

# EAL A1 Entry Level Scheme of Work

Messages Book 1, Beginners English

Module 2

“Things and People”

Messages Book 1  
EAL  
Module 2  
“Things and People”

A1 Entry / Breakthrough Level  
Module 2: Things and People  
Unit 3: What have you got?  
Unit 4: Descriptions

## About the module:

The module is divided into two units. The first introduces everyday vocabulary for objects which most students possess. The second concerns asking about and describing objects and people.

## Learning outcomes:

### Grammar:

- Have got
- A, an, some, any
- Possessives, 's
- Possessive adjectives
- This / these / that / those
- What is / are ... like?
- Has got
- Adjectives

- /h/ and links between words
- Stress in sentences

### Listening and reading skills:

- Listen for specific information
- Read an announcement
- Story: “The Silent Powers” Chapters 1 and 2
- Life and culture: Collections
- Read a “Happiness recipe”
- Listen to personal descriptions
- Listen to and understand a song
- Life and culture: London

### Vocabulary and pronunciation:

- Everyday things
- Families
- Rhythm drill: plural nouns
- Appearance and personality
- The body
- I've got a headache / cold

### 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 name the objects they bring to College.

They will be able to name and write about the members in an extended family. They will be able to describe people's character and appearance and say how they feel.

**some students will not have made so much progress and will:** be able only to name classroom objects, people in an immediate family and some parts of the body. They will only be able to say whether something is good or bad, but will not be able to progress to descriptions.

### Communicative tasks:

- Talk about possessions and things you use at school
- Say who something belongs to
- Write a description of a family
- Ask about and describe things
- Write a "Happiness recipe"
- Describe someone's appearance and personality
- Write about an imaginary person

**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"

**some students will have progressed further and will:** be able to write a full description of their families including details such as likes and dislikes, appearance, and character. They will be able to talk about illnesses and give a brief report of an accident which has resulted in an injury. They will be able to comment on healthy and unhealthy lifestyles.

### **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 information about a famous person from their own country and give their opinion as to his / her character.

- A1 Reader: "Let me out"
- 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 following five "Messages 1" modules before being fully integrated into normal mainstream lessons.

### **"Britishness"**

The following elements of Britishness are taught in this module:

- Family life
- Birthdays
- Pets
- How much do things cost?
- Musical artists

### **"Irishness"**

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

- How much do things cost?

<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 talk and write about themselves, family, friends, pets and cartoon characters, including simple descriptions using is + adjective and possessives (first/second person).</p> <p>to use the modifiers "very" and "quite".</p>	<p>Students build up sentences adding adjectives each time, e.g. I am tall..., I am tall and intelligent.</p> <p>Match written/spoken text to photographs of people or pictures of cartoon characters. Then ask students to write their own statements or short paragraphs for a matching game, using familiar characters or their own family details. The modifiers "very" and "quite" can be introduced as appropriate. Discuss family photographs in groups, introducing and describing other families/pets. Video presentation: students describe their family and pets in English using a piece of family video without the sounds.</p> <p>Students enter information about brothers, sisters and pets into a data file. The information can then be used to answer specific questions and present results. Individual student records can be added to during subsequent units.</p>	<p>show a photograph of family and say, "This is my family. The dog is called... He is nice but stupid."</p> <p>write a similar short description of a family photograph using starter prompts or a model.</p>	<p>My / your can be introduced with known classroom objects.</p> <p>Students can be asked to describe famous families, e.g. from soap operas, rather than their own.</p> <p>Third-person accounts could be practised using text-manipulation software.</p>

	<p>Students listen to/read first-person accounts and transfer them to third person using pronouns.</p> <p>Students use a simplified word list to check meanings and find new adjectives.</p>		
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Learning objectives Students should learn	Possible teaching activities	Learning outcomes Students	Points to note
<p>to listen to or read about people talking about themselves, family, etc to consolidate language covered so far.</p>	<p>Students listen to English speakers talking about themselves and their family (using the kind of language covered in Units 1 and 2 and this unit) and complete a grid to show their comprehension, noting details such as names and ages of brothers and sisters, pets, etc.</p> <p>Students complete a true/false exercise.</p> <p>Students complete unfinished words in a text.</p>	<p>show that they understand items of information, e.g. My brother is four years old and is nice. He is called James.</p>	

Learning objectives Students should learn	Possible teaching activities	Learning outcomes Students	Points to note
<p>how to initiate and develop simple conversations by using a greeting,</p>	<p>Revise and practise questions and answers covered so far. Transcribe</p>	<p>initiate conversations with questions such as, "Hello. What is</p>	<p>Show use of connectives between nouns to form lists, and between</p>

<p>asking questions and using the connective "and".</p>	<p>examples to the IAW, inserting large-scale AND and BUT, demonstrating the effects on the quality of language produced and on adjacent words. Highlight correct intonation in questions and statements.</p> <p>Ask students to draft and redraft a series of interview questions using a word processor.</p> <p>Build up a wall display of written descriptions (correct English redrafted using a word processor if possible) of students and families/pets, etc illustrated by photos. Students talk about their own/others' families to a visiting teacher (or record commentaries, or use multimedia software or video camera if available).</p>	<p>your name?" "Have you got any brothers or sisters?" "What are their names?"</p> <p>answer with statements such as, "I've got a brother but no sisters. He is called John and he's 14. He is intelligent and sporty."</p>	<p>clauses to make extended statements. Do not assume that students will use these words automatically. Stress the value of extending what is said and written.</p>
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<p><b>Learning objectives</b> Students should learn</p>	<p><b>Possible teaching activities</b></p>	<p><b>Learning outcomes</b> Students</p>	<p><b>Points to note</b></p>
<p>to talk about healthy and unhealthy activities (some new, some encountered before).</p>	<p>Use cartoons/photos/video clips of different people doing different things which can be categorised as healthy/unhealthy.</p>	<p>show understanding of phrases such as, "He smokes lots of cigarettes", "He does little sport" and use these phrases.</p>	

	<p>Say and mime new activities. Ask students to write down the activity under headings healthy/unhealthy. For students needing more support provide a list of activities from which they can select and copy.</p> <p>Students repeat phrases as if they were a heavy smoker, e.g. with a smoker's cough, or as if they were very unfit, etc.</p> <p>Students describe what friends or different members of their family do. Other students in the class make a judgement: "That's healthy/unhealthy".</p> <p>Using written descriptions of people carrying out healthy or unhealthy activities, students create and play a board game 'Keep Fit'.</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>to adapt previously learnt structures, to describe causes and effects of lifestyles.</p>	<p>Students match statements to conclusions.</p> <p>Students analyse the contents of a bag or list and make up statements about the owner's lifestyle.</p> <p>Students are given different lists of five things selected from a common list. Working in pairs, they ask and answer questions about what they do/don't have from this list and then summarise what their partner has said, drawing conclusions about their lifestyle. Students write up their findings.</p> <p>Students listen to young people talking about aspects of their lifestyle, and explain how they are healthy or unhealthy.</p> <p>Students explain in English the reasons for their conclusions.</p>	<p>link cause and effect to produce sentences.</p>	<p>Let students use their imagination. Several inferences can be made from one item, or lack of items.</p>



<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 apply new language to PSHE, science, and design and technology materials.</p>	<p>Select ten facts from an English fact sheet on healthy lifestyles. Students highlight key words and concepts from the ten facts in English. They brainstorm their ideas and use dictionaries / glossaries to help. Present the same ten facts in a different order on a separate sheet. Students place them in the correct order.</p> <p>Underline and number several phrases from the English text. On a separate sheet the first half of each phrase is given in column 1. Column 2 is blank. Column 3 has the second half of each phrase, but jumbled up. Students copy the correct half of each phrase in column 2.</p> <p>Students can draw further on materials they have encountered in other lessons, and try to summarise them simply.</p>	<p>show understanding of what they learn in other subjects, expressed in simple English.</p>	<p>The fact sheet activity could be presented using a word processor. Students use cut and paste techniques to match the statements.</p> <p>Where students suggest other materials, teachers should guide them carefully, to avoid overuse of dictionaries, etc.</p>

<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 understand and use the words for possessions.</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 a ...?" 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 a ... please?" with "Yes, I've got...".</p>	<p>When introducing 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>

<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>how to use simple verbs to express an opinion, in the positive and negative, followed by the definite article.</p> <p>how to ask simple questions about people's likes and dislikes.</p>	<p>Present school subjects using students' own timetables with reference to their own teachers' names.</p> <p>Students make a presentation in speech and writing about school staff.</p> <p>Students work in pairs, each having a version of the same timetable, with different blanks. They fill in the blanks by questioning their partner.</p> <p>Students listen to youngsters talking about the subjects they like and dislike, noting the information on a grid, then give a brief résumé or in writing, using the first person.</p> <p>Encourage students to change the person of the verb.</p> <p>Students interview each other about their likes and dislikes and report back results.</p>	<p>understand and form statements and questions about people's opinions on school subjects.</p>	

	<p>Noughts &amp; crosses in reverse, i.e. students form the appropriate negative to have the cross or nought removed &amp; replaced by their team colour.</p> <p>A simpler activity is to match speech bubbles to picture clues.</p> <p>Another simplified activity is for students to listen to a tape of likes and dislikes and look at a picture transcript of what they hear. They tick if the picture clues match what is said and cross if the pictures do not match.</p>		
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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>
<p>how to ask why and give a simple reason for their opinion.</p> <p>to adapt language previously learnt.</p>	<p>Give students about 10-15 adjectives to describe lessons and teachers. They find them in the glossary and classify them as positive or negative.</p> <p>Some students may use the glossary or a small dictionary unaided to add to this list, words of their own choosing.</p> <p>This activity could be organised as a Beat the Clock game with</p>	<p>understand questions and express opinions with reasons and understand others doing the same with statements.</p> <p>use a dictionary to find and use their own adjectives.</p>	<p>Topics covered in earlier units could be revisited here, e.g. describing family members, friends, pets, giving simple opinions. This will help reinforce the principle that language is not confined to one specific topic.</p>

contestants, e.g. groups of students with word cards, arranging words into positive or negative categories, from memory or with support.

Students read and understand letters or e-mails from students about their likes and dislikes, with simple opinions on lessons and teachers. Students pick out a range of words/phrases to indicate likes/dislikes/opinions and adapt these for their own purposes.

Some students could underline in a given colour anything that the students like and, choosing a different colour, underline anything they do not like.

Using a writing frame students produce their own e-mail. Some students may require a menu of language from which to choose an appropriate statement.

Students prepare short descriptions of different members of staff and present them to the class, which has to guess the

	<p>teacher's identity.</p> <p>Students prepare guided role plays/sketches or a cartoon featuring naughty students and angry teacher, drawing on known language.</p> <p>Students use similes to describe subjects and staff.</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>to ask and answer questions about specific illnesses/complaints.</p> <p>to initiate and develop conversations about illnesses.</p> <p>to use language creatively and imaginatively in the context of health.</p>	<p>Students mime and say problems out loud in pairs.</p> <p>'In the doctor's waiting room' mime game: students mime symptoms for their team to identify (whole-class activity).</p> <p>Doctors and nurses group practice activity: four students - patient, friend, nurse, doctor. One student acts out a symptom; second student identifies the symptom.</p> <p>Improvise role plays with unpredictable elements. Card game in which students imagine and describe illnesses, including how</p>	<p>ask and answer questions about how they are feeling.</p> <p>ask and answer questions, with details... "because I ate too many sweets", "... for two or three days".</p> <p>understand or offer advice and remedies.</p> <p>use and adapt language learnt for their own purpose.</p>	<p>Once they feel confident about rules with a few parts of the body, half the class could look up 'from the neck up' words, the other look up 'from the neck down' ones; students able to apply pronunciation rules to each new word can teach what they have found to the rest of the class.</p> <p>Reasons given for medical problems might involve the past simple.</p>

	<p>long the illness has lasted, reasons why they are unwell and simple remedies. Each type of card has a different category, students build up sentences. Cards can be differentiated, e.g. some with symbols; some with words; some with phrases.</p> <p>Role play, e.g. at doctor's, chemist's, pen friend's home, with visual clues and stimuli.</p> <p>Comic sketch in doctor's surgery or hospital. In preparing this, students use dictionaries to find new vocabulary, e.g. for symptoms or parts of the body. The activity can be extended with follow-up role plays in which students describe what they did/did not do to get better.</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>to listen, understand and respond to advertisements.</p> <p>to vary language from this topic to suit the world of advertising.</p>	<p>Students needing additional support could play a board game where they advance if they land on a remedy, move back if they land on an ailment. The winner is the first person to leave the doctor's</p>	<p>understand phrases such as "don't hesitate to..." and "don't forget to...".</p> <p>to incorporate such phrases into the language of this unit to make up their own slogans.</p>	

<p>to read authentic texts on the subject of health.</p>	<p>surgery.</p> <p>Students note key points of simple messages/adverts which they read, e.g. in a magazine or on a website, or hear, e.g. on TV or radio.</p> <p>Students make a tape or video advertising a product.</p> <p>Students design a poster to advertise a product.</p> <p>Read for gist and/or detail an advert for a product or an article on a 'lifestyle' subject. Encourage students to find key language, not to be put off by unknown words and phrases.</p>	<p>understand, e.g. adverts, labels on medical products, short articles.</p>	
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**Messages Book 1  
Staff EAL Mark Sheet  
Module 2  
"Things and People"**

**Entry Level Assessment Review  
Module 2: Things and People  
Unit 3: What have you got?  
Unit 4: Descriptions**

Student Name	1. Have got	2. a / an or some	3. some / any	4. Possessive adjectives	5. Possessive 's	6. this / that / these / those	7. Adjectives	8. Describing appearance



I am a beginner  
A1 Entry Level

Module 1: Facts

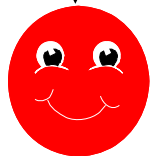
Module 2: Things and people

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 2: "Things and People"

First name: .....

Last name: .....

Tutor Group: .....

- In this module you have learnt:
- Names of everyday things
  - Have got / has got + a / an; some / any
  - To talk about possessions and things you use at College
  - Possessive 's and possessive adjectives
  - This / these / that / those
  - To identify things and to say who something belongs to
  - The names of members of a family
  - To write a description of a family
  - Adjectives
  - What is / are ... like?
  - To ask about and describe things
  - To talk about a person's appearance and personality
  - Parts of the body
  - Adjectives describing how you feel
  - Have got + a headache / cold
  - To say how you feel
  - To write a description of an imaginary person

	✓ ✓	✓	---	x	xx
1. have got					
2. a / an or some					
3. some / any					
4. possessive adjectives					
5. possessive 's					
6. this/that/these/ those					
7. adjectives					
8. describing appearance					

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

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