

English as an Additional Language

EAL Language Builder

Intermediate

Book 1



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English as an Additional Language

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English as an Additional Language

EAL Language Builder

**Intermediate
Book 1**

PMP Publications

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Introduction

This photocopiable resource book builds on the language programmes outlined in *EAL Language Builder Beginner Books 1 and 2*.

Written by an experienced teaching practitioner, the *EAL Language Builder Intermediate 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.

- * 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

Questions & Answers

Learning intentions

SPEAKING / LISTENING SKILLS:

The pupil can understand and use simple question and answer forms.

The pupil can understand and use the simple question forms 'Who', 'What', 'When', 'Where', 'Why' and 'How' appropriately.

READING / COMPREHENSION SKILLS:

The pupil can read words and sort them into appropriate question forms.

The pupil can read simple question forms using 'Who', 'What', 'When', 'Where', 'Why' and 'How'.

WRITING SKILLS:

The pupil can provide suitable written responses to the simple question forms 'Who', 'What', 'When', 'Where', 'Why' and 'How'.

The pupil can write simple sentences about themselves using the Present Simple.

Asking questions (1)

Who?

What?

When?

Where?

How?



Hi! I'm
Jamie.

Interview Jamie.

Match the questions with the answers.

Question

Answer

	I live in Birmingham.
	My birthday is on 2 June.
	I'm 12 years old.
	I like football.
	My best friend is called Joe.

What is your
favourite sport?

How old are you?

Who is your
best friend?

Where do
you live?

When is your
birthday?

Hi! I'm
Rachel.



Read Rachel's answers.

Write the questions.

- Who _____ ? My favourite teacher is Mrs Jones.
- What _____ ? I like Maths.
- When _____ ? I start my new school in September.
- Where _____ ? I'm from Portugal.
- How _____ ? I take the bus to school.

UNIT 2

Feelings & the Present Simple

Learning intentions

SPEAKING / LISTENING SKILLS:

The pupil can talk about feelings in a variety of contexts.

The pupil can understand and use the Present Simple appropriately.

The pupil can use common verbs in the Present Simple that add 's' in the 3rd person singular.

The pupil can use common verbs in the Present Simple that add 'es' / 'ies' in the 3rd person singular.

The pupil can use long and short forms of the Present Simple 'to be'.

READING / COMPREHENSION SKILLS:

The pupil can read and demonstrate understanding of simple text.

The pupil can match a series of simple sentences and events.

The pupil can read and understand text in the Present Simple.

WRITING SKILLS:

The pupil can write about feelings in a variety of contexts.

The pupil can demonstrate understanding of simple text through appropriate written responses.

The pupil can construct sentences, questions and short written answers using the Present Simple.

Extension Activity

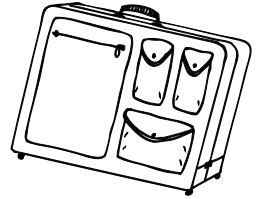
Learning intention: to demonstrate understanding of text through appropriate written responses.

2.5

A new adventure (part 2)

Three weeks later Erek left Poland and moved to London.

Dad took Erek to his new school. Erek felt scared as he waited for the bell to ring. Everything was new and he didn't know the names of the boys and girls in his class.



Miss Wilson smiled as he entered the classroom.

“You must be Erek,” she said. “Welcome to our class. We have been learning about Poland.”

Erek sat down beside David.

“Hi, Erek!” said David. “Do you like football?”

Erek nodded. “Yes,” he whispered.

Two hours later, the bell rang. It was break time.

“Come on, Erek,” said David, heading for the door. “You're in my team!”



Answer these questions.

1. Who took Erek to his new school?

2. Give a reason why Erek felt scared.

3. Do you think Miss Wilson was a friendly teacher? Give a reason.

4. What did Erek do at break time?

Present Simple (1)

We use the Present Simple for:

- **things that happen on a regular basis**

I ride my bike to school every day.

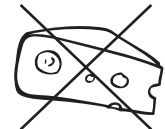
Tuesday comes after Monday.



- **things that are generally true**

Sofia loves drawing.

Tom doesn't (=does not) eat cheese.



Positive	Negative full form	Negative short form
I play	I do not play	I don't play
You play (singular)	You do not play	You don't play
He plays*	He does not play*	He doesn't play*
She plays*	She does not play*	She doesn't play*
It plays*	It does not play*	It doesn't play*
We play	We do not play	We don't play
You play (plural)	You do not play	You don't play
They play	They do not play	They don't play

Question	Positive short answer	Negative short answer
Do I play?	Yes, you do.	No, you don't.
Do you play? (singular)	Yes, I do.	No, I don't.
Does he play?*	Yes, he does.*	No, he doesn't.*
Does she play?*	Yes, she does.*	No, she doesn't.*
Does it play?*	Yes, it does.*	No, it doesn't.*
Do we play?	Yes, you do.	No, you don't.
Do you play? (plural)	Yes, we do.	No, we don't.
Do they play?	Yes, they do.	No, they don't.

* Remember! The verb changes in the **third person singular**: 'he', 'she', 'it'.

UNIT 3

Events & Descriptions

Learning intentions

SPEAKING / LISTENING SKILLS:

The pupil can use picture clues to talk about events in the Present Simple.

The pupil can use vocabulary relating to physical description in a variety of contexts.

READING / COMPREHENSION SKILLS:

The pupil can read and demonstrate understanding of descriptive language using a variety of fact files.

The pupil can read and demonstrate understanding of simple descriptive texts.

WRITING SKILLS:

The pupil can write about events in the appropriate form of the Present Simple.

The pupil can write independently about a series of events using the appropriate form of the Present Simple.

The pupil can write a description of a person independently using appropriate vocabulary.

The pupil can use information from a fact file to write a series of sentences independently.

The pupil can create a fact file based on themselves.

Learning intention:

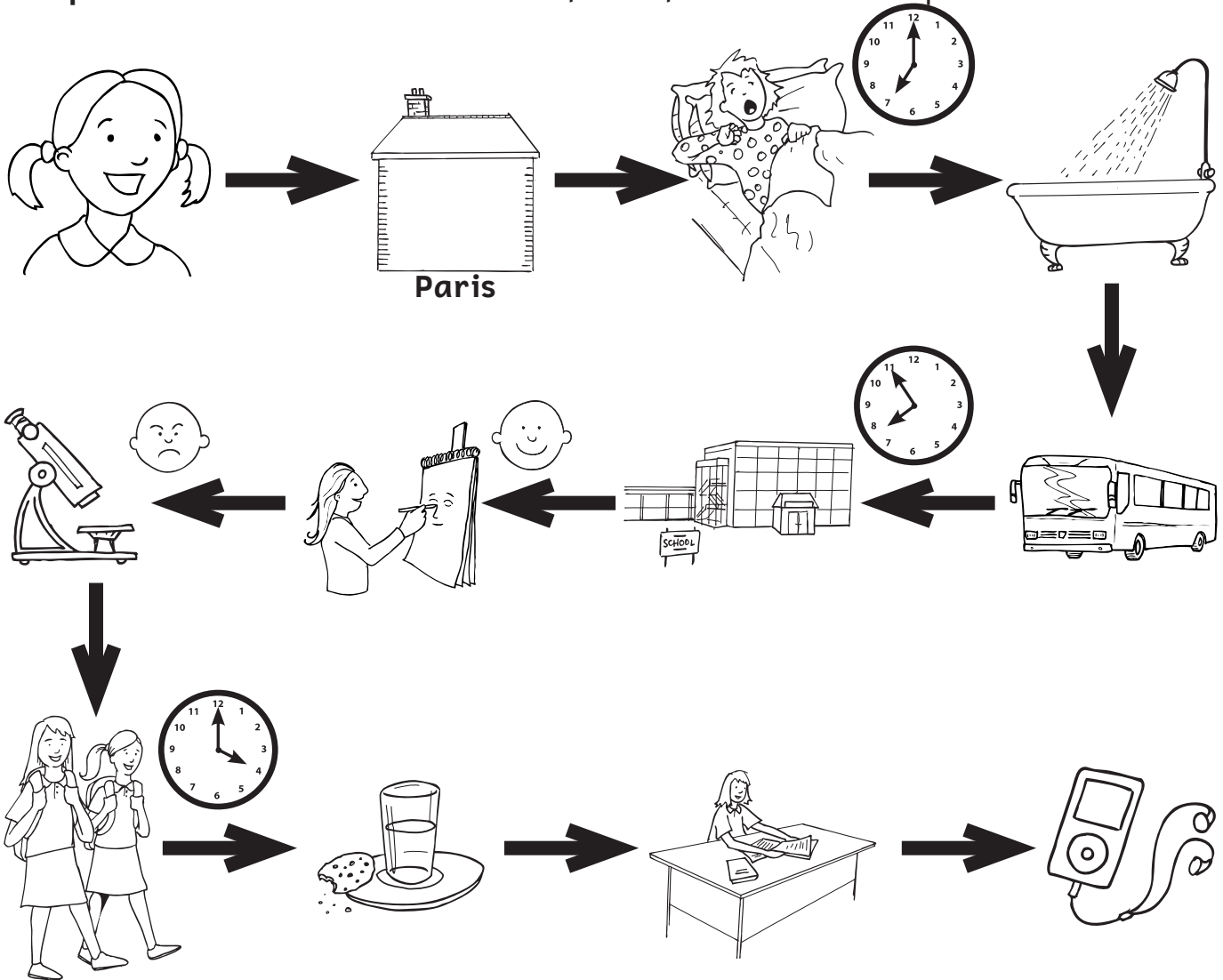
to use picture clues to talk about events; to complete text by adding correct form of the Present Simple.

Sofia's Day

Follow the arrows.

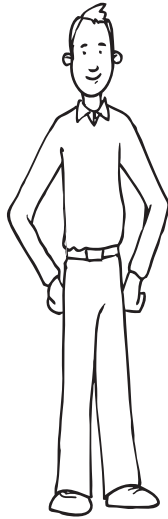
Talk about Sofia's day.

Complete the text. Write the correct form of the Present Simple.



Sofia lives (*live*) in Paris. On school days she _____ (*get up*) at 7 o'clock and _____ (*have*) a shower. Sofia _____ (*take*) the bus to school and _____ (*arrive*) just before 8 o'clock. At school she _____ (*like*) Art but she _____ (*not/like*) Science. School _____ (*finish*) at 4 o'clock. Then Sofia _____ (*walk*) home with her friend, Isabelle. When she _____ (*arrive*) home she always _____ (*feel*) hungry so she _____ (*eat*) a snack. Then she _____ (*do*) her homework. After that she _____ (*listen*) to music.

Laminate and cut



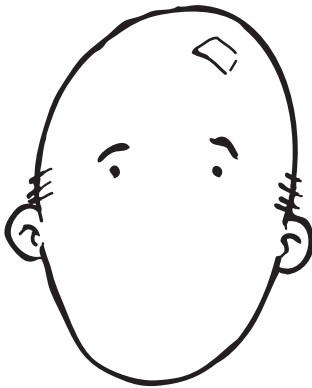
tall



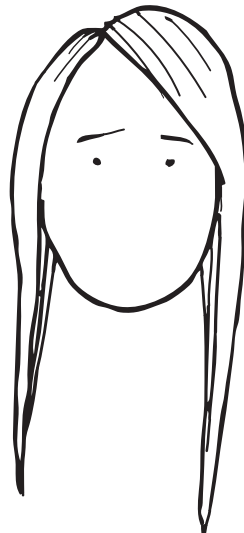
short



spiky hair



bald



long, straight hair



medium length hair



short, curly hair



a moustache



a beard

UNIT 4

Jobs & Family Relationships

Learning intentions

SPEAKING / LISTENING SKILLS:

The pupil can use vocabulary related to a variety of jobs using the form 'I would like to be ...'

The pupil can use vocabulary related to family and express relationships between family members appropriately.

The pupil can use vocabulary related to time appropriately and in a variety of contexts.

READING / COMPREHENSION SKILLS:

The pupil can read descriptions and match them to the appropriate job.

The pupil can read text related to family trees and understand the relationships between people.

The pupil can read simple time in analogue and digital form.

The pupil can understand simple timetables.

WRITING SKILLS:

The pupil can write a simple description of a job specification.

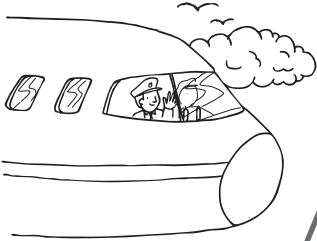
The pupil can write simple sentences to express family relationships.

The pupil can write appropriate responses to text in table format.

What's my job?

Learning intention:
to consolidate understanding of vocabulary relating to a variety of jobs.

Read the descriptions. **Write** each person's job.
Draw a line to match the job with the correct picture.
There will be one picture left over.
Write the job description.



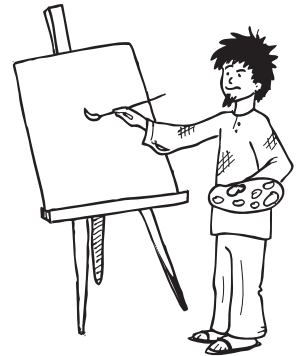
I work in a hospital.
I help sick people to get better.
I'm a _____.



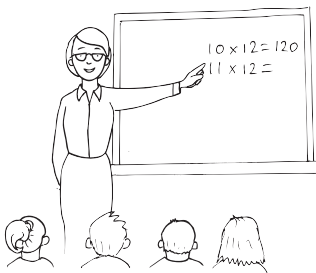
I work in a garage.
I like mending car engines.
I'm a _____.



I love to travel.
I fly to different places all over the world.
I'm a _____.



I like cooking.
I work in a restaurant.
I'm a _____.



I love animals.
I help to keep them healthy.
I'm a _____.



I'm good at painting.
One day I hope to sell my pictures.
I'm an _____.

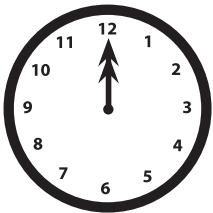
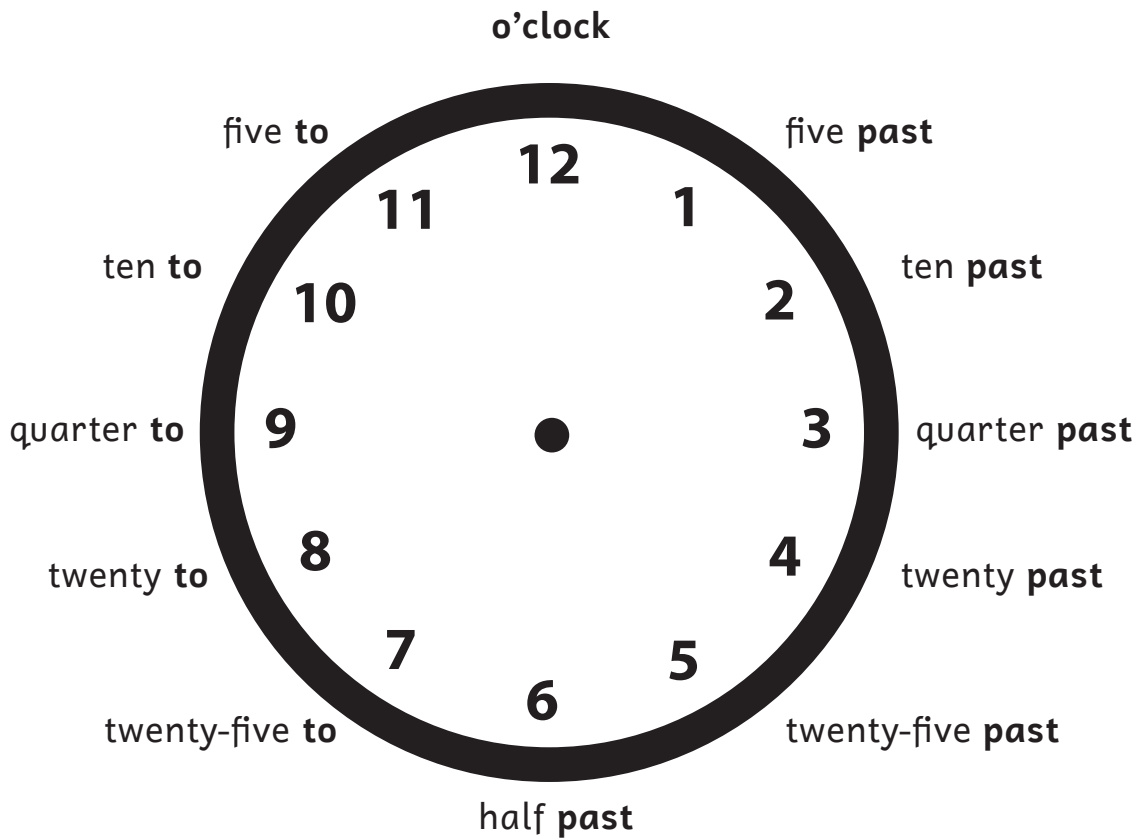
_____.

_____.

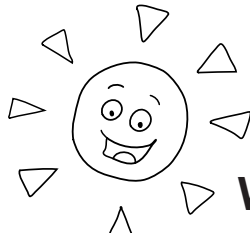
_____.

What time is it? (1)

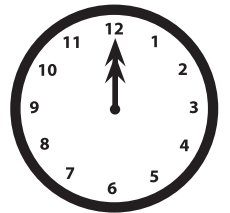
Learning intention:
to demonstrate understanding
of telling and writing the time.



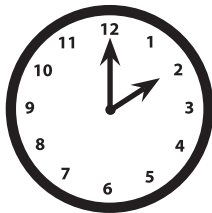
It is midday



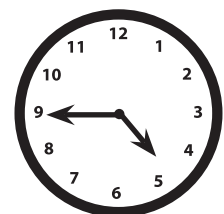
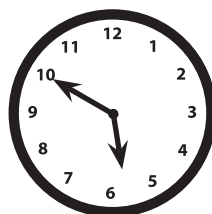
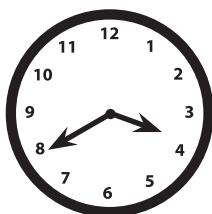
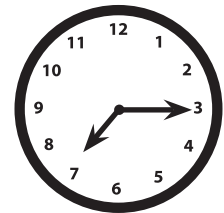
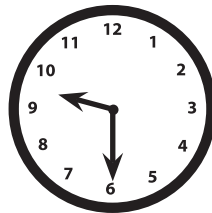
Write the time



It is midnight



It is two o'clock



UNIT 5

Houses

Learning intentions

SPEAKING / LISTENING SKILLS:

The pupil can use vocabulary relating to house types.

The pupil can use vocabulary relating to parts of a house.

READING / COMPREHENSION SKILLS:

The pupil can read simple text and demonstrate understanding relating to house types.

The pupil can read simple text and demonstrate understanding in relation to parts of a house.

WRITING SKILLS:

The pupil can demonstrate understanding of house types/parts of a house through appropriate written responses.

The pupil can sort words into the correct order to form questions in the context of activities performed in a house.

Learning intention:

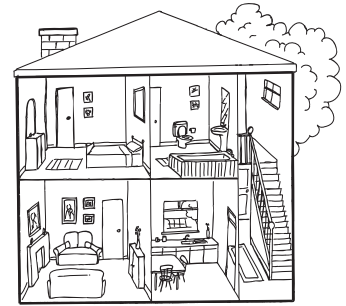
to understand and use simple questions and provide suitable written responses.

5.3

Welcome to my home! (2)

Read the text about Miguel's home on the previous page.

Answer the questions using complete sentences.



1. How many people live in Miguel's house?

2. In which room can you find a fridge and a cooker?

3. Where does Miguel hang up his coat?

4. What does he enjoy doing in the living room?

5. How many bedrooms are there in Miguel's house?

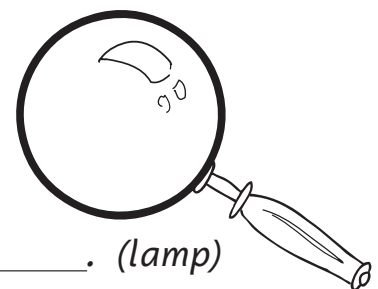
6. What is in your living room?

7. Where do you do your homework?

8. Who does the cooking in your home?

What am I?

Read the sentences and solve the riddles!



Example: You switch me on and I give out light. I'm a l_____. (lamp)

1. You'll find me in the bedroom. You put clothes inside me. I'm a w_____.

2. I keep food cold. You'll find me in the kitchen. I'm a f_____.

3. You close us when it's dark. You open us to let light in. We are c_____.

4. You can sit on me or lie on me. I'm very comfortable. I'm a s_____.

5. I help to keep you clean. I'm not a bath. I'm a s_____.

Learning intention:
to understand and use
appropriately the Past Simple
of common irregular verbs.

6.5

The Past Simple –irregular verbs (2)

Irregular verbs do not end in ‘-ed’ or ‘-d’ in the Past Simple.
Learn the Past Simple of these common irregular verbs.

Base form	Verb in my language	Past Simple
hit		hit
hurt		hurt
keep		kept
know		knew
leave		left
lose		lost
make		made
meet		met
put		put
read		read
run		ran
say		said
see		saw
send		sent
sing		sang
sit		sat
sleep		slept
swim		swam
take		took
tell		told
think		thought
throw		threw
understand		understood
wake		woke
wear		wore
write		wrote

Summative Assessment: Units 3 & 4

Name:		Assessment date	Learning intention achieved			Assessment review date	Learning intention achieved		
			not yet	with assistance	without assistance		not yet	with assistance	without assistance
Learning intention									
Unit 3	SPEAKING / LISTENING SKILLS:								
	The pupil can use picture clues to talk about events in the Present Simple.								
	The pupil can use vocabulary relating to physical description in a variety of contexts.								
	READING / COMPREHENSION SKILLS:								
	The pupil can read and demonstrate understanding of descriptive language using a variety of fact files.								
	The pupil can read and demonstrate understanding of simple descriptive texts.								
	WRITING SKILLS:								
	The pupil can write about events in the appropriate form of the Present Simple.								
	The pupil can write independently about a series of events using the appropriate form of the Present Simple.								
	The pupil can write a description of a person independently using appropriate vocabulary.								
The pupil can use information from a fact file to write a series of sentences independently.									
The pupil can create a fact file based on themselves.									
Unit 4	SPEAKING / LISTENING SKILLS:								
	The pupil can use vocabulary related to a variety of jobs using the form 'I would like to be ...'								
	The pupil can use vocabulary related to family and express relationships between family members appropriately.								
	The pupil can use vocabulary related to time appropriately and in a variety of contexts.								
	READING / COMPREHENSION SKILLS:								
	The pupil can read descriptions and match them to the appropriate job.								
	The pupil can read text related to family trees and understand the relationships between people.								
	The pupil can read simple time in analogue and digital form.								
	The pupil can understand simple timetables.								
	WRITING SKILLS:								
The pupil can write a simple description of a job specification.									
The pupil can write simple sentences to express family relationships.									
The pupil can write appropriate responses to text in table format.									

Other EAL titles available from PMP Publications

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

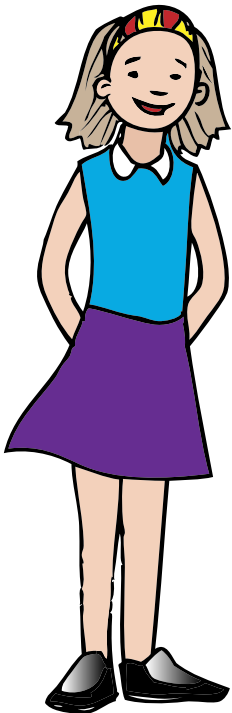
- * Book 1
- * Book 1 Reinforcement
- * Book 2
- * Book 2 Reinforcement
- * Book 3

INTERMEDIATE LEVEL

- * Book 1
- * Book 1 Reinforcement
- * Grammar Book 1
- * Grammar Book 2

ADVANCED LEVEL

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



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pmppublications.co.uk