

English as an Additional Language

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# EAL Language Builder

Beginner

Book 2



PMP Publications

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English as an Additional Language

# **EAL Language Builder**

**Beginner  
Book 2**

PMP Publications

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# Introduction

This photocopiable resource book builds on the learning contained in *EAL Language Builder Beginner Book 1*.

Written by an experienced teaching practitioner, the *EAL Language Builder Beginner Book 2* 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.



- \* 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

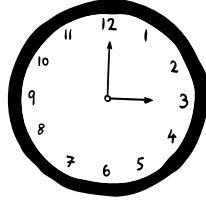
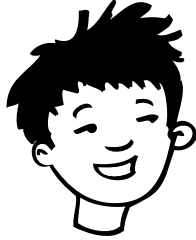
## School & Classroom

Learning intention:  
to form questions relating  
to the classroom and school.

# Classroom questions



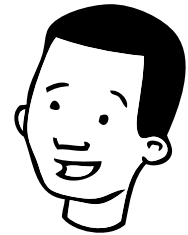
Read the questions.



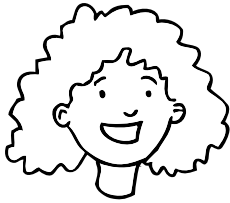
What time is it, please?

\*\*\*\*\*

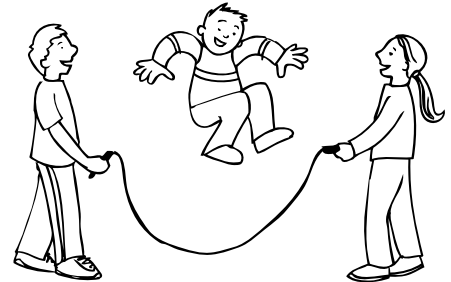
May I go to the toilet, please?



\*\*\*\*\*

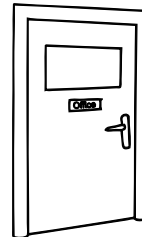


May I play with you, please?

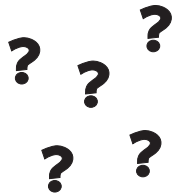


\*\*\*\*\*

Where is the office, please?



\*\*\*\*\*



Can you help me, please?



pupil self-assessment:



# Unit 1 Checklist

Pupil's name: \_\_\_\_\_ Date: \_\_\_\_\_ Review date: \_\_\_\_\_

## Topics:

- \* Classroom objects

## Speaking/listening skills

The pupil can name the following classroom objects:

- |            |                          |          |                          |          |                          |        |                          |
|------------|--------------------------|----------|--------------------------|----------|--------------------------|--------|--------------------------|
| a chair    | <input type="checkbox"/> | a table  | <input type="checkbox"/> | a tap    | <input type="checkbox"/> | a sink | <input type="checkbox"/> |
| a bin      | <input type="checkbox"/> | a pencil | <input type="checkbox"/> | a crayon | <input type="checkbox"/> | a door | <input type="checkbox"/> |
| a bookcase | <input type="checkbox"/> | a window | <input type="checkbox"/> | a handle | <input type="checkbox"/> |        |                          |

The pupil can ask questions relating to the classroom:

- |                               | with assistance          | without assistance       |
|-------------------------------|--------------------------|--------------------------|
| * 'Can I have a ..., please?' | <input type="checkbox"/> | <input type="checkbox"/> |
| * 'Can you help me, please?'  | <input type="checkbox"/> | <input type="checkbox"/> |
| * 'Where is..., please?'      | <input type="checkbox"/> | <input type="checkbox"/> |

## Reading skills

The pupil can read the following classroom objects:

- |            |                          |          |                          |          |                          |        |                          |
|------------|--------------------------|----------|--------------------------|----------|--------------------------|--------|--------------------------|
| a chair    | <input type="checkbox"/> | a table  | <input type="checkbox"/> | a tap    | <input type="checkbox"/> | a sink | <input type="checkbox"/> |
| a bin      | <input type="checkbox"/> | a pencil | <input type="checkbox"/> | a crayon | <input type="checkbox"/> | a door | <input type="checkbox"/> |
| a bookcase | <input type="checkbox"/> | a window | <input type="checkbox"/> | a handle | <input type="checkbox"/> |        |                          |

## Writing skills

The pupil can write the names of classroom objects.

- |            |                          |          |                          |          |                          |        |                          |
|------------|--------------------------|----------|--------------------------|----------|--------------------------|--------|--------------------------|
| a chair    | <input type="checkbox"/> | a table  | <input type="checkbox"/> | a tap    | <input type="checkbox"/> | a sink | <input type="checkbox"/> |
| a bin      | <input type="checkbox"/> | a pencil | <input type="checkbox"/> | a crayon | <input type="checkbox"/> | a door | <input type="checkbox"/> |
| a bookcase | <input type="checkbox"/> | a window | <input type="checkbox"/> | a handle | <input type="checkbox"/> |        |                          |

The pupil can write some sentences about his/her classroom.

- | with assistance          | without assistance       |
|--------------------------|--------------------------|
| <input type="checkbox"/> | <input type="checkbox"/> |

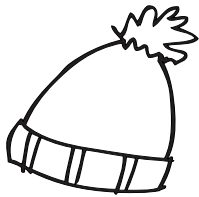
# UNIT 2

## Clothes & Weather

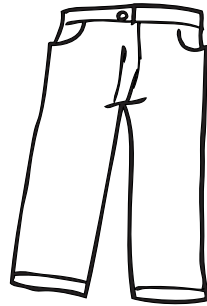
**Learning intention:**

to use the Simple Present tense 'I wear' in relation to clothes worn in cold weather.

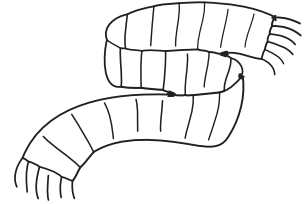
# Clothes for cold weather



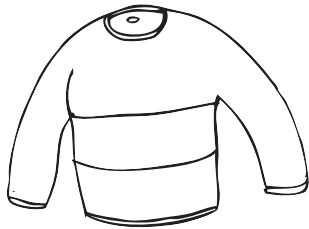
**a hat**



**jeans**

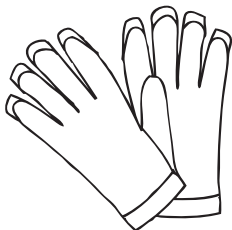


**a scarf**



**a pullover**

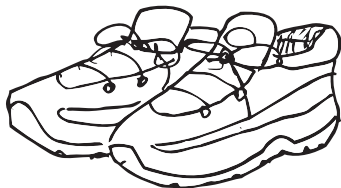
When it is cold, I wear boots, jeans, a coat, a hat and a scarf. What do you wear?



**gloves**



**a coat**



**trainers**



**boots**



pupil self-assessment:



# UNIT 3

## Food

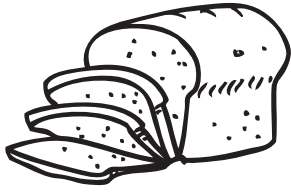
**Learning intention:**

to demonstrate an understanding of vocabulary associated with food and be able to express a preference using the form, 'I like ... / I don't like ...'

# Food



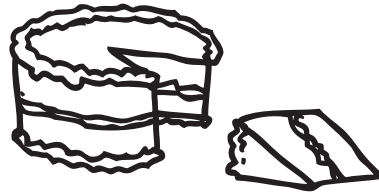
Draw a line to match the word to the picture.



bread



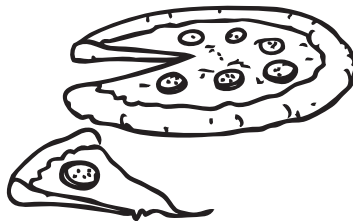
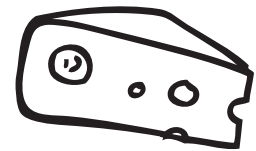
milk



ice cream

cheese

spaghetti



cake

pizza

rice

Name one food that you like.

I like \_\_\_\_\_.

Name one food that you don't like.

I don't like \_\_\_\_\_.



pupil self-assessment:





# UNIT 4

## Transport & Action Words

Learning intention:  
to understand and say  
action words, using 'I like ...'

# Things I like to do



Point and say.

I like climbing.



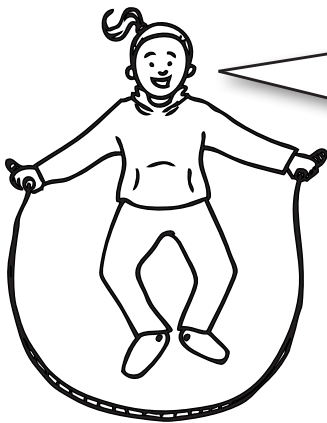
I like riding my bicycle.



I like jumping.



I like skipping.



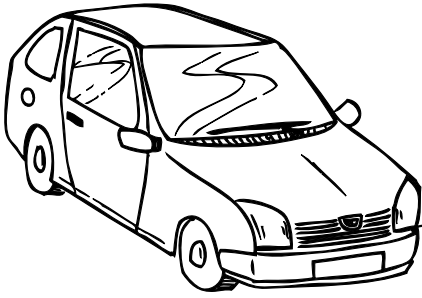
I like playing football.



pupil self-assessment:



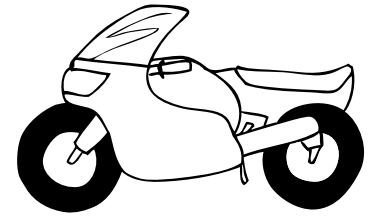
Laminate and cut.



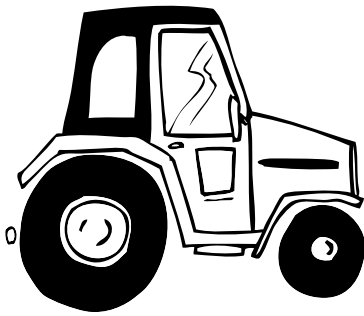
**car**



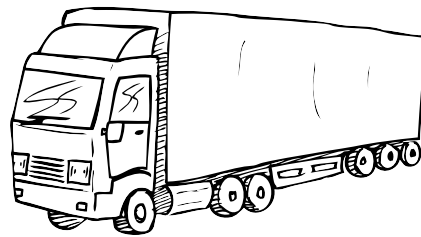
**bus**



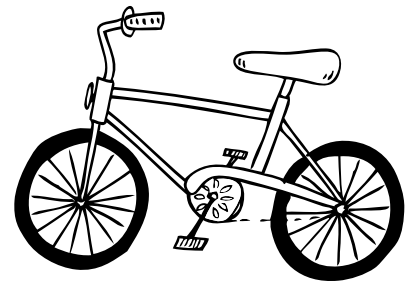
**motorbike**



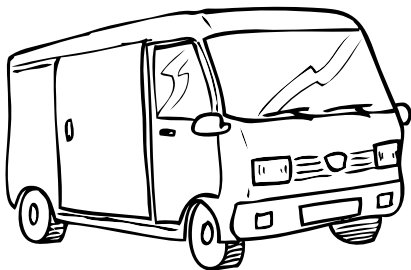
**tractor**



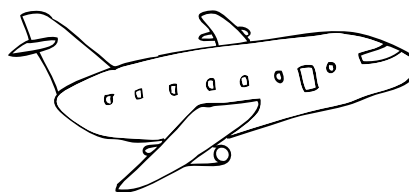
**lorry**



**bicycle**



**van**



**plane**



**helicopter**

# UNIT 5

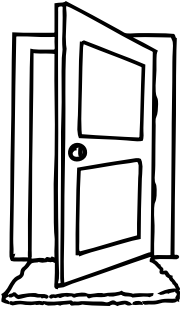
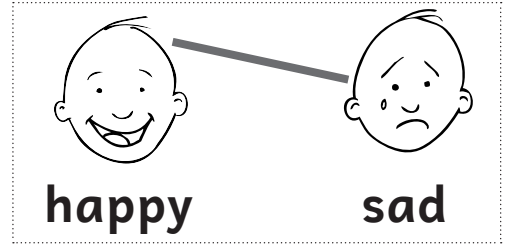
## Opposites & Prepositions

**Learning intention:**  
to understand and write  
vocabulary relating to  
simple opposites.

# Opposites



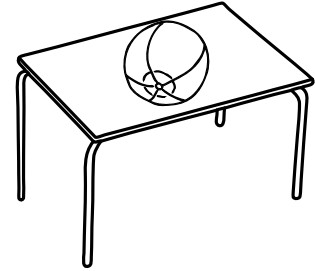
**Draw a line** to match the opposites.  
**Write the word.**



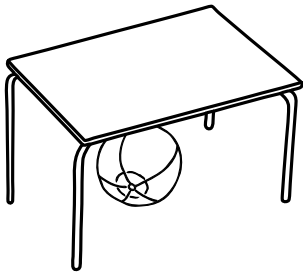
\_\_\_\_\_



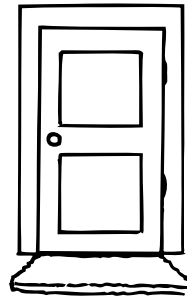
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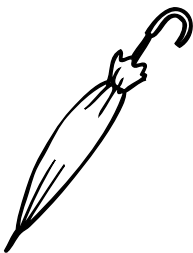
\_\_\_\_\_



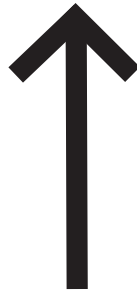
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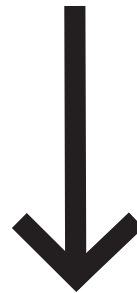
\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_

up	wet	open	on
dry	shut	under	down

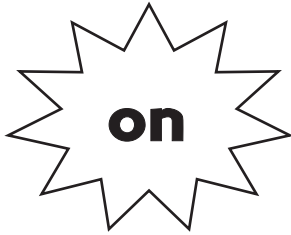


pupil self-assessment:

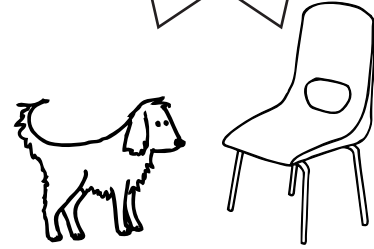


**Learning intention:**  
to demonstrate  
understanding of the  
prepositions: on, under,  
beside.

# Prepositions



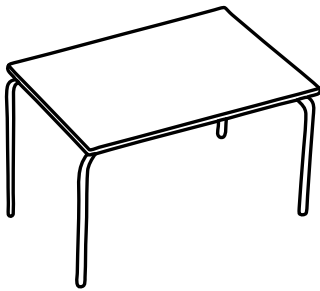
The dog is **beside** the chair.



\*\*\*\*\*

**Read the sentences**

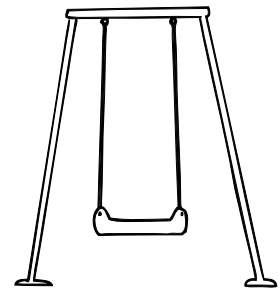
**Draw the pictures.**



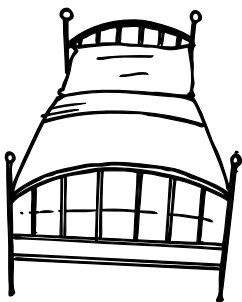
The cat is **under** the table.

\*\*\*\*\*

The girl is **on** the swing.



\*\*\*\*\*



The schoolbag is **beside** the bed.



pupil self-assessment:



## Summative Assessment: Units 4–5

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
<b>Unit 4</b>	<b>SPEAKING / LISTENING SKILLS:</b>								
	The pupil can identify and say vocabulary relating to transport.								
	The pupil can understand and say action words.								
	The pupil can form sentences using 'I like ...'								
	<b>READING SKILLS:</b>								
	The pupil can read action words.								
	<b>WRITING SKILLS:</b>								
	The pupil can write words relating to transport.								
	The pupil can write action words.								
The pupil can write sentences using 'I like ...'									
<b>Unit 5</b>	<b>SPEAKING / LISTENING SKILLS:</b>								
	The pupil can understand and say vocabulary relating to opposites.								
	The pupil can understand and use the prepositions: on, under, beside.								
	<b>READING SKILLS:</b>								
	The pupil can read vocabulary relating to opposites.								
	The pupil can read sentences containing: on, under, beside.								
	<b>WRITING SKILLS:</b>								
	The pupil can write vocabulary relating to opposites.								
The pupil can write sentences containing: on, under, beside.									

## Other EAL titles available from PMP Publications

### *English as an Additional Language*

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They are available at pre-school, beginner, intermediate and advanced levels. Each title contains worksheets, teachers' notes and guidance material. This really is THE definitive EAL resource for teacher and pupil.

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

#### **BEGINNER LEVEL**

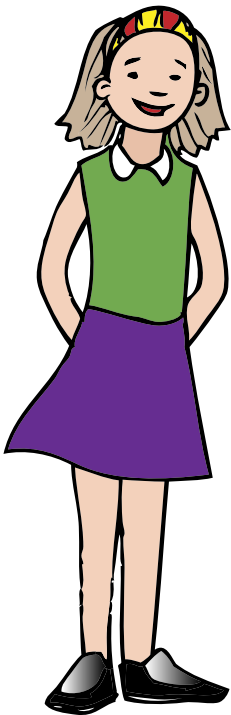
- \* Book 1
- \* Book 1 Reinforcement
- \* Book 2
- \* Book 2 Reinforcement
- \* Book 3

#### **INTERMEDIATE LEVEL**

- \* Book 1
- \* Book 1 Reinforcement
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#### **ADVANCED LEVEL**

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



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