

English as an Additional Language

EAL Language Builder

Beginner

Book 2

Reinforcement



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English as an Additional Language

PMP EAL Language Builders are written specifically for EAL pupils. The 15 reproducible titles provide a systematic and structured approach to the development and acquisition of the English language.

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Introduction

This photocopiable resource book reinforces learning contained in *EAL Language Builder Beginner Book 2*.

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

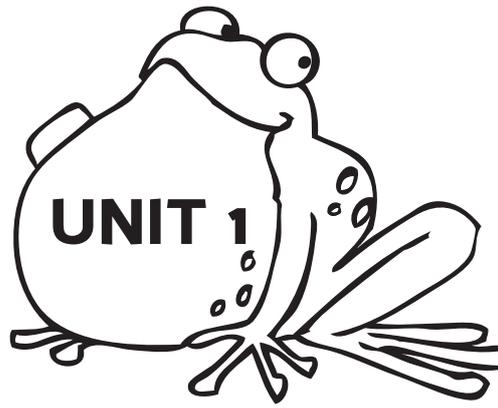
Developing language and communication skills is important for everyone, not simply for learning, but also for building relationships. This is especially important for newly-arrived pupils who may, initially, feel a sense of isolation. Such pupils will make more rapid progress if they feel happy and accepted. 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.



Alphabetical Order

Alphabetical order means to write letters in **a b c** order or in the order they come in the alphabet.

Lower case letters a b c d e f g h i j k l m n o p q r s t u v w x y z

Capital letters A B C D E F G H I J K L M N O P Q R S T U V W X Y Z

For example:

These letters are jumbled up:

c e a d b

Now they are in the right **a b c** order:

a b c d e

For example:

These words are jumbled up:

us go on he am is

Now they are in the right **a b c** order:

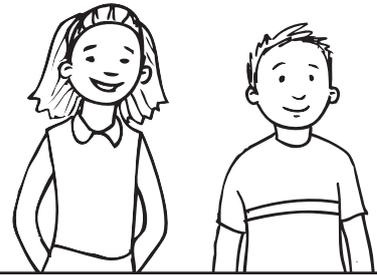
am go he is on us

Learning intention: to understand and use alphabetical order in the context of people's names.

Names



Place these names in alphabetical order.



Filipo	Jenny	Toni	Zita	Azeem	Monika
Quentin	Xaviar	Borys	Lauren	Harry	Sofia
Natalia	Paul	Yuki	Colette	Keith	Ursula
Erek	Omar	Delphine	Gita	Isabelle	Weronika
		Victor	Rafael		

A zeem _____

C _____

D _____

F _____

H _____

I _____

K _____

M _____

N _____

P _____

R _____

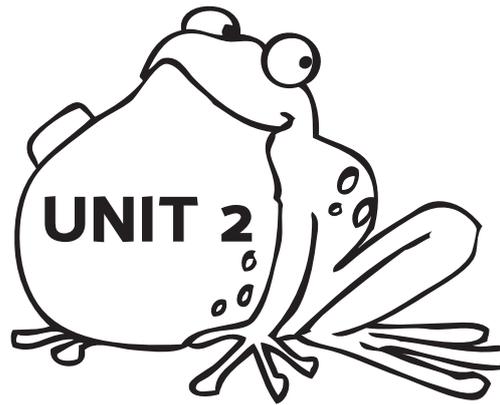
S _____

U _____

W _____

X _____

Z _____



Vowels and consonants

The alphabet is made up of 5 vowels and 21 consonants.

The vowels are:

a e i o u

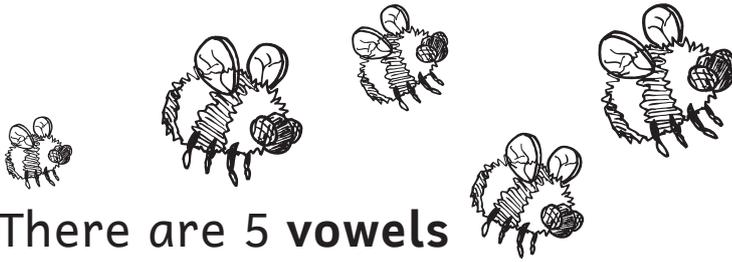
The consonants are:

b c d f g h j k l m n p q r s t v w x y z



Learning intention:
to identify vowels in
words.

Vowels



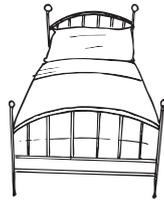
There are 5 vowels

The vowels are
a e i o u

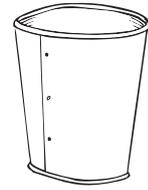
Underline the vowel in each word.



cat



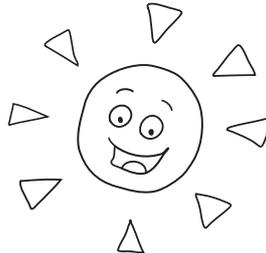
bed



bin



dog



sun



hat

Can you think of more words?

___ a ___

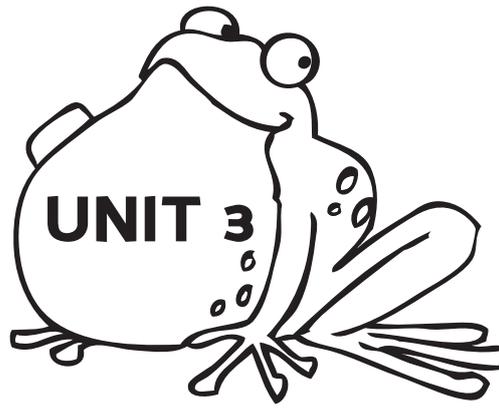
___ e ___

___ i ___

___ o ___

___ u ___

___ a ___



Sentences

Read this sentence.

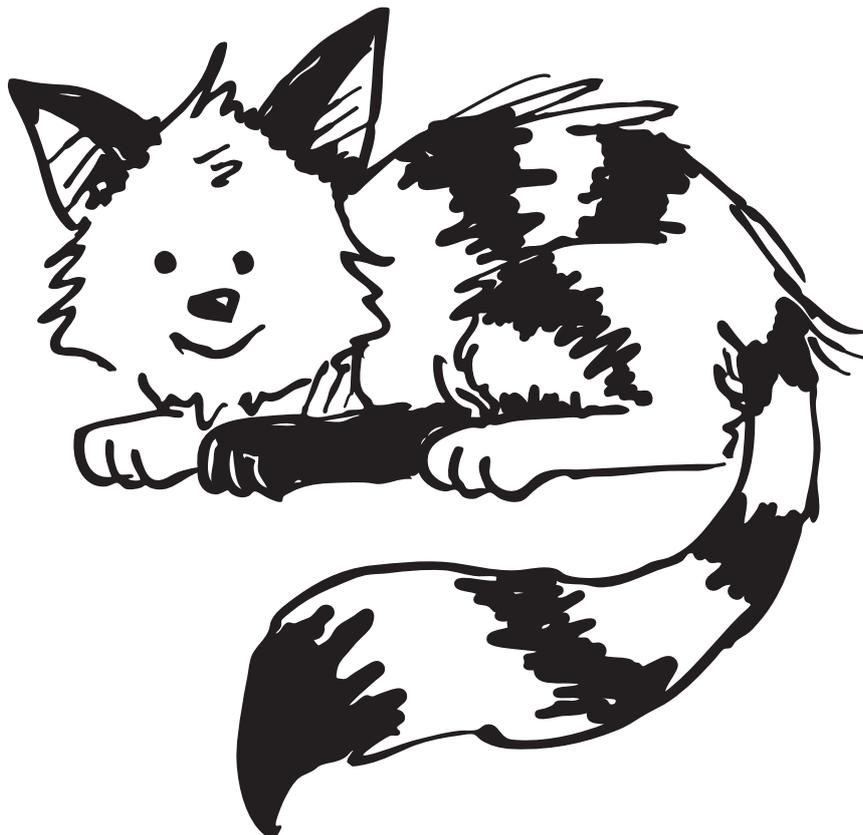
The cat is black and white.

This sentence tells us something about a cat.

It is called a **telling** sentence.

Every telling sentence must end with a **full stop**.

Every sentence must begin with a **capital letter**.



Learning intention: to be able to write sentences using capital letters and full stops.

Action sentences



Use the words to help you write sentences.

Remember to use a capital letter to begin each sentence and a full stop at the end.

football

playing

boys



children

skipping

happily



bed

waking

girl

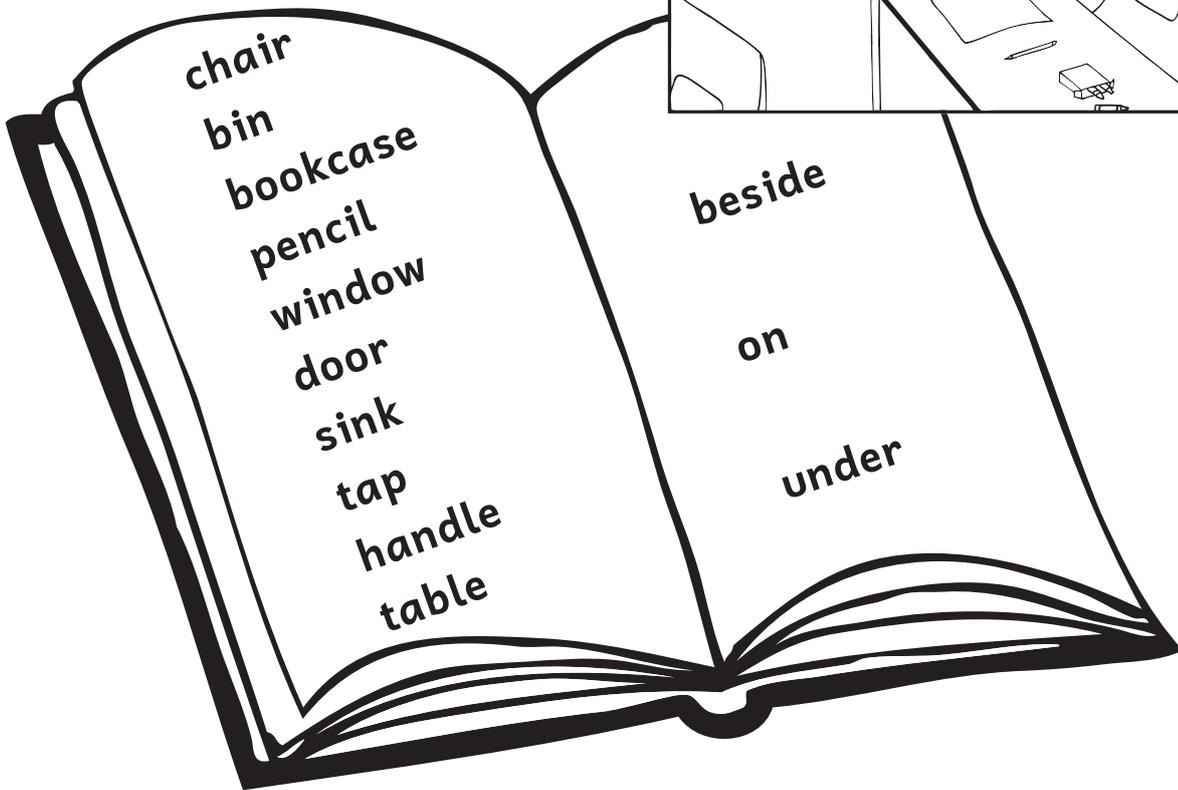
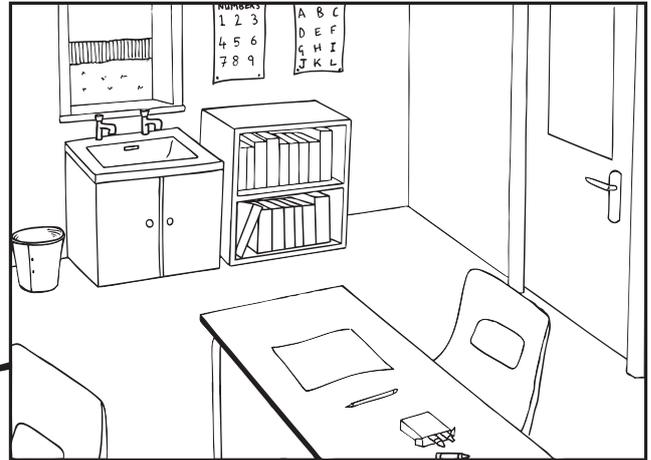


EXTENSION ACTIVITY
Learning intention: to be able to use capital letters and full stops in sentences.

Prepositions



Choose a word(s) from each page in the book to help you write sentences about the position of the classroom objects.



1. The handle is on the door.

2. _____

3. _____

4. _____

5. _____

Learning intention: to be able to use capital letters and full stops in the context of writing simple sentences.

Clothes

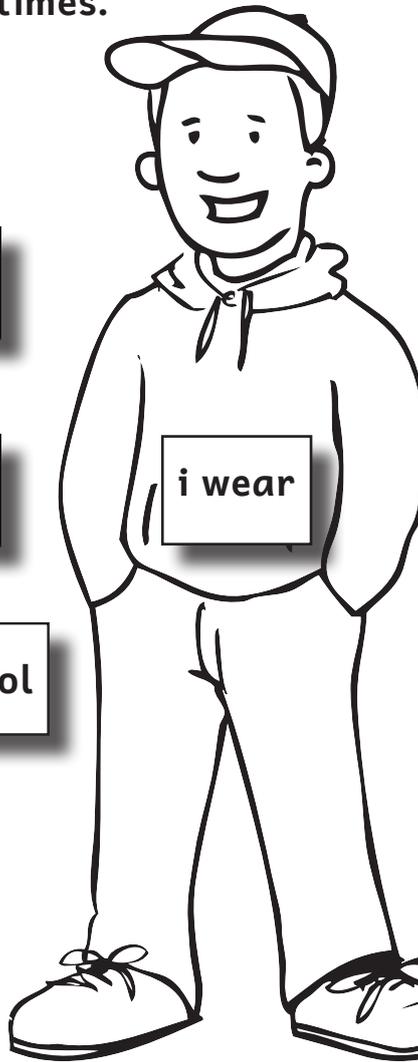


Use a word(s) from each box to write sentences about what you wear at different times.

when it is cold

when it is sunny

when i go to school



a T-shirt



a swimsuit



a coat



a hat



a scarf



a tie



a sweatshirt



gloves



sandals

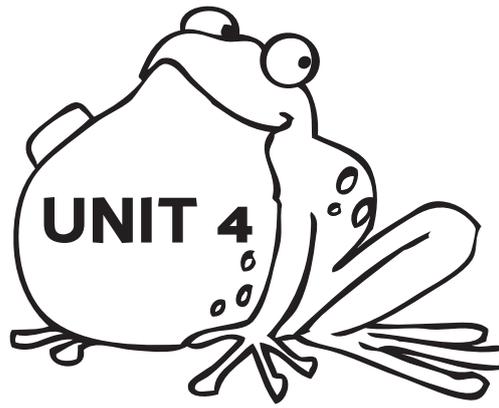


boots



Remember to use a capital letter to begin each sentence and a full stop at the end.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____



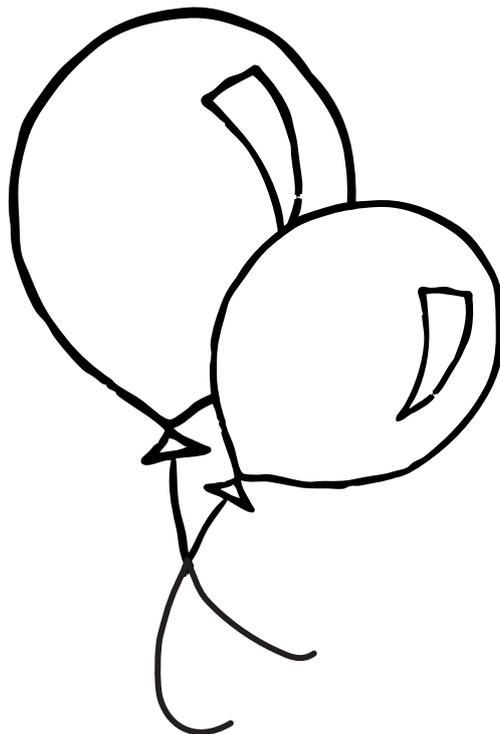
Commas

Commas are used in lists.

Example:

The balloons were red, green, blue and white.

We are eating apples, pears, strawberries and grapes.

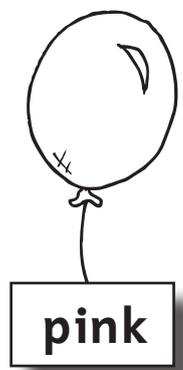
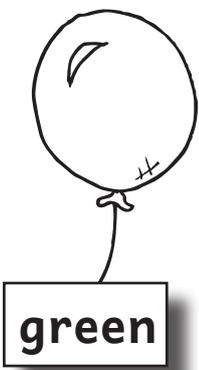
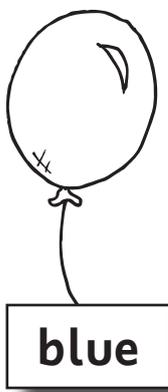


Learning intention:
to be able to
write a list using
commas.

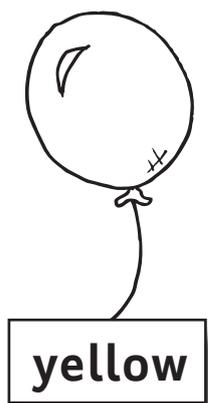
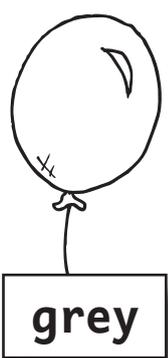
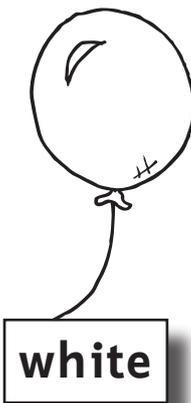
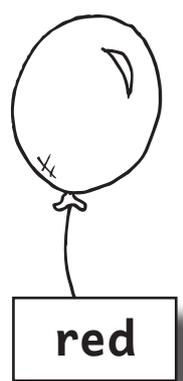
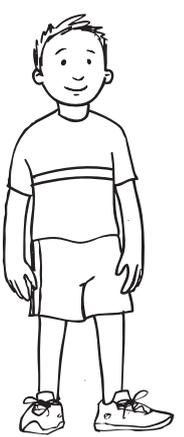
Colours



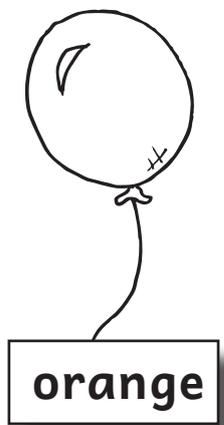
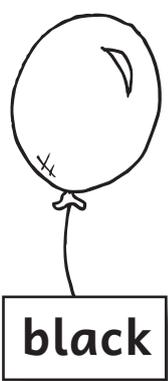
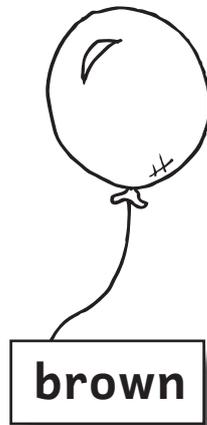
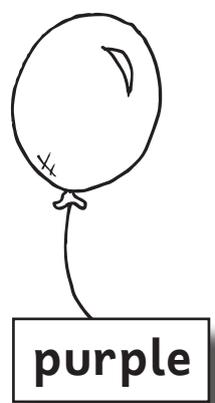
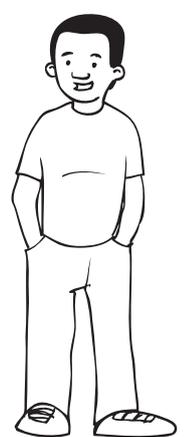
Write these colours as a list using commas.
Colour in the balloons.



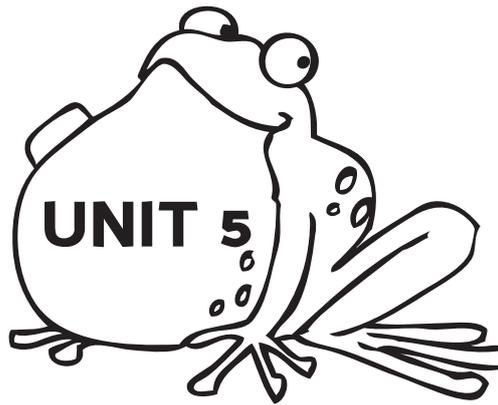
Kristina has a blue, a green and a pink balloon.



Marc has a _____
_____.



Ahmed has a _____
_____.



Questions

Some sentences ask a question.

Example:

What is your name?

How old are you?

Where do you live?

Every asking sentence must end with a question mark (?)



EXTENSION ACTIVITY

Learning intention: to be able to choose the correct question form to complete questions; to use question marks appropriately.

Asking questions

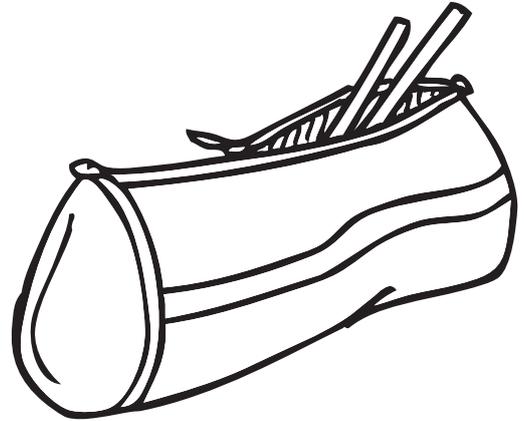


Use a word from the box below to complete each question.

Don't forget to use a question mark (?)

Who What Why When Where Which How

1. **What** colour is my pencil case ?
2. _____ many girls are there ____
3. _____ did you put my schoolbag ____
4. _____ pen do you want to use ____
5. _____ has a sister ____
6. _____ is the baby tired ____
7. _____ do you feel excited ____
8. _____ is your name ____
9. _____ can count to 10 ____
10. _____ can I see you ____



Who? What? When? How?
Which? Where? Why?

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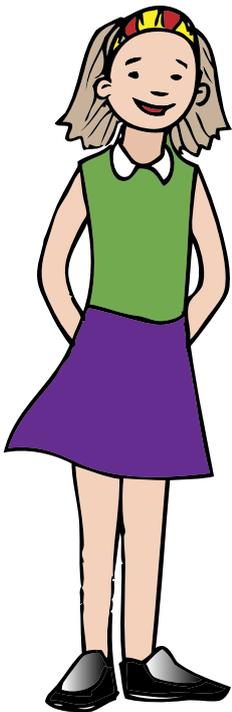
- * Book 1
- * Book 1 Reinforcement
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