

EAL A1 Entry Level Scheme of Work

Messages Book 1, Beginners English

Module 5

"Today and Tomorrow"

Messages Book 1

EAL

Module 5

"Today and Tomorrow"

A1 Entry / Breakthrough Level

Module 5: Today and Tomorrow

Unit 9: At the moment

Unit 10: Plans

About the module:

The Module is divided into 2 Units. The first concerns clothes. The second deals with future arrangements, items in a café and shop, and the weather.

Learning outcomes:

Grammar:

- Present continuous: affirmative, negative, questions, short answers
- Object pronouns
- Present continuous used for the future
- Suggestions
- The future with "going to"

Listening and reading skills:

- Listen to a football commentary
- Read about the World Cup
- Listen to a conversation at a football stadium
- Life and culture: Sports fans
- Read a list of items in a café and shop
- Listen to and understand a song
- Read a postcard
- Story: "The Silent Powers" Chapters 7 and 8
- Life and culture: An exchange visit

Communicative tasks:

- Describe things in progress at the moment
- Play a guessing game
- Describe what you're wearing now and what you usually wear
- Talk about future arrangements
- Make and reply to suggestions

Vocabulary and pronunciation:

- Clothes
- Football
- Rhythm drill: -ing
- Future time expressions
- The weather
- Weak form of "to" in "going to"

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 clothes, describe their school uniform, and say what they wear at home. They will be able to understand and make suggestions for future plans. They will also be able to understand a simple weather forecast.

some students will not have made so much progress and will: be able to recognise most of the words for clothes. They will be able to identify activities when suggestions for the future are made. They will be able to recognise simple expressions concerned with the weather.

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

- Write a message to a friend
- Describe plans and intentions
- Talk about the weather
- Write a holiday postcard

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"

describe a school uniform, talk about colours and styles and give opinions about it. They can describe an ideal school uniform, what they wear at the weekend and to family celebrations. They will be able to understand an authentic weather forecast, and will be able to compare seasonal weather in the UK and in their country of origin.

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 clothes, national costume and fashion. They could include details about climatic and / or seasonal differences.

- A1 Reader: "Three tomorrows"

Future learning

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

"Britishness"

The following elements of Britishness are taught in this module:

- Clothes
- Sport

"Irishness"

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

- Sport

Learning objectives Students should learn	Possible teaching activities	Learning outcomes Students	Points to note
<p>to use context and visual clues to work out the meaning of new adjectives, then make comparisons.</p>	<p>Revise known vocabulary for descriptions, such as colours, and give several definitions of new description adjectives such as style of clothes. Use pictures of famous people in typical roles to show how visual clues aid meaning. Use cartoon families, e.g. 'The Simpsons', 'Rugrats', or characters from soap operas or comedy shows to illustrate style.</p> <p>The class chooses a student without the teacher's knowledge. The teacher identifies the student by asking just ten questions. The students then do likewise, working in pairs. One chooses another student in the class, the other has to identify the student by asking questions (with prompt words and phrases on the board as necessary).</p> <p>Use the adjectives to</p>	<p>see how context, visuals and meaning are connected in sentences such as, "He is trendy: every day he wears a brand named T-shirt".</p> <p>understand and ask questions such as, "Is he sporty?"</p> <p>produce phrases such as, "... is more fashionable than ...".</p> <p>use comparatives, e.g. I am smarter than Gary.</p>	

compare famous people or students in the class.

In pairs, students stage a mock argument, agreeing and disagreeing over the descriptions of each other's clothes / fashion sense.

Clothes and descriptions are written on cards. In small groups students turn the cards over and either keep the card or give it to the person who has the right description card.

Students state reasons for their decisions.

Students write a brief self-description. Read them out to the whole class and ask other students to try to guess who wrote each description.

Learning objectives Students should learn	Possible teaching activities	Learning outcomes Students	Points to note
<p>how to use adjectives and comparisons in the context of clothes/fashion.</p>	<p>'Generation game': show students a series of pictures of clothing on an overhead projector (OHP) or IAW and describe them at the same time, e.g. a red dress, a beautiful tie. Students have to see how many they remember. The same idea can be used with a bag of clothes.</p> <p>Change the game to a version of 'I went to market', e.g. I got the red dress. Students have to remember the correct sequence of items.</p> <p>Show students a video of part of a television programme, e.g. a soap opera, and then turn the colour control to black and white. Students describe the clothing, etc. from memory.</p> <p>Clothes dominoes: one half of each domino has a noun like shirt, the other half has an adjective, e.g. the red. Each pair of students has 20 domino cards and can only lay down a domino next to another one if the adjective and the noun fit</p>	<p>manipulate sentences.</p> <p>express preferences about clothes, e.g. For a party I prefer to wear black trousers.</p>	<p>Clothes catalogues can be found on the internet and pictures copied into a word processor to support a presentation.</p>

	<p>according to a picture.</p> <p>Give pairs of students five short phrases to dictate to one another to practise pronunciation and the spelling of adjectives.</p> <p>Substitution exercise: start with Paul wears a blue pullover, and then students change words alternately on instruction.</p> <p>Students describe what they prefer to wear, or what they do not wear.</p> <p>Put up an overhead transparency (OHT) or IAW slide with lots of phrases such as a blouse is cooler than pullover. Cover key words with pieces of card. See if students can reconstruct the full text.</p> <p>Using a word processor, students work with teacher-generated texts and their own writing to make adjective endings in different contexts clear.</p>		
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Learning objectives Students should learn	Possible teaching activities	Learning outcomes Students	Points to note
<p>how to use a dictionary effectively to distinguish between nouns and verbs.</p>	<p>Students are given sentences like, "He's wearing a tie", "Let's tie him up" and "The game ended in a tie", and have to use a dictionary to find the correct word to use in each case, using grammatical markers, words in brackets, etc.</p>	<p>carry out similar activities on other words related to clothes, such as skirt, pants, dress, socks.</p>	<p>Worked examples using enlarged OHT or IAW copies of a couple of dictionary entries are often the most effective way of teaching dictionary skills.</p>

Learning objectives Students should learn	Possible teaching activities	Learning outcomes Students	Points to note
<p>the demonstrative adjective this / these, etc. within the context of clothes shopping, and then build up to more demanding contexts using more complex language, e.g. comparatives and modifiers.</p>	<p>Variation of "The price is right": show clothes from a catalogue, and keep up a patter, e.g. "This blue jacket is cool. How much does this jacket cost?" while students guess the price which is written on the reverse of each picture. The student closest to the actual price 'wins' the picture.</p> <p>More able students could take the part of the teacher.</p> <p>Students are given a budget and an event. They have to choose appropriate clothing for the event and say what they have bought and why. Pages from mail order</p>	<p>understand and produce sentences such as, "This blue jacket is nice. How much does it cost? I'll take the green dress."</p> <p>understand and use sentences and questions such as, "That is better. That's too dear. That's very good. Have you got something cheaper? These black shoes are nicer than the brown ones."</p>	<p>The class could follow this up by accessing clothes prices in online catalogues.</p> <p>Substitution activities are especially effective if students are able to call up teacher-generated texts in a word processor. They will be able to focus directly on the items of language requiring attention.</p>

	<p>catalogues/internet shopping can be used.</p> <p>Role-play dialogue in a clothes shop to buy an item of clothing. Students substitute underlined words to create their own version, and add extra details for themselves.</p> <p>Extend the previous dialogue, using comparatives and modifiers.</p> <p>Students have a transcript of a shop dialogue that differs in just a few subtle ways from a taped version, e.g. substituting "very" for "too", "cheap" for "cheaper", etc. Students cross out and correct errors in the transcript.</p> <p>Fashion makeover: in pairs or small groups students choose an outfit for someone else in the class from mail order catalogues/internet shopping pages. Students present their choice of outfit to the fashion victims who state whether they like or dislike the outfit and say what they prefer to wear normally. Character traits can also</p>		
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	be linked to this activity. "I am very sporty and I therefore like to wear...."		
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Learning objectives Students should learn	Possible teaching activities	Learning outcomes Students	Points to note
<p>to recombine all the above in sentences using the past and future tenses.</p>	<p>Variation on 'Kim's game': show students an OHT / IAW picture of what a group of people are wearing and doing. From memory they have to say false whenever the teacher describes the picture wrongly and correct the detail.</p> <p>Arrange for two or three adults or year 12/13 students to interrupt the start of the lesson on some pretext. Students have to be eyewitnesses and describe what each person was wearing.</p> <p>Students could be shown extracts from a Sci-Fi film or TV programme and are asked to comment on the style of clothes people will be wearing in the future.</p> <p>Students bring pictures of clothes from different eras to describe them.</p>	<p>understand details such as, "The shortest girl had a long skirt on", "He wore a brown hat in the picture".</p> <p>say or write sentences such as, "Mr. Brown was wearing a red tie".</p> <p>say or write sentences such as, "In 1968 women used to wear mini skirts".</p>	

	<p>The third activity in section 2 above (switching a TV from colour to black and white) could be re-run here and extended into full descriptions and reconstructions.</p>		
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Learning objectives Students should learn	Possible teaching activities	Learning outcomes Students	Points to note
<p>to read and/or listen to longer extracts on the topic of fashion.</p>	<p>Students hear or read messages from students in a partner school, about contemporary fashions and trends, not only in clothes but also other aspects of youth culture, e.g. which films, songs, groups, sports are currently popular.</p> <p>Students could simulate an interview between a journalist and a fashion designer. The designer describes what styles/colours, etc are in vogue.</p>	<p>learn about aspects of teenage life in the UK or other countries where English is spoken.</p> <p>ask and answer questions about aspects of fashion.</p>	

Learning objectives Students should learn	Possible teaching activities	Learning outcomes Students	Points to note
<p>to develop their independence in language learning by using a dictionary to look up their hobbies and interests.</p> <p>how to understand and talk about basic leisure activities.</p>	<p>Read out, then write, a list of hobbies. See how many of these students can guess/work out.</p> <p>Use OHT / IAW copies of a few dictionary references to show students how to use a dictionary to</p>	<p>find the appropriate nouns and verbs to describe their leisure interests.</p> <p>understand and say simple phrases like, "I play chess. David Beckham plays football."</p>	<p>Look out for opportunities for students to get away from using "I" all the time.</p>

help them work independently. Students then look up in a bilingual dictionary, sports and other leisure activities which interest them and categorise the words into team games, sports, non-sports etc. They further list the words as nouns and infinitives.

Using the OHTs / IAW again, teach students how to form the "I" form of the verbs listed as infinitives. This can lead into 'Give us a clue'-style mime games and mime and response in pairs, focusing on the first-person form of verbs, e.g. "What do you do?" "I dance / I swim / I play cards."

Use flashcards or symbols on OHT / IAW, or use famous names, to teach the third-person form of verbs. This can be extended to verbs which have been listed following the dictionary search.

Learning objectives Students should learn	Possible teaching activities	Learning outcomes Students	Points to note
<p>to express likes and dislikes of leisure activities in more than one way, including simple positive and negative opinions.</p>	<p>Revise like and prefer with school subjects, then apply to leisure activities. Show students flashcards, IAW or OHTs of leisure activities with gestures or symbols to indicate likes and introduce students to phrases such as, "I like to swim." Then use gestures or symbols to indicate dislikes and introduce phrases such as "I don't like dancing".</p> <p>Students work in pairs. They rank their likes, and predict the likes of their partner, using like, prefer, favourite. They then compare their predictions, e.g. "I think you like to play football". "Yes, that's true", or "No that's not true".</p> <p>Carry out a class survey using the question, "What do you think of...?" and show the results on a bar chart.</p> <p>Students report back the survey findings using plural verbs.</p>	<p>form a negative statement using not, e.g. "I do not like to dance" or a simple negative opinion, e.g. "It's boring".</p>	<p>Make explicit to students that 'don't' is not in a dictionary and cannot be translated directly.</p> <p>Showing students how language is transferable is a key language-learning skill.</p>

Learning objectives Students should learn	Possible teaching activities	Learning outcomes Students	Points to note
<p>to ask and answer questions of frequency, and use adverbs of time.</p> <p>to talk about their routines.</p>	<p>Using an OHT / IAW slide of a calendar for a week and/or month, say how often you do a leisure activity, and circle the number of days appropriately. Then ask students to come to the front to do the same.</p> <p>Reinforce grammar with 'human sentences' at the front of the class, e.g. one student holds a card with I, another with go, another with every day and another with an activity. Students have to stand in the correct order.</p> <p>Students play a simple board game with a die. Students take it in turns to throw the die. If the die shows 2, for example, the student says, "Twice a week" and moves their counter two places, then turns over a picture/symbol card of leisure activities, and adds, "I play football". If the student cannot supply the accurate English, they cannot move their counter. The first person to complete the course around the board wins.</p>	<p>ask the question, "How often..?" and answer with sentences such as, "I / He ... twice a week".</p> <p>produce orally and in writing sentences such as, "Once a week I play football".</p> <p>understand and say/write sentences such as, "I go to the cinema once a week".</p>	

	<p>Ask students to write a brief description of their activities and frequency. Then you (or a student) read these out to the class for students to guess the identity of the authors.</p> <p>Before introducing go, revise and extend known vocabulary relating to places for leisure activities. These can be practised using a six- or ten-sided die with numbers which refer to a set list. Students can work in pairs or this can be organised as a brief team game.</p>		
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Learning objectives Students should learn	Possible teaching activities	Learning outcomes Students	Points to note
<p>how to understand and describe leisure activities.</p>	<p>Students listen to or read descriptions containing phrases such as you can + infinitive with known verbs about British towns or villages.</p> <p>Students contrast leisure facilities in a small village with those in a big town, using positive and negative statements. They search websites for authentic texts.</p> <p>Problem-solving activities,</p>	<p>understand and then produce statements such as, "You can go to the theatre".</p> <p>produce statements such as, "We can play tennis at our school".</p>	<p>Explain that 'you' is used more commonly than 'one' in English.</p>

	<p>matching likes and dislikes to holiday locations in the UK using some authentic or pre-prepared material.</p> <p>Extend this to talking or writing about what they can/cannot do at home or at school.</p>		
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Learning objectives Students should learn	Possible teaching activities	Learning outcomes Students	Points to note
<p>to apply their knowledge of going to + infinitive, to express future, and other structures, in the context of a visit.</p>	<p>Students listen to a tape of holiday plans and tick a grid to show what is going to happen.</p> <p>Read an outline of a trip e.g. a weekend in a study centre, with details of dates, travel, accommodation and programmes of activities, reminding students of going to + infinitive and future time words/phrases.</p> <p>Students write a fax, letter or e-mail, outlining what they are going to/want to do. Students choose to whom they are writing.</p>	<p>understand the details of a passage containing a range of information in a number of paragraphs with simple and complex sentences.</p> <p>incorporate or adapt some of this information in a letter or message.</p>	

Learning objectives Students should learn	Possible teaching activities	Learning outcomes Students	Points to note
<p>to express different possibilities, according to circumstances, and employ strategies for dealing with the unpredictable.</p>	<p>Teach the structure if + present tense in subordinate clauses. Use visuals or symbols, e.g. of weather, of car breaking down, etc, to indicate different possibilities, e.g. "If it rains ...".</p> <p>Students match subordinate clauses to possible solutions, e.g. "If it rains, we'll go to see a film". Additional support can be provided with parts of sentences on card to build more complex sentences. Visual cues can be used to help students select the appropriate part of the sentence.</p> <p>Students work in groups to plan a holiday, based on information from materials already used in this unit.</p> <p>Add unexpected constraints, e.g. "... and if it's closed on Sunday...?" Students have to suggest possible solutions. (The constraints could be provided on cards, containing symbols to suggest the problem.)</p> <p>Students hear changes to</p>	<p>understand and construct for themselves sentences containing subordinate clauses, e.g. "If we go to London, we can go to Buckingham Palace".</p> <p>make statements connected with future plans or wishes.</p> <p>respond with increasing confidence to the constraints.</p> <p>understand and respond in English to language heard.</p> <p>say or write sentences such as, "The neighbours played loud music all night. Next time we will stay somewhere quieter."</p>	

	<p>arrangements in a planned programme, and make amendments accordingly.</p> <p>Students read about mishaps which occurred on previous holidays and suggest how amends might be made next time, working with prompts as necessary.</p>		
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Learning objectives Students should learn	Possible teaching activities	Learning outcomes Students	Points to note
<p>to distinguish between present and immediate future.</p> <p>to use the immediate future, going to + infinitive.</p>	<p>Teach future time words (tomorrow, next) and then the immediate future by presenting a special week in someone's diary and contrasting this with a usual week.</p> <p>Students listen to and understand someone's New Year's resolutions which use going to + infinitive. They then call up a word-processed account of the resolutions. The account contains a number of factual errors that must be corrected.</p> <p>Students infer what the person's present lifestyle is like using the present tense, affirmative and negative.</p>	<p>understand the difference between present and future.</p> <p>use future time markers and express future intentions in conversation, e.g. "Tomorrow I'm going to wash the car".</p>	

Learning objectives Students should learn	Possible teaching activities	Learning outcomes Students	Points to note
<p>to use a range of structures to express intentions.</p>	<p>Elicit from the students and write on the board or IAW a list of familiar infinitives which involve actions; complete them with a phrase, e.g. go shopping. Use the list as a basis for saying what you intend to do (perhaps two or three actions) then get students to do likewise.</p> <p>Add interest by getting students in turn to recall the previous statement, adding more and more activities.</p> <p>Extend by getting two students each to offer a phrase which you repeat to enable a change of personal pronoun, e.g. "You're going to play football, but he's going to play on the computer".</p> <p>Students can add examples beginning "we" or "you".</p>	<p>understand and express future intentions.</p> <p>incorporate details about future intentions into a spoken or written piece of greater length, e.g. "Next weekend I'm going to go shopping in Birmingham and then I'm going to see Aston Villa play Manchester United".</p>	

Learning objectives Students should learn	Possible teaching activities	Learning outcomes Students	Points to note
<p>to adapt language creatively by making predictions, across a range of contexts.</p> <p>to express opinions about what will happen in the future.</p> <p>to use language imaginatively.</p>	<p>Start with some examples of predictions, then get students to make their own predictions for various forthcoming events and share them with the class.</p> <p>Fortune-teller game: give students visual clues to rehearse simple structured dialogue, e.g. "What are you going to do?" "I'm going to play football." "When are you going to play football?" "Monday afternoon."</p> <p>Students can then predict some future events for each other (in groups), e.g. "Shwan is going to marry a film star and he's going to live in Hollywood".</p> <p>In pairs, students predict (secretly and in writing) the outcome for themselves and for each other against a list of future life events (provided), e.g.: <i>work:</i> "Shwan is going to be an actor. As for me, I'm going to be a footballer". <i>home:</i> "He is going to live in a</p>	<p>express what will happen in the future, e.g. "Aston Villa will beat Chelsea this year".</p> <p>express at some length what will happen in the future.</p> <p>speak/write imaginatively about future events.</p>	

	<p>caravan, but I'm going to live in a castle". At the end of the predictions, students compare answers.</p> <p>Students predict future life events for celebrities or predict future plot developments for TV soap operas.</p>		
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Learning objectives Students should learn	Possible teaching activities	Learning outcomes Students	Points to note
<p>to cope with less predictable language when giving and responding to invitations.</p>	<p>Teach and practise like to in the I / you forms + infinitive. Provide a list of activities and invite individuals to take part, e.g. "X, would you like to play tennis this afternoon?"</p> <p>Repeat as pair work.</p> <p>Dating game: students make a date and fill in details on a grid. Using the grid they write a note to confirm the details.</p> <p>Add a reason for refusals using can't.</p> <p>Increase the range of refusals with I've got to + infinitives.</p>	<p>understand invitations to take part in future activity.</p> <p>give invitations and accept or refuse, giving reasons, e.g. "Would you like to play cards?" "I can't because I've got to do my homework."</p> <p>understand acceptances and refusals, and refuse politely with reasons, e.g. "Would you like to play chess?" "I'm sorry, I've got to help my father."</p>	

Learning objectives Students should learn	Possible teaching activities	Learning outcomes Students	Points to note
<p>to read authentic texts for information on which to make decisions.</p>	<p>Students rearrange a jumbled itinerary according to picture clues.</p> <p>'Pelmanism' game: match text to visual symbols.</p> <p>Battleships game: bang, splash. Student A states day and activity; if it matches, student B states, "OK let's go". If it does not match, student B says, "No I can't". First player to have five acceptances wins.</p> <p>Using information leaflets, prepare some sample itineraries for a group of visitors. Students then make up their own itineraries.</p> <p>Use some simple formal letters in which would-be visitors are asking for information about an area to illustrate further use of modal verbs. Exploit students' knowledge of formal and informal usage in their own language.</p>	<p>read information texts with good understanding, and use these texts as the basis for their own writing, producing statements such as, "On Monday, we're going to The Black Country Museum and we can have a picnic on the grass".</p> <p>read formal letters containing modals and polite forms, e.g. "We're going to spend the weekend in York. Could you send us..."</p>	<p>Students could practise writing their letter using a model saved in a text manipulation programme that allows them different ways of working with the same text, e.g. spell, gap-fill, predict, rearrange.</p>

Messages Book 1
 Staff EAL Mark Sheet
 Module 5
 "Today and Tomorrow"

Entry Level Assessment Review
 Module 5: Today and Tomorrow
 Unit 9: At the moment
 Unit 10: Plans

Student Name	1. Present continuous	2. Present continuous + future time expressions	3. The future with going to	4. Object pronouns	5. Making suggestions	6. Present continuous or present simple?



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 5: "Today and Tomorrow"

First name:

Last name:

Tutor Group:

- In this module you have learnt:
- Present continuous: negative; questions and short answers
 - To talk about things in progress at the moment
 - Object pronouns
 - To talk about present actions and to play a guessing game
 - Names of clothes and to describe what you're wearing now
 - To say what you usually / never / sometimes wear
 - Future time expressions
 - Present continuous used for the future
 - Suggestions
 - To talk about future arrangements
 - Make and reply to a suggestion
 - The future with "going to"
 - To talk about plans and intentions
 - Make a notice of "good intentions"
 - Weather vocabulary
 - To talk about the weather
 - To write a holiday postcard

	✓ ✓	✓	---	x	xx
1. Present continuous					
2. Present continuous + future time					
3. The future with "going to"					
4. Object pronouns					
5. Making suggestions					
6. Present continuous or present simple?					

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

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