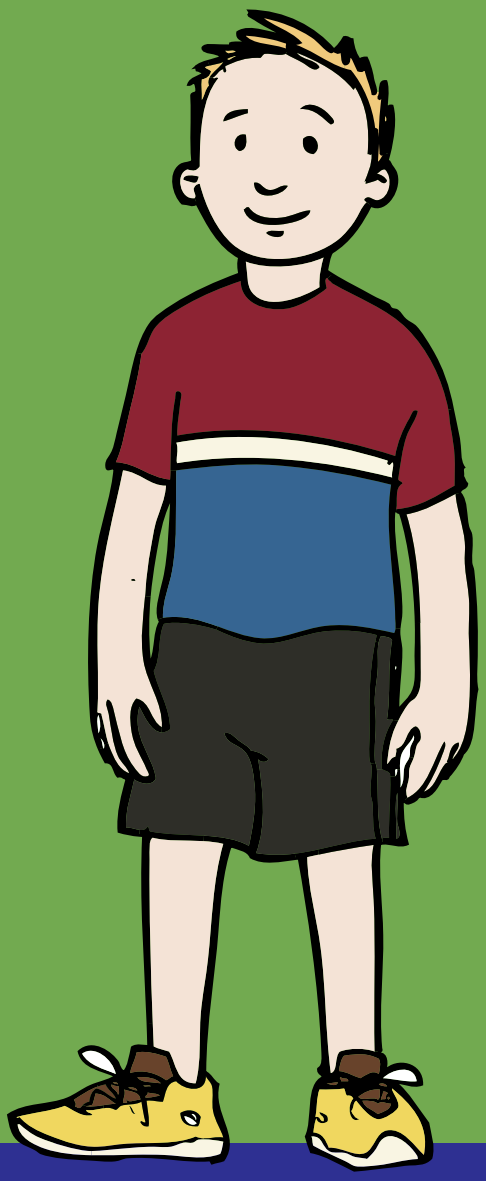
English as an Additional Language

EAL Language Builder

Beginner

Book 1



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- All About Me
- Early Language Development
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Beginner Level

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

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- Book 1
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- Grammar Book 1
- Grammar Book 2

Advanced Level

- Book 1
- Book 2
- Assessment Book 1

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Introduction

This photocopiable resource book was written by an experienced teaching practitioner. The *EAL Language Builder Beginner Book 1* provides a bank of resources for busy teachers seeking to help pupils develop and consolidate English language skills. The worksheets are presented in a highly visual, pupil-friendly format. Each worksheet has a specific learning intention, and accompanying extension activities are provided to test understanding and consolidate learning.

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.

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- 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.

Unit 1

Introductions & Colours

Learning intention:
to be able to introduce oneself; to say and write one's name using the form, 'My name is ...'

Introducing myself

Hello.
My name is Emma.

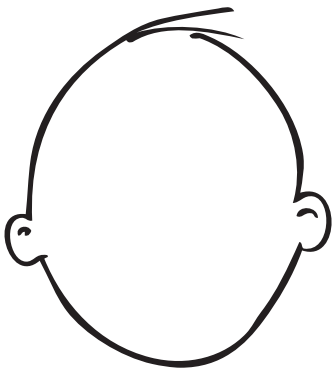
Hello.
My name is Kasper.

Hello.
My name is Peter.

Hello.
My name is Isobel.

Draw your face. Say hello.
Say and write your name.

Hello.
My _____ _____
_____.



pupil self-assessment:

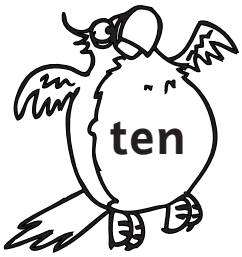
Laminate and cut.
Sort words to make a question/sentence.
Play matching pairs with colour words.

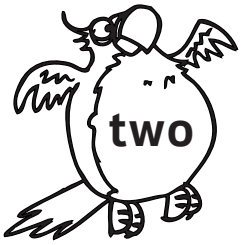
What	is	your	name
?	My	name	is
blue	red	green	yellow
white	black	pink	grey
purple	brown	orange	

Learning intention:
to match numbers 1–10 to the appropriate number word.

Numbers 1 to 10

Draw *a* line to **match** the word to the number.





8

10

1

4

3

5

2

7

6

9

pupil self-*a*ssessment:

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Learning intention:
to extract information from lists relating to common schoolbag objects.

Which schoolbag?

3.5

Read the lists.

My name is **Jane.**
In my schoolbag I have

- 2 pencils
- 1 sharpener
- 2 books
- 1 ruler

My name is **Karl.**
In my schoolbag I have

- 2 pens
- 1 pencil case
- 3 books
- 2 glue sticks
- 1 pair of sissors

Write J for **Jane.** **Write** K for **Karl.**

For example:

Which schoolbag has 2 pens? (K)

Which schoolbag has 2 pencils? ( )

Which schoolbag has 1 ruler? ( )

Which schoolbag has 1 pencil case? ( )

Which schoolbag has 1 sharpener? ( )

Which schoolbag has 2 glue sticks? ( )

Which schoolbag has 3 books? ( )

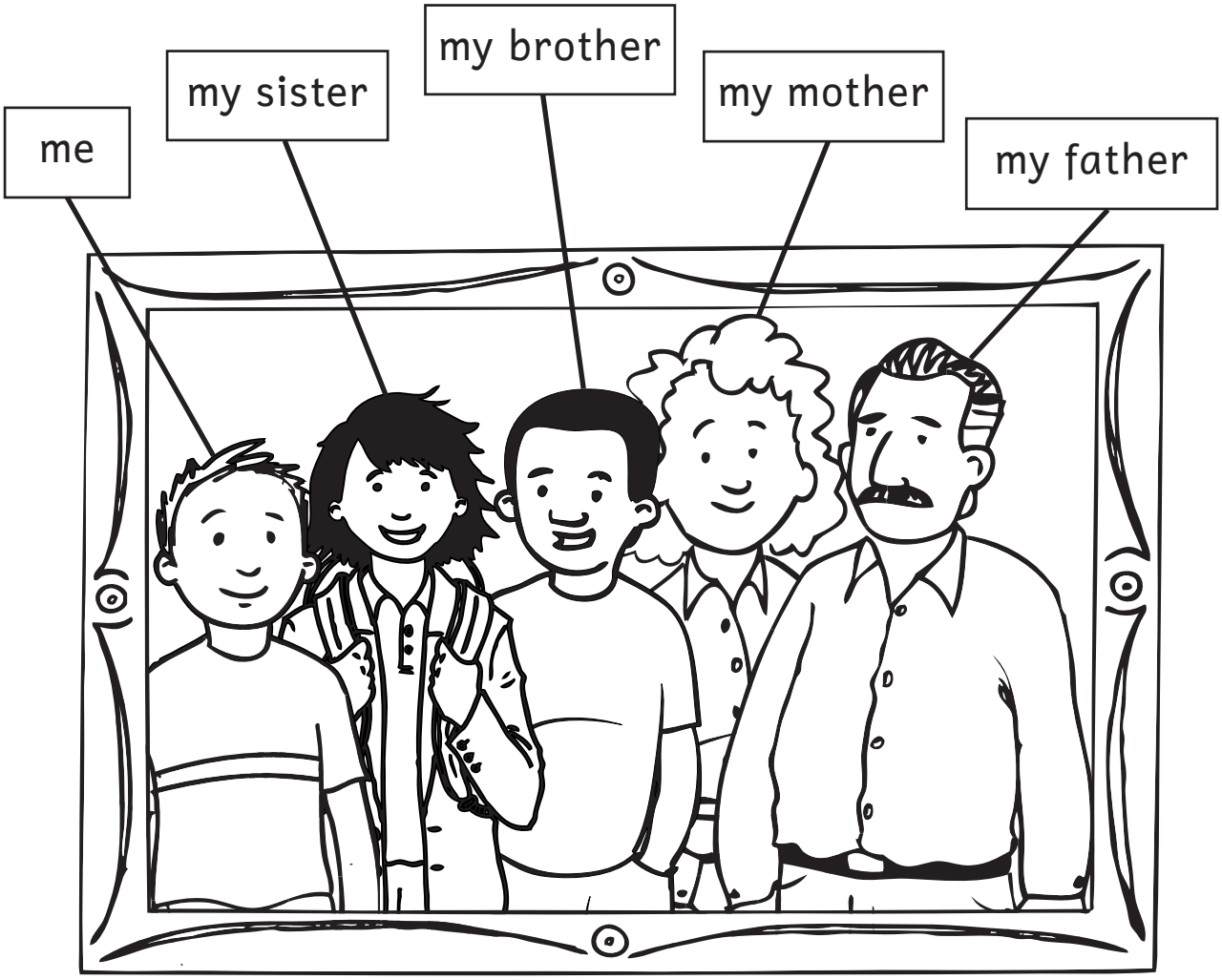
pupil self-assessment:

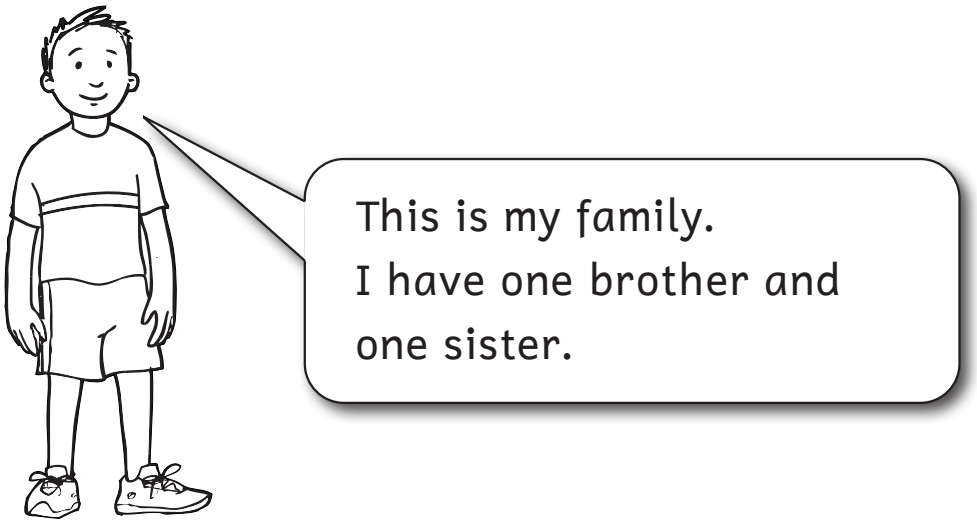
Learning intention:
to name family members; to use the possessive pronoun 'my' appropriately.

My family

4.3

Read about Peter's family.



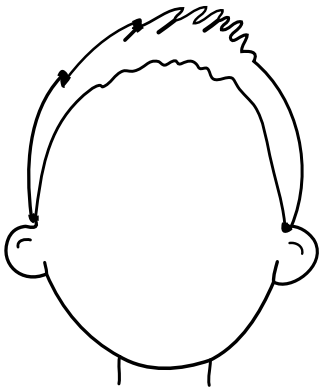


pupil self-assessment:

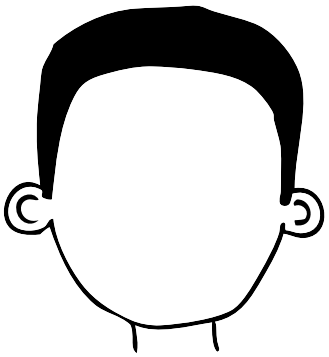
Learning intention:
to demonstrate understanding of adjectives that describe feelings.

Feelings

Read the words.
Draw the faces.

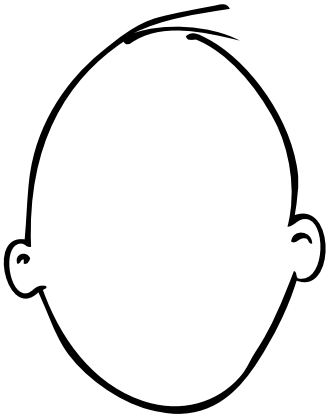


happy

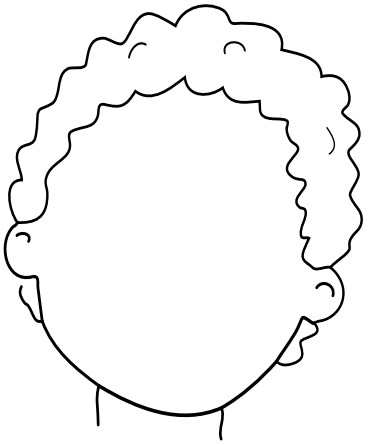


angry

tired



sad



excited

pupil self-assessment:

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Learning intention:
to demonstrate understanding of singular and plural nouns that relate to the parts of the body.

My body

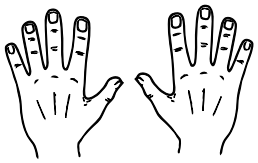
5.8

Singular means **only one.**

I have **one** mouth.

Plural means **more than one.**

I have **two** hands.



Many plural nouns end in the letter 's'.

Remember! In English we say:

one foot

two feet

Circle the correct word in each sentence.

1. I have one **nose / noses.**
2. I have two **hand / hands.**
3. I have ten **finger / fingers.**
4. I have two **ear / ears.**
5. I have one **head / heads.**
6. I have ten **toe / toes.**
7. I have one **chest / chests.**
8. I have two **feet / feets.**

pupil self-assessment:

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Unit 5 Checklist

Pupil's name: _____ **Date:** _____ **Review date:** _____

Topics

- ❉ Face
- ❉ Body
- ❉ Senses

Speaking/listening skills

The pupil knows the following vocabulary:

hair ☐	**eyebrow** ☐	**ear** ☐	**mouth** ☐	**eye** ☐
nose ☐	**chin** ☐	**neck** ☐	**chest** ☐	**arm** ☐
leg ☐	**head** ☐	**hand** ☐	**foot** ☐	**elbow** ☐
finger ☐	**thumb** ☐	**knee** ☐	**toe** ☐	
see ☐	**smell** ☐	**taste** ☐	**touch** ☐	**hear** ☐

Reading skills

The pupil can read these words relating to the face, body and senses:

hair ☐	**eyebrow** ☐	**ear** ☐	**mouth** ☐	**eye** ☐
nose ☐	**chin** ☐	**neck** ☐	**chest** ☐	**arm** ☐
leg ☐	**head** ☐	**hand** ☐	**foot** ☐	**elbow** ☐
finger ☐	**thumb** ☐	**knee** ☐	**toe** ☐	
see ☐	**smell** ☐	**taste** ☐	**touch** ☐	**hear** ☐

Writing skills

The pupil can write these words relating to the face, body and senses:

hair ☐	**eyebrow** ☐	**ear** ☐	**mouth** ☐	**eye** ☐
nose ☐	**chin** ☐	**neck** ☐	**chest** ☐	**arm** ☐
leg ☐	**head** ☐	**hand** ☐	**foot** ☐	**elbow** ☐
finger ☐	**thumb** ☐	**knee** ☐	**toe** ☐	
see ☐	**smell** ☐	**taste** ☐	**touch** ☐	**hear** ☐

	with assistance	without assistance
The pupil can write singular and plural nouns relating to the body.	☐	☐

The pupil can write short sentences using the following words:

see ☐	**smell** ☐	**taste** ☐	**touch** ☐	**hear** ☐

Summative Assessment: Units 1–3

Name:		Assess-ment date	Learning intention achieved			Assess-ment review date	Learning intention achieved		
	Learning intention		not yet	with assistance	without assistance		not yet	with assistance	without assistance
Unit 1	**SPEAKING / LISTENING SKILLS:**								
	The pupil can say 'My name is …'								
	The pupil can ask, 'What is your name?'								
	The pupil can name colours.								
	READING SKILLS:								
	The pupil can read 'My name is …'								
	The pupil can read, 'What is your name?'								
	The pupil can read colour names.								
	WRITING SKILLS:								
	The pupil can write 'My name is …'								
	The pupil can write, 'What is your name?'								
	The pupil can write colour names.								
Unit 2	**SPEAKING / LISTENING SKILLS:**								
	The pupil can say numbers 1 to 10.								
	The pupil can say in order the numbers 1 to 10.								
	READING SKILLS:								
	The pupil can read number words 1 to 10.								
	WRITING SKILLS:								
	The pupil can write number words 1 to 10.								
Unit 3	**SPEAKING / LISTENING SKILLS:**								
	The pupil can identify schoolbag objects.								
	The pupil can say, 'Have you got …?'								
	The pupil can say, 'What is in your schoolbag?'								
	The pupil can say, 'May I have a …, please?'								
	READING SKILLS:								
	The pupil can read the names of schoolbag objects.								
	WRITING SKILLS:								
	The pupil can write the names of schoolbag objects.								

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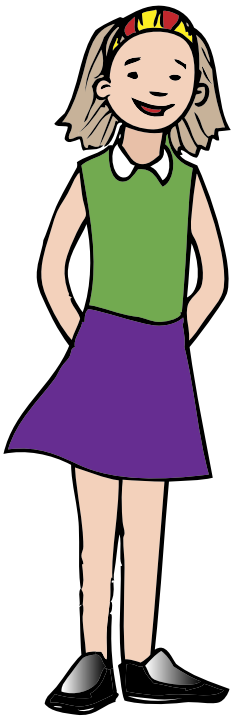

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