

English as an Additional Language

EAL Language Builder

Advanced

Book 2



PMP Publications

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English as an Additional Language

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- * Book 1
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- * Book 1
- * Book 2
- * Assessment Book 1

English as an Additional Language

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**Advanced
Book 2**

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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 2* 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.

FACTUAL

Industrial Britain

Queen Victoria ascended to the throne in June 1837 and reigned until her death in 1901. These years witnessed an amazing transformation in the industrial infrastructure of Britain, as technological advances totally changed the working practices of the population. Cotton, tea, tobacco and iron ore were exported throughout the British Empire during the 19th century and much of the wealth this created was used to build hospitals, improve schools and alleviate poverty.

The inventions of steam and electricity resulted in faster modes of transport and with the development of the telephone in 1892 communication became both quicker and cheaper.

The Queen however did not embrace a lot of these changes as readily as her nation did and even resisted installing electricity at her home at Windsor Castle, instead retaining her existing gas lighting.

1. When did Queen Victoria become Queen?

2. What according to the passage caused changes to take place in the working patterns of British people during the reign of Queen Victoria?

3. Name **four** things which Britain exported to other countries during the 1800s.

(i) _____

(ii) _____

(iii) _____

(iv) _____

1. Based on extract A, tick the correct box to show whether the following statements are **Fact** or **Opinion**.

	<i>Fact</i>	<i>Opinion</i>
There are CFCs present in refrigerators.	<input type="checkbox"/>	<input type="checkbox"/>
Sea life is damaged by UVR.	<input type="checkbox"/>	<input type="checkbox"/>
Some of the largest holes in the ozone exist over the polar regions.	<input type="checkbox"/>	<input type="checkbox"/>
The thawing of ice in the Arctic and Antarctic regions will accelerate over the coming years.	<input type="checkbox"/>	<input type="checkbox"/>
The Montreal Protocol treaty sorted many problems caused by CFCs.	<input type="checkbox"/>	<input type="checkbox"/>

2. Based on what you have read, circle the best word or group of words to complete the sentence below.

Both extracts are taken from (**letters** , **diaries** , **articles** , **encyclopaedias**) written by people concerned about the (**damage** , **condition** , **effect** , **trouble**) being caused to the (**stratosphere** , **atmosphere** , **ozone** , **air**) layer.

3. Based on what you have read, tick the correct box to show whether the following are **True** or **False**.

	<i>True</i>	<i>False</i>
The writer of Extract A says exposing your skin to any UVR can cause skin cancer.	<input type="checkbox"/>	<input type="checkbox"/>
Extract B says that the holes in the ozone can be repaired naturally.	<input type="checkbox"/>	<input type="checkbox"/>
Extract B says in the early 1970s America and the European Community countries reduced their production of CFCs.	<input type="checkbox"/>	<input type="checkbox"/>
Extract A says that only the issue of CFCs was tackled through the Montreal Protocol.	<input type="checkbox"/>	<input type="checkbox"/>

ENCYCLOPAEDIAS/CONTENTS

English Skills Contents					
Chapters		Pages	Chapters		Pages
1.	Advertisements	6	7.	Grammar	42
2.	Poems	10	8.	Writing a report	49
3.	Letter writing	15	9.	Timetables	63
4.	Spelling	21	10.	Cracking Codes	81
5.	Book Reports	29	11.	Interviewing	92
6.	Questionnaires	37	12.	Predicting	104

In which chapters would you find information about the following subjects?

Chapter

1. Crosswords _____
2. Nouns _____
3. Doing a survey _____

What subjects would you find out about in the following pages?

4. page 18 _____
5. page 79 _____
6. page 105 _____
7. page 36 _____

STORIES

Strange Happenings

It was 10 o'clock in the evening, and John Turner was tired. He'd been working in the launderette since 7 o'clock that morning and was looking forward to going home and putting his feet up. Quickly he checked the back door. It was locked. As he pulled on his jacket the telephone rang. Mr Turner heaved a large sigh.

"Wash It Launderette," he said in a tired voice.

The voice on the other end of the phone announced, "This is Tops Hotel here. Could you please come at once and collect the laundry. We seem to have run out of sheets and we're so busy we need you to make a special collection straight away!"

Mr Turner sighed again. It was late and he was tired.

"Very well," he replied. "It will cost a little extra because it's after delivery hours."

"Fine."

The line went dead. Mr Turner thought it was strange that the telephone call should come so late from the hotel. He normally collected the hotel's laundry at nine in the morning. Still, they must be desperate.

New Blood Donors Required Urgently

A report today by the Cumbrian Blood Transfusion Service highlighted a marked decline in the numbers of people coming forward to give blood. “This trend,” Philip Stewart of the Transfusion Service commented, “could lead to serious blood shortages in many of our area hospitals for the foreseeable future.”

Around 10,000 new donors are required each year to replace those who retire annually from the panel of donors. “The reality of this current situation,” Mr Stewart stated, “is that two hundred people are required to come forward as new donors every week in order to meet our targets.”

Approximately 1,500 units of blood are used every week in Cumbrian hospitals for both emergency and routine operations. The Blood Transfusion Service is appealing for new donors to come forward either by calling the Freecall number 0300 616161 or dropping into their headquarters at Carlisle General Hospital between 9 a.m. and 5 p.m. Monday to Friday.

1. Tick whether the following statements are **True** or **False**.

	<i>True</i>	<i>False</i>
There is a surplus of blood in the Cumbrian area.	<input type="checkbox"/>	<input type="checkbox"/>
Blood is required for emergency operations only.	<input type="checkbox"/>	<input type="checkbox"/>
Exactly 1,500 units of blood are required every week in the Cumbrian hospitals.	<input type="checkbox"/>	<input type="checkbox"/>
You can only give blood by first phoning the Freecall number.	<input type="checkbox"/>	<input type="checkbox"/>
Some people stop giving blood every year.	<input type="checkbox"/>	<input type="checkbox"/>

2. Who in the passage acted as spokesperson for the Blood Transfusion Service?

READING FOR UNDERSTANDING/INFORMATION

1. Circle the most appropriate words to complete each sentence in the passage below:

The Compass

In (**nearly** , **until** , **about** , **under**) the year 1300 the compass was brought to Britain (**from** , **and** , **as** , **beyond**) the East. This new shipping tool worked on the (**principal** , **attraction** , **principle** , **need**) that the needle always pointed to the north. Before its introduction unto ships few vessels had been able to venture safely far from (**people** , **land** , **ships** , **sailors**) for fear of getting (**found** , **broken** , **lost** , **sunk**) and hence (**because** , **as** , **though** , **but**) a result of this great invention many lives were (**punished** , **served** , **made** , **saved**) and new lands (**disturbed** , **created** , **discovered** , **attracted**).

2. Complete each of the words below by adding either the ending '-ar', '-er' or '-or'.

doct _____

sculpt _____

gramm _____

report _____

3. Punctuate the sentence below:

im not going to school today peter shrieked at his granny

Victorian Timeline

- 1832** Great Reform Act (gave more people the vote)
- 1837** The death of King William IV and the ascent of Queen Victoria to the throne
- 1840** Penny Post began and Victoria married her cousin Prince Albert
- 1845** Famine in Ireland
- 1848** PUBLIC HEALTH ACT (improved hygiene in urban areas)
- 1850** First washing machine invented
- 1856** Crimean War began
- 1861** Prince Albert died of typhoid
- 1866** Cholera epidemic
- 1870** FOSTER'S EDUCATION ACT (primary education universally provided)
- 1876** Alexander Graham Bell (invented the telephone)
- 1887** Queen Victoria celebrates her Golden Jubilee
- 1896** Marconi demonstrated the wireless in Britain
- 1901** Queen Victoria died.

Using the Victorian Timeline, answer the following questions.

1. In which year did Victoria become queen?

2. Where was there a shortage of food during Queen Victoria's reign?

3. There was an outbreak of which illness during Queen Victoria's reign?

ANSWER KEY

Factual

Industrial Britain

(page 11)

- 1837
- technological advances
- (i) cotton (ii) tea
(iii) iron (iv) tobacco
- New hospitals, improved schools and poverty alleviated
- (i) Made information faster to send
(ii) Made information cheaper to send
- Gas
- (i) telephone
(ii) electricity
(iii) steam
- enterprising
prosperous
progressive

David Livingstone

(page 13)

- at the same time
- spinner in a cotton mill
- views inhumanity
complete vast
- factual
- opinionated
adventurous
- False
False
True
False
False
False

Motorcar Madness

(page 15)

- (i) pollution
(ii) congestion
(iii) environmental destruction
- 90%
- breathing difficulties in children and adults
- (i) London
(ii) Durham
- carbon dioxide, nitrogen oxide, lead

- Car Chaos
- fatalities, alternative, benefits, reduced

Sea Level Changes

(page 17)

- factual
- death, property damage, homelessness or the tourist industry seriously affected
- accusations
- unhelpful, indecision, imperfect
- seriously
- (i) delay of rescue plans
(ii) inadequate defences

Extension Activity 1: Life Onboard

Ship

(page 19)

- scarce
low
Many
damage
- 3
- to show there is further information
- restricted the vessel's progress
- depressed
- Verb: spreading *or* resulted
Noun: infestation *or* rats *or* disease
Adverb: rapidly
- Fact
Opinion
Opinion
Fact
Fact

Extension Activity 2: CFCs

(page 22)

- Fact
Fact
Fact
Opinion
Opinion
- articles
• damage
• ozone
- True
True
False
False

* or suitable alternative

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PRE-SCHOOL READINESS

- * All About Me
- * Early Language Development
- * Early Mathematical Development

BEGINNER LEVEL

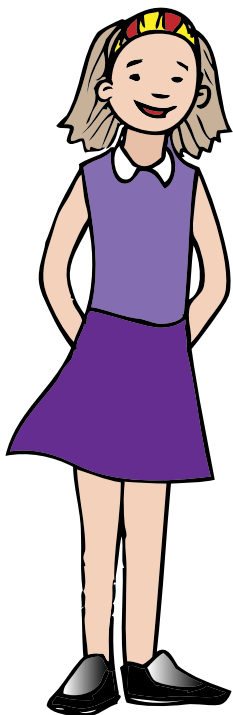
- * Book 1
- * Book 1 Reinforcement
- * Book 2
- * Book 2 Reinforcement
- * Book 3

INTERMEDIATE LEVEL

- * Book 1
- * Book 1 Reinforcement
- * Grammar Book 1
- * Grammar Book 2

ADVANCED LEVEL

- * Book 1
- * Book 2
- * Assessment Book 1



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