

# EAL A1 Entry Level Scheme of Work

## Messages Book 1, Beginners English

### Module 1

### "Facts"

Messages Book 1

EAL

Module 1

"Facts"

A1 Entry / Breakthrough Level

Module 1: Facts

Unit 1: What do you remember?

Unit 2: Are you ready?

#### About the module:

The module is divided into two units. The first is to discover what English, if any, the students already know by making short sentences and giving personal information. The second unit builds on the first and also requires students to ask and give personal information.

#### Learning outcomes:

##### Grammar:

- I'm / I live / I've got
- He / She ..... His / Her
- Classroom language
- Can: asking for permission and help
- Be: affirmative, negative, questions, short answers
- Questions with "What", "Where", "Who" and "When"
- Singular and plural nouns

- Geography
- Rhythm drill: word stress

##### Listening and reading skills:

- Punctuation
- Listen to and understand a song
- Read a letter in English
- Life and culture: Alphabet world
- Read an e-mail
- Listen to an interview for a student survey
- Listen to a radio quiz
- Life and culture: The UK

### Vocabulary and pronunciation:

- Numbers and dates
- The alphabet
- Things in the classroom
- Members of a band
- Interests and activities
- Countries and cities

### Where the module fits in

Each "Messages" module is divided into two units. Each unit is further subdivided into three steps. Students are introduced to the learning outcomes and are then taken through a series of related exercises. They are expected to compile a portfolio of personal information at the end of each module entitled "All about me". This coursework is based on the language covered earlier. Also at the end of each module, students' progress is assessed in a review. A record card is then completed by each student and is kept with the portfolio.

### Expectations

#### At the end of this module:

**most students will:** be able to form simple sentences in which they give personal information. They will be able to communicate in the classroom in English, ask questions, and understand spellings, numbers and dates. They will be able to use simple negatives, and be able to talk and answer questions about their interests and activities.

**some students will not have made so much progress and will:** only be able to answer simple questions relating to their name, road, town, and being at school.

**some students will have progressed further and will:** be able to speak

### Communicative Tasks:

- Introductions
- Ask and answer questions about other people
- Write a letter to an English friend
- Ask for and give information
- Write about an imaginary band
- Describe interests
- Talk about cities and countries
- Play a quiz game

**This module is expected to take approximately 15 hours**

### Resources

Resources include:

- "Messages 1" Student Book
- "Messages 1" Workbook
- "Messages 1" Teacher's Book
- "Messages 1" Teacher's Resource Pack
- "Messages 1" Audio CD
- "Infoquest" [www.cambridge.org/elt/messages/infoquest](http://www.cambridge.org/elt/messages/infoquest)
- [www.cambridge.org/elt/messages/teacherquest](http://www.cambridge.org/elt/messages/teacherquest)
- [www.cambridge.org/elt/messages](http://www.cambridge.org/elt/messages)
- A1 Reader: "Bad Love"
- A1 Reader: "Blood Diamonds"
- A1 Reader: "Dirty Money"
- A1 Reader: "Don't stop now"
- A1 Reader: "Help!"
- A1 Reader: "Hotel Casanova"
- A1 Reader: "Inspector Logan"
- A1 Reader: "John Doe"
- A1 Reader: "Just like a movie"
- A1 Reader: "Let me out"

more fluently giving not only their name and age, but also their birthday and those of others in their family. They will be able to speak in some detail about their interests and activities. They will be able to express opinions and give descriptions of their town and school.

### **Prior learning**

It is assumed that students who study using "Messages 1" will have little or no English language skills. By following Book 1 for a maximum of 90 hours, they will acquire the necessary survival language in order to be able to cope in most lessons.

### **Out-of-school learning**

Students could extend their "All about me" coursework by adding information about their home countries and cities. They could research and include extra details about their activities and interests.

- A1 Reader: "Next door to love"
- A1 Reader: "Parallel"
- A1 Reader: "The big picture"
- A1 Reader: "The Penang file"
- A1 Reader: "Three tomorrows"

### **Future learning**

It is assumed that students will continue to work through the six "Messages 1" modules before being fully integrated into mainstream lessons.

### **"Britishness"**

The following elements of Britishness are taught in this Module:

- Manners
- Special days
- The United Kingdom
- Landmarks
- Refugees
- Superstitions

### **"Irishness"**

There is an extra element of Irishness available for this Module:

- The Republic of Ireland

<b>Learning objectives</b> <b>Students should learn</b>	<b>Possible teaching activities</b>	<b>Learning outcomes</b> <b>Students</b>	<b>Points to note</b>
<p>to ask and answer basic questions when meeting and greeting someone.</p> <p>how people meet and greet in the UK compared with their own country.</p> <p>to say and write the alphabet.</p>	<p>Students meet and greet other students previously unknown to them.</p> <p>Students practise the phrases, shaking hands in groups of four.</p> <p>Students ask other students for their name.</p> <p>Song.</p> <p>Use video/authentic television of people introducing themselves, e.g. game shows, alphabet games, songs, chants.</p> <p>Simulate telephone introductions and spell out names.</p>	<p>conduct conversations using "hello" "how are you" etc.</p> <p>respond to the question "Who is this"?</p> <p>note down or circle a name from your own country.</p> <p>understand pronunciation of the alphabet and pronounce and use letters for themselves, responding to the question, "How do you spell it?"</p>	<p>Citizenship: when highlighting cultural differences, such as how people meet and greet, teachers should try to break down national stereotypes. Students should learn to celebrate diversity and to see the benefits of other people's customs where they differ from their own.</p>

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<p>to give and respond to basic greetings and instructions.</p>	<p>Demonstrate greetings with gestures.</p> <p>Teacher models with someone unknown to class, <i>e.g.</i> older student.</p> <p>Show pictures of famous faces to elicit answer to "What is your name?"</p> <p>Photographs of famous people on paper plates can be effective for presentation of the model conversation.</p> <p>Use video or audiotapes of authentic exchanges.</p> <p>Show link between phrases/sentences and words, pointing to the written forms as they are spoken aloud.</p> <p>Students practise the phrases, shaking hands in groups of four.</p>	<p>conduct brief conversations as questioner/respondent from memory.</p>	<p>Students could copy model conversations to practise aloud and learn at home. Encourage active learning, <i>e.g.</i> covering up key words, getting parents to help.</p>

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<p>to understand and use basic questions and answers to give personal information, including numbers.</p>	<p>Teach numbers 1-20. Write the numbers on the board in random order, and then erase them. Ask students to reinstate the numbers from memory. Count against the clock; do simple mental arithmetic; give initial or final sound of number, students complete.</p> <p>Build knowledge of numbers into phrase "I am ... years old".</p> <p>Extend numbers up to 31 using similar activities.</p> <p>An introductory activity can be to use the students' own birthdays to present the months. Display an IAW grid with two columns headed Name and Birthday. The second column has the birth dates of students in the class. Slowly reveal the dates and ask, "Whose birthday is on the 9<sup>th</sup> March?" and so on, filling in the names of the students. Rehearse the names of the months with an identification</p>	<p>understand and respond to numbers in simple plurals in classroom instructions.</p> <p>ask and answer, "How old are you?" orally and in writing.</p> <p>respond to page number instructions.</p> <p>ask and answer around the class, "When is your birthday?" and understand dates.</p> <p>say and write dates.</p>	<p>For the activity using the internet remind students of effective search techniques on the internet or when using paper-based sources.</p>

game, and then extrapolate the form for giving the date. Ask the students to practise in pairs. Students conduct a survey around the class, asking, "When is your birthday?" collecting at least five dates and check their answers on the IAW or board.

Ask each student to say their own birthday. Then ask them to arrange themselves in birth date order and say the date out loud.

Use the internet or other sources to find birth dates of famous people. Play "Who am I?": students ask each other, "When is your birthday?" and give the answer appropriate to a particular famous person. Students identify the person from an OHT/worksheet and greet the person accordingly.

Teach how to give dates using a calendar. Students practise orally and in writing.

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<p>to understand and use the words for classroom objects.</p> <p>how to use the indefinite and definite articles.</p> <p>techniques for remembering vocabulary and spelling.</p>	<p>Guessing games (hidden flash cards, objects pictured at an unusual angle, slow reveal on overhead projector or being revealed from behind another object on the interactive whiteboard).</p> <p>Students share strategies for memorising the spellings and meanings of the words, e.g. similarities to own language, colour-coding.</p> <p>Picture bingo: students can take the part of the bingo caller.</p> <p>Pair work asking for classroom objects.</p> <p>'Hotter and colder' game with hidden objects.</p>	<p>respond to "Is it a...?" questions with "yes / no".</p> <p>respond to "Is it a ... or ...?" with "It's a ...".</p> <p>respond to "What's this?" with "It's a...".</p> <p>ask for objects with "I'd like a ... please" and "a ... please" and "have you got a ... please?" with "Yes, I've got...".</p>	<p>When introducing classroom objects, it is useful to plan a sequence of activities which progresses from single word level to statement level to short dialogue level, so that students can rapidly use newly acquired language for real purposes in the classroom.</p> <p>When setting a 'learning homework' teachers should help students by recommending different approaches, and the time to take over it, as well as indicating how it will be assessed, e.g. Will spelling be important or just meaning? Precise guidance on what is required in a homework is important.</p>



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<p>how to ask for help if required and understand the teacher's brief enquiries.</p>	<p>Set up deliberate problems and situations to elicit specific phrases. Teacher demonstrates how to express a problem by acting the part of a student.</p> <p>Presentation/repetition games where the teacher speaks very quickly or very softly.</p>	<p>understand and reply to general queries.</p> <p>use words and phrases of everyday classroom context.</p>	<p>This is a good opportunity for teachers to try to praise or reward students for using the target language spontaneously.</p>

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<p>numbers 1-20 and how to use them to express their age and the number of classroom objects.</p> <p>strategies for memorising numbers.</p>	<p>Number games.</p> <p>Counting games, counting against the clock; chanting (slowly, softly, loudly).</p> <p>Pair work asking and answering the question "How old are you?"</p> <p>Students are given objects sealed into envelopes; they feel the packet to identify what is inside and try to count how many objects there are.</p>	<p>ask the question "How old are you?" orally and in writing and answer.</p> <p>use numbers in sentences.</p> <p>ask and answer the question "How many pens?" with "There are X pens".</p>	<p>Ideas for number games might be sought from primary schools teaching the National Numeracy Strategy, e.g. answering with number cards; waiting five seconds before putting hands up.</p>

<b>Learning objectives Students should learn</b>	<b>Possible teaching activities</b>	<b>Learning outcomes Students</b>	<b>Points to note</b>
to construct simple sentences by combining a small range of phrases with a noun or series of nouns.	Cumulative sentence game, e.g. "I went to market to buy ...".  Pointing as a whole class: "Where is the...?"	build up sentences in spoken and written English.	It is important, even at this early stage, to show students that they are able to generate their own sentences by combining different elements.

<b>Learning objectives Students should learn</b>	<b>Possible teaching activities</b>	<b>Learning outcomes Students</b>	<b>Points to note</b>
that they must match subject and verb forms, and how to do so in these contexts (first and second person singular only).	Encourage students to spot the differences in verb forms for first and second person singular using examples encountered so far.	understand and use verb forms correctly.	

<b>Learning objectives Students should learn</b>	<b>Possible teaching activities</b>	<b>Learning Outcomes Students</b>	<b>Points to note</b>
how to give the date (days, months and numbers up to 31).  how to ask for and give birth dates.	Counting/number games and songs.  Giving rugby scores using British teams and newspaper photos.  Students say on which day certain TV programmes are broadcast.  To introduce the months of the year, present the birth dates of famous American and British stars, showing a picture of each person and giving the date in figures, e.g.	understand and note down a number from 1 to 31.  write the day and date when required, including for each piece of work.  ask and answer the question "When is your birthday?"  understand dates and people's birthdays.	

	<p>3/9/72. Students progress to listening to a tape of famous men and women, e.g. sports personalities, giving details of their birthdays. Students listen and identify who is talking.</p> <p>Students arrange themselves into birth date order around the class.</p> <p>Students can note their own birthdays on a card in figures. These can then be used for birthday bingo. Students ask and answer around the class, in the form of a survey, the question "When is your birthday?" They then choose three of their answers and fill them in on their three-in-a-row bingo card, e.g. 3.9 / 9.4 / 20.10.</p>		
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<b>Learning objectives</b> <b>Students should learn</b>	<b>Possible teaching activities</b>	<b>Learning outcomes</b> <b>Students</b>	<b>Points to note</b>
<p>correct pronunciation and intonation for the words and phrases covered in the module.</p> <p>to use their knowledge of the complexity of English sound/spelling and stress rules.</p>	<p>Aural discrimination exercises: students guess sounds or words by watching the teacher's or another student's mouth movement.</p> <p>To practise rising intonation to form questions, students work in</p>	<p>have satisfactory pronunciation and intonation for the language covered in this module.</p> <p>frame a question by raising the voice.</p>	<p>Pronunciation and vocabulary for classroom commands should be taught progressively throughout the module.</p>

the way English can use intonation to form a question.	pairs constructing questions which require the answer yes or no.		
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<b>Learning objectives Students should learn</b>	<b>Possible teaching activities</b>	<b>Learning outcomes Students</b>	<b>Points to note</b>
to use a steadily increasing number of phrases to conduct classroom business, including working with a partner.	<p>Students answer the register in English.</p> <p>Deliberately set work for which students must request certain materials.</p> <p>Introduce the language of pair work, e.g. "Who starts? You or me?"</p>	<p>understand instructions.</p> <p>use some everyday words and phrases.</p>	Students need to learn task-specific language, including the teacher's instructions, in order to be able to sustain the use of English in the classroom. Planning requires systematic analysis of students' language needs.

Messages Book 1  
Staff EAL Mark Sheet  
Module 1  
"Facts"

Entry Level Assessment Review  
Module 1: Facts  
Unit 1: What do you remember?  
Unit 2: Are you ready?

Student Name	1. The English Alphabet	2. Numbers	3. Dates	4. Can I...please?	5. The verb "be"	6. Plural nouns	7. Prepositions in, on, at	8. Capital letters	9. Classroom language



I am a beginner  
A1 Entry Level

Module 1: Facts

Module 2: Things and people

Module 3: Daily life

Module 4: Inside and outside

Module 5: Today and tomorrow

Module 6: Looking back

I am no longer a beginner  
A2 Level 1 / Preliminary



Messages Book 1  
Student Record Card  
Module 1: "Facts"

First name:.....  
Last name:.....  
Tutor Group: .....

- In this module you have learnt:
- To make sentences in English
  - To tell the class about yourself
  - To talk to your teacher in English
  - To understand a letter in English
  - To ask and answer personal questions
  - To understand and use numbers
  - To say the date
  - To spell words in English
  - To ask for permission and help
  - To ask for and give information
  - To write about an imaginary pop group
  - To ask and answer questions about your interests
  - To talk about facts
  - To play a quiz game

	✓ ✓	✓	---	x	xx
1. The English alphabet					
2. Numbers					
3. Dates					
4. Can I ... please?					
5. The verb "be"					
6. Plural nouns					
7. Prepositions					
8. Capital letters					
9. Classroom language					

	✓ ✓	✓	---	x	xx
Listening					
Reading					
Speaking					
Writing					

	✓ ✓	✓	---	x	xx
"All about me" portfolio					