

English as an Additional Language

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# EAL Language Builder

Advanced

Book 1



PMP Publications

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### *English as an Additional Language*

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#### **ADVANCED LEVEL**

- \* Book 1
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English as an Additional Language

# **EAL Language Builder**

**Advanced  
Book 1**

PMP Publications

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# Introduction

This photocopiable resource book reinforces learning contained in the *EAL Language Builder Intermediate Books*.

Written by an experienced teaching practitioner, the *EAL Language Builder Advanced Book 1* provides a bank of resources for busy teachers seeking to help pupils develop and consolidate English language skills. The activities are intended to test key skills in literacy and specifically focus on essential skills (ESOL) required for reading at level 1.

## **Supporting pupils for whom English is an additional language**

Attending a new school can be a daunting experience, especially for pupils who have little or no prior knowledge of English. Likewise, teachers may feel overwhelmed by the prospect of having to address the language needs of newly-arrived pupils. This book provides practical ideas and useful resources for busy teachers who seek to help pupils develop English language skills.

## **Helping a newcomer to settle in**

Here is some practical advice about how you might help a pupil with no prior knowledge of English to settle into your class.

- \* Build up a profile of your pupil. If possible, try to meet with the parents/carers before the pupil starts school. Using an interpreter if necessary, find out as much as possible about the pupil's cultural background and prior educational experience (if any). This information will help to inform planning. For example:
  - \* How many years of schooling has the pupil had?
  - \* Is the pupil literate in his/her home language?
  - \* Have there been any disruptions to learning?
  - \* Does the pupil have any physical/religious/dietary needs?
- \* Use consistent routines and language to help understanding. Keep instructions short and simple. Use clear, natural speech, supported by the use of visual aids.
- \* Remember that a pupil for whom English is an additional language may require up to 2 years to become fluent in social English. To become

proficient in English for academic purposes may take between 5 and 7 years.

- \* Encourage the pupil to join in as many classroom activities as possible but recognise that s/he may, on occasions, find it difficult to concentrate. Be aware of the culture shock. While some pupils adapt quickly to their new learning environment, others may become easily distracted, bored, uncooperative or even disruptive.
- \* Recognise that the pupil may go through a 'silent' or 'passive' period. Understanding usually precedes speaking and writing. Some pupils may choose to remain silent until they acquire enough confidence to engage in oral communication. This choice to remain silent (possibly for several months) should not be viewed as a lack of ability or a lack of cooperation. Most pupils will speak when they feel confident enough to do so.
- \* Recognise the value of the pupil's home language. Being fluent and/or literate in the home language not only gives a sense of identity but will also assist in the acquisition of an additional language.
- \* Celebrate the language and culture of the new pupil by displaying work in his or her home language in your classroom and throughout the school.
- \* Encourage other pupils in your class to become helpers or 'buddies'. They can show newly-arrived pupils round the school, help them in class and befriend them in the playground.

## **Promoting English language development**

Developing language and communication skills is important for everyone, not simply for learning, but also for building relationships. This is especially important for newly-arrived pupils who may, initially, feel a sense of isolation. Such pupils will make more rapid progress if they feel happy and accepted. It is important, therefore, for the teacher to create a learning environment in which the pupil can practise using the English language without being fearful of making mistakes.

Here are some strategies to promote English language development.

- \* Use the photocopiable resources to build vocabulary skills. Teach and rehearse speaking and listening skills before going on to reading and/or writing. It is important to bear in mind the age and ability of each pupil. While some may be able to complete all the tasks in each unit, others may not have the skills necessary to do so. For the latter pupils, it may be



appropriate, therefore, to revisit the more challenging worksheets at a later date.

- \* Each photocopiable page has a learning intention on the top left-hand corner for the benefit of the teacher. At the bottom of each page is a self-assessment box for the pupil to complete; this contains three thumbs. The pupil indicates how well s/he has understood/performed the task by circling or colouring the appropriate thumb. This is designed to give the pupil greater ownership of the learning process.
- \* Do not assume that a pupil new to English will remember all the vocabulary once a unit has been completed. It may take up to 10 exposures to a word or phrase before it is committed to memory. For this reason, it may be useful to laminate and cut out the pictures and words found at the end of each unit. These can be kept at home or at school and used for vocabulary recall and consolidation purposes.
- \* At the end of each unit there is a checklist which the teacher may use to record what the pupil can do and any areas which may still require consolidation. Summative checklists are also provided.
- \* Encourage the pupil to take part in as many class activities as possible. This can be done through paired work and collaborative activities. Ensure that the pupil is placed beside a sympathetic peer who will provide good models of English.
- \* Use illustrated texts as a starting point for discussion activities. Remember to accept and praise any effort to respond. Over time, encourage the pupil to extend one word/short phrase answers into full sentences.
- \* As the pupil becomes more confident, begin to ask more open-ended questions. This helps to extend language learning in a natural and meaningful way. If the pupil makes a mistake in responding, provide a model answer which the pupil may then repeat. Remember to be sensitive when correcting errors, so that the pupil does not become discouraged.
- \* Be patient! Addressing the language needs of pupils new to English can present many challenges but it is usually very rewarding. With your support pupils can make rapid progress and, through time, become independent learners.

# POETRY

## The Perfect Gift

Fir trees decorated festively stand centre stage,  
Bedecked with baubles beaming brightly,  
As if reflecting the 'light' of Yule Tide.  
People exchange gifts in ritual fashion,  
Symbolically reaching out to others,  
Spreading peace and love into a troubled world.

A season of goodwill and rejoicing.  
Time to remember and look beyond ourselves,  
A chance to see again with enlightened eyes  
This new hope now entered our world.  
To gaze in wonderment on this perfect gift.  
A jewel packaged in humble rags . . . The God-Man.

1. During what time of the year is the poem set?

\_\_\_\_\_

2. According to verse one what **two** things do people spread as a result of exchanging gifts?

(i) \_\_\_\_\_ (ii) \_\_\_\_\_

3. Who, according to verse two, is the perfect gift?

\_\_\_\_\_

4. What **two** words in verse two does the author use to describe the season?

(i) \_\_\_\_\_ (ii) \_\_\_\_\_

## Freedom and Shackles

The sweet sound of unrestrained laughter fills the air,  
Term over and freedom beckons.  
No homework, no school, no teacher bellowing . . .  
'Sit down! Keep quiet!'  
Released now to be lord of my own destiny.

Lie-ins, living life at my own pace.  
Me calling the shots,  
Jumping to no-one's dictates,  
A law unto myself.  
Is this not life?

But alas this fool's paradise must end,  
Summer passing as inevitably as night follows day.  
The straight jacket of school awaits.  
Not now the controller but the controlled.

1. What time of the year is the poet writing about?

\_\_\_\_\_

2. What does the poet say can be heard in verse one?

\_\_\_\_\_

3. What **three** things according to the poem stopped when term finished?

(i) \_\_\_\_\_

(ii) \_\_\_\_\_

(iii) \_\_\_\_\_

4. Write **two** nouns used by the poet in the first line of the poem:

(i) \_\_\_\_\_ (ii) \_\_\_\_\_

## Stormy Weather

Rain and hail, oh what a night.  
Quaking and shaking I turned on the light.  
Scrambled up quickly and fell on my head.  
Tangling myself up in the bedspread.

Mum came up and gave me a hug,  
I kissed her goodnight, now as snug as a bug.  
Frightened and anxious, I peeked out of my quilt  
My confidence desperately needing rebuilt.

As morning approached the storm lost its powers.  
This nightmare, now silent, had gone on for hours.  
The sun shining brightly with a fresh, new glow  
Coaxing me longingly to forget all my woe.

1. From reading the poem above choose the best word or phrase to complete each sentence below. Circle your choice.

The child in the poem was very ( **jolly** , **angry** , **concerned** , **bemused** ) about the weather outside. The storm lasted ( **one hour** , **less than one hour** , **more than one hour** ) and the child felt ( **better** , **worse** , **uneasy** , **calm** ) in the morning.

2. Circle the **three** adjectives in the list below that best describe the feelings of the child in the poem.

perturbed

nonchalant

obstinate

worried

unruffled

unconcerned

disturbed

confident

# LETTERS

## Dear Mr Carr

Dear Mr Carr

I refer to your recent letter expressing your displeasure with our 'Fur is Fun' promotion. It was never our intention to upset members of the public or our customers and prior to its launch, we thoroughly researched the acceptability of wearing fur with our target group. We used an independent, reputable research company and the research was conducted on men and women aged 20–40.

Had we found that our promotion was distasteful or offensive we would have abandoned or amended the campaign. The response we received in reality was very positive, with only a few complaints.

I hope this letter goes some way to reassure you of the responsible attitude we have taken at Fab Stores to please our customers. Thank you for taking the time to write and we hope to see you in our stores in the future.

Yours sincerely

B Bright

B Bright  
Customer Services Manager

1. The writer of the letter uses two verbs which suggest action may have been taken to stop or alter the 'Fur is Fun' promotion. Write the **two** verbs the writer uses.

(i) \_\_\_\_\_ (ii) \_\_\_\_\_

## Fun, Fun, Fun

Dear John,

The next few months will be exciting ones for everyone who comes to Scouts. Among the varied activities we plan will be a chance to participate in Gladiators and in our own version of the Olympics. Medals will be presented to all winners and we are intending to have a 'mega' party after the medal ceremony to which you can invite your friends. Later in the year we will be going on two trips which you won't want to miss. The destinations are top secret at the moment. It's no good asking the leaders either, they're sworn to secrecy. This should be a year to remember so plan to come along every Thursday at 7.30 p.m. to McPeak Hall.

Yours sincerely

*D Castles*

David Castles  
Scout Master

1. Choose the most appropriate word or phrase to complete each sentence.  
Tick  the correct box.

This passage is taken from a:

a newspaper

a letter

a brochure

a magazine

a diary

a paper

The activities planned will all be:

very similar

trips

secrets

different

The trips will take place at:

Scout Hall

top secret locations

McPeak Hall

camps

# ADVERTISEMENTS

Film Premiere

## INTRUDER AT DAWN

Starring:  
Philip Reid and  
Fiona Hopely

A tense thriller with a dramatic twist  
at the end.

"Without doubt the film of the year."  
— Daily Mirror

Opening Night: Oct. 1st, 7.30 p.m.

**Chirply Cinema**  
(running for a fortnight)

Complimentary glass of wine for the  
opening night audience  
Half price for pensioners Mon-Thurs

£6.50 - adults  
£4.50 - matinee performances

Intruder at Dawn received an Academy  
Award Nomination for Best Film of 2023.

Phone 01463 77777 (for advance bookings)

1. What word in the advertisement tells you that the film will be seen for the first time at Chirply Cinema?
-

2. What film company made the film? \_\_\_\_\_

3. Who are the **two** main actors appearing in the film?

(i) \_\_\_\_\_ (ii) \_\_\_\_\_

4. What will be given free to the audience on the first night the film is to be shown?

\_\_\_\_\_

5. Using the information in the advertisement, tick  the appropriate box.

|  | <i>True</i>              | <i>False</i>             |
|--|--------------------------|--------------------------|
| Pensioners can watch the film for ½ price on Friday night.   | <input type="checkbox"/> | <input type="checkbox"/> |
| The reviewer was very impressed with the film.               | <input type="checkbox"/> | <input type="checkbox"/> |
| Afternoon performances can be watched for £4.50.             | <input type="checkbox"/> | <input type="checkbox"/> |
| Intruder at Dawn won an Academy Award for best film in 2023. | <input type="checkbox"/> | <input type="checkbox"/> |
| The film will be showing for 2 weeks at Chirply Cinema.      | <input type="checkbox"/> | <input type="checkbox"/> |
| The film is a comedy.  | <input type="checkbox"/> | <input type="checkbox"/> |

6. Find words in the advertisement with similar meanings to the words below:

sunrise \_\_\_\_\_ trespasser \_\_\_\_\_

spectators \_\_\_\_\_ conclusion \_\_\_\_\_



## Tractor, Travel Cot, Basketball Stand

|  |   |
|--|---|
| <b>Tractor</b> Red pedal tractor, one owner. In full working order and in mint condition. Trailer included in price. £10 o.n.o. Phone after 6 p.m. 9641 3121 | <b>Travel Cot</b> Collapsible check pattern travel cot. Ideal for holidays. Has had little use and comes with a safety mattress. £25 Phone 6 p.m. – 10 p.m. 9661 5000   |
|  | <b>Basketball Stand</b> Adjustable coloured basketball stand extending in height up to 2½ m. Has had one careful owner. Ball available, if required, for an additional sum. Any reasonable offer considered. Phone between 5–7 p.m. 9661 0101 |

1. Circle the best word or group of words which best completes the sentences below.

The three advertisements could all be found ( **in a children's book** , **in a newspaper** , **in an encyclopaedia** , **in a dictionary** ). All of the items being sold are appropriate for ( **adults** , **babies** , **teenagers** , **children of different ages** ). The basketball can be purchased ( **for no extra charge** , **for an extra amount of money** , **for the same price as the stand** ), while the tractor can be bought ( **for £10 only** , **for more than £10** , **for less than £10** , **for £10 or the nearest offer to £10** ). All the people selling can be contacted ( **any time after 5 p.m.** , **between 5 p.m. – 7 p.m.** , **after 6 p.m.** , **between 6 p.m. – 7 p.m.** ).

2. Tick  which of the following statements are **True** or **False** according to the advertisements above.

All the items can be bought for less than £25.

**True**   **False**

The basketball stand can extend to over 2½ m.

The tractor is in perfect condition.

# ANSWER KEY

## Poetry

### The Perfect Gift

(page 10)

1. Christmas/Winter
2. (i) peace (ii) love
3. The God Man
4. (i) goodwill (ii) rejoicing
5. alliteration\*
6. festively, *or* symbolically, *or* brightly
7. *any 3 from:* gaze, packaged, entered, see, look, remember, rejoicing

### Freedom and Shackles

(page 12)

1. summer/summer holidays
2. laughter
3. homework, school, teacher bellowing
4. *any 2 from:* sound, air, laughter

- |   | True                                | False                               |
|---|-------------------------------------|-------------------------------------|
| 5. The poet is writing about someone who enjoys school.   | <input type="checkbox"/>            | <input checked="" type="checkbox"/> |
| The teacher in the poem never shouts.   | <input type="checkbox"/>            | <input checked="" type="checkbox"/> |
| The term straight jacket in the poem is used to describe something which restricts someone's freedom. | <input checked="" type="checkbox"/> | <input type="checkbox"/>            |
| The 'fools paradise' in the poem is talking about the fact that teachers will never change.           | <input type="checkbox"/>            | <input checked="" type="checkbox"/> |
| 5. The teacher yelled, "What are you doing, John?"  |                                     |                                     |

### Bully

(page 14)

1. • stubborn  
• aggressive
2. unpleasant
3. get what he deserves\*
4. • brutal  
• ignorant  
• conceited

### Changing Times

(page 15)

1. • leaves  
• winter  
• leaves

2. the harvest of the trees
3. *any 2 from:* rustling, burrowing, scouring, searching
4. naked
5. extremely\*
6. alliteration\*
7. (i) crisp  
(ii) chilling

### Stormy Weather

(page 17)

1. • concerned  
• more than one hour  
• uneasy
2. • perturbed  
• disturbed  
• worried
3. • verb
4. • The person needed reassurance that everything was going to be all right.\*
5. the sun
6. impatient unhealthy  
irreverent disobedient

### School

(page 19)

1. robots, *or* blank bodies
2. (i) belligerently (ii) tirelessly
3. not all children understand what they are learning\*
4. using alliteration\*
5. teaching the children to pass exams in a regimented fashion\*
6. aggressively, insanely, energetically
7. (i) exams (ii) tests  
(iii) assessments

### A Call to Heel

(page 21)

1. a dog\*
2. he was carefree
3. knot  
prey  
write  
weight
4. playfully
5. a ball and stick
6. 'Walkies'
7. I

\* *or suitable alternative*

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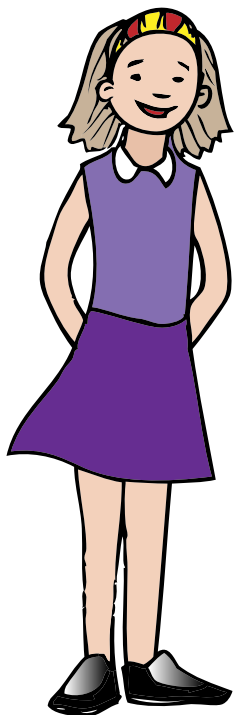
- \* Book 1
- \* Book 1 Reinforcement
- \* Book 2
- \* Book 2 Reinforcement
- \* Book 3

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