

# EAL A1 Entry Level Scheme of Work

Messages Book 1, Beginners English

Module 6

"Looking Back"

Messages Book 1

EAL

Module 6

"Looking Back"

A1 Entry / Breakthrough Level

Module 6: Looking Back

Unit 11: About the past

Unit 10: Heroes

## About the module:

The module is divided into two units. The first concerns occupations and the second the past simple.

## Learning outcomes:

### Grammar:

- Past simple of "be" and regular verbs: affirmative, wh- questions
- Past simple: negatives, questions, short answers; irregular verbs

### Vocabulary and pronunciation:

- Occupations
- Rhythm drill: verbs + -ed / t / d / id /
- Past time expressions
- Words with the same vowel sound

## Communicative tasks:

- Talk about people from the past
- Play a quiz game
- Write about an imaginary person's life
- Describe your early childhood
- Describe things that happened in the past
- Write a letter about an event in the past
- Write a diary
- Talk about your school year

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

### Listening and reading skills:

- Listen to a conversation with a ghost
- Read dictionary definitions
- Story: "The Silent Powers" Chapters 9 and 10
- Life and culture: From north to south
- Listen to a list of events in the past
- Read an advertisement
- Listen to and understand a song
- Life and culture: The UK and the USA

### 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 past. They will be able to tell people about their own childhood, including information about their former school in their country of origin. They will be able to write about key events in their lives.

**some students will not have made so much progress and will:** be able to recognise and use the past simple of regular and some irregular verbs. They will be able to give some details about their past.

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

some students will have progressed further and will: be able to compare their life in the UK with their former life in their country of origin. They will be able to give information about their past and include details. They will be able to write about their school year and compare it to their former 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. They could research and include information about famous people and their own routine at school.

### **Future learning**

It is assumed that, at the end of this module, students will have reached National Curriculum English Level 3 and will be able to be fully integrated into normal mainstream lessons. A checklist follows this module so that staff may record the progress students have made in reaching the end of A1 Breakthrough.

The A2 Preliminary, or Lower Intermediate, Scheme of Work is intended for those students who wish to continue their EAL studies under the Extended Schools initiative, by attending lessons before and after school and during Easter and / or Summer School. Such students may be entered for external EAL examinations with Trinity or Cambridge.

### **"Britishness"**

The following elements of Britishness are taught in this Module:

- Jobs
- Government
- Famous people

<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 use a range of vocabulary, structures and tenses to narrate events about early childhood.</p>	<p>Revise earlier work on narrating events by reading examples of students' work picking out examples of good style and brainstorming with the class why this is so, e.g. expressing opinions, using different tenses and persons. Work saved on word - processor could be enlarged, printed out and made into an OHT or IAW slide to assist the brainstorming.</p> <p>Students carry out a self-assessment activity.</p> <p>Referring to a checklist of possible stylistic features, they reflect on which features they incorporate in their own work.</p>	<p>develop a better concept of style by incorporating stylistic features into their own speaking and writing.</p>	<p>Magazines and newspapers are a good source of more wide-ranging material.</p> <p>Students could make a class poster or their own aide-memoire of various ways of giving opinions.</p> <p>Teachers might correct any errors that may have been in the original before presenting it to students. Alternatively, spotting errors might be a stepping stone to improving accuracy.</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 talk and write about an event or early childhood in the past tense.</p>	<p>In the following activities students are supported in speaking and writing independently through progressive use of modelling and adapting examples, gapped texts, word fields (phrases as well as single words).</p> <p>Present sequences of a few actions, in mime, using OHTs/photographs/IAW or 'silent' video. Describe, and/or ask the students to describe, the actions in the past tense for students to imitate.</p> <p>Students create nonsense stories built up from numbered multiple-choice options selected by rolling a die. Many combinations of incongruous characters/actions/places/consequences are linked together.</p> <p>Photo stories: students compose a sequence of photos and speech bubbles, with story text in the past simple underneath.</p> <p>Newsroom: give students isolated facts about a person, which, with guidance, they turn into a brief news article.</p>	<p>produce sentences in the past simple.</p> <p>speak and write more complex sentences.</p>	<p>Correct word order.</p> <p>Used appropriately, text-manipulation software can provide a powerful and effective way of helping students to explore and understand model texts.</p> <p>Drafting and editing are essential for students to improve the extent, range and accuracy of their writing. The use of ICT is very helpful and allows a piece of work to be developed over several sessions with minimum wasted effort.</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 recount the main details of a person's life.</p>	<p>Students have to re-order a jumbled-up life story.</p> <p>Students tell a story based on cartoon strips or short video clips. Their story is guided using gapped text or multiple-choice words and phrases.</p> <p>Students watch an episode from a BBC or C4 schools history video in English about a famous person. Give students prompts/prepared questions to help them summarise the life story. This support could be varied according to the students' ability, e.g. filling in gaps with key words, writing the continuation of a sentence or paragraph, supplying key verbs. The prompts should encourage use of the past simple (the story). Then, with or without support, students recount the life story, perhaps working in small groups of similar ability. Encourage them to give opinions.</p>	<p>summarise, with varying degrees of support, a life story.</p> <p>speak and write more complex sentences.</p>	<p>Other activities will probably be suggested in the teacher's guide to the schools video.</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 use language creatively and imaginatively.</p> <p>to consolidate their use of the past simple and future tense in a new context.</p>	<p>Give students a picture story with a section (or sections) missing. They complete the story.</p> <p>Students speak or write about how a programme might end. Pause the video halfway through or during a sequence. This could also be done with a written story. This is a good activity for revising the future tense.</p>	<p>speak/write more complex sentences.</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. They talk about what they have done so far today, or yesterday.</p> <p>Students make a presentation in speech and writing about school staff and what they have done in their lessons.</p> <p>Students listen to youngsters talking about their school day</p>	<p>understand and form statements and questions about people's opinions on a typical week at school and on the school year.</p>	

	<p>and/or school year, noting the information on a grid, then give a brief résumé.</p> <p>Students interview each other about their [dis]likes and report back.</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 using simple visual symbols.</p> <p>Another simplified activity is for students to listen to a tape of events 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</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 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 the school year, 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 contestants, e.g. groups of students with word cards, arranging words into positive or negative categories, from memory or with support.</p> <p>Students read and understand letters or e-mails about their school year which include likes and dislikes, with simple opinions. Students pick out a range of words/phrases to indicate likes/dislikes/opinions and adapt these for their own purposes.</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>

	<p>Some students could underline in a given colour anything that the students like and in a different colour anything they do not like.</p> <p>Using a writing framework students produce their own e-mail. Some students may require a menu of language from which to choose an appropriate statement.</p> <p>Students prepare short descriptions of their school year and present them to the class.</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>how to use and adapt language learnt in other contexts.</p> <p>to give and understand information about their school day and year.</p>	<p>Students redraft their timetable and/or school calendar.</p> <p>Students give an oral account of a particular day (or month) to a partner, who then has to work out what day (or month) it is.</p> <p>Students read a fuller account of a student's typical school day / year. They amend the text to make it apply to them.</p>	<p>make and understand statements about the school day/year using familiar verbs.</p> <p>form sentences on reading a student's timetable/calendar.</p>	<p>If the account of the school day/year is saved in a word processor, students can focus directly on the editing that will need to be done to create their own personalised account.</p>

<b>Messages Book 1</b> <b>Staff EAL Mark Sheet</b> <b>Module 6</b> <b>"Looking Back"</b>	<b>Entry Level Assessment Review</b> <b>Module 6: Looking Back</b> <b>Unit 11: About the past</b> <b>Unit 12: Heroes</b>
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Student Name	1. past simple: was / were	2. there was / were	3. past simple: regular and irregular verbs	4. time expressions	5. past simple of have / have got



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 6: "Looking Back"

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

- In this module you have learnt:
- Names of occupations
  - Past simple of "be"
  - To talk about people from the past
  - To play a quiz game about famous people
  - Past simple (affirmative): regular verbs
  - To say what happened in the past
  - Write about an imaginary person's life
  - Past simple: wh- questions / negatives / questions and short answers / irregular verbs
  - To describe your early childhood
  - Time expressions
  - To describe things that happened / didn't happen in the past
  - Write a letter about a past event
  - To describe events in the past
  - To read an advert
  - To listen to a song

	✓	✓	✓	---	x	xx
1. Past simple: was / were						
2. There was / were						
3. Past simple: regular and irregular verbs						
4. Time expressions						
5. Past simple of have / have got						

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

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

# EAL A1 Entry Level Scheme of Work

## Messages Book 1, Beginners English

### QCA Assessment Scales for students with EAL

Please highlight each language statement when the student has achieved it

Name of Student:.....

## Listening

### Step One

Students listen attentively for short bursts of time. They use non-verbal gestures to respond to greetings and questions about themselves, and they follow simple instructions based on the routines of the classroom.

- Can show evidence of listening
- Can listen and respond, either non-verbally or in home language, to
  - instructions
  - questions
  - commands

### Step two

Students understand simple conversational English. They listen and respond to the gist of general explanations by the teacher where language is supported by non-verbal cues, including illustrations.

- Can follow
  - simple instructions
  - explanations
- Show evidence of listening in a small group

**Level One (Threshold)**

With support, students understand and respond appropriately to straightforward comments or instructions addressed to them. They listen attentively to a range of speakers, including teacher presentation to the whole class.

- Can respond appropriately when the teacher is talking
- Show evidence of listening in a whole class situation
- in a small group
- in a whole class situation

**Level One (Secure)**

In familiar contexts, students follow what others say about what they are doing or thinking. They listen with understanding to sequences of instructions and usually respond appropriately in conversation.

- Can understand and begin to respond appropriately to most student and teacher talk
- Can demonstrate an increasing confidence when listening

**For Level Two onwards please refer to the combined statements for speaking and listening at the end of the Assessment Scale for speaking.**

## Speaking

### Step One

Students echo words and expressions drawn from classroom routines and social interactions to communicate meaning. They express some basic needs, using single words or phrases in English.

- Speak in home language (usually)
- Can use single words or phrases in English
- Can answer simple questions in English e.g. "What is your name?"

### Step Two

Students copy talk that has been modelled. In their speech, they show some control of English word order and their pronunciation is generally intelligible.

- Can repeat a model
- Can make needs known using more than one word of English at a time

### Level One (Threshold)

Students speak about matters of immediate interest in familiar settings. They convey meaning through talk and gesture and can extend what they say with support. Their speech is sometimes grammatically incomplete at word and sentence level.

- Can participate in group work as a speaker
- Can participate in meaningful conversations, although speech is not always correct



### Level One (Secure)

Students speak about matters of interest to a range of listeners and begin to develop connected utterances. What they say shows some grammatical complexity in expressing relationships between ideas and sequences of events. Students convey meaning, sustaining their contributions and the listeners' interest.

- Can initiate conversations
- Can ask simple questions
- Attempt to use grammatical structures

## National Curriculum Level Two Speaking and Listening

Students begin to show confidence in speaking and listening, particularly where the topics interest them. On occasions, they show awareness of the listener by including relevant detail. In developing and explaining their ideas they speak clearly and use a growing vocabulary. They usually listen carefully and respond with increasing appropriateness to what others say. They are beginning to be aware that in some situations a more formal vocabulary and tone of voice are used.

- Can demonstrate an increasing confidence when speaking or listening
- Show evidence of an increasing vocabulary
- Begin to extend sentences with more detail
- Begin to be aware of the need to vary language according to audience/situation

## National Curriculum Level Three Speaking and Listening

Students express themselves and listen confidently in different contexts, exploring and communicating ideas. In discussion they show understanding of the main points. Through relevant comments and questions, they show they have listened carefully. They begin to adapt what they are communicating to the needs of the listener, varying the use of vocabulary and the level of detail. They are beginning to be aware of standard English and when it is used.

- Can talk confidently in different contexts;
- By their comments and questions they show they understand the main parts of a discussion;
- Can vary their language to match differing situations or individuals;
- Begin to show that they understand the use of standard English.

## National Curriculum Level Four Speaking and Listening

Students speak and listen with confidence in an increasing range of contexts. Their talk is adapted to the purpose: developing ideas thoughtfully, describing events and conveying their opinions clearly. In discussion, they listen carefully, making contributions and asking questions that are responsive to others' ideas and views. They use appropriately some of the features of standard English vocabulary and grammar.

- Can speak in an increasing range of contexts
- In discussion, they convey their ideas clearly
- By their responses they show that they understand that others have different views and ideas
- Can demonstrate an awareness of standard English vocabulary and grammar where appropriate

## Reading

### Step One

Students participate in reading activities. They know that in English print is read from left to right and from top to bottom. They recognise their names and familiar words and identify some letters of the alphabet by shape and sound.

- Enjoy sharing a book with friends and adults
- Know where the front of the book is (appropriate to the language used)
- Know the difference between pictures and words
- Turn pages one at a time
- Can follow print (appropriate to the language used)
- Know to start at the top of the page
- Enjoy looking at books on their own
- Literate in home language
- Can use reading skills in home language to support learning
- Can recognise some familiar words such as their name
- Can recognise some letters by shape and sound

### Step Two

Students begin to associate sounds with letters in English and to predict what the text will be about. They read words and phrases that they have learned in different curriculum areas. With support, they can follow a text read aloud.

- Can recognise familiar words
- Can recognise letters in simple contexts e.g.. Using visual/phonic clues
- Can recognise initial sounds of own name
- Can recognise initial sounds of other known words
- Can recognise sounds in familiar words
- Can show interest in what others are reading
- Can choose books and want to share them with others

### **Level One (Threshold)**

Students can read a range of familiar words and identify initial and final sounds in unfamiliar words. With support, they can establish meaning when reading aloud phrases or simple sentences, and use contextual clues to gain understanding. They respond to events and ideas in poems, stories and non-fiction.

- Can recognise sounds in unfamiliar words
- Can listen to stories and poems and express interest
- Can follow the sense of a simple text

### **Level One (Secure)**

Students use their knowledge of letters, sounds and words to establish meaning when reading familiar texts aloud, sometimes with prompting. They comment on events or ideas in poems, stories and non-fiction.

- Begin to read simple texts
- Begin to use picture, phonic and context clues in reading
- Begin to comment about what they have read at a simple level
- Can read and follow simple instructions

## **National Curriculum Level Two Reading**

Students' reading of simple texts shows understanding and is generally accurate. They express opinions about major events or ideas in stories, poems and non-fiction. They use more than one strategy, such as phonic, graphic, syntactic and contextual in reading unfamiliar words and establishing meaning.

- Can read with some accuracy, simple texts
- Can express their opinions about what they have read at a literal level
- Can use word books and simple dictionaries
- Can use picture, phonic and context clues in their reading

## National Curriculum Level Three Reading

Students read a range of texts fluently and accurately. They read independently, using strategies appropriately to establish meaning. In responding to fiction and non-fiction they show understanding of the main points and express preferences. They use their knowledge of the alphabet to locate books and find information.

- Can read a range of texts with confidence, fluency and accuracy
- Can use their knowledge of the alphabet to access reference books
- Can recall important details about what they have read
- Can talk about the setting, story line and characters in a story
- Can use computer based resources
- Can demonstrate they have understood the texts

## National Curriculum Level Four Reading

In responding to a range of texts, students show understanding of significant ideas, themes, events and characters. They begin to use inference and deduction. They refer to the text when explaining their views. They locate and use ideas and information.

- Can talk about themes, events and characters in a text
- Can demonstrate that they have begun to infer and deduce
- Read aloud with appropriate expression
- Can skim for facts
- Can scan for detail

## Writing

### Step One

Students use English letters and letter-like forms to convey meaning. Pre-literate students copy or write their names and familiar words and write from left to right.

- Can hold a pencil correctly
- Can trace over pictures/draw round templates
- Know that writing in English goes from left to right
- Can draw a simple figure
- Can trace over adult writing
- Can attempt writing (make marks on paper, pretend writing)
- Can write the first letter of their own name
- Can write more than one letter of their own name

### Step Two

Students attempt to express meanings in writing, supported by oral work or pictures. Generally their writing is intelligible to themselves and a familiar reader, and shows some knowledge of sound and letter patterns in English spelling. Building on their knowledge of literacy in another language, students show knowledge of the function of sentence division.

- Can write their own name
- Can identify some speech sounds and relate them to letters
- Can write some letters in response to speech or picture stimuli
- Can write simple words and phrases using teachers/students as scribes

**Level One (Threshold)**

Students produce recognisable letters and words in texts, which convey meaning and show some knowledge of English sentence division and word order. Most commonly used letters are correctly shaped, but may be inconsistent in their size and orientation.

- Can write simple words and phrases on their own
- Can write simple sentences - often with omissions
- Can produce correctly shaped letters but not always with consistent size or correct orientation

**Level One (Secure)**

Students use phrases and longer statements which convey ideas to the reader, making some full stops and capital letters. Some grammatical patterns are irregular and students' grasp of English sounds and how they are written is not secure. Letters usually clearly shaped and correctly orientated.

- Can spell simple three letter words
- Can write a simple story with a beginning, a middle and an end
- Starts to use capital letters and full stops although not necessarily appropriately
- Can produce legible handwriting, correctly orientated

## National Curriculum Level Two Writing

Students' writing communicates meaning in both narrative and non-narrative forms, using appropriate and interesting vocabulary, and showing some awareness of the reader. Ideas are developed in a sequence of sentences, sometimes demarcated by capital letters and full stops. Simple, monosyllabic words are usually spelt correctly, and where there are inaccuracies the alternative is phonetically plausible. In handwriting, letters are accurately formed and consistent in size.

- Can write simple poems
- Begin to sort words alphabetically
- Can write phrases unaided
- Can connect sentences using simple conjunctions - (and, but)
- Can write complete sentences sometimes using capital letters and full stops
- Can spell monosyllabic words containing common patterns (e.g. park, house, shop)
- Produces legible upper and lower case letters in one style and uses it consistently
- Begins to produce joined up writing

## National Curriculum Level Three Writing

Students' writing is often organised, imaginative and clear. The main features of different forms of writing are used appropriately, beginning to be adapted to different readers. Sequences of sentences extend ideas logically and words are chosen for variety and interest. The basic grammatical structure of sentences is usually correct. Spelling is usually accurate, including that of common polysyllabic words. Punctuation to mark sentences - full stops, capital letters and question marks - is used accurately. Handwriting is joined and legible.

- Can write a fully punctuated sentence
- Can write a fully punctuated paragraph
- Can choose and use an appropriate style for written work
- Can choose and use a variety of vocabulary
- Can spell a range of monosyllabic words not always following common patterns
- Can spell a range of common polysyllabic words
- Handwriting is joined up and legible.



## National Curriculum Level Four Writing

Students' writing in a range of forms is lively and thoughtful. Ideas are often sustained and developed in interesting ways and organised appropriately for the purpose of the reader. Vocabulary choices are often adventurous and words are used for effect. Students are beginning to use grammatical complex sentences, extending meaning. Spelling, including that of polysyllabic words that conform to regular patterns, is generally accurate. Full stops, capital letters and question marks are used correctly, and students are beginning to use punctuation within the sentence. Handwriting style is fluent, joined and legible.

- Can write in a wide range of forms
- Use vocabulary imaginatively
- Begin to write grammatically complex sentences
- Spelling of polysyllabic words is usually accurate
- Begin to use punctuation within sentences
- Handwriting is fluent, joined and legible