

English as an Additional Language

EAL Language Builder

Advanced

Book 1

Assessment



PMP Publications

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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.

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.

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

English as an Additional Language

EAL Language Builder

**Advanced
Book 1
Assessment**

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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 Assessment Book 1* provides a bank of resources for busy teachers seeking to help pupils develop and consolidate English language skills. The assessments are intended to test key skills in literacy and specifically focus on essential skills (ESOL) required for reading at level 1. Students should be given one hour to complete each test.

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.

TEST 1

Total marks: _____ / 50

Name: _____

Date: _____

Free At Last

Oh to be as free as a bird!
Soaring and swooping effortlessly
Surveying the earth with gay abandon
Devoid of worry or care.

Oh to be at one with nature
To join the sweet chorus of morning song
Announcing daybreak to a frantic world
A spectator only upon earth's frenzied motions.

1. What **two** things according to verse one of the poem does the writer want to be free from?

(i) _____ (ii) _____
(2 marks)

2. What does '**morning song**' mean as used in verse two of the poem?

(1 mark)

3. Write the **two** verbs the poet uses, which describe how a bird flies:

(i) _____ (ii) _____
(2 marks)

The Sleeping Beast

Tides ebb and flow
Coastlines echoing to the sound of waves
Completing their journey with monotonous regularity
Cascading relentlessly onto weather beaten beaches
In a never-ending avalanche of water.

Suddenly this sleeping beast can wake
Compelled by the hidden forces of nature
Unable to hold back its anger
It savages the land like a hungry lion devouring its prey
In the hope of reclaiming its lost inheritance.

11. Based on the poem, circle the most appropriate word, or group of words, to complete each of the sentences below:

The poem describes the power of the (wind , weather , river , sea) and compares it to a hungry (inheritance , avalanche , lion , savage). The poet describes how the forces of nature remain (trapped , lost , concealed , evil) waiting to (find , know , recover , recognise) the (land , wind , sea , beast) which has been lost.

(5 marks)

12. What is described as the sleeping beast in the poem?

(1 mark)

13. What phrase does the poet use to describe how waves complete their journey?

(2 marks)

TEST 4

Total marks: _____ / 50

Name: _____

Date: _____

Sweet Tooth

Jelly babies, candyfloss and toffee apples
A sworded selection of sweetness
An irresistible treasure of delights
Sticky, sugary and simply scrumptious
A dentist's nightmare!
These delicacies tempt me
Wooing me invitingly, whispering . . .
Eat me, you know you want to.

1. What does the voice in the poem say?

(1 mark)

2. Name the **three** sweet items mentioned in the poem:

(i) _____

(ii) _____

(iii) _____

(3 marks)

3. How does the author use language to good effect in line 4 of the poem?
i.e. **Sticky, sugary and simply scrumptious?**

(1 mark)

4. Who according to the poet might object to a person eating sweet, sugary items?

(1 mark)

5. Place ticks ✓ in the table below to show how each of the listed words are used in the poem:

	<i>Adjective</i>	<i>Adverb</i>	<i>Verb</i>	<i>Noun</i>
wooing				
selection				
sworded				
invitingly				

(4 marks)

6. Find words from the poem which have similar meanings to the words listed below:

murmuring _____ dream _____
 choice _____

(3 marks)

7. Circle the words, which would most appropriately complete the sentences in the passage below:

Gunpowder

The (**invention** , **making** , **exploding** , **finding**) of gunpowder completely altered the way (**bombing** , **wars** , **life** , **armies**) took place. Roger Bacon discovered it accidentally when, after mixing two substances together, to his surprise a large (**mess** , **bang** , **mixture** , **pile**) was produced. Gunpowder soon replaced bows and arrows as a primary weapon of attack and its use with cannon balls (**meant** , **went** , **travelled** , **resulted**) in even the strongest castle walls being (**built** , **tumbled** , **obliterated** , **moved**) in battles.

(5 marks)

22. Circle **three** words from the list which best describe the 'Shogun':

- | | | |
|---------------|-------------|--------------|
| weak | dictatorial | powerful |
| domineering | typhoon | unattractive |
| insignificant | poor | humble |

(3 marks)

23. Write **three** words from the passage which are similar in meaning to the words below:

old _____ prevalent _____
ended _____

(3 marks)

All About Geography

Chapters

- | | |
|---------------------|-----------------|
| 1. Exploring a city | 6. Farming |
| 2. Rural Life | 7. The Weather |
| 3. The Seasons | 8. Conservation |
| 4. Industry | 9. Shopping |
| 5. Pollution | 10. Leisure |

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

- | | Chapter |
|--------------------------------|---------|
| 24. Living in the country | _____ |
| 25. Out of town malls | _____ |
| 26. Protecting the environment | _____ |
| 27. Urban living | _____ |
| 28. Dumping waste material | _____ |

(5 marks)

29. Complete each of the words below by adding either the word ending ‘-tion’ or ‘-sion’:

inva_____

applica_____

deci_____

occupa_____

invita_____

compul_____

(6 marks)

30. Complete the table by placing a tick in the correct box:

<i>Word</i>	<i>Missing Vowel</i>			
	<i>i</i>	<i>o</i>	<i>a</i>	<i>u</i>
It's				
I'm				
Let's				
Can't				
Isn't				
Who's	✓			

(5 marks)

END OF TEST

TEST 9

Total marks: _____ / 50

Name: _____

Date: _____

ENCYCLOPAEDIA

Contents

CHAPTERS

1. History
2. Geography of Britain
3. Geography of the World
4. Botany
5. The human body
6. Outer Space

CHAPTERS

7. Animals
8. How things work
9. Men of Science
10. Literature
11. Art

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

- | | Chapter |
|----------------------------|---------|
| 1. Great painters | _____ |
| 2. The blue whale | _____ |
| 3. Mountains of Wales | _____ |
| 4. The Planets | _____ |
| 5. Rain forest flora | _____ |
| 6. Children's Books | _____ |
| 7. How a clock operates | _____ |
| 8. The heart | _____ |
| 9. Rivers of South America | _____ |
| 10. Vertebrates | _____ |

(10 marks)

ANSWER KEY

TEST 1

1. (i) worry, (ii) care (2 marks)
2. birds singing at the break of day* (1 mark)
3. (i) soaring, (ii) swooping (2 marks)
4. False (1 mark)
True (1 mark)
True (1 mark)
5. Gliding on wings (1 mark)
6. (i) chorus, (ii) song (2 marks)
7. daybreak (1 mark)
spectator (1 mark)
free (1 mark)
effortlessly (1 mark)
8. on the back cover of a novel (1 mark)
9. Fact (1 mark)
Fact (1 mark)
Opinion (1 mark)
Fact (1 mark)
Opinion (1 mark)
Fact (1 mark)
10. Ann Blackly, Jim Bunting (2 marks)
11. Edward Jenkins (1 mark)
12. suitable visible (1 mark)
probable comfortable
sensible possible
13. conquered (1 mark)
occurred (1 mark)
defeating (1 mark)
then (1 mark)
English (1 mark)
so (1 mark)
After (1 mark)
14. disloyal unsuitable insane (6 marks)
impolite dislike illegal
15. salmon wives (6 marks)
chiefs matches
turkeys halves

TEST 2

1. 5 (1 mark)
2. 3 (1 mark)
3. 5 (1 mark)
4. 6 (1 mark)
5. 1 (1 mark)
6. 116–150 (1 mark)
7. 97–115 (1 mark)
8. 1–25 (1 mark)
9. 75–96 (1 mark)
10. 26–41 (1 mark)
11. sea, lion, concealed, recover, land (5 marks)
12. the sea (1 mark)
13. with monotonous regularity (2 marks)
14. the tide comes in (1 mark)
15. savages the land like a hungry lion devouring its prey (1 mark)
16. noun (1 mark)
verb (1 mark)
verb (1 mark)
noun (1 mark)
17. inheritance compelled (4 marks)
anger cascading
18. British Quality Control (1 mark)
19. Kingly's Windows (1 mark)
20. false (1 mark)
true (1 mark)
true (1 mark)
true (1 mark)
false (1 mark)
true (1 mark)
21. Bought (1 mark)
22. Simply unbelievable (2 marks)
23. manufactured, fitted, madness (3 marks)
24. loaves shelves (4 marks)
sheep tomatoes
25. mention mansion (4 marks)
invasion information

* or suitable alternative

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BEGINNER LEVEL

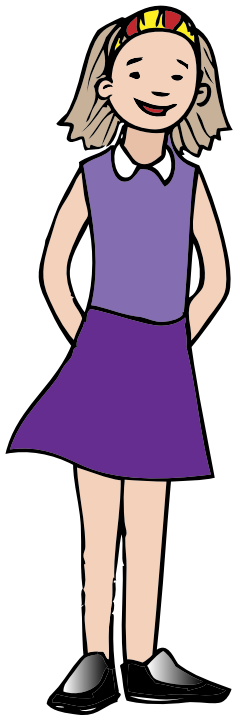
- * Book 1
- * Book 1 Reinforcement
- * Book 2
- * Book 2 Reinforcement
- * Book 3

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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