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# **ENGLISH AS A FOREIGN LANGUAGE**

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**Map of modules for skills development in  
English for 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 Humánerőforrás-fejlesztési Operatív Program 3.1.1. központi program (Pedagógusok és oktatási szakértők felkészítése a kompetencia alapú képzés és oktatás feladataira) keretében készült, a sul Nova 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](http://www.educatio.hu) címen.

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TYPE OF MODULE	TITLE	CONTENT	FOCI OF SKILLS DEVELOPMENT	LANGUAGE LEVEL	EXPECTED OUTCOME
Story-time	CATS, CATS, CATS – ‘LET THE CAT OUT OF THE BAG’	Learning about some good and bad human characteristic features, Discussing moral issues Reading, rewriting and acting out a story and poems about cats	Understanding a story Retelling a story Creative writing Developing drama techniques Presenting work carried out by the Ls Developing cooperation skills Discussing moral issues Carrying out self- and peer-evaluation Confidence building	A1-	Ls can act out stories; write stories; make illustrations for the stories.
Story-time	THE GINGERBREAD MAN	In this module Ls learn to tell a story together with the help of pictures and by joining into the T's story telling in the repetitive parts. Ls make puppets for roleplaying the story dialogue.	Describing characters from a story Expressing ability about themselves and others Role-playing a short dialogue from the story Listening attentively to a story and to each other while performing a role-play Co-operating and working together in preparing a role-play and in a role-play appreciating children's literature in English	A1-	Ls can name and describe characters in simple sentences; retell parts of a story; role-play a story with their own puppets.
Creative Communication	THIS IS US	In this module Ls make a video recording about the group and learn some songs. They introduce themselves and each other and evaluate their own performances.	Describing oneself, ourselves and each other Presenting descriptions about oneself, ourselves and each other Giving feedback on own performances Strengthening group coherence Developing self-evaluation	A1-	Ls can describe themselves and each other; sing songs about their group; take responsibility for a role on the video.

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Creative Communication	WINTER COOKIES	In this module Ls learn about the process of cooking and bake some gingerbread. They also learn some rhymes and compile a recipe poster.	Identifying and naming ingredients of gingerbread Following instructions of and describing the cookery process Role-playing a shopping dialogue Learning how to follow a recipe Co-operating and working together Appreciating rhymes and chants in English	A1-	Ls can name ingredients of gingerbread; follow a recipe; retell the cookery process; describe the cookies they have made.
Project work	ANCIENT EGYPT – 'OU LOOK GREAT!'	Learning about everyday life in Ancient Egypt Meeting a family and following them to the market to do some shopping Designing costumes for a fashion show in groups	Developing vocabulary Using limited language resources creatively Co-planning, information exchange Developing cooperation skills Building on Ls' creativity Evaluating self and peer performance	A1-	Ls can interact with each other to get to know more about people and places; introduce and describe people.
Project work	LET'S PARTY – TREASURE HUNT	In this module Ls will be prepared to describe gardens. They have the chance to compare gardens in Britain and in Hungary. They create their own garden in groups and play games there.	Cooperating effectively in pair and group work Incorporating new knowledge into existing knowledge Developing strategy to learn by observing Exchanging information Problem solving in groups	A1-	Ls can describe a model garden using simple structures; give and follow instructions; ask questions in order to get information about the place.

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Project work	ROUND THE WORLD WITH A CUP OF TEA – ‘NICE SMELL, NICE TASTE!’	Examining tea-types, describing them and making a poster Introducing the poster to other groups Making a cup of tea Writing a script and producing a TV show Presenting and evaluating the performance	Expressing likes and dislikes Note-taking skills Writing a description based on notes Designing a poster Giving and following instructions Discussing problems, sharing roles Rehearsing Presenting a scene	A1-	Ls can talk about tea-types and their qualities based on a poster; tell how to make a cup of tea; produce and present a TV show in groups.
Project work	SURVIVE! – CREATING OUR OWN ISLANDS	This module focuses on the topic of creating an island where Ls are shipwrecked. It offers Ls the chance to learn new words in context and use this vocabulary to describe their islands. The end products of the module are islands which are designed by Ls through a variety of tasks.	Using vocabulary learnt in different context Using simple language structures to describe things Listening to a story and responding to it Building association between words and corresponding pictures Developing co-operative skills	A1-	Ls can design an island; speak about animals, plants and fruits, houses, ship and routes on the island; write an S.O.S. message; describe an imaginary animal; plan a Treasure Hunt route.

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Story-time	GIRLS IN SONGS – ‘GIRLS HAVE A HEART OF GOLD’	Learning about people, their human characteristic features, their life and problems Discussing intercultural, moral and social issues Singing, rewriting and acting out songs about girls	Developing tolerance and the ability of accepting others Developing drama skills Reading, singing, acting out Rewriting and sharing songs Practising grammar structures and functions in a meaningful context Presenting work carried out by the Ls Carrying out self- and peer-evaluation and evaluation of the songs Understanding humour in language	A1	Ls can write a story; make posters; act out songs; organise a song contest.
Story-time	JACK AND THE BEANSTALK	In this module Ls read a traditional storybook together and complete a variety of reading comprehension tasks. They also role-playing short dialogues from the story and play a board game in groups.	Describing characters from a story Telling narrative parts of a story Role-playing a short dialogue from the story Listening attentively to a story and to each other in a role-play Appreciating children's literature in English Building self-confidence in reading authentic materials	A1	Ls can describe characters from the story; tell and role-play parts of the story.
Story-time	KIDS AND TEACHERS	Poems about kids and teachers	Reading, discussing and rewriting poems	A1	Poems written by Ls, posters

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Story-time	SIX DINNER SID – THE CHEAT HAS SHORT LEGS'	This module is based on the story 'Six dinner Sid' by Inga Moore. Ls have the chance to listen to and retell the story with the help of pictures, an information chart and posters made by Ls.	Developing ability to share storytelling Developing Ls' cooperative and negotiation skills	A1	Ls can act out a story; retell a story; make and present a poster; fill in a chart.
Story-time	THE SNOWMAN – 'SNOWMEN NEVER CATCH COLD'	Listening to and reading authentic pieces of English children's literature, a story, songs, rhymes and jokes about snowmen.	Reading acting out, enjoying pieces of children's literature in a foreign language Developing creative writing Developing describing people, talking about personality Using English as the means of communication Giving instructions Providing feedback and evaluation Carrying out self-evaluation	A1	Ls can act out songs in different styles; rewrite a story; write the diary of a snowman; draw cartoons and story illustration.
Story-time	THE THREE BILLY GOATS GRUFF – 'I WANT TO GET THE TROLL'S GOAT'	Listening to and acting out a jazz chant fairy tale Learning about human characteristic features, problems and possible solutions Practising grammar structures, vocabulary sets and functional language items in a meaningful context Evaluating own work	Discussing moral and social issues Evaluating one's own performance Understanding humour Improving chanting skills (pronunciation, rhythm, knowledge of text) Developing drama techniques Performing for an audience Preparing for the performance	A1	Ls can use simple structures; use basic vocabulary (animals, plants, food items, colours, numbers, basic adjectives and verbs); organise a performance.

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Creative Communication	ANIMANIA – ANIMALS ALL AROUND	In this module Ls deal with the topic of animals. they describe animals, listen to an interview, do interviews with animals, write a poem and make their Class book of Favourite animals and Poems.	<ul style="list-style-type: none"> <li>Developing Ls' ability to co-operate with their peers</li> <li>Expressing their opinion</li> <li>Describing animals</li> <li>Developing Ls' creativity</li> <li>Developing Ls' speaking and presentation skills</li> <li>Developing Ls' creative writing skills</li> </ul>	A1	<ul style="list-style-type: none"> <li>Ls can give and ask for information about animals;</li> <li>do an interview;</li> <li>write descriptions about animals;</li> <li>read and write a simple poem;</li> <li>get into meaningful interaction with peers;</li> <li>work in pairs / small groups or as a whole class to reach an aim.</li> </ul>
Creative Communication	BOOKS – BOOKS ARE FUN!	<ul style="list-style-type: none"> <li>Playing communication games (guessing, miming etc.)</li> <li>Experimenting with different learning strategies</li> <li>Getting familiar with how books are constructed through examining authentic books</li> <li>Making a picture book</li> </ul>	<ul style="list-style-type: none"> <li>Exchanging factual information</li> <li>Developing Ls' vocabulary through games and challenging tasks</li> <li>Developing memory skills</li> <li>Developing cooperation skills by planning and making a picture book in groups</li> <li>Developing communication skills through a role play task</li> <li>Developing study skills through raising awareness of how a story is built up</li> <li>Guessing meaning of unknown words from context</li> <li>Developing reading skills through drama</li> </ul>	A1	<ul style="list-style-type: none"> <li>Ls can:</li> <li>speak about reading habits;</li> <li>use basic vocabulary of different genres of written materials;</li> <li>introduce an authentic book to others;</li> <li>use different learning strategies to ease comprehension;</li> <li>cooperate with each other;</li> <li>act out a simple dialogue.</li> </ul>

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Creative Communication	CASTLES – DISCOVER THE WORLD OF CASTLES	Talking about castles Playing games Life in a castle	Educational aims: To provide opportunities for exploration To provide opportunities for self-access work To relate English to other areas of the primary curriculum To build on Ls' knowledge and skills acquired before Language aims: To give learners a chance to use: information creatively, new vocabulary in different activities and meaningful contexts	A1	Ls can give and ask for factual information; use compensation strategies (miming an action); write simple descriptions after preparation; describe themselves and people/objects surrounding them; talk about simple events and activities related to their lives and compare it with life in a medieval castle.
Creative Communication	CLOTHES FROM HEAD TO TOE	In this module Ls practice vocabulary about clothes and describe people in various games. They also organize and take part in a fashion show, make a fashion guide and learn poems and rhymes about clothes.	Describing people Writing short texts following models Writing a short poem Evaluating their own and their peers' work using simple structures Co-operating and working together to play games and to complete tasks in small groups independently Recognizing that they can learn from their peers, as well as from their teacher, in interactions Following rules of a game Appreciating authentic pieces of literature in english Valuing each others' pieces of writing	A1	Ls can describe people's clothes; write about clothes; retell poems and rhymes about clothes.

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Creative Communication	LEISURE – LET'S HAVE FUN	Brainstorming vocabulary of free time activities Making a survey about hobbies Presenting a short talk about hobbies Predicting people's jobs and favourite free time activities based on pictures Listening to music, expressing feelings Reading a poem Writing a poem	Enabling Ls to express feelings evoked by music and literature with simple sentences Developing Ls' vocabulary through games and challenging tasks Developing Ls' presentation skills by engaging them in small talks	A1	Ls can express their feelings evoked by music and literature; speak about free time activities; speak about different nations' free time activities; describe hobbies and their necessary equipment; guess and talk about people's possible hobbies and characters with the help of visual clues; summarise findings of a survey.
Creative Communication	MY GOLDFISH IS THE PERFECT PET	In this module Ls revise vocabulary about animals, describe pets and make a survey about pets. They also design and write a manual for pet owners.	Asking for, processing and reporting about simple information gathered from peers Writing short texts following models Evaluating own and peers' work using simple language structures Using information in a creative and new way in order to complete a task Co-operating and working together to complete a task in small groups Appreciating authentic pieces of children's literature in English	A1	Ls can describe pets; write about pets; co-operate in compiling a shared task; evaluate their on and their peers' work.

TYPE OF MODULE	TITLE	CONTENT	FOCI OF SKILLS DEVELOPMENT	LANGUAGE LEVEL	EXPECTED OUTCOME
Project work	ACTION! – MAKING A FILM ABOUT OUR SCHOOL	Ls go through the main stages of film production and they write possible film scripts of a film which can be made in the future.	<p>Developing Ls' creativity and creative writing</p> <p>Developing Ls' compensation strategies (miming, acting out)</p> <p>Developing Ls' cooperative and negotiation skills</p>	A1	Ls can express their feelings in action; write simple statements; describe events, write a simple film script; write and act out dialogues.
Project work	ANCIENT GREECE – 'WE ARE THE CHAMPIONS!'	In this project Ls will learn about sports and different equipment used during indoor and outdoor activities. They will learn about the history of the Olympic Games. They will have a chance to prepare some sports activities for each other and take part in the events of the Cheery Olympics.	<p>Language skill development</p> <p>Using limited language resources creatively</p> <ul style="list-style-type: none"> <li>– brainstorming in groups</li> <li>– discussing, planning, cooperation, accepting other's ideas</li> <li>– listening to others carefully in order to follow instructions</li> </ul> <p>Cross-curricular skill development:</p> <p>People and Society</p> <ul style="list-style-type: none"> <li>– Ancient Greece: facts about the ancient and modern Olympic Games</li> </ul> <p>Geography</p> <ul style="list-style-type: none"> <li>– orientation on the map</li> <li>– Olympic cities</li> </ul> <p>Physical Education</p> <ul style="list-style-type: none"> <li>– names of sports</li> <li>– names of equipment used during various outdoor and indoor activities</li> </ul>	A1	<p>Sports competition</p> <p>Ls can name ancient and modern Olympic sports and some equipment needed for different sports.</p> <p>Ls help each other to design a task, to give and follow instructions.</p>

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Project work	SEIZE THE DAY! – FESTIVALS ACROSS THE WORLD	In this module Ls learn about different religions and festivals. they have the chance to get familiar with different cultures and at the same time develop their vocabulary through a variety of tasks. the end product is a Calendar Wheel which contains all the festivals Ls learn about during the module.	Developing Ls' vocabulary in this topic Developing Ls' reading skills through reading for information Enhancing Ls' communication skills through describing festivals Developing Ls' cooperative skills in group work	A1	Ls can read for information; use vocabulary learnt to describe festivals in short sentences; make a Calendar Wheel which contains the learnt festivals and religions.
Project work	TRAVELLING IN TIME 1 – 'EXPLORE OUR HISTORY!	In this project Ls will travel in time with the help of a board game. They will study life in 5 different historical periods. In groups, they will learn about people's clothing, homes and weapons of the chosen era. In the end, they will present the result of their studies in the form of a poster.	Language skill development: Developing vocabulary Brainstorming, discussing in groups Using authentic material Presenting work carried out by the teams Providing feedback and evaluation Cross-curricular skill development: People and Society – orientating in time and space – using authentic material in groups Art – drawing homes Mathematics – learning about time (time of the day; historical time: BC, AD)	A1	Poster presentation Ls can use different sources for getting information and help each other to design a poster; present projects to others.

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Project work	TRAVELLING IN TIME 2 – 'TRAVEL WITH US!'	Forming travel agencies Developing a group identity-designing a logo Planning the journey in groups Designing a poster Advertising the trip-poster presentation	Activating background knowledge Requesting and giving information Cooperating effectively ingroup work Discussing and taking notes Writing darfs, process writing Designing a poster Rehearsing spoken performance Presenting a poster	A1	Ls can activate background knowledge and use it in a different context; plan a journey in groups; excahnge information; organize and present information visually in an effective way; introduce the details of their journey to other creatively.
Project work	UNDERWATER WORLD LIFE IN A ROCK POOL	In this module Ls go on an imaginary holiday to the sea. They study sea life in a rock pool with the help of pictures, texts and a rock pool created in groups.	Understanding a story Describing pictures Scanning for information in short informative texts Developing co-operative skills Evaluating self and peer performance	A1	Ls can describe pictures in simple sentences; name different sea creatures; find important information in short written texts with the help of theirpeers; co-operate in groups and pairs; talk about a rock pool created by them in groups.

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Story-time	SING A SONG AND SAY A RHYME – CHRISTMAS COMES BUT ONCE A YEAR...	Ls get information about English rhymes and children's games. They have the chance to play, change them and personalize them.	Developing co-operative skills Developing cultural awareness Guessing meaning of words from context Practicing intonation, stress and rhythm	A1+	Ls can sing a few songs; say some rhymes; play and invent games; make puzzles for peers.
Story-time	THE FOUR MUSICIANS – MUSIC MAKES SPIRIT BRIGHT'	In this module Ls explore a classic fairy tale discovering the animal world. They focus on the process of making up a story and making music.	Intensive listening to understand the story Developing story-making skills making music	A1+	Ls can find out a story and design an animal poster; invent a musical instrument.
Creative Communication	DREAMLAND – OUR DREAM ISLAND	In this module Ls will design their dream island. They will decide on the geographical features of the island, read about and describe the animals and plants living on the island. They will present some dishes from the island, organise some leisure activities for the tourists visiting the island and advertise the island.	Arousing interest in reading and writingshort texts Talking about animals, plants and food Giving and asking for information about animals and plants Making a survey Writing descriptions about animals and plants Making a short presentation Expressing opinion, refusing an offer and agreeing on something	A1+	Ls can describe geographical places, animals and plants; describe food and dishes; write an advertisement; ask for an object; refuse and agree with an idea; make a short presentation about an animal / plant / leisure activity.

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Creative Communication	HOME SWEET HOME – OUR NEIGHBOURHOOD	In this module Ls will explore their neighbourhood. They will describe it; think about the problems in the area and how to make life better there. They will role-play a TV show. They will also plan how they would change a place for the better.	Asking and answering questions about places Writing a description of a place Making a survey Expressing opinions and giving reasons Managing communicative tasks with limited language Working in pairs and small groups	A1+	Ls can use vocabulary in connection with buildings and places in a town/village; describe areas and places in a town/village; make a short presentation; role-play a TV show; observe their neighbourhood and think about how to make it better.
Project work	ALONG THE DANUBE – DANUBE DAY	Ls get information about life along the Danube, learn about Danube Day, organise, carry out and evaluate project work. They have the chance to experiment with water.	Developing Ls' skills to scan for information in authentic texts Developing Ls' research skills (finding and selecting) Developing Ls' co-operative and negotiation skills	A1+	Ls can describe a picture in detail (places, people, actions); find the necessary information on maps and in written texts; take part in conversations about life by the river; widen their knowledge about the Danube.
Project work	CHINA – 'LOOK INTO YOUR PERSONALITY!'	Learning about the animals of the Chinese horoscope as well as their own personalities. Designing lucky charms for friends and/or for themselves.	Developing vocabulary Sharing tasks and responsibility Presenting work carried out by individuals Developing cooperation skills Building on Ls' creativity Evaluating self and peer performance	A1+	Ls can name some animals and understand other people talking about animals; talk about themselves and say a few words about their classmates; find differences and similarities in each other's personality while talking about themselves.

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Project work	IN THE CITY LET'S DESIGN A NEW SHOPPING CENTRE	Ls study a city map and design a shopping centre on a building site. They create shop windows and advertise their own shops.	Developing Ls' skills to exchange information, give opinion and make suggestions Developing creative writing skills Developing Ls' co-operative and negotiation skills	A1+	Ls can find the necessary information on maps; take part in discussions about shopping habits, shops and goods; write short adverts; present the shop windows designed in groups.
Project work	LET'S ROLL IT TOGETHER! – ORGANISING A ROCK FESTIVAL	This module focuses on the main steps of organising a rock festival. Ls go through stages of choosing the scene and date of the festival, writing invitation letters, writing headlines and advertisements, designing clothes, as well as acting out a song.	Reasoning for a choice Summarising information gained through reading and questionnaires Doing interviews (semi-controlled and free) Doing presentations on work carried out	A1+	Ls can write short summaries of information gained through reading; do interviews; present a song in English to others.