
CASTLES

Discover the world of castles

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| Type of modul | Creative Communication |
| Level | A1 |
| Target group | 10-13-year-old learners |
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A kiadvány az Educatio Kht. kompetenciafejlesztő oktatási program kerettanterve alapján készült.

A kiadvány a Nemzeti Fejlesztési Terv Humán erőforrás-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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INFORMATION TABLE

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| TYPE OF MODULE | Creative Communication |
| DESCRIPTION OF MODULE | In this module learners discover various aspects of life in a medieval castle. Learners need to make explorations, descriptions and comparisons with their present life. |
| AIMS AND OBJECTIVES OF MODULE | <p>Educational aims:</p> <ul style="list-style-type: none"> ■ To provide opportunities for exploration ■ To encourage cooperation among learners ■ To provide opportunities for self-access work ■ To relate English to other areas of the primary curriculum ■ To develop learners' self-esteem ■ To build on learners' knowledge and skills acquired before <p>Language aims:</p> <p>To give learners a chance to use:</p> <ul style="list-style-type: none"> ■ the target language with confidence ■ information creatively ■ their imagination ■ new vocabulary in different activities and meaningful contexts ■ their knowledge, experience and skills acquired before <p>To give learners practice in:</p> <ul style="list-style-type: none"> ■ using a wide variety of skills through meaningful activities ■ describing simple facts, people and events, both orally and in writing ■ exchanging basic factual information through question-answer practice ■ creative writing ■ meaning making in authentic texts ■ small talk ■ using compensation strategies e.g. miming ■ guessing meaning from context |
| TIMEFRAME | 5 lessons |

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| TARGET GROUP | 10-13-year-old learners |
| LANGUAGE LEVEL | A1 |
| SUGGESTED LANGUAGE COMPETENCE | <p>Learners will be able to:</p> <ul style="list-style-type: none"> ■ give and ask for factual information, ■ engage in small talk ■ use compensation strategies (miming an action) ■ write simple descriptions after preparation ■ develop their vocabulary ■ describe themselves and people/objects surrounding them ■ identify and name familiar objects/activities related to the topic ■ understand and follow instructions given to them in the target language at their level ■ talk about simple events and activities related to their lives and compare it with life in a medieval castle |
| LINKS OF THE MODULE | |
| Cross-curricular links | <ul style="list-style-type: none"> ■ People and Society/ History ■ Art and Craft ■ Maths |
| FOCI OF SKILLS DEVELOPMENT | |
| Communicative language skills | <p>Learners will be able to:</p> <ul style="list-style-type: none"> ■ exchange simple factual information. ■ engage in simple small talk ■ interpret and follow instructions ■ use compensation strategies ■ use simple structures (can, have/has got,) ■ describe familiar things, objects and activities after preparation, both orally and in writing ■ use simple present tense and be familiar with past tense ■ express ideas and feelings with simple statements ■ have experience with stories in English |

**General
educational skills**

- People and Society
 - Reading and talking about lifestyle of people in different ages and children's lives in different ages
- History
 - finding out facts about life in a medieval castle
 - comparing different aspects of life nowadays with life in the Middle ages
- Arts and Crafts
 - Making drawings and using them for language learning purposes
- Mathematics
 - estimating and measuring objects

EVALUATION

Learners evaluate the lessons and their contribution to the lessons by filling in an evaluation chart. The teacher and learners evaluate the work completed orally as well.

SUGGESTIONS

The teacher's role during the lessons is that of organizer and facilitator. S/he monitors group-work and individual work and provides help when needed. She prepares Task Sheets and provides learners with materials and stationery needed.

Basic materials are: poster, cut-outs from different magazines, Task Sheets, blackboard, different kinds of stationery, small cards, balls

Some activities are better to be played outside

It could be beneficial to organise a trip to a castle nearby before or during teaching the module

BACK UP SYSTEMS

Kauffmann-Kauffmann: *Középkori várak*. Szeged: Szukits kiadó, 2004.

Tarrowski, W.: *Mi Micsoda? Lovagok*. Tessloff és Babilon Kiadó, 1994.

Csorba Csaba: *Regélő Váraink*. Helikon Kiadó, Budapest, 2005.

Csorba Csaba: *Legendás váraink*. Helikon Kiadó, Budapest. 2006.

Adams, S. *Várak és erődök*. Budapest: Novum, 2004.

MAP OF THE MODULE

| LESSON | FOCI OF SKILLS DEVELOPMENT | MAIN ACTIVITIES | LANGUAGE INPUT | MATERIALS AND RESOURCES |
|--------|---|---|---|---|
| 1 | <ul style="list-style-type: none"> ■ to introduce the topic and set the scene ■ to extend and build learners' vocabulary related to the topic as a basis for further lessons ■ to raise learners' interest and curiosity concerning the topic ■ to familiarise students with the building process of castles ■ to encourage learners to make simple descriptions ■ to involve learners in games | <ul style="list-style-type: none"> ■ Brainstorming ■ Describing castles ■ Describing a dream castle ■ Identifying places in the castle ■ Identifying and describing different activities in a castle | <ul style="list-style-type: none"> ■ <i>Tower, x towers, an old man, horses, window, gate etc. or</i> ■ <i>Can: I can see a gate, I can see x windows, I can see people/men, children,</i> ■ <i>Present Continuous: They are/he is/she is Xing etc.</i> ■ <i>Prepositions of place: My castle is at the top of a big hill. The hill is in the middle of the picture.</i> ■ <i>There is/are: There is a lake on the right.</i> ■ <i>Possessive - Have/has got: The castle has got a big gate, and there are six towers etc.)</i> | <ul style="list-style-type: none"> ■ felt tips, colour pencils, ■ poster of a castle ■ tape (tapescript in 1.3.A.2) ■ picture cards according to description in 1.3.A. ■ Task Sheet 1.2.A., picture cards 1.3.A.1. |

| LESSON | FOCI OF SKILLS DEVELOPMENT | MAIN ACTIVITIES | LANGUAGE INPUT | MATERIALS AND RESOURCES |
|--------|---|---|--|---|
| 2 | <ul style="list-style-type: none"> ■ to maintain learners' interest and curiosity concerning the topic ■ to revise family vocabulary ■ to do some problem-solving and guessing ■ to encourage learners to use their imagination and creativity ■ to reinforce learners' social skills by doing cooperative tasks | <ul style="list-style-type: none"> ■ Playing a Bingo-game with castle words. ■ Doing an information-gap activity ■ Doing a picture dictation ■ Describing a noble family living in the castle ■ Playing a guessing game ■ Making a coat of arms | <ul style="list-style-type: none"> ■ <i>Yes/no questions: Is your castle big? How many towers has it got, Is there a moat around it? Has it got a big gate/ 3 windows etc.)</i> ■ <i>Prepositions of place: My castle is on the top of a rock. It is a small castle, it has got only two towers. There are 3 little windows on it and there is a flag on the tower on the right.</i> ■ <i>Possessive 's:Harold is George's grandfather" etc.</i> ■ <i>Family-related vocabulary: husband, wife, sister, brother etc.and structures like I was born in....I'm George's sister.</i> ■ <i>Evaluation sentences. I like X'S work the most etc..</i> | <ul style="list-style-type: none"> ■ felt tips, colour pencils, ■ poster of a castle ■ tape (tapescript in 2.3.A.1.) ■ reference books related to the topic ■ picture of a coat of arms 2.4.A. ■ Task Sheets 2.2.A., 2.3.A.2. |

| LESSON | FOCI OF SKILLS DEVELOPMENT | MAIN ACTIVITIES | LANGUAGE INPUT | MATERIALS AND RESOURCES |
|--------|--|---|---|---|
| 3 | <ul style="list-style-type: none"> ■ to maintain learners' interest and curiosity concerning the topic ■ to revise family vocabulary ■ to compare children's lives to lives of learners centuries ago ■ to do some problem-solving ■ to encourage learners to use the vocabulary they have acquired for making simple descriptions ■ to encourage learners to use their imagination and creativity | <ul style="list-style-type: none"> ■ Finding children on a poster. ■ Comparing fashion today with fashion in the Middle Ages. ■ Playing the Hungarian game "Várméta" | <ul style="list-style-type: none"> ■ <i>Descriptions with "to be+adjective" and "have got" and Present Continuous: This is a boy, He is about x years old., He has got x hair, x eyes, he is wearing, One of the boys/girls is wearing a x.</i> ■ <i>Simple Past for describing past actions: They wore simple clothes, Girls wore skirts. Boys wore trousers or dungarees.</i> | <ul style="list-style-type: none"> ■ felt tips, colour pencils, crayons, poster paper, glue and other stationery ■ poster of a castle ■ reference books and fashion magazines related to the topic ■ Items of clothing ■ Task Sheet 3.1.A. |
| 4 | <ul style="list-style-type: none"> ■ to maintain learners' interest and curiosity concerning the topic ■ to extend learners' vocabulary ■ to encourage learners to use their limited language resources in making an interview ■ to revise learners' mathematical skills ■ to do some problem-solving | <ul style="list-style-type: none"> ■ Listening to a text about castle building. ■ Measuring and estimating the size of a castle ■ Making an interview with a carpenter ■ Making cards for a memory game and playing the game in groups. | <ul style="list-style-type: none"> ■ <i>Castle-related vocabulary: lords, workers, stone masons, enemies, site, hills, moat, towers</i> ■ <i>Superlative/comparative: The castle is about x metre high. The tallest tower is x metres high. The gate is x meters wide. The shortest tower is x metres high.</i> | <ul style="list-style-type: none"> ■ felt tips, colour pencils ■ poster of a castle ■ tape 4.1.A.3. ■ picture cards and wordcards (4.1.A.) ■ Task Sheets 4.1.A.2., 4.1.A.3., 4.2.A., 4.3.A.,4.4.A. |

| LESSON | FOCI OF SKILLS DEVELOPMENT | MAIN ACTIVITIES | LANGUAGE INPUT | MATERIALS AND RESOURCES |
|--------|--|--|---|--|
| 5 | <ul style="list-style-type: none"> ■ to involve learners in designing a game for their own use using their creativity and imagination ■ to revise castle-related vocabulary ■ to involve learners in adapting a Hungarian game for use in English ■ to round up and consolidate the topic ■ to reinforce learners' social skills and readiness to cooperate through games | <ul style="list-style-type: none"> ■ designing and playing a boardgame ■ playing a game. | <ul style="list-style-type: none"> ■ <i>Asking questions in past/ present tense</i> ■ <i>instructions for the boardgame: List 2 jobs related to castle building, List 3 places in a castle., What is the name of the water around a castle?, What clothes did children wear in castles? Etc.</i> ■ <i>vocabulary for playing the game: King, give me a soldier!, If you don't, I'll cross your border. Just try it! Who do you want?</i> | <ul style="list-style-type: none"> ■ felt tips, colour pencils, crayons and other stationery ■ cards for the questions in the boardgame (cc. 6 x 9 cm) ■ supplementary materials for evaluating progress in the boardgame ■ poster of a castle ■ Blu-Tack |

PROCEDURE

LESSON 1: BUILDING A CASTLE

Aims of the lesson:

- to introduce the topic and set the scene
- to extend and build learners' vocabulary related to the topic as a basis for further lessons
- to raise learners' interest and curiosity concerning the topic
- to familiarise learners with the building process of castles
- to encourage learners to make simple descriptions
- to involve learners in games

Materials and resources: felt tips, colour pencils, poster of a castle, tape (tapescript in 1.3.A.2), picture cards according to description in 1.3.A., Task Sheet 1.2.A., picture cards 1.3.A.1.

Before the lesson: the teacher can ask learners to bring photos, pictures, drawings of castles to set the scene and these illustrations can serve as decorations for the classroom

Classroom arrangement: no special arrangement is needed

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| STAGE 1 | “Look at this castle” – Introduction to the topic. Brainstorming words based on the poster |
| TIME | 10 minutes |
| SKILLS AND COMPETENCIES IN FOCUS | Listening Interacting Brainstorming |
| ORGANISATION | Whole class |
| AIDS AND MATERIALS | Poster of a castle |

TEACHER'S ACTIVITIES

1. The teacher shows the poster of a castle and elicits learners' previous experience about castles and vocabulary related to the topic. S/he tries to build up basic castle vocabulary, by pointing at relevant things in the poster, giving explanations.
2. Then s/he asks learners to identify things in the poster.

Teacher language:

What's this? Can you recall any English words about this poster? Can you name any parts of the castle, How many gates/windows/towers etc. can you see, Can you see any people? What is this person doing etc.

3. Teacher can reinforce new vocabulary by asking learners to draw the new vocabulary items in their notebooks

LEARNERS' ACTIVITIES

1. Learners follow the teacher's explanation/presentation. While looking at the poster, they answer the teacher's questions and join in by providing phrases and words related to the topic. Then they draw and note down new vocabulary items in their notebooks.

Learner language:

Tower, x towers, an old man, horses, window, gate etc. or I can see a gate, I can see x windows, I can see people/men, children, They are/he is/she is Xing etc.

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| STAGE 2 | Castle descriptions: Listen and match – Describing castles |
| TIME | 15 minutes |
| SKILLS AND COMPETENCIES IN FOCUS | Listening Writing Meaning making Matching |
| ORGANISATION | Individual work, pairwork |
| AIDS AND MATERIALS | 1.2 Task sheet |

TEACHER'S ACTIVITIES

1. The teacher hands out Task Sheet 1.2.A. with pictures of three castles on it, and asks learners to work individually.
2. S/he asks learners to listen to the description and mark the castle being described.
3. In the second stage of the activity s/he invites learners to work in pairs and write similar descriptions for each other and read it out as a picture dictation activity.
4. Before starting the activity, the teacher revises related vocabulary that might help learners to write the description.

LEARNERS' ACTIVITIES

1. Learners have the picture of three castles in front of them.
2. They listen to the teacher's description and mark the castle being described.
3. Then, they do the same activity in pairs: they first write the descriptions.
4. Learners then read their descriptions to each other asking their partner to draw a castle according to their description.

- S/he writes the possible expressions on the board.
- When doing the second stage of the activity, the teacher goes around and provides guidance with writing the description.

Teacher language:

In the middle, on the left/right, at the top/at the bottom, there are/there is ... etc.

Teacher's text

This castle is built at the top of a mountain. It has 3 towers, the tower on the left is the tallest. The shortest tower is on the right. There are windows. There is a guard standing by the gate and there is another guard standing on the bridge. There is a moat running all the way round the castle.

Learner language:

(e.g. My castle is at the top of a big hill. The hill is in the middle of the picture. There is a lake on the right. The castle has got a big gate, and there are six towers etc.)

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| STAGE 2. A | Describing a dream castle |
| TIME | 10 minutes |
| SKILLS AND COMPETENCIES IN FOCUS | Speaking |
| ORGANISATION | Whole class, Individual work, |
| AIDS AND MATERIALS | Drawings made by children |

TEACHER'S ACTIVITIES

- The teacher asks learners to imagine their dream castle, draw it on a separate sheet and supplement it with a description. In case of lack of time, the drawing can be made at home as a homework task.

Teacher language:

e.g. What is in your picture? Describe your castle to the rest of the class? Is it a real castle? What is in your castle? How many towers/windows/dates does it have?

LEARNERS' ACTIVITIES

- More able learners draw their dream castles and describe them to the rest of the class. The drawings supplemented with the texts can make up a class exhibition of castles or can be bound together to make a book.

Learner language:

(e.g. My castle is at the top of a big hill/in a forest. It has got a big gate, and six towers etc.)

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| STAGE 3 | Find your way in a castle – Vocabulary development |
| TIME | 10 minutes |
| SKILLS AND COMPETENCIES IN FOCUS | Speaking Meaning making Spelling Guessing |
| ORGANISATION | Whole class, individual work |
| AIDS AND MATERIALS | Poster, tape, Task Sheet 1.3.A., picture cards 1.3.A.2. |

TEACHER'S ACTIVITIES

1. Teacher puts up the poster and points at places/rooms in the castle and asks learners to identify them (first referring to familiar places (*kitchen, tower, gate etc.*) and then the more unfamiliar places (*dungeon, courtyard, ditch etc.*)
2. Then the teacher teaches the names of unfamiliar places through pointing and naming, then consolidates the vocabulary by asking questions according to the information on the poster (*Where is the guard? Where is the horse? etc.*)
3. Then the teacher plays a tape with noises (noise of fencing, cooking, snoring etc.) and asks learners to try to guess what noises they can hear
4. Tape Solution: someone making a sword, cooking, praying, moaning, training dogs-barking, fencing, serving food, building – hitting a stone/brick
5. S/he shows the pictures of different objects that can be found in a castle (*bow, sword, fireplace, etc.*) and asks learners to say where these objects belong to.
6. If there is time left, the teacher can ask everyone to gather around the teacher's desk. Teacher spells the name of one of the objects in the picture cards and learners need to say which one is being spelt by the teacher

LEARNERS' ACTIVITIES

1. Learners identify places in the castle according to teacher's questions.
2. They write down the names of new words in their notebooks.
3. Learners answer questions about the position of certain items/people in the poster using new vocabulary and prepositions.
4. After this they listen to a tape and try to identify which part/room of the castle the noises come from.
5. Learners try to identify where the objects can be in the castle.
6. Learners listen to the teacher spelling the names of objects and say which word is spelt.

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| STAGE 4 | Activities in the castle – Practice |
| TIME | 10 minutes |
| SKILLS AND COMPETENCIES IN FOCUS | Speaking |
| ORGANISATION | Whole class |
| AIDS AND MATERIALS | Poster |

TEACHER'S ACTIVITIES

1. The teacher shows the poster of a castle and draws learners' attention to different activities being carried out in the castle (*fighting, fencing, cooking etc.*)
2. The teacher introduces new vocabulary related to different activities to learners: *fighting, sleeping, cooking, learning to fence, training a horse, riding a horse, children playing with a ball, making a sword, a mason building, eating, riding a horse, doing embroidery, sewing, writing, praying, crying, getting water out of a well, feeding chickens, hunting, training a falcon, a servant serving a nobleman*
3. S/he asks learners to find a person on the poster who is involved in a certain activity (*e.g. Point at a person who is making a sword.*)
4. The teacher gives instruction to learners to mime the activities that have just been introduced (mime somebody eating/playing with a ball, riding a horse, writing etc.).

LEARNERS' ACTIVITIES

1. Learners follow the teacher's explanation.
2. Learners follow the instructions and go to the poster and point at the activities there and after that they write down the new words in their notebooks.
3. Learners mime the activities, more able learners can take over the teacher's role and can give instructions to their peers.

LESSON 2: FAMILIES IN THE CASTLES

Aims of the lesson:

- to maintain learners' interest and curiosity concerning the topic
- to revise family vocabulary
- to do some problem-solving and guessing
- to encourage learners to use their imagination and creativity
- to reinforce learners' social skills by doing cooperative tasks

Materials and resources: felt tips, colour pencils, poster of a castle, tape (tapescript in 2.3.A.1.), reference books related to the topic, picture of a coat of arms 2.4.A., Task Sheets 2.2.A., 2.3.A.2.

Before the lesson:

Classroom arrangement: no special arrangement is needed

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| STAGE 1 | Playing a game |
| TIME | 10 minutes |
| SKILLS AND COMPETENCIES IN FOCUS | Listening Spelling |
| ORGANISATION | Whole class |
| AIDS AND MATERIALS | - |

TEACHER'S ACTIVITIES

1. The teacher asks everyone to draw a bingo grid. (4 squares by 4 squares).
2. The teacher invites learners to collect 16 words related to the topic, which have been covered in the framework of the module/topic so far.
3. As the words are called out, the teacher puts them onto the blackboard and asks everyone to put down the words on the squares wherever they wish.
4. Then the teacher calls out the words one by one at random.
5. When learners hear a word they have on their grid, they cross it out.
6. Once they have 4 crosses horizontally, vertically or diagonally, they call out "bingo".

LEARNERS' ACTIVITIES

1. Learners first collect 16 words that have been learnt in the framework of the module/topic so far and then play bingo according to the teacher's instructions.

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| STAGE 2 | Different castles – Info-gap activity |
| TIME | 10 minutes |
| SKILLS AND COMPETENCIES IN FOCUS | Speaking Cooperation Predicting |
| ORGANISATION | Pairwork |
| AIDS AND MATERIALS | Task Sheet 2.2.A |

TEACHER'S ACTIVITIES

1. The teacher gives out Task Sheet 2.2.A. and asks them to find differences between the pictures by asking and answering each other questions.

LEARNERS' ACTIVITIES

1. Learners ask and answer questions in order to complete their pictures.

Learner language:

Is your castle big? How many towers has it got, Is there a moat around it? Has it got a big gate/ 3 windows etc.)

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| STAGE 2. A | Doing a picture dictation |
| TIME | 5 minutes |
| SKILLS AND COMPETENCIES IN FOCUS | Speaking Listening Creativity |
| ORGANISATION | Groupwork (with those learners who finish the previous task early) |
| AIDS AND MATERIALS | Students' notebooks |

TEACHER'S ACTIVITIES

1. The teacher encourages more advanced learners who finish early to work in pairs and do a picture dictation activity.
2. S/he asks one learner to imagine a castle and dictate sentences to his or her partner about it.

LEARNERS' ACTIVITIES

1. Learners do a picture dictation in pairs.
Learner 1 dictates Learner 2 what to draw and how to colour it.

Possible learner language:

My castle is on the top of a rock. It is a small castle, it has got only two towers. There are 3 little windows on it and there is a flag on the tower on the right.

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| STAGE 3 | Getting to know a noble family – Listening |
| TIME | 10 minutes |
| SKILLS AND COMPETENCIES IN FOCUS | Listening Meaning-making Predicting |
| ORGANISATION | Whole class, individual work |
| AIDS AND MATERIALS | Tape (2.3.A.1.), Task Sheet 2.3.A.2. |

TEACHER'S ACTIVITIES

1. Teacher gives out the family tree of a noble family, on Task Sheet 2.3.A. and asks learners to say sentences about the family represented in the family tree.
2. The teacher can initiate the description e.g. *“It’s a family with 7 children, they lived in the 16th century etc.”*
3. Then the teacher asks learners to listen to the tape and complete the family tree.
4. After completing the family tree, learners are asked to say sentences about the family.

LEARNERS' ACTIVITIES

1. Learners look at their worksheets and try to gain information from the family tree. They speak about their findings. Then, they listen to the information on the tape and on the basis of the information on the tape they complete the family trees. Later, they say sentences about the family.

Learner language:
Harald is George’s grandfather” etc

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| STAGE 3. A | Playing a guessing game |
| TIME | 5 minutes |
| SKILLS AND COMPETENCIES IN FOCUS | Speaking Guessing |
| ORGANISATION | Whole class - more able learners taking a more active role, while slower and less able learners follow the descriptions given by others |
| AIDS AND MATERIALS | Task Sheet 2.3.A. |

TEACHER'S ACTIVITIES

1. The teacher asks learners to say sentences on behalf of one of the people (on Task Sheet 2.3.A.) in the family tree, and encourages the others to find out who they might be.
2. The teacher models the activity then more able learners can take an initiative, while less able learners try to find out who the person is.

Teacher language:

I am a boy, I am the third child in the family, I was born in 1560.

LEARNERS' ACTIVITIES

1. Learners think of a person described in the family and say sentences about this person in first person singular.
The others have to find out who the person is.

Learner language:

husband, wife, sister, brother etc. and structures like I was born in....

I'm George's sister."

STAGE 4 Designing a coat of arms – Making descriptions

TIME 20 minutes

**SKILLS AND COMPETENCIES
IN FOCUS** Writing
Memory training
Observation skills

ORGANISATION Whole class, individual work

AIDS AND MATERIALS Picture of a coat of arms (Task Sheet 2.4.A), stationery

TEACHER'S ACTIVITIES

1. The teacher shows learners a coat of arms (Task Sheet 2.4.A.), and asks learners to look at it for a couple of seconds and then asks them to recall what they remember about it.
2. After the observation skill-memory game, learners look at the coat of arms more closely and describe it together (shape, colours, images etc.),
3. The teacher writes the sentences on the blackboard.
4. The teacher encourages learners to design coats of arms for their own families and then describe them to the others.
5. The teacher encourages learners to make comments about each other's works.

LEARNERS' ACTIVITIES

1. Learners follow the teacher's instructions and try to remember what can be seen on a coat of arms shown to them.
2. Then learners say sentences about the coat of arms, and design their own one.
3. After that, learners display their coat of arms and describe what can be seen on them.
4. Learners go around and say sentences about each other's work and also express likes.

Learner language:

I like X'S work the most.

Peti's coat of arms has a falcon on it.

LESSON 3: CHILDREN LIVING IN CASTLES

Aims of the lesson:

- to maintain learners' interest and curiosity concerning the topic
- to revise family vocabulary
- to compare children's lives to lives of children centuries ago
- to do some problem-solving
- to encourage learners to use the vocabulary they have acquired for making simple descriptions
- to encourage learners to use their imagination and creativity

Materials and resources: felt tips, colour pencils, crayons, poster paper, glue and other stationery, poster of a castle, reference books and fashion magazines related to the topic, items of clothing, Task Sheet 3.1.A.

Before the lesson: the teacher should make sure that there is a suitable place to play the outdoor game (courtyard, gym etc.)

Classroom arrangement: no special arrangement is needed

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|---|---|
| STAGE 1 | Where are the children? – Presentation |
| TIME | 10 minutes |
| SKILLS AND COMPETENCIES IN FOCUS | Speaking Writing Guessing |
| ORGANISATION | Whole class |
| AIDS AND MATERIALS | Poster of a castle |

TEACHER'S ACTIVITIES

1. The teacher shows the poster of a castle and asks learners to find children in it and also asks questions about what they are doing. e.g. *What is the little boy in the courtyard doing?*
2. Then the teacher encourages learners to choose a child and describe him/her (age, height, clothes, activity etc.).
3. S/he encourages the others to find out who is being described.

As a link to the next task, the teacher can ask learners to look at children's clothes on the poster and say sentences about them.

LEARNERS' ACTIVITIES

1. Learners follow the teacher's instruction, find the children and say sentences about them.
2. One learner chooses a child and describes him/her (age, height, clothes, activity etc.). The others will have to find out who is being described.

Learner language:

This is a boy, He is about x years old.

He has got x hair, x eyes, he is wearing

One of the boys/girls is wearing a x.

STAGE 2 Fashion – Presentation

TIME 15 minutes

SKILLS AND COMPETENCIES IN FOCUS Using imagination
Comparing

ORGANISATION Groupwork

AIDS AND MATERIALS Poster

TEACHER'S ACTIVITIES

1. The teacher encourages learners to think of what fashion might have been in the Middle Ages (pointing at the poster might help to identify trends, items of clothing and colours).
2. Then the teacher asks learners to draw characters – a boy and a girl, dress them and write labels, naming their clothes. One of the characters can wear clothes from the Middle Ages, the other from today's world.

LEARNERS' ACTIVITIES

1. Learners draw pictures of boys/girls today and in the Middle Ages and label the clothes. Learners can present and describe what they have done/drawn/written to others.
2. They display their works.
3. Everyone looks at each other's work.
4. More able learners are invited to introduce their works and explain what they have drawn and written.

Possible learner language:

They wore simple clothes, Girls wore skirts. Boys wore trousers or dungarees.

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| STAGE 3 | “Várméta” game – Playing a game |
| TIME | 20 minutes |
| SKILLS AND COMPETENCIES IN FOCUS | Listening Speaking |
| ORGANISATION | Whole class |
| AIDS AND MATERIALS | Rules described in 3.1.A. |

TEACHER’S ACTIVITIES

1. The teacher invites learners to play a game.
S/he negotiates the rules of the game with the learners and then encourages them to play, possibly outside or a in the gym of the school.

LEARNERS’ ACTIVITIES

1. Learners follow the teacher’s instructions and play the game.

LESSON 4: CASTLE MATHS

Aims of the lesson:

- to maintain learners' interest and curiosity concerning the topic
- to extend learners' vocabulary
- to encourage learners to use their limited language resources in making an interview
- to revise learners' mathematical skills
- to do some problem-solving

Materials and resources: felt tips, colour pencils, poster of a castle, tape 4.1.A., picture cards (4.1.A.), Task Sheets 4.1.A.2., 4.1.A.3., 4.2.A., 4.3.A.,4.4.A.

Before the lesson:

Classroom arrangement: no special arrangement is needed

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| STAGE 1 | Building a castle – Presentation |
| TIME | 15 minutes |
| SKILLS AND COMPETENCIES IN FOCUS | Listening, Speaking |
| ORGANISATION | Whole class |
| AIDS AND MATERIALS | Cassette - Task Sheet 4.1.A.3., Task Sheet 4.1.A.2., Picture cards 4.1.A.1. |

TEACHER'S ACTIVITIES

1. The teacher revises (practises) the vocabulary of building with the help of picture cards 4.1.A. – s/he can play Kim's Game with them.
2. Then the teacher gives out Task Sheet 4.1.A.2. S/he asks learners to match the pictures with the words.
3. They correct the word together.
4. Then the teacher hands out Task Sheet 4.1.A.3. and asks learners to read through the text and the given words. Then she plays the tape twice.
5. They check the work together.

Vocabulary of picture cards 4.1.A.:

a tower, a stone, wood, master builder, carpenter, ditch, tower, window etc.

LEARNERS' ACTIVITIES

1. Learners follow the teacher's explanation while looking at the poster and playing with picture cards.
2. They answer teacher's questions thus revising and learning new words and phrases.
3. Learners work on Task Sheet 4.1.A.2. They match words with the appropriate words and explanations.
4. Then learners first read through the text then they listen to the text about castle building and fill the gaps.

Solution:

lords, workers, stone masons, enemies, site, hills, moat, towers.

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| STAGE 2 | Measure a castle– Practice |
| TIME | 8 minutes |
| SKILLS AND COMPETENCIES IN FOCUS | Maths skills Estimating Measuring |
| ORGANISATION | Individual work |
| AIDS AND MATERIALS | Task Sheet 4.2.A. |

TEACHER'S ACTIVITIES

1. The teacher gives out task Sheet 4.2.A. with the picture of a castle drawn on squared paper and asks learners first to estimate, then to measure how big the castle might be in real life. (overall height, height of windows, size of towers, gates, ditches, towers etc.)
2. They discuss results.

LEARNERS' ACTIVITIES

1. Learners measure how big the castle might be in real life, they also measure how big the components of the castle might be. (tower, gate, ditch etc.)

2. After calculating, they compare answers.

Learner language:

The castle is about x metres high. The tallest tower is x metres high. The gate is x metres wide. The shortest tower is x metres high.

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| STAGE 3 | Interview a master builder – Role-play |
| TIME | 12 minutes |
| SKILLS AND COMPETENCIES IN FOCUS | Reading Speaking Cooperation Meaning making |
| ORGANISATION | Pairwork |
| AIDS AND MATERIALS | Task Sheet 4.3.A. |

TEACHER'S ACTIVITIES

1. Teacher gives out Task Sheet 4.3.A. with questions and answers mixed up (parts of an interview with a carpenter who has been involved in building a castle).
2. The teacher makes sure that learners can understand the sentences.
3. S/he asks learners to reconstruct the interviews in pairs.
4. After completing the task and checking the order, learners act out the interview in pairs.

LEARNERS' ACTIVITIES

1. Learners reconstruct the interviews in pairs and act them out.

Solution: A - 7, b - 2, c - 3, d - 1, e - 6, f - 4, g - 8, h - 5, I - 9

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| STAGE 4 | Castle memory – Memory game |
| TIME | 10 minutes |
| SKILLS AND COMPETENCIES IN FOCUS | Speaking Memorizing |
| ORGANISATION | Pairwork |
| AIDS AND MATERIALS | Stationery, scissors, Task Sheet 4.4.A. |

TEACHER'S ACTIVITIES

1. The teacher asks learners to draw 10 simple pictures of different objects from the vocabulary and write ten word cards with the names of the pictures. S/he hands out Task Sheet 4.4.A. with the squares on them. S/he asks learners to cut them out and play a memory game.

LEARNERS' ACTIVITIES

1. Learners follow the teacher's instructions and make word cards and then play a memory game.

LESSON 5: CASTLE FEAST

Aims of the lesson:

- to involve learners in designing a game for their own use using their creativity and imagination
- to revise castle-related vocabulary
- to involve learners in adapting a Hungarian game for use in English
- to round up and consolidate the topic
- to reinforce learners' social skills and readiness to cooperate through games

Materials and resources: felt tips, colour pencils, crayons and other stationery, cards for the questions in the boardgame (cc. 6 X 9 cm), supplementary materials for evaluating progress in the boardgame, poster of a castle, Evaluation Sheet 5.2..A., blutack.

Before the lesson: the teacher should make sure that there is a suitable place to play the outdoor game (courtyard, gym etc.)

Classroom arrangement: no special arrangement is needed

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| STAGE 1 | Making and playing a boardgame – Practice |
| TIME | 25 minutes |
| SKILLS AND COMPETENCIES IN FOCUS | Speaking Reading Listening Cooperation |
| ORGANISATION | Whole class, groupwork |
| AIDS AND MATERIALS | Poster of a castle, blank cards for the questions |

TEACHER'S ACTIVITIES

1. The teacher explains that the aim of the boardgame is to collect all the parts of a castle and that a part of the castle is given for each correct answer.
2. The parts of the castle (as pieces of a puzzle) are prepared by the teacher who cuts the picture of castles into pieces. (one set/group). The picture of a castle can be photocopied and cut into pieces.
3. Teacher hands out blank cards and asks learners to write questions on them.
4. The teacher suggests and gives clues about what kind of questions and tasks can be given (*e.g. list two things we need to build a castle*).
5. The teacher forms teams of mixed ability learners and asks each group to write questions related to the topic (10 questions/team).
6. The teams then will hand the questions to the teacher, who will shuffle them and ask them. The team which answers the questions correctly first will get one part of a castle. The winner is the team whose castle is ready first.

LEARNERS' ACTIVITIES

1. Learners follow the teacher's instructions and write questions for the boardgame.
2. Then learners play the game in teams of 3 or 4– they get a piece of the castle, if they answer a question correctly, the team that has its castle ready first is the winner.

STAGE 2 What have we done? – Evaluation

TIME 5 minutes

**SKILLS AND COMPETENCIES
IN FOCUS** Speaking
Writing

ORGANISATION Whole class, individual work

AIDS AND MATERIALS Evaluation Sheet 5.2.A.

TEACHER'S ACTIVITIES

1. Before doing the final activity outside, the teacher asks learners to fill in the Evaluation Sheet 5.2.A.

LEARNERS' ACTIVITIES

- 1 Learners evaluate the module, their work and progress by completing Evaluation Sheet 5.2.A.

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| STAGE 3 | King, give me a soldier – Playing a game |
| TIME | 15 minutes |
| SKILLS AND COMPETENCIES IN FOCUS | Speaking Writing Cooperation |
| ORGANISATION | Whole class, groupwork |
| AIDS AND MATERIALS | - |

TEACHER'S ACTIVITIES

1. Teacher asks learners to transfer this Hungarian game into English.
2. They discuss the appropriate English phrases for the game. After negotiating the rules, they play the game, possibly outside.
3. The teacher asks learners to evaluate the module by completing the module evaluation sheet.

LEARNERS' ACTIVITIES

1. Learners negotiate the text and the rules of the game and play it.

Possible language:

King, give me a soldier!

No.

If you don't, I'll cross your border.

Just try it!

Who do you want?

Kata.