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# ENGLISH AS A FOREIGN LANGUAGE

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Map of modules for skills development  
in English for 16-19-year-old learners

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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	JUNK FOOD	<p>In this module Ls will learn about the pros and cons of junk food by first learning the definition and listing examples of junk food, then making a class survey and chart based on their findings on their own eating habits. They also count how much calories they consume and burn a day, learn some facts about US consumers, then listen to a song "Supersize me" and give their opinions about it in writing. The last lesson is a debate where Ls discuss the main argumentation points for and against junk food, based on 4 short articles. Finally, they discuss the situation of the topic in their own school.</p>	<p>Discussing and justifying opinions  Accepting and rejecting arguments  Expressing agreement, disagreement  Expressing opinions  Creating and reporting back on a class survey  Developing awareness on health  Developing co-operating skills  Developing and building on Ls' real life knowledge  Developing and building on Ls' creativity  Developing research skills</p>	A2+	<p>By the end of the module the Ls will have developed an awareness of healthy and unhealthy eating habits and food types.  Ls will gain experience in making charts based on a class survey.  Ls can  sum up texts and song lyrics about the topic;  express their opinion better on this topic.</p>

TYPE OF MODULE	TITLE	CONTENT	FOCI OF SKILLS DEVELOPMENT	LANGUAGE LEVEL	EXPECTED OUTCOME
Creative Communication	STEREOTYPES, PREJUDICES	Ls get familiar with vocabulary related to the topic, they are encouraged to draw on their previous knowledge or experience about stereotypes. They get acquainted with different opinions about stereotypes through reading a text. Ls are asked to express their own opinions in a form of a debate. Ls are challenged to share their knowledge and experience about other types of stereotypes and prejudices. They are asked to reflect on what they have learnt.	Discussing and justifying opinions Accepting and rejecting suggestions Expressing agreement, disagreement Reporting back on a class survey Cultural awareness	A2+	By the end of this module Ls' cultural awareness will have developed further. With the help of a lot of useful vocabulary, they are expected to be able to express their opinion better on this topic. Their previous views on stereotypes and prejudices will be challenged and perhaps modified.
Creative Communication	WHO AM I AND WHO ARE YOU?	This module gives many ways to learners to explore their mates' and their own characteristics and gives help for their self-knowledge in a playful way. They will first talk about names and appearance, then deal with personal characteristics with the help of Zodiac signs. The final lesson gives the scene for "psychologist's" discussing teenage personality and relationship problems in the form of role play.	Practising verbal and written forms of interaction Acting out dialogues Reading for information Developing co-operative skills Developing and building on Ls' self-knowledge Developing organisation skills Evaluating self performance by reflection and discussion	A2+	By the end of the module Ls can co-operate in groups; organize their work effectively; discuss their attitudes and share their opinions; talk about appearance and characteristics; express their agreement and disagreement; discuss personality and relationship problems.

TYPE OF MODULE	TITLE	CONTENT	FOCI OF SKILLS DEVELOPMENT	LANGUAGE LEVEL	EXPECTED OUTCOME
Project work	INVENTIONS	Ls get information about inventors and inventions of the past and also about crazy inventions of the present. They are challenged to view inventions from a future perspective. They organize, carry out and evaluate a project task.	Skimming a text Discussing and justifying opinions Describing objects Analyzing a text (pinpointing its main ideas) Planning and presenting project task Evaluating self- and peer performance Developing co-operative skills.	A2+	Ls can extract information from authentic texts describing inventions; make a short conference presentation.
Using the Internet	NOBEL PRIZE	In this module Ls will learn about Alfred Nobel, the Nobel Prize and Nobel laureates (international and Hungarian ones) through different types of quizzes. While revising the passive voice, they also listen, read and speak about the Nobel Prize and its laureates by searching the Internet to solve interactive quizzes. With the help of the Internet they also create a presentation and a quiz about a chosen topic.	Cooperating effectively in pairs and in group work Incorporating new knowledge into existing knowledge Exchanging information; Problem solving; Presenting and creating a quiz	A2+	Ls can represent data on a timeline; create a quiz; use the passive voice confidently; give a presentation about a given topic.

TYPE OF MODULE	TITLE	CONTENT	FOCI OF SKILLS DEVELOPMENT	LANGUAGE LEVEL	EXPECTED OUTCOME
Creative Communication	ACT! – VOLUNTEERING AND CHARITY	Ls learn about different types of voluntary work and various ways of being charitable. They draw up their own charity proposals: the class votes on the best one, which can actually be implemented in the school.	Practicing role plays and debating; Developing listening comprehension for gist and for detail Developing Ls' reading skills with texts about charity and volunteering Developing Ls' co-operative skills Developing Ls' proposal-writing skills with the help of a template	B1	Ls can speak about voluntary service and its relevance in youth; give examples for ways of giving such as donating money or their time as well; as methods of fundraising; speak about world trade and Fair Trade; share the workload among each other; convince people to accept an alternative or join a cause they support.
Creative Communication	PROTEST– YOUNG PEOPLE FOR CHANGE	In this module, through listening and reading activities, Ls will learn about the positive effect of youth movements on social change in recent history, the causes for protests and the methods activists use. In different speaking activities, they practise describing protest events and giving opinions on them. Finally, they choose a cause of their own, plan a protest activity and collect supporters.	Raising Ls' awareness that they can contribute to change Reading for factual information Taking notes while listening to a lecture or a speaking partner Describing events and actions Inquiring about details of events and actions Expressing opinions and giving reasons.	B1	Ls can identify the main ideas and factual details in a lecture; skim short informative texts; take notes while listening to a partner and a recorded lecture; exchange factual information and opinions; give reasons.

TYPE OF MODULE	TITLE	CONTENT	FOCI OF SKILLS DEVELOPMENT	LANGUAGE LEVEL	EXPECTED OUTCOME
Creative Communication	YOUTH CULTURE – ART, MUSIC, STYLES AND FASHION CREATED BY YOUNG PEOPLE	In this module, Ls read about, do research on and present information about the history of popular music. They choose an artist to be added to the List of Immortals through a debate / role play. They get information about careers in music. They choose a career and plan it, then they make their first business / professional contacts in the class. They also discuss the topic of drug use using pictures and input texts.	<ul style="list-style-type: none"> <li>Raising Ls' awareness of youth culture and its history</li> <li>Co-operating with others</li> <li>Planning a possible career</li> <li>Making and sharing future plans</li> <li>Agreeing on future plans</li> <li>Scanning and skimming</li> <li>Presenting</li> <li>Debating</li> <li>Sharing factual information</li> <li>Elaborating on opinions</li> </ul>	B1	<p>Ls can</p> <ul style="list-style-type: none"> <li>share information and opinion about different styles, and genres of popular music and performers;</li> <li>co-operate with others make and discuss future plans;</li> <li>scan and skim texts of different styles and genres;</li> <li>present and share factual information;</li> <li>debate a culture-related topic;</li> <li>elaborate on opinions.</li> </ul>

TYPE OF MODULE	TITLE	CONTENT	FOCI OF SKILLS DEVELOPMENT	LANGUAGE LEVEL	EXPECTED OUTCOME
Project work	YOUNG ENTERPRISE – SET UP YOUR OWN BUSINESS	<p>Ls learn about successful young business people and the first steps towards setting up an enterprise on their own.</p> <p>Step by step, they put together a business plan in groups of four, which then they present to venture capitalists in the hope of getting them to invest money into the business.</p>	<p>Expanding Ls' business English knowledge</p> <p>Developing Ls' reading skills with business texts</p> <p>Developing Ls' co-operative skills</p> <p>Developing Ls' presentation skills</p>	B1	<p>Ls can share the workload among each other;</p> <p>carry out a SWOTanalysis about a project or business;</p> <p>make an informed decision about what kind of company to set up;</p> <p>write a business plan and are able to present it;</p> <p>use the appropriate business terms to discuss and agree on a business plan.</p>
Using the Internet	YOUNG TECHNOLOGY	<p>Ls learn about the different ways technology affects their lives. First they look at the way the most common devices ideally function, using the Internet and learning about various searching techniques. Then they consider what happens when things go wrong, using the Internet as a collocation dictionary. Finally, they adopt a new perspective when they look at technology from their grandparents' point of view.</p>	<p>Expanding Ls' vocabulary about technology</p> <p>Speaking using visuals</p> <p>Speaking in a situation</p> <p>Reading and listening comprehension as it is done at the final exam</p>	B1	<p>Ls can talk about the influence technology has on their everyday lives;</p> <p>describe machines that are not functioning as they should;</p> <p>search effectively on the Internet;</p> <p>use the Internet as a collocation dictionary.</p>

TYPE OF MODULE	TITLE	CONTENT	FOCI OF SKILLS DEVELOPMENT	LANGUAGE LEVEL	EXPECTED OUTCOME
Creative Communication	A DAY IN THE LIFE OF ... – THE JOB INTERVIEW GAME	Ls learn about the daily routine of various jobs. They prepare for job interviews and take part in mini job interviews.	Scanning listening and reading texts for information Note-taking Summarizing notes to others Taking part in mini job interviews	B2	Ls can listen to people talking about their career; scan texts for information; take notes and summarize them to other Ls; take part in a job interview (both as interviewer and interviewee); work cooperatively.
Creative Communication	HERE IS THE NEWS, WHERE IS THE NEWS – DIFFERENT WORLDS IN THE MEDIA	Ls critically evaluate newspapers and magazines, then they make a summary of either a tabloid or a broadsheet, which they will compare with someone from another group in order to discover the differences in the two genres.	Skimming newspapers/magazines Evaluating newspapers/magazines Making a summary of a newspaper/magazine Mediation Listening to a summary and note-taking Giving practice in self-assessment	B2	Ls can skim texts and evaluate them; make a summary of a newspaper/magazine; differentiate between serious papers and tabloids.
Creative Communication	HUFF AND PUFF – SMOKING IS BAD FOR YOU. OR IS IT?	Facts about smoking Presentation of arguments about smoking Debate about banning smoking	Note-taking Scanning listening and reading texts for information Considering an issue from different angles Debating a topic in pairs and groups	B2	Ls can argue about moral dilemmas; better understand the mechanism of smoking scan listening texts for information; work cooperatively; debate the issue of banning smoking; collect arguments and listen to others' opinions.

TYPE OF MODULE	TITLE	CONTENT	FOCI OF SKILLS DEVELOPMENT	LANGUAGE LEVEL	EXPECTED OUTCOME
Project work	YOUR STORY– HOW TO WRITE A MINI SAGA	Ls read and write as well as evaluate mini sagas.	Gaining experience in reading creative language (almost literary texts) Gaining experience in creative writing Discussing issues concerning what makes a piece of writing exceptional	B2	Ls can shorten longer sentences; scan information about a literary genre; read and understand literary texts (mini sagas); plan and write a concise piece of text (of exactly fifty words) with a title; appreciate, create and evaluate pieces of creative writing.
Using the Internet	CHILDREN AROUND THE WORLD – LOVE, CARE AND RESPONSIBILITY	Moral dilemmas, Webquest about the life of children around the world Debate about child labour	Introducing the topic of social and personal responsibility Finding the right order of events in a listening text Note-taking Scanning listening and reading texts for information Considering an issue from different angles Debating a topic in pairs and groups	B2	Ls can argue about a criminal case and moral dilemmas; better understand the life of children around the world; scan texts for information; work cooperatively; debate the issue of child labour; collect arguments and listen to others' opinions.