

EAL A1 Entry Level Scheme of Work

Messages Book 1, Beginners English

Module 3

"Daily Life"

Messages Book 1

EAL

Module 3

"Daily Routine"

A1 Entry / Breakthrough Level

Module 3: Daily Routine

Unit 5: My world

Unit 6: I'm usually late!

About the module:

The module is divided into two units. The first introduces everyday activities which most students will do either at College or at home. The second extends this further with domestic chores and exercise.

Learning outcomes:

Grammar:

- Present simple: affirmative, negative, questions, short answers
- Revision of question forms
- Wh- questions
- Present simple + frequency adverbs
- Have + a meal etc.

Listening and reading skills:

- Read about British teenagers
- Listen to and understand a song
- Story: "The Silent Powers" Chapters 3 and 4
- Life and culture: Schools
- Read and listen to a questionnaire
- Listen to a conversation about meals
- Read a report about food in the UK
- Listen to a description of someone's day

Communicative tasks:

- Describe things you do
- Write about teenagers
- Talk about fears, likes and dislikes
- Write a questionnaire
- Make a conversation about daily life
- Describe your habits

Vocabulary and pronunciation:

- Things you do regularly
- Scary things
- Verb + /s/ /z/ /iz/
- Stress and intonation in questions
- Food, drink and meals
- The time
- Daily routines
- Rhythm drill: vowel sounds

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 talk about the things they do, their habits, likes and dislikes concerning food and drink. They will be able to write about food and drink and understand the time.

some students will not have made so much progress and will: be able to tell the time, talk about some of the things they do, and recognise basic foods and drinks.

some students will have progressed further and will: be able to make

- Talk about things you eat and drink
- Write a report about food
- Ask for and tell the time
- Describe daily routines

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
- www.cambridge.org/elt/messages/teacherquest
- 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"
- A1 Reader: "Next door to love"
- A1 Reader: "Parallel"
- A1 Reader: "The big picture"
- A1 Reader: "The Penang file"

comparisons between their own countries and the UK with regard to daily routines and food and drink.

- A1 Reader: "Three tomorrows"

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 food and drink, perhaps with recipes or an analysis of which country has the healthier diet, their own or the UK. They could compare their own lifestyle in the UK with that of their country of origin.

Future learning

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

"Britishness"

The following elements of Britishness are taught in this module:

- Schools
- Food and drink
- Daily routine
- Transport

"Irishness"

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

- Schools

Learning objectives Students should learn	Possible teaching activities	Learning outcomes Students	Points to note
<p>to use verbs within the context of daily routine in the home, e.g. in the style of 'Mr. Men'.</p>	<p>Introduce new structures, using video sequence or actions, providing phrases as commentary. Students write up phrases.</p> <p>Revise time phrases or adverbs. Students incorporate these into phrases.</p> <p>Make up short passages describing a day in the life of famous personalities. Students then make up similar passages about their own favourite personalities.</p> <p>Remind students of the use of negatives. Students contrast (orally and in writing) the lifestyles of two people, one active and one lazy. This could be role-played in a humorous or exaggerated way, and recorded on video.</p> <p>Creative writing: students invent characters in the style of 'Mr. Men' and imagine their daily routine.</p>		<p>For the activity on short passages students could use a word processor to write a description of the active person and transform it into a description of a lazy person.</p>

Learning objectives Students should learn	Possible teaching activities	Learning outcomes Students	Points to note
<p>to understand language to do with local transport.</p> <p>to talk about what means of transport they commonly use, using appropriate prepositions.</p> <p>correct word order for adverbs.</p>	<p>Present pictures of different types of transport.</p> <p>Choose some unusual mode of transport.</p> <p>Ask a simple question such as, "How do you get to school?" and when the student answers, suggest a problem, e.g. "There's a strike", so that students have to come up with alternatives.</p> <p>Hotter/colder game: the teacher or a student hides a card showing a mode of transport somewhere in the classroom. One student is outside the room and re-enters to look for the card. Other students give clues about the student's proximity to the hidden card by suggesting a mode of transport, which indicates if it is very near.</p>	<p>ask and answer questions.</p> <p>extend this to incorporate time and other places.</p>	<p>Take opportunities to highlight cultural differences or similarities. Use video if possible.</p> <p>Asking simple questions offers an opportunity at a simple level of dealing with the unpredictable.</p>

Learning objectives Students should learn	Possible teaching activities	Learning outcomes Students	Points to note
<p>to write an informal letter, recombining elements of language learnt so far.</p>	<p>Teach the conventions of letter structure. Give students one or more model letters to read and understand, covering the range of contexts and language. To differentiate, present a jigsaw-style letter, either varying the number of jigsaw pieces, or asking students to reconstruct the letter from jumbled phrases and parts of sentences presented on paper, using their knowledge of grammar to work out how the sections fit together.</p> <p>Present short listening passages that link to the letters. These could be in the form of 'audio letters' recorded by some of the writers of the letters already studied, but without revealing their names. Students have to match the speakers with the writers of the letters.</p> <p>'Jigsaw' listening and reading: students have a topic grid and collect information from the letters and complementary</p>	<p>show that they understand language and information given in an informal letter.</p> <p>match what they hear with what they read.</p> <p>write an informal letter.</p>	<p>Vary the presentation of the letters, e.g. handwritten, word processed.</p> <p>Ideally, the letter to be written should have an authentic purpose, e.g. to someone in another class, partnership school, pen friend.</p> <p>Students may have learnt letter-writing conventions in English.</p> <p>As part of their work in English, students are taught to plan, draft, redraft and proof-read their work on paper and on screen.</p>

	<p>information from the recordings. They can combine their information in pairs or individually.</p> <p>Students write a letter about their own daily routine (and other familiar contexts). They begin by working with a model in a text-manipulation program. The final account is word processed, redrafting to improve its accuracy and presentation, as necessary.</p>		
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Learning objectives Students should learn	Possible teaching activities	Learning outcomes Students	Points to note
<p>to understand and say which items of food and drink they (and others) like and dislike.</p>	<p>Present items of food and drink using flashcards/overhead transparencies (OHTs) / IAW or real objects within the context of likes and dislikes. Slowly revealing pictures of food or food labels can be a useful technique for presenting food items. Words can be revealed slowly as well as pictures.</p> <p>Students hold structured conversations with each other about their food and drink preferences. Students should be encouraged extend sentences. This needs to be structured in order to promote extended use of English. Students respond in three simple answers and then link their statements with connectives.</p> <p>Information is gathered from other students in the class about what they had for breakfast that morning. The information is entered into a data file designed to test the hypotheses that:</p>	<p>follow and use verb paradigms.</p> <p>ask and answer questions.</p> <p>report back using third person singular and plural.</p> <p>express their reactions to different foods.</p>	<p>It is important to introduce new lexical items within the context of previously familiar language so that students operate from the outset at an appropriate level, rather than always starting at Level 1 when new language is introduced.</p> <p>Cultural differences in terms of food, drink, mealtimes, etc should be discussed.</p>

- students who got up early had a healthier breakfast than students who got up late
- boys had a healthier breakfast than girls

Students interrogate the data file and report their findings.

Students write to partners to describe and/or find out about their preferences for food and drink. This could lead to comparisons with those of the class.

Learning objectives Students should learn	Possible teaching activities	Learning outcomes Students	Points to note
<p>to understand authentic menus and choose appropriate food according to people's likes and dislikes.</p>	<p>Present relevant language via tape/video. Students work with model dialogue with support gradually taken away, and substituting their own words/ideas. Quantities of food and drink are introduced where appropriate.</p> <p>Using authentic menus and working in groups, students choose appropriate dishes for different individuals with particular likes and dislikes. The requirements can be provided on cue cards or students can choose according to their own likes and dislikes within their group.</p> <p>Students role-play café scenes. Additional language structures will be needed. These role-plays can be recorded on video. While they are being recorded, the rest of the class notes down the details of the orders. These orders can be checked for accuracy at the end of the scene(s).</p>		

	<p>Present profiles of different people/couples/families, stating their likes and dislikes on tape or on printed sheets together with a number of different orders from a given menu. Students listen to/read and match the order with the correct customer(s).</p>		
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Learning objectives Students should learn	Possible teaching activities	Learning outcomes Students	Points to note
<p>some facts about UK celebrations, a birthday, and to compare their own traditions with practice in the UK.</p>	<p>Present UK traditions in a range of forms/media. Video, OHT or photographic presentation could be used, and/or a reading text.</p> <p>Students make notes on a list of the ways that Easter or another event is celebrated in the UK. They put a tick if they do the same in their country of origin and a cross if they do not. Students make a summary of what the two cultures have in common.</p> <p>Students are asked to note down the date(s) and name(s) of a special event or events in their lives and say what they are and how they are celebrated. This</p>	<p>ask and answer questions about their own traditional ways of celebrating an event, or a birthday.</p>	<p>Citizenship: it is important to develop understanding of different traditions as equally valid to one's own. Differences should be celebrated and affirmed and not treated as strange. Students should have the opportunity to compare with their own tradition (which in many cases will not be conventional Christian/English) and to have this affirmed in the context of the classroom.</p>

	<p>allows multicultural and personal special days to be included. These dates/events can be discussed in pairs, with partner A playing the part of a reporter and partner B being interviewed. Interviews can be written up as a class newspaper feature. During the interview partner A notes down brief details on an interview grid or reporter's pad. After the interview students swap roles, before writing up their features.</p>		
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Learning objectives Students should learn	Possible teaching activities	Learning outcomes Students	Points to note
<p>to use a bilingual dictionary to find the correct word in English.</p> <p>to say what they would buy as a present for a friend or relative.</p>	<p>Present an imaginary circle of friends and/or a family, e.g. the Adams family. Ask students to suggest their character traits (revising language from Module 2). Introduce or brainstorm, followed by dictionary search, a range of potential gifts, e.g. Christmas, Eid or birthday.</p> <p>To teach students how to use a bilingual dictionary effectively, use OHT copies of dictionary entries in the English / FL section, e.g. 'watch'.</p>	<p>use a dictionary effectively, choosing correct words.</p> <p>apply knowledge of grammar to use unfamiliar words correctly.</p>	<p>The gift-matching activity could be presented as a word-processed file containing descriptions of the characters with the presents listed at the bottom of the text. Students must 'cut' each present and 'paste' it above the appropriate description.</p>

	<p>Explain how to use the grammatical information (and sometimes the need for cross-referencing) in order to select the desired word where there are different possibilities.</p> <p>Sentence-building card game, where parts of the sentence are put onto cards. Cards are shuffled and distributed. Each player tries to place a card. The winner is the one who gets rid of all their cards first. If they cannot place a card, they have to take another card from the pile.</p> <p>Students suggest which presents would be suitable for each person. Teachers give reasons and students go on to give other reasons. Students do likewise for their own friends and family.</p> <p>Students choose appropriate presents from authentic commercial advertising material from magazines/catalogues/the internet.</p>		
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Messages Book 1
 Staff EAL Mark Sheet
 Module 3
 "Daily Life"

Entry Level Assessment Review
 Module 3: Daily Life
 Unit 5: My world
 Unit 6: I'm usually late!

Student Name	1. Simple present	2. Frequency adverbs	3. Telling the time	4. Like + noun	5. Have got or have?	6. Expressions of time



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 3: "Daily life"

First name:

Last name:

Tutor Group:

- In this module you have learnt:
- Present simple: affirmative and negative
 - To describe things you do at home and at school
 - To write about teenagers in your country of origin
 - Present simple: questions and short answers, wh- questions
 - Names of scary things
 - To talk about fears, likes and dislikes
 - Question forms
 - To write a conversation about everyday life
 - Present simple + frequency adverbs
 - To talk about habits
 - Names of food, drink and meals
 - The verb "have"
 - Things people eat in the UK and things you eat and drink
 - To write a report about food in your country of origin
 - Telling the time
 - Vocabulary for daily routines
 - To say when you do things

	✓ ✓	✓	---	x	xx
1. present simple					
2. frequency adverbs					
3. telling the time					
4. like + noun					
5. have got or have					
6. expressions of time					

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

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