
ENGLISH AS A FOREIGN LANGUAGE

Map of modules for skills development
in English for 14-17-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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A kiadvány ingyenes, kizárólag zárt körben, kísérleti-tesztelési céllal hasznosítható. Kereskedelmi forgalomba nem kerülhet. Másolása, terjesztése szigorúan tilos!

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TYPE OF MODULE	TITLE	CONTENT	FOCI OF SKILLS DEVELOPMENT	LANGUAGE LEVEL	EXPECTED OUTCOME
Creative Communication	YOU MUST BE JOKING!	This module is a chain of five lessons connected through the theme of jokes. The lessons can be done one after the other or separately. The lessons revise basic topics like school life, shopping, being at the doctor, ordering a meal in a restaurant through jokes. Ls read, tell, listen to, evaluate and use jokes in drama and a comic magazine they create.	Creating, interpreting and telling jokes; using quotations and connecting language; interpreting texts with a double meaning; reading for detail: reading, interpreting and adapting jokes; describing situations; sharing opinions; using simple functional language for doing shopping, making a complaint, having a meal in a restaurant Working in co-operation, evaluating and giving feedback, performing, using input in a creative way	A1	Ls can create, interpret and tell jokes; use quotations and connecting language; interpret texts with a double meaning; read for detail: read, interpret and adapt jokes; describe situations; share opinions; use simple functional language for doing shopping, making a complaint, having a meal in a restaurant.
Creative Communication	EXTREME	In this module, Ls will do many different activities all of which are connected to the theme of extremes. These activities are designed to provide Ls with choice and with the possibility of trying extreme things out through some physical activities and a simulation.	Exchanging simple factual information; engaging in simple discussions and decision making; interpreting and following instructions; using simple functional language for agreeing, disagreeing, making suggestions; using simple language for giving reasons. Learning independently and in co-operation with others; understanding the effect of humans on the environment; getting more insight into the abilities of insects; developing manual skills, logic and memory; raising awareness of the dangers of extreme sports and how to protect oneself; understanding some human qualities that make survival possible in hardship.	A1+	Ls can exchange simple factual information; engage in simple discussions and decision making; interpret and follow instructions; using simple functional language for agreeing, disagreeing, making suggestions; using simple language for giving reasons.

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Creative Communication	THE BROKER GAME	In this module, Ls do a simulation of a mini stock exchange. They set up little broker companies and have to make decisions as to which shares they would like to buy.	Exchanging factual information Engaging in discussions and decision-making Using functional language for agreeing and disagreeing Making suggestions Using language for giving reasons Learning independently and in co-operation with others Understanding and predicting basic economic processes Developing a critical approach to information received	A2	Ls can assess information from different sources to make decisions; practice speaking and negotiating; work in groups to solve complex problems.
Project work	FIVE MINUTES FAME	Ls, in pairs or small groups, give a 4-5-minute presentation using a poster that they have created. The presentation gives some basic information about the person and his/her work, as well as illustrating how he/she is perceived by the media and by fans. Ls learn about the world of fame and the different ways of getting to know those that live their lives in the limelight. Through a great amount of simulated interaction with real stars, they put together their own image of an ideal celebrity.	Making and giving an interview Understanding teenager talk Turning notes into a coherent piece of writing Reading and understanding notes	A2	Presentations

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Project work	GOING PLACES	Ls learn about tourism and travelling Ls, in pairs or small groups, prepare a brochure about a town or a sight in a city they would like to visit.	<p>Exchanging information using rehearsed phrases and enquire about different sorts of information</p> <p>Writing effective paragraphs that include factual information presented in a creative and interesting manner</p> <p>Skimming and scanning spoken nonscripted authentic dialogues</p> <p>Reading short descriptions of sights and towns and scan for information using different texts and websites</p> <p>Using the infinitive of purpose, present and future tenses, form questions</p>	A2	<p>Ls can exchange information and ask for details;</p> <p>describe a place;</p> <p>pick relevant new information from longer texts and incorporate it into an already existing body of language;</p> <p>discuss issues concerning their own culture and those of other nations.</p>

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Project work	LEISURE IS PLEASURE	<p>In this module Ls look at different ways of spending their free time, that is, playing computer games, doing some sport, playing an instrument and going to the theatre. Ls prepare for a miniconference on Leisure Time, that is to say, they prepare an argumentative presentation (and an accompanying handout) in which they try to persuade their audience to take up a particular free-time activity. After some general introduction about the topic of recreation, attention is focused on the handout and the language of presenting arguments and refuting counter-arguments, as this is what Ls are expected to do at the conference.</p>	<p>Talking about and evaluating different leisure time activities Writing a letter to persuade a friend to do something Arguing for one's opinion in various situations Critically evaluating a handout Summarizing orally the main points of a short written text Listening to informal argumentative presentations in English Understanding and following instructions Interacting with others and speaking continuously Formulating an opinion, presenting it and arguing for it Evaluating self and peer performance Planning and managing a group task Organising a mini-conference on a certain topic Giving a presentation based on a handout</p>	A2	<p>Ls can put together a handout for a presentation; present arguments, counter arguments and refutation; Enhanced group dynamics through co-operation. Ls become aware of different attitudes to the same problem.</p>

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Project work	WHAT'S IN A PICTURE?	In this module Ls prepare and present a short guided tour of a group of paintings/photos.	<p>Describing a work of art in English</p> <p>Picking relevant new information from longer texts and incorporating it into an already existing body of language</p> <p>Discussing issues concerning culture and art</p> <p>Talking about and describing works of art in detail</p> <p>Presenting information</p> <p>Evaluating each others' work using a variety of instruments</p>	A2	<p>Ls can exchange and present information and enquire about different sorts of information;</p> <p>write effective descriptions that include factual information presented in a creative and interesting way;</p> <p>skim and scan short texts about works of art;</p> <p>read short descriptions about artists and periods in art history, using different texts and websites;</p> <p>work cooperatively, plan and create, evaluate and present a guided tour in small groups;</p> <p>use the Internet to gather information on a given topic.</p>

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Using the Internet	CITY LEGENDS	In this module Ls will first learn about legends of some cities and regions in Europe and create a PowerPoint presentation about one of them. Then they will create a "local legend" of their own place of living and make an illustrated word document or presentation (alternatively a webpage) with the story. The files are then published on the school's website.	Taking part in an interaction Writing a story Describing happenings Writing a short composition Exchanging information Developing co-operative skills Developing and building on Ls' creativity Evaluating self in performance Taking responsibility for own learning	A2	Ls can engage in co-operative learning and give positive feedback; be responsible for their own learning; use English as the means of communication; enhanced cultural awareness; developed creativity and writing skills.
Using the Internet	EASTER IN EUROPE	In this module Ls first learn about different European countries, then about Easter traditions in those countries and make presentations about them. Next, they compare Easter customs and traditions in Great Britain, then in Hungary, and show their findings on the differences and similarities of Easter traditions in Europe in an information leaflet.	Describing countries Talking about customs Easter customs and traditions Making comparisons Listening for information	A2	Presentation, composition and information leaflet about Easter traditions in Europe.

TYPE OF MODULE	TITLE	CONTENT	FOCI OF SKILLS DEVELOPMENT	LANGUAGE LEVEL	EXPECTED OUTCOME
Using the Internet	HOLIDAYS ON THE NET	<p>This module is about four holidays: Valentine’s Day, St Patrick’s Day, Halloween and Thanksgiving. Ls will create a holiday webpage in group work. While searching for the best URLs, best games, images, etc, they gradually learn how to make simple webpages and how to connect them to each other. The Holidays Webpage Skeleton and one of the four holidays, Valentine’s Day, has been pre-designed to give the basis for work and to trigger ideas. Ls can change the design if they are able and wish to do so. But the basic task is to build up a whole webpage of 4 holidays, all with the same structure. Ls will find information, games, images and useful links in connection with each holiday and will decide what to put in their ‘online calendar’. It might be quite motivating if jobs done satisfactorily are published on the school server.</p> <p>In this module three lessons are based on computer use, this being the minimum to build and explore the website Ls are supposed to make.</p>	<p>Playing games in English (asking for and giving information, using interrogative sentences) Detecting rhymes in a poem, reading a poem aloud Reading for information and using it in an interview (acted out) Having group discussions when planning, reporting and evaluating tasks Researching data an the internet Designing a simple webiste</p>	A2	<p>Ls learn about the origin of Valentine’s Da, about food and tastes. Ls can read poetry; share tasks in group work; find, evaluate and select information one the web; build 1 sub-page each using a pattern and Netscape Composer; evaluate resources.</p>

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Using the Internet	LIFE NOW AND SOME TIME AGO	In this module Ls can talk about their own daily routines, their experience in the field of work, school and games. They ask their parents and grandparents about their childhood, and then find out about the English kids some 100 years ago. In group work they elaborate one of the three areas and give a final PowerPoint presentation.	Talking about daily routines Daily routines in the past Making interviews Making comparisons Reading for information Guessing the meaning of words Completing written information orally	A2	A poster about daily routines A PowerPoint presentation about daily routines in the past
Using the Internet	SPORTS – OLYMPIC GAMES	In this module, Ls will promote intercultural understanding; learn about sports and the Olympic games; learn about Beijing, the host city of the Olympic Games 2008; practise the future tenses.	Vocabulary of sports Listening for information on sports and Olympic symbols Reading about Olympic records. Using spreadsheets and creating graphs Describing diagrams and graphs Future tenses	A2	A spreadsheet with Olympic records A PowerPoint presentation about an Olympic sport and records
Using the Internet	THIS IS US NEWSLETTER	Ls each other for personal details and find common interests. In the next step they write a short introduction about each other, which later will be exploited into a newsletter (paper or digital) created by the group members about themselves.	Revising question forms Describing personal data Writing a short introduction about group members (composition) Presenting a newsletter	A2	Photos about the members of the group A newsletter

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Using the Internet	YOUR ECOLOGICAL FOOTPRINT	This module is on sustainable development. Ls learn about how human behaviour affects the environment. They calculate their own ecological footprint.	Using fractions, decimals and percentages in context, Making arguments, considering consequences (Conditionals). Researching and analyzing data Taking part in a debate	A2	Ls know what sustainable development is. Ls are familiar with the ecological footprint idea. Ls calculate their own ecological footprint size and compare it to the national average. Ls can use fractions, decimals and percentages in context; make arguments and use them in a debate.

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Creative Communication	AGONY AUNT – ALL YOUR PROBLEMS SOLVED	Talking about everyday problems, giving and asking for advice	<p>Card game: all the problems in the world</p> <p>Functions: giving and asking for advice</p> <p>Reading teenagers' problems from around the world</p> <p>A friend in need ... describing a friend</p> <p>Presenting issues and trying to work out solutions together</p> <p>Extensive listening and speaking with guidance</p>	A2+	<p>Presentation</p> <p>Designing an agony column</p>
Project work	WHAT'S IN FASHION?	<p>In this module, Ls learn about fashion and trends. Ls, in groups of four, produce a fashion show and write a review about their own show describing the different items of clothing in detail. They can either use real clothes and themselves as model, or clothes and models made of paper or some other material.</p>	<p>Talking about clothes, materials and fashion, listening to informal, spoken English about fashion,</p> <p>Reading and writing fashion show reviews</p> <p>Making a joint decision, cooperating with others; using material produced by peers, planning and preparing for a joint presentation</p>	A2+	<p>Ls can process and produce language connected to fashion and clothes; give a presentation based on notes; assess themselves and their peers based on previously agreed criteria.</p>

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Creative Communication	FILMS	In this module Ls will get an insight into the vocabulary of filmmaking and prepare to present a 5-minute film.	<ul style="list-style-type: none"> Taking part in discussions Agreeing and disagree Defining and paraphrase Giving running commentaries Presenting ideas Writing short scripts Improving co-operation skills Giving feedback on each other's work Increasing their creativity 	B1	<p>Ls can take part in discussions more effectively in English; agree and disagree at their level; define and paraphrase words; give running commentaries; present ideas; write short scripts; improve co-operation skills; give feedback on each other's work; increase their creativity.</p>
Creative Communication	NATURE	Ls learn to make a trip.	<ul style="list-style-type: none"> Nature related vocabulary: geographical forms Expressions for asking for explanations and giving reasons Engaging in discussions Demanding explanations and giving reasons Defining and paraphrasing Planning a holiday and plan trips Presenting ideas Reading and describing maps Speaking about environmental protection Writing elaborate definitions 	B1	<p>Ls will create and interpret relief maps, discuss holiday plans and the importance of environmental protection.</p>

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Creative Communication	PROBLEM SOLVING	In this module Ls will encounter idiomatic English for improving active vocabulary, Ls will discuss problems and try to give suggestions for their solutions and thus develop their social competence.	Offering suggestions Presenting and talking over problems and big issues Writing and acting out short dialogues including idioms Taking part in discussions with more confidence Operating more effectively in real-life social situations Improving co-operation skills Improving skills in using a dictionary Developing their autonomy by giving feedback	B1	Ls can offer suggestions; present and talk over problems and big issues; write and act out short dialogues including idioms; take part in discussions with more confidence; operate more effectively in real-life social situations; improve co-operation skills; improve skills in using a dictionary; develop their autonomy by self-evaluation.
Creative Communication	WINING AND DINING	Ls learn to invite and receive guests.	Inviting, accepting and refusing invitations Discussing healthy eating Planning and preparing for a dinner party Engaging in discussions Presenting ideas	B1	Ls will work on vocabulary for wining & dining, have discussions about healthy eating and discuss the difficulties of a possible dinner party.

TYPE OF MODULE	TITLE	CONTENT	FOCI OF SKILLS DEVELOPMENT	LANGUAGE LEVEL	EXPECTED OUTCOME
Project work	ADD YOUR OWN AD	In this module Ls learn about advertising different products for different target groups. Ls, in groups of four, produce a 3-minute-long TV show as well as a leaflet, in both of which they advertise either a product that exists or one that they have invented.	Describing a picture Describing products Persuading someone to do something Giving advice Error correction Listening to informal English Comparative and superlative structures oral presentation	B1	Mini-shows in which learners advertise clothes leaflets with advertisements
Project work	AN APPLE A DAY	In this module Ls learn about the history of medicine and various alternative treatments. They do some research about four such treatments and then discuss what solution they could give to a number of symptoms.	Making, accepting and rejecting suggestions connected to health problems Interaction with others and speaking continuously Working with short texts describing the history of medicine and alternative treatments Listening to long texts in informal English and completing notes accordingly Writing a letter introducing a new institution to the residents of an area Reading a text about about health with gaps and filling the gaps Doing research in magazines and on the Internet Formulating an opinion and presenting it Giving advice Evaluating self and peer performance Planning and managing of a group task	B1	Enhanced group dynamics through co-operation, eg. solving each other's problem to learn about Ls' physical conditins (possible illness or problem) Ls can describe symptoms; give reasons and advice; become aware of existing alternatives.

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Project work	INTERCULTURALLY YOURS	<p>Ls learn about culture shock and cultural differences between countries, first by looking at other cultures and then by trying to look at their own culture through the eye of a foreigner.</p> <p>Ls, in pairs or small groups, give a 4-5-minute presentation using a poster that they have created.</p> <p>The presentation (and the poster) is about one aspect of the Hungarian culture that they would like to introduce to foreigners visiting Hungary (e.g. what food to expect and what to look out for; what to watch out for when moving about the country).</p>	<p>Writing short descriptions of different customs (both Hungarian and foreign ones)</p> <p>Exchanging information using rehearsed phrases and a controlled setting</p> <p>Presenting information in a more free manner</p> <p>Speaking freely about intercultural aspects of their lives</p> <p>Reading short descriptions of the shape and size of objects</p> <p>Reading extensively in looking for information on each country</p> <p>Using different websites</p>	B1	<p>Ls can exchange information and ask for details;</p> <p>express agreement and disagreement in a variety of ways;</p> <p>pick relevant new information from longer texts and incorporate it into an already existing body of language;</p> <p>discuss issues concerning their own culture and those of other nations.</p>

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Project work	MEET THE AUTHORS	<p>In this module Ls learn how to write a story. After familiarizing themselves with some famous story writers in the Anglo-Saxon tradition, they focus on different elements of a sotry: characters, setting, story line, and creating a text from separate sentences. They write the final version of the story in lesson 4, which they read out or simply distribute to the others in lesson 5 as at a “Meet the authors” event.</p>	<p>Understanding and following instructions on a checklist Listening to descriptions of places in English Interacting with others and speaking continuously Critically evaluating a story Describing characters and places in writing Writing a coherent story Describing characters and places in writing Writing a coherent story Evaluating self and peer performance Planning and managing a group task Continuously improving written work based on a checklist,</p>	B1	<p>Ls can write a description of a character; write a description of a place; join sentencees to create a text; ook at writing as a process, with continuous feedback and correcting. Enhanced group dynamics through co-operation.</p>