English as an Additional Language

EAL Language Builder

Beginner

Book 3

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English as an Additional Language

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English as an Additional Language

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Book 3

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Introduction

This photocopiable resource book builds on the learning contained in *EAL Language Builder Beginner Book 2*.

Written by an experienced teaching practitioner, the *EAL Language Builder Beginner Book 3* 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

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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

The House & Garden

Learning intention: to demonstrate an understanding of vocabulary associated with the garden using the form 'I like' as a written response.

The garden (2)

1.6

What do you like to do in the garden?

Put the words in the correct order.

Write them in the speech bubbles.

I	to	play	like	with	ball	the

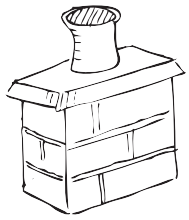
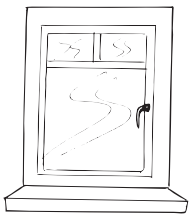
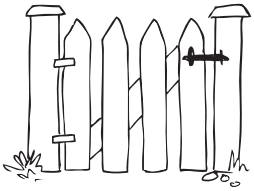
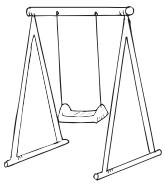
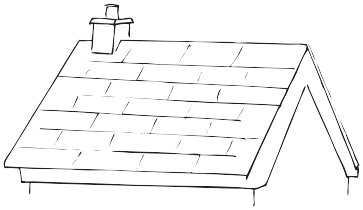
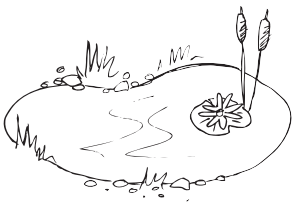
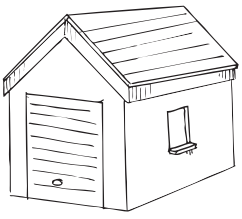
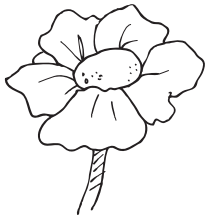
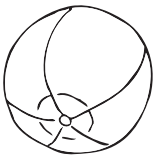
to	I	grass	like	run	the	on

fish	in	to	like	I	pond	the

flowers	I	look	at	like	to	the

climb	like	I	trees	the	to

Laminate and Cut

		
a chimney	a tree	a shed
		
a window	a door	a gate
		
a swing	a roof	a pond
		
a garage	a slide	a path
		
grass	a flower	a ball

Unit 2

The House: Kitchen/Bathroom

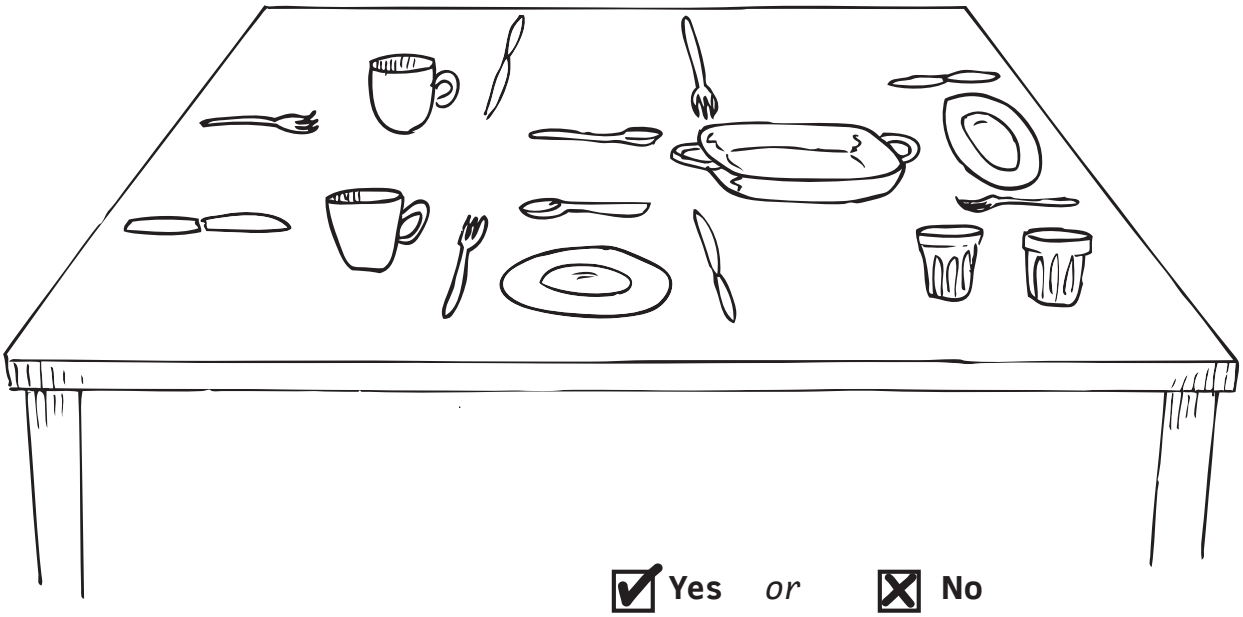
Learning intention: to identify and count objects from a table using the simple present, 'I have'.

The table (2)

2.5

Look at the objects on Arzinder's table. Read the sentences.

Arzinder's table



	☑ Yes	*or*	☒ No
I have three plates on my table.	☐		☐
I have four forks on my table.	☐		☐
I have two glasses on my table.	☐		☐
I have three spoons on my table.	☐		☐
I have one dish on my table.	☐		☐
I have two cups on my table.	☐		☐

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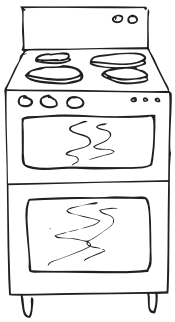
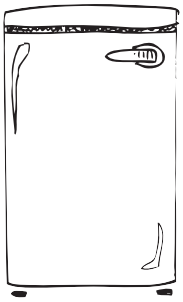
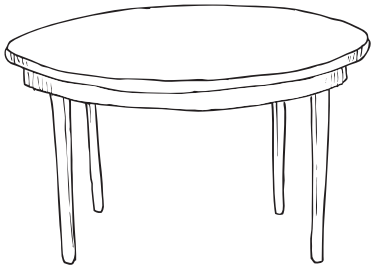
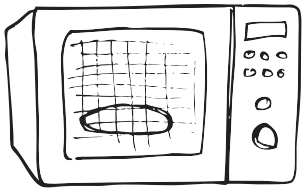
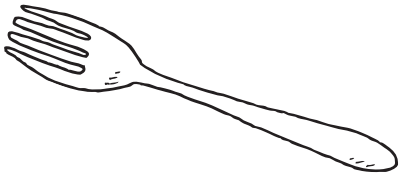
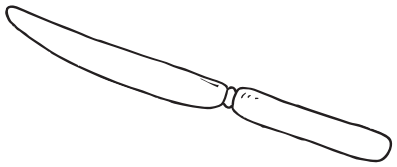
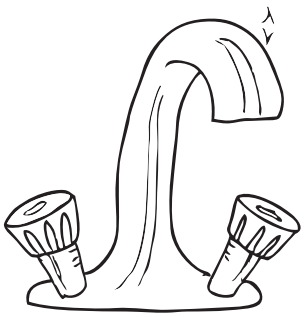
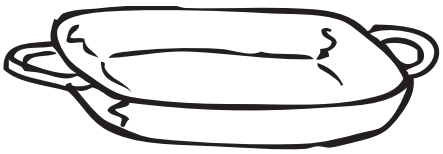
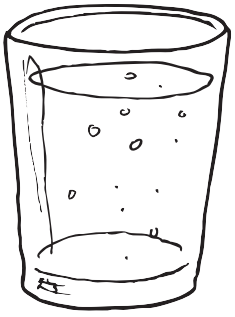
Laminate and Cut

		
a cooker	a fridge	a table
		
a microwave	a fork	a knife
a plate	a spoon	a cup
		
a tap	a dish	a glass

Unit 3

The House: Bedroom/Living Room

Learning Intention:
to read, write and sort vocabulary associated with household objects.

Where do they go?

3.7

Where do they go?
Read the words.

Write them in the correct boxes

In the kitchen	In the bedroom	In the bathroom

a cooker	a pillow	a bed	pyjamas
a shower	a microwave	a knife	a toilet
a toothbrush	a bath	a wardrobe	a fridge

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Unit 3 Checklist

Pupil's Name: _____ Date: _____ Review Date: _____

Topic: The House: Bedroom/Living Room

Speaking/Listening skills

The pupil understands and can say the following words:

a computer	☐	a desk	☐	a chair	☐	reading	☐
pyjamas	☐	a dressing gown	☐	a lamp	☐	climbing	☐
a wardrobe	☐	a poster	☐	a rug	☐	cooking	☐
a bed	☐	a desk	☐	a fireplace	☐	he	☐
a bin	☐	a pillow	☐	a television	☐	she	☐
shorts	☐	a book	☐	brushing	☐	they	☐
slippers	☐	a sofa	☐	washing	☐	it	☐

The pupil can talk about the bedroom and living room:

with assistance ☐ without assistance ☐

Reading skills

The pupil can read the following words:

a computer	☐	a desk	☐	a chair	☐	reading	☐
pyjamas	☐	a dressing gown	☐	a lamp	☐	climbing	☐
a wardrobe	☐	a poster	☐	a rug	☐	cooking	☐
a bed	☐	a desk	☐	a fireplace	☐	he	☐
a bin	☐	a pillow	☐	a television	☐	she	☐
shorts	☐	a book	☐	brushing	☐	they	☐
slippers	☐	a sofa	☐	washing	☐	it	☐

The pupil can read sentences about the house:

with assistance ☐ without assistance ☐

The pupil can read sentences about the bedroom:

with assistance ☐ without assistance ☐

Writing skills

The pupil can write the following words:

a computer	☐	a desk	☐	a chair	☐	reading	☐
pyjamas	☐	a dressing gown	☐	a lamp	☐	climbing	☐
a wardrobe	☐	a poster	☐	a rug	☐	cooking	☐
a bed	☐	a desk	☐	a fireplace	☐	he	☐
a bin	☐	a pillow	☐	a television	☐	she	☐
shorts	☐	a book	☐	brushing	☐	they	☐
slippers	☐	a sofa	☐	washing	☐	it	☐

The pupil can write sentences about the house and living room:

with assistance ☐ without assistance ☐

The pupil can write sentences using an appropriate pronoun:

with assistance ☐ without assistance ☐

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Unit 4

Animals

Learning intention: to complete simple sentences using the prepositions: *in*, *between* or *in front of*.

The farm (3) – prepositions

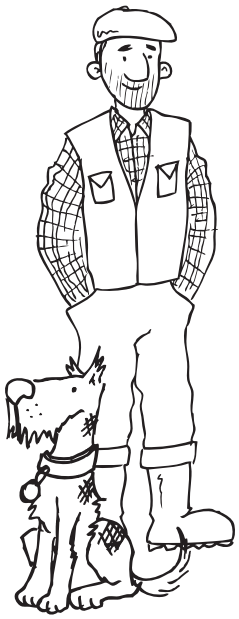
4.3

Where are they?
Complete each sentence.

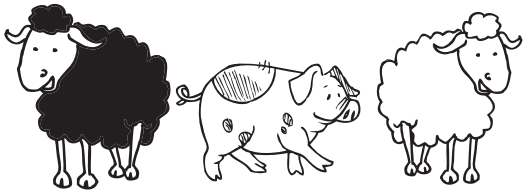
between

in

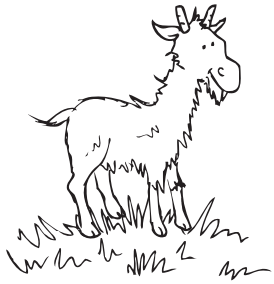
in front of



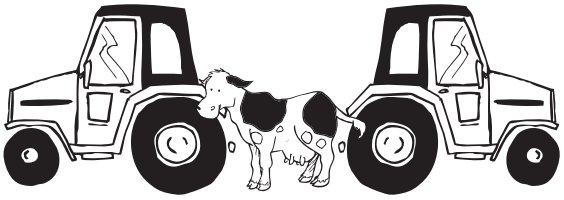
The dog is _____ the farmer.



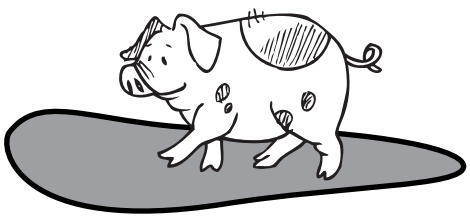
The pig is _____ the sheep.



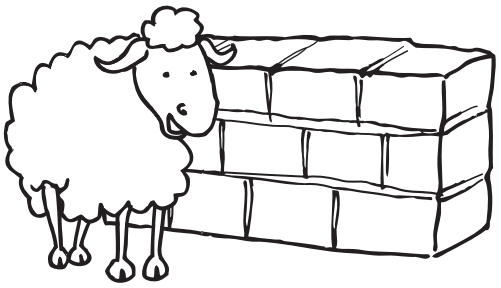
The goat is _____ the field.



The cow is _____ the tractors.



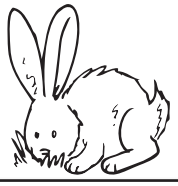
The pig is _____ the mucky puddle.



The sheep is _____ the wall.

Learning intention:
to use simple adjectives to describe opposite characteristics in animals.

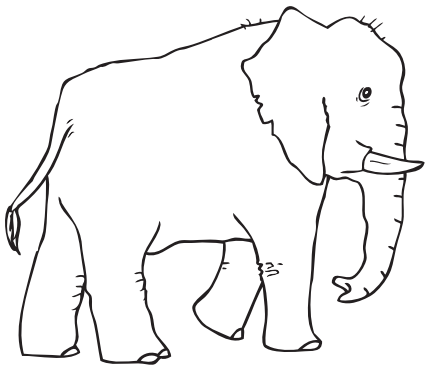
Describing animals



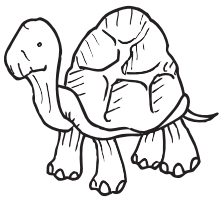
fierce **quiet**

The lion is _____ and the rabbit is _____.

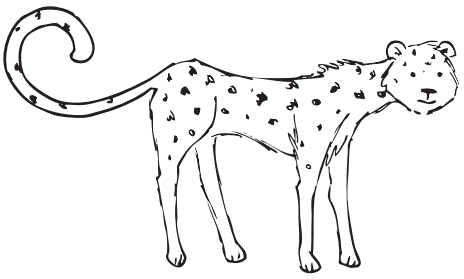
heavy **light**



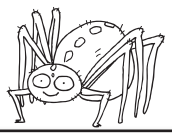
The elephant is _____ and the mouse is _____.



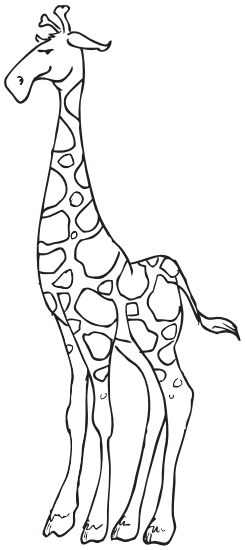
fast **slow**



The tortoise is _____ and the cheetah is _____.



small **tall**



The giraffe is _____ and the spider is _____.

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Unit 5

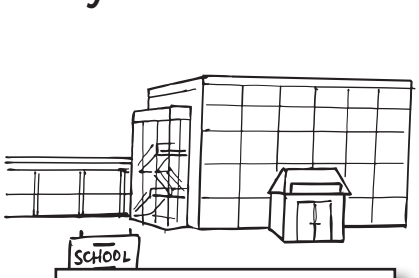
My Neighbourhood & Directions

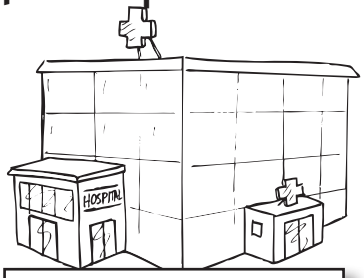
Learning intention: to demonstrate an understanding of vocabulary associated with places we visit and be able to express a preference using the form 'I like...'

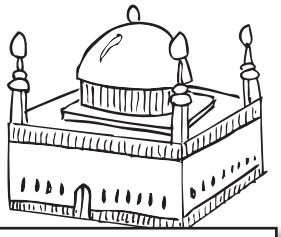
My street

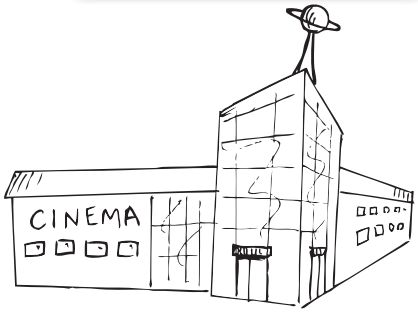
5.1

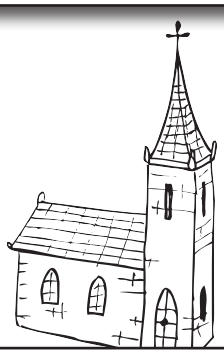
Do you know the names of these places? Write the words in the box.

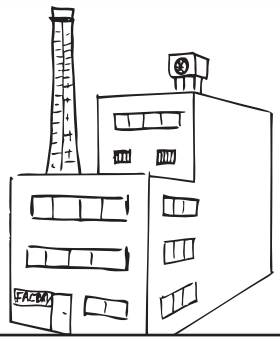


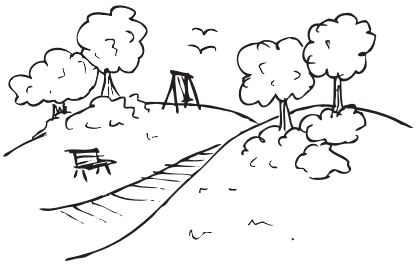












a school **a hospital** **a mosque** **a cinema** **a supermarket**
a church **a factory** **a park** **a leisure centre**

Tick ☑ the places you have been to:

a school ☐	a factory ☐	a church ☐
a cinema ☐	a leisure centre ☐	a hospital ☐
a mosque ☐	a supermarket ☐	a park ☐

Which place do you like going to most?

I like _____

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Summative Assessment: Units 3-5

Name:		Assessment date	Learning intention achieved			Assessment Review date	Learning intention achieved		
	Learning Intention		**not yet**	**with assistance**	**without assistance**		**not yet**	**with assistance**	**without assistance**
Unit 3	**SPEAKING/LISTENING SKILLS:**								
	The pupil can identify and say words associated with the bedroom and living room.								
	The pupil can talk about the bedroom using the form 'I can see...'								
	READING SKILLS:								
	The pupil can read words and sentences associated with the bedroom and living room.								
	The pupil can read sentences about the house.								
	WRITING SKILLS:								
	The pupil can write simple sentences about the living room.								
	The pupil can construct simple sentences about the house.								
Unit 4	**SPEAKING/LISTENING SKILLS:**								
	The pupil can identify and say words related to animals.								
	READING SKILLS:								
	The pupil can read words and sentences associated with animals.								
	The pupil can read words containing prepositions in the context of animals.								
	WRITING SKILLS:								
	The pupil can write sentences with the superlatives biggest and smallest.								
	The pupil can write sentences about animals using the appropriate question form: where, what and how.								
	The pupil can write a sentence about animals using an appropriate adjective.								
Unit 5	**SPEAKING/LISTENING SKILLS:**								
	The pupil can identify and say words associated with following directions and their neighbourhood.								
	The pupil can talk about the places they like to go.								
	READING SKILLS:								
	The pupil can read words associated with following directions and their neighbourhood.								
	The pupil can read sentences relating to following directions								
	WRITING SKILLS:								
	The pupil can write words associated with their neighbourhood and following directions.								
	The pupil can write sentences using directions to locate places on a plan.								

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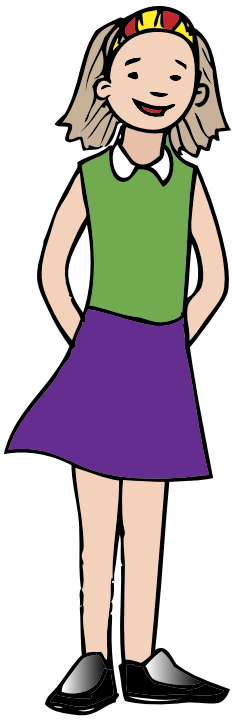

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