giving reasons Agreeing on plans Describing movements Giving directions Sharing experience Using compensation strategies (mime and movements) Giving presentations Writing a simple postcard Making drawings and plans Interpreting information from authentic texts and using the information for Decision making in situations similar to real life situations 	A2	<p>Ls can</p> <ul style="list-style-type: none"> give and ask for factual information; gain factual information through reading; make personal choices based on factual information from a text; manage in a simple chat; make decision and give reasons; agree on plans; describe movements; give directions; share experience; use compensation strategies (mime and movements); give presentations; write a simple postcard; make drawings and plans; interpret information from authentic texts and use the information for decision making in situations similar to real life situations.

TYPE OF MODULE	TITLE	CONTENT	FOCI OF SKILLS DEVELOPMENT	LANGUAGE LEVEL	EXPECTED OUTCOME
Project work	MYSTERIES – TV MYSTERY PROGRAMME	In this module, Ls in groups of 4, produce a 5 – 8 minute TV programme on the theme of mysteries. Ls choose their own topic. Each programme has 3 news items – introduction to the mystery, newspaper report, interview. Some groups make one extra item for their programmes.	Developing speaking, listening, reading and writing skills Developing research skills Developing Ls' skills in planning, managing and evaluating a project Developing co-operative skills	A2	Ls can understand different listening/reading texts about the mystery of Tutankhamen Research information about a mystery; write a mystery TV programme using appropriate media vocabulary; present/act out a TV programme; write a dialogue, newspaper report, description of a mystery; interact in these situations – interview, asking for and giving opinions about a mystery, exchanging information about mysteries.
Project work	OUR WONDERFUL 20 TH CENTURY – SAVE WHAT WE HAVE LEFT	In this module, Ls deal with the environment and what people do to it. The module includes six mini project ideas. Ls carry out various activities (e.g. carry our survey, organise green disco, collect newspaper cuttings, make a green T-shirt etc.) related to green issues.	Developing knowledge and understanding of environmental issues Developing problem-solving skills (in writing and speaking) Developing reading skills (reading for specific information, for understanding written instructions), writing skills (writing various texts) Developing Ls skills in planning, managing and evaluating their own and peers' project	A2	Ls can understand various environmental issues put forward (in writing and orally) a persuasive argument for protecting the environment; write various texts evaluate their own projects and those of their peers.

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Project work	TEEN MAGAZINE	In this module, Ls in groups of 4, produce a magazine of 10 to 15 pages for teenagers. They create and perform a simple TV advert to persuade other Ls to read their magazines. They vote for the best magazine at the end of the project.	Developing speaking, listening, reading and writing skills Developing research skills Developing Ls' skills in planning, managing and evaluating a project Developing co-operative skills	A2	Ls can research and present information about a topic of their choice; read and understand different texts to do with magazines (articles, read and do instructions letters); produce a magazine using appropriate teenage magazine vocabulary; present and act out a TV advert; exchange ideas and information from a simple news article; write - an article, letter, -speak Out, interview, story, horoscope, TV advert.
Project work	THE BEST BOOK OF THE CLASS	In this module Ls in groups of 4 create a book of short stories for teenagers. Every L in each group writes at least one story and the group writes at least one group story. In lessons 1-4 Ls read stories, learn about story features and produce stories. In lesson 5 each project group presents their book to other groups. During the following week Ls read the books other project groups produced and choose the Best Book of the Class.	Developing speaking skills (story-telling form notes, presenting projects), listening skills (story-telling in pairs), reading skills (reading stories for information) and writing skills (writing stories) Developing Ls' skills in planning, managing and evaluating a project (making a book of stories) Developing Ls' awareness of good stories (story features) and good books (elements of books)	A2	Ls can read and understand different stories written by teenagers; understand story features; tell stories using their own notes and those of others; plan, write, improve stories on their own and as a group; make a book of stories; evaluate their own projects and those of their peers.

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Using the Internet	JOURNEY INTO THE CYBERSPACE – GET YOUR WEB LICENCE!	This is a module on the topic of Internet safety. Ls will learn what the risks of using the Internet and communicating online are.	Raising awareness and responsibility in connection with using the Internet, strengthening negotiation and guessing skills, giving opinion, reasoning Learning and social skills	A2	Ls can get a Web Licence; Distinguish between reliable and unreliable information found on the Internet and how to integrate useful information into their work. Ls are aware of the risks and the strategies to avoid them.
Project work	OUR WONDERFUL 20 TH CENTURY – SEE THE 20 TH CENTURY WITH US!	Ls in project groups research and produce materials about the twentieth century. They display their materials on a Time line. They make a class quiz on information they displayed on the time line.	Writing short descriptions of historical events and people Reading for specific information Planning, monitoring, managing, assessing own work Asking past tense questions (in writing and orally) Listening for specific information Displaying information	A2+	Ls can read and understand descriptions of historical events; ask and answer past tense questions (in writing and orally; plan, write, improve descriptions of historical events; display information effectively; evaluate their own learning.