

EAL A1 Entry Level Scheme of Work

Messages Book 1, Beginners English

Module 4

"Inside and Outside"

Messages Book 1

EAL

Module 4

"Inside and Outside"

A1 Entry / Breakthrough Level

Module 4: Inside and Outside

Unit 7: At home

Unit 8: Having fun

About the module:

The module is divided into two units. The first deals with the home, places and food. The second concerns the local area, including what activities are available.

Learning outcomes:

Grammar:

- There is / are
- Uncountable nouns
- Prepositions
- "Can" for ability and possibility
- I can see, I can hear
- Must, mustn't
- Imperative

Vocabulary and pronunciation:

Listening and reading skills:

- Read a shopping list
- Listen to a conversation in a supermarket
- Story: "The Silent Powers" Chapters 5 and 6
- Life and culture: Homes in the UK
- Listen to and understand a song
- Read a newspaper article
- Read a poem
- Life and culture: Stephen Hawking

Communicative tasks:

- Describe different homes
- Write a description of your dream home
- Ask about places and food
- Write a "disgusting recipe"
- Describe a room
- Talk about your abilities

- Homes
- Things in a room
- Food
- Rhythm drill: stress in sentences
- Abilities
- Places in a town
- Can / æ / can't / a: / weak form of can

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 describe their home including its location, age, layout and furniture. They will be able to describe their town and include the names of shops and other key buildings.

some students will not have made so much progress and will: be able to name most furniture items, rooms and key buildings. They will be able to say where the rooms are in their home and whether they like living there or not.

some students will have progressed further and will: be able to make comparisons between their home in the UK and their home in their country of origin. They will be able to write a description of their town

- Make a notice for a club
- Describe things you can do in your town
- Describe the sights and sounds around you
- Tell people what you do
- Write a short poem

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"
- A1 Reader: "Three tomorrows"

and compare this with a description of other towns. They will be able to talk about their ambitions.

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 buildings and accommodation.

Future learning

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

"Britishness"

The following elements of Britishness are taught in this module:

- Houses
- Shops

Learning objectives Students should learn	Possible teaching activities	Learning outcomes students	Points to note
<p>to ask questions about where people live.</p> <p>to answer questions.</p>	<p>Students listen to young people describing where they live and match each person to a picture. This can be done using a commercially produced CD-ROM.</p> <p>Cocktail party activity: students circulate with cards which identify the town and type of house they live in, and interview other students to find the one whose card matches their own.</p>	<p>ask questions and provide and understand answers.</p>	<p>When using a multimedia CD-ROM students can listen to a spoken text as many times as they like. They also get immediate feedback whenever an answer is attempted.</p> <p>I live in... might lead to some work looking at the location of the main British towns on a map.</p>

Learning objectives Students should learn	Possible teaching activities	Learning outcomes students	Points to note
<p>how to develop a conversation about where they live by describing the rooms of their house and its furniture with prepositions.</p>	<p>True/false activity: students hear or read statements about a picture and say whether they are true or false.</p> <p>Game using overhead projector (OHP) or Interactive Whiteboard with visuals of different rooms and different items of furniture. A visual of a cat is moved around the screen.</p>	<p>understand and produce in written and spoken forms descriptions of a house using a range of words for rooms and furniture, with previously learned adjectives and possessives.</p>	<p>Students should be shown how to keep and refer to their notes. Agree symbols and codes for the whole class to use.</p>

	<p>Information gap activity: students reproduce a picture of a room described to them.</p> <p>Students write descriptions of different accommodation to rent using magazine pictures or illustrations and floor plans. Using word-processing and desktop-publishing software, and scanned photographs, students can produce authentic-looking descriptions. These could be combined to make a small brochure.</p> <p>Listening: students hear a series of single sentences describing different rooms and have to pick out the prepositions. Revisit the use of negatives.</p> <p>Spot the difference: students describe the differences between two pictures of a bedroom or between a picture and a written or spoken description of a room.</p>		
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Learning objectives Students should learn	Possible teaching activities	Learning outcomes Students	Points to note
<p>how to say what time it is and use the time in questions and statements about everyday activities.</p>	<p>Students with word cards come to the front of the class to form the time which the teacher calls out or represents digitally on the IAW.</p> <p>Telly addicts: A TV programme is quoted and students have to give day and transmission time, using authentic TV listings if possible.</p> <p>Students stand facing each other in concentric circles. On instruction the inner circle rotates and holds up time cards for changing partners to answer the question, "What time is it?"</p>	<p>ask questions.</p> <p>understand and say what time it is in simple statements. Activities seen in previous units could be exploited here, a survey could be conducted and the results displayed in the room.</p>	<p>Students might be given tapes to prepare oral and aural work for homework from time to time. Regular practice at home of listening to the time, for example, will help students' self-confidence when they have to do the same in the greater pressure of the classroom.</p>

Learning objectives Students should learn	Possible teaching activities	Learning outcomes Students	Points to note
<p>how to use a glossary.</p> <p>how to pronounce a new word found in the glossary.</p> <p>that the glossary gives the infinitive of a verb so that they are able to understand and produce language more</p>	<p>Team races to find certain specified words in the glossary, e.g. a room beginning with s. Some students will need support, for example being given more than one letter as a prompt, rather than just s.</p> <p>Students then use these words in</p>	<p>use both sections of a simple glossary to find new words such as 'lit' or 'to play'.</p> <p>use a glossary reliably to help them understand an unknown word in a printed text.</p>	<p>Throughout the unit, students' stock of target language phrases, for active and passive use, should be built up gradually. These can be built up on a wall display and in a special section of students' notebooks. Students should use English for answering the register, giving in marks, stating the date,</p>

<p>independently.</p>	<p>sentences.</p> <p>Students work in pairs to prepare a description of a picture which contains some unknown words; they use a glossary for support, and apply their knowledge of pronunciation rules in their presentation.</p> <p>Students might create a word puzzle on the theme of house using picture (or verbal) clues based on their glossary work.</p>		<p>greeting the teacher and should use standard phrases for frequent activities in every lesson.</p>
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<p>Learning objectives Students should learn</p>	<p>Possible teaching activities</p>	<p>Learning outcomes Students</p>	<p>Points to note</p>
<p>the names of at least eight countries (Asian/European) and words relating to languages and inhabitants.</p>	<p>Compare maps of Europe/Asia. Working in pairs, students find countries and enter them on a blank outline map of Europe/Asia.</p> <p>Provide a map of Europe/Asia on an OHT or IAW with six or ten countries numbered. At the throw of a six- or ten-sided die students give the name of the country in English. This can be played in pairs to practise the names, following a demonstration.</p>	<p>understand and produce statements.</p>	<p>Using a multimedia CD-ROM, students could click on different countries on a map, hear and see the names and practise the pronunciation at their own pace.</p>

	<p>Students study brief profiles, which give personal details and information about where they live, of a number of young people who either speak or are learning English. Transcribe the words they find for country/language to a board/overhead projector (OHP) or IAW in headed columns.</p> <p>Students listen to or read similar profiles of young people without knowing their names. Stimulus materials can come from video, cassette tapes, or printed documents. They have a map of Europe/Asia with each person's name printed by a particular city. They identify the person from what they hear or read.</p>		
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Learning objectives Students should learn	Possible teaching activities	Learning outcomes Students	Points to note
<p>to give the position of countries and cities using the points of the compass.</p>	<p>Teach the points of the compass using an OHT or IAW map.</p> <p>Information gap activity: encourage students to use English as the medium of communication. Students work in pairs. Each student is given a map containing complementary information. They have to ask each other for the name and spelling of particular missing towns/cities, taking it in turn to ask and answer questions.</p>	<p>understand and describe where countries and cities are.</p>	

Learning objectives Students should learn	Possible teaching activities	Learning outcomes Students	Points to note
<p>vocabulary to describe the natural environment.</p>	<p>Show students slides, photos, brochures or videos of different countries. Ask them to brainstorm the kind of language they will need to describe what they see, making two lists, known language in their own language and new language in English. They listen to the descriptions and note down new words in English, using dictionaries or glossaries to help them refine what they have written. They</p>	<p>understand and describe aspects of an area.</p>	

listen again to the commentary and then try to reconstruct what they have heard orally and then in writing. Transcripts can be on an OHP for slow-reveal reconstruction; gapped texts and text-manipulation software can also be used.

Students compare their own town or region, or another region of the UK, with a chosen town or region in their country of origin and discuss and note similarities and differences.

True/false game: in teams students prepare statements about a given number of places and ask their opponents whether the statements are true or false.

Learning objectives Students should learn	Possible teaching activities	Learning outcomes Students	Points to note
to talk and write about their town, including general location and main features.	Students match pictures taken from brochures about English towns to descriptions. They find similar features and identify vocabulary used. Students identify towns from taped/written descriptions.	talk about, or write in paragraphs about a range of personal information using earlier and current work, at least partly from memory.	This is an opportunity to revise language learnt in previous units.

Learning objectives Students should learn	Possible teaching activities	Learning outcomes Students	Points to note
to say where places are in a town, using a range of simple prepositions, and what can be done there.	Information gap map, revising main places in a town. Students work in pairs. Each student has a different version of the same map, with different information missing. Students design a simple town around a basic plan, explaining what needs to go where, e.g. a car park is needed near a supermarket. Students listen to or read about what can be done in an area or town.	ask questions and answer with sentences. produce spoken statements.	It is important to show most students how grammar allows them to manipulate language for their own purposes and therefore get away from set phrases to form new utterances.

	<p>Problem-solving task: students are given identities with particular likes and dislikes. Their partners have to suggest the best town or part of a town to visit to suit their needs. Partner A uses first person, Partner B uses third person statements.</p>		
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Learning objectives Students should learn	Possible teaching activities	Learning outcomes Students	Points to note
<p>to deal with the unfamiliar by using context and known language.</p>	<p>Ask more able students to make simple A4 pages on their town and region, and/or answer prepared questions orally on the same topic. Students answer comprehension questions and/or make notes about the most significant details.</p> <p>Texts from the internet can be used with a writing frame, so that students can reconstruct key information from the text and present a simple structured summary. This can then serve as a model for students to adapt as they create their own descriptions.</p> <p>Download from the internet and read some information on countries or towns in Asia, collecting</p>	<p>pick out main points from unfamiliar language using context and other clues, e.g. visual, gestures.</p>	<p>Remind students of simple phrases they can use to get extra help.</p> <p>Dealing with the unknown is an essential but difficult skill, to be built up over time if students are to tackle texts confidently in the knowledge that they have the tools to work on even unfamiliar language. Spotting obvious words is important, but attention to how the short words work is essential in order to decode continuous text.</p>

	<p>information on a structural grid.</p> <p>On an OHP or IAW show a text about an unfamiliar topic, containing some unknown language but also examples of structure/phrase types the students know. Collectively students categorise words and phrases they recognise.</p>		
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**Messages Book 1
Staff EAL Mark Sheet
Module 4
"Inside and Outside"**

**Entry Level Assessment Review
Module 4: Inside and Outside
Unit 7: At home
Unit 8: Having fun**

Student Name	1. There is / are	2. Countable & uncountable nouns	3. Prepositions of place	4. Can	5. Must	6. There, they're and their	7. Imperative



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 4: "Inside and Outside"

First name:

Last name:

Tutor Group:

In this module you have learnt:

- Homes vocabulary / names of furniture / places in a town
- There is / are; is / are there...? + short answers
- To describe different homes
- To write a description of your dream home
- Uncountable nouns
- To ask questions about places and food
- To invent some "disgusting recipes"
- Prepositions and to say where things are
- To understand and give a description of a room
- Verbs that describe abilities
- Can / can't; can for possibility; can + see / hear
- To talk about abilities and to make a notice for a club
- To talk about things you can do in your town
- Describe the sights and sounds around you
- You must / mustn't
- Imperative
- To tell people what you do

	✓ ✓	✓	---	x	xx
1. there is / are					
2. countable and uncountable nouns					
3. prepositions of place					
4. can					
5. must					
6. there, they're and their					
7. imperative					

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

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