

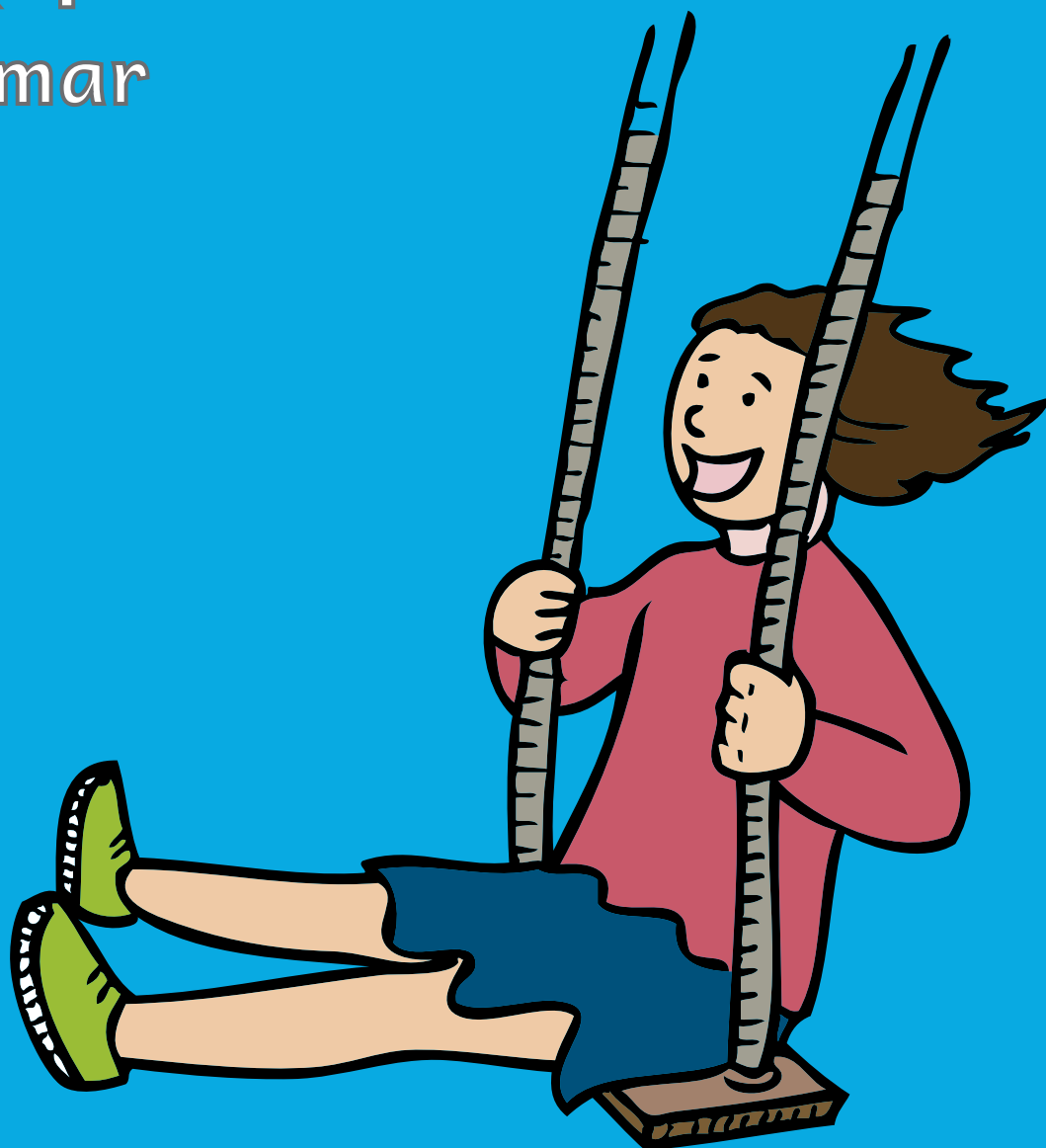
English as an Additional Language

EAL Language Builder

Intermediate

Book 1

Grammar



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

ADVANCED LEVEL

- * Book 1
- * Book 2
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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 Grammar Book 1* provides a bank of resources for busy teachers seeking to help pupils develop and consolidate English language skills. The worksheets are graded in difficulty, and accompanying extension activities are provided to test understanding and consolidate learning.

The Language Builder comprises:

- * A reference file detailing, in a student-friendly format, core grammar and punctuation rules. The learning content is outlined briefly in a number of **Need to Know** boxes.
- * **Check-up exercises** to assess students' understanding of a variety of grammar topics, basic skills, and punctuation rules.
- * **Extension activities** that assess students' understanding at a more advanced level.

Need to Know:

Students should know that a suffix is a group of letters placed at the end of a word, and be able to choose appropriate endings to construct new words.

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.

NOUNS

Need to Know:

Students should know what nouns are and be able to identify them in a variety of text.

What are nouns?



Nouns are often things you can touch and see, e.g. sky, roof, person, girl, ground, book, etc. Nouns name a person, place or thing.



Identifying Nouns

You can usually (but not always) identify nouns because the words 'a' or 'an' can be put in front of them:

e.g.

an explanation

a window

a ball

a road

a beginning

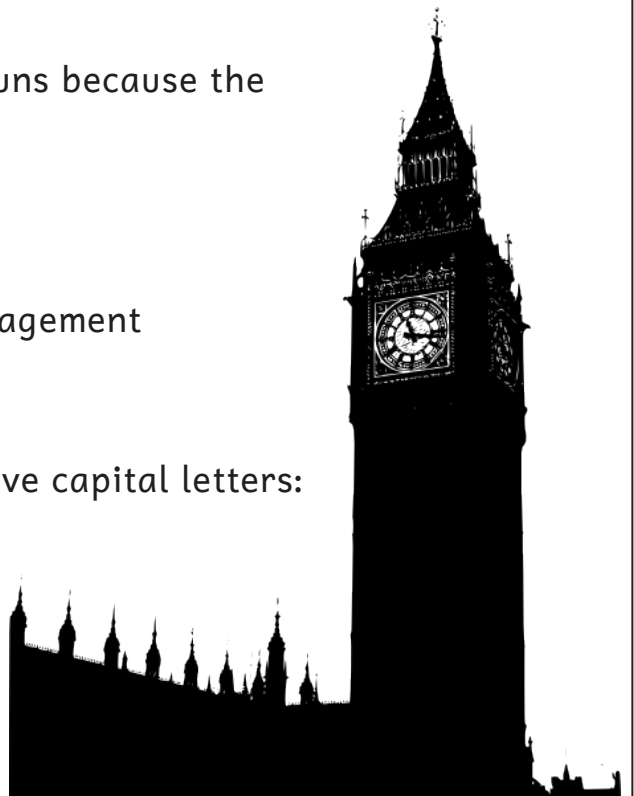
an encouragement

Proper Nouns

Proper nouns name people or places and have capital letters:

e.g.

Ahmed visited London



Extension Activity 4 Rewrite the sentences using the correct noun formed from the verbs in brackets.
The first one has been done for you.

1. Radim enjoyed working for the children's organisation. (**organise**)

2. The firework display ended with a fantastic _____. (**explode**)

3. Some people fight for the _____ of endangered species. (**exist**)

4. Julie used her _____ to buy new clothes. (**allow**)

5. Lewis had misbehaved and so accepted his _____. (**punish**)

6. The man decided to read a book to relieve his _____. (**bore**)

7. The room was filled with _____ during the party. (**laugh**)

8. The family gave their dog the _____ of their dinner. (**remain**)

9. The enthusiast followed the _____ of his pigeons. (**fly**)

10. The teacher complemented the children on their _____. (**behave**)

Nouns

VERBS

Need to Know:

Students should know what verbs are and be able to identify them in a variety of text.



What are verbs?

Verbs are doing words (they describe an action), e.g. the teacher talked slowly and explained the children's homework.

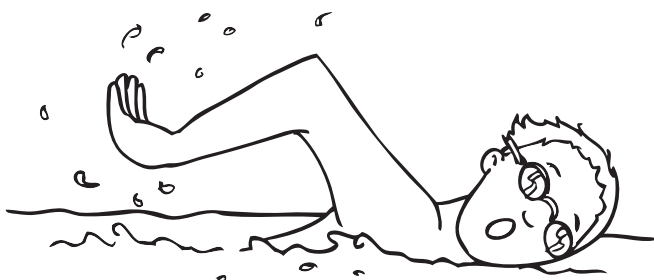
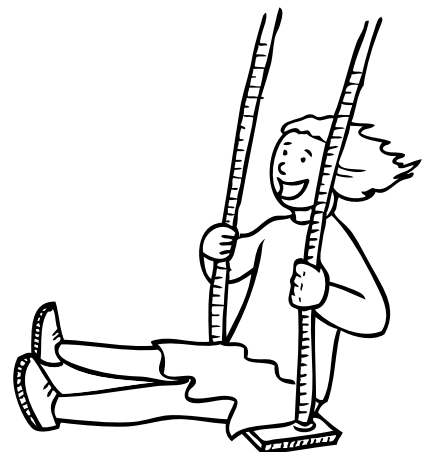


Many, but not all, verbs can be identified as they end with the letters **-ed**, **-ing**, **-ate** or **-ise**:

e.g.

swimming
swinging
laughed
moved

recognise
advertise
communicate
calculate



ADJECTIVES

Need to Know:

Students should know what adjectives are and be able to identify them in a variety of text.



What are adjectives?

Adjectives describe people, places or things (nouns), e.g. the hairy dog chased the fat cat across the narrow, winding road.



Many adjectives can be identified as they have the following word endings:

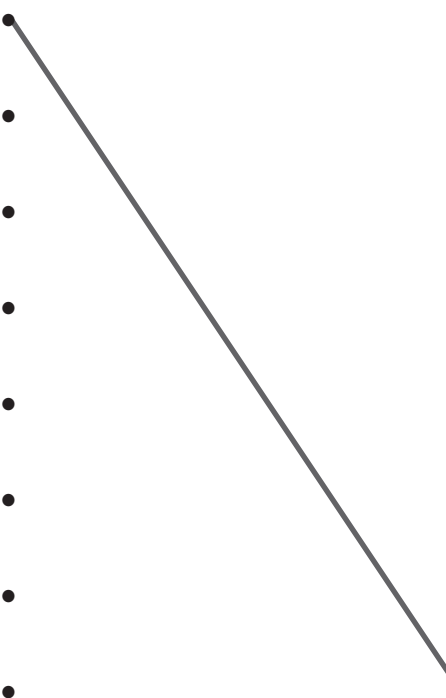
e.g.

-ful	faithful dog	-less	thoughtless person
-est	biggest ball	-able	recognisable face
-ish	smallish home	-ic	athletic body
-al	comical story	-ive	expensive ring

Extension Activity 1

Match the adjectives with the appropriate nouns.

The first one has been done for you.

- | | |
|----------------|--------------|
| 1. customary • | • conduct |
| 2. expensive • | • jumper |
| 3. friendly • | • fruit |
| 4. heroic • | • passageway |
| 5. tempting • | • position |
| 6. rotten • | • taste |
| 7. narrow • | • dessert |
| 8. bitter • | • cave |
| 9. hollow • | • jewellery |
| 10. woollen • | • policeman |
- 

ADVERBS



What are adverbs?

Need to Know:

Students should know what adverbs are and be able to identify them in a variety of text.

Adverbs describe verbs. Most adverbs can be recognised as they usually end in **-ly**, e.g. quickly, brightly, slowly (*but there are exceptions to this*).



The four most common adverbs that do not follow this rule are:
fast, well, soon and ***very***.

There are 3 main types of adverbs:

1. **'When'** adverbs e.g. soon, tomorrow, later, now, today
2. **'How'** adverbs e.g. gently, quickly, thoughtfully
3. **'Where'** adverbs e.g. here, there, everywhere, somewhere, outside, inside

Forming Adverbs

1. For most words add 'ly',
so wise becomes **wisely**
2. Words ending in 'l' add 'ly',
so beautiful becomes **beautifully**
3. Words ending in 'le' take off the 'e' and add 'y',
so comfortable becomes **comfortably**
4. Words ending in 'y' change 'y' to 'i' and add 'ly',
so lucky becomes **luckily**

Check-up 1

Circle all the adverbs in the following sentences.

1. Mary speaks softly while Jack talks loudly.
2. The player shot quickly into the empty goal and the goalkeeper moved slowly.
3. It was raining heavily but we found shelter easily.
4. “Will you please be quiet!” shouted the teacher angrily as he wearily entered the classroom.
5. The cat slept comfortably by the fire while the dog looked in from the rain miserably.
6. The monarch took the crown gently and humbly knelt before his subjects.
7. I accepted my present gratefully and carefully set it in the cupboard.
8. The children divided the sweets equally and gladly gave the rest to their mother.
9. “If you behave properly now, I might let you play out later,” Mum told Sam sternly.
10. “Can you put your Maths book here please and then stand over there quietly?” asked the teacher.

PRONOUNS

Need to Know:

Students should know that pronouns are words used instead of a noun and be able to identify them in a variety of text.



What are pronouns?



Pronouns are words that are used instead of nouns.

e.g. Ahmed told Samera that **Ahmed** would meet **Samera** at school.

Ahmed told Samera that **he** would meet **her** at school.

The word he is a pronoun standing for the proper noun Ahmed. The word her is a pronoun standing for the proper noun Samera.

I, me, we, us, you, she, her, he, him, it, they, and them are all **Personal Pronouns**. For each of these pronouns we can tell:

1. The **person** who is speaking
2. The **number** of people speaking
3. The **gender** of the people speaking (masculine, feminine, neuter)

Some pronouns end in **self** or **selves**, e.g. myself, yourself, himself, herself, itself, ourselves, yourselves, themselves,
e.g. I will get the ball myself.

Possessive Pronouns show ownership of something, i.e. mine, yours, his, hers, ours, theirs,
e.g. That book is yours.

I or me?

Jane and me are going to the cinema.

Jane and I are going to the cinema.

Make two sentences: Jane is going to the cinema.

I am going to the cinema.

Me am going to the cinema.

Simon sent a present for Jane and I.

Simon sent a present for Jane and me.

Make two sentences: Simon sent a present for Jane.

Simon sent a present for me.

Simon sent a present for I.

It is a secret between Jane and me.

It is a secret between Jane and I.

Check-up 4 Complete the following sentences with the words I or me.

1. Patrick and _____ are going to the party.
2. Stephen invited Patrick and _____ to the party.
3. Alan and _____ decided to make dinner.
4. Bob has made a meal for his family and _____.
5. Between you and _____ I think I will fail my exam.
6. I knew there was trouble for Brenda and _____.
7. Mum told me to split the money between my brother and _____.
8. It was a pleasure for my sister and _____ to be invited to tea.
9. Oscar and _____ were punished for being late.
10. We were told to share the workload between Victor and _____.

SYNONYMS

Need to Know:

Students should know that synonyms are words similar in meaning to other words and be able to identify them and use them in written English.



What are synonyms?



Synonyms are words that are similar in meaning to other words.

Check-up 1

Write the synonyms (words similar in meaning) of the following words. *The first one has been done for you.*

1. quiet silent
2. sick _____
3. stop _____
4. vanish _____
5. centre _____
6. rich _____
7. lazy _____
8. pull _____
9. vacant _____
10. careful _____

ANTONYMS

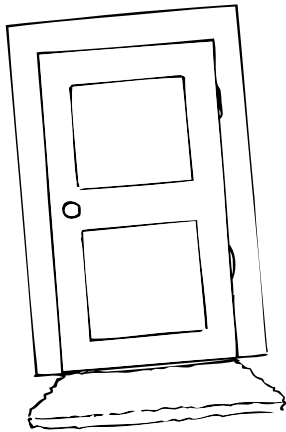
Need to Know:

Students should know that antonyms are words opposite in meaning to each other and be able to identify them and use them in written English.

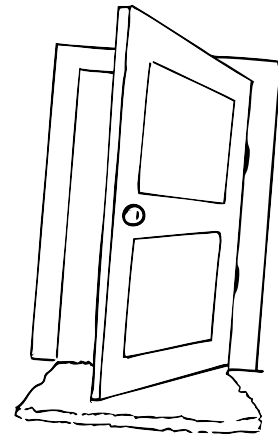
What are antonyms?



Antonyms are words which are opposite in meaning to each other.



shut



open

dry



wet

Extension Activity 2 Underline the pair of antonyms on each line.
The first one has been done for you.

1. performance permanent permeable template temporary

2. maximum majority minimum miniature minatory

3. extraneous credulous frugal extravagant fruitful

4. expand subtract attract decrease contract

5. display assume assemble dissect disperse

6. captivity ability majority freedom fragrant

7. rotor inferior doctor superior exterior

8. default victim defeat victory victual

9. warrior junior ulterior senior anterior

10. imprint improve expect import export


PREFIXES

Need to Know:

Students should be aware of common prefixes and be able to add an appropriate prefix to complete words.



What are prefixes?



Prefixes are groups of letters placed at the start of a word. The opposites of words can often be made using a prefix, e.g. appear ⇒ disappear.

Common prefixes

(i)	dis	+ loyal	=	disloyal
(ii)	in	+ complete	=	incomplete
(iii)	un	+ able	=	unable
(iv)	im	+ perfect	=	imperfect
(v)	ir	+ regular	=	irregular
(vi)	il	+ legible	=	illegible
(vii)	non	+ existent	=	non-existent

SUFFIXES

Need to Know:

Students should know that a suffix is a group of letters placed at the end of a word and be able to choose appropriate endings to construct new words.

What are suffixes?

Suffixes are letters or groups of letters that can be placed at the end of a word.

Some suffixes usually added to nouns are:

e.g. -ance, -ence, -age, -ize, -ure, -ment, -ism, -er, -or, -ar, -re,
-ness, -hood, -ship, -dom

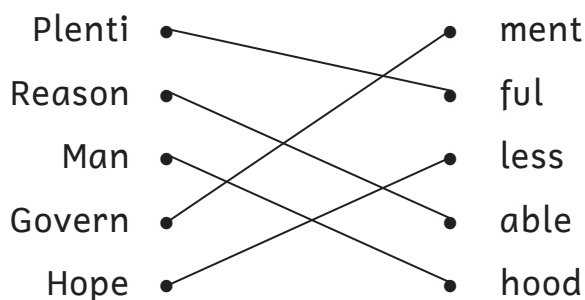
Some suffixes usually added to verbs are:

e.g. -ed, -ing, -ude, -ure, -yse, -ise, -ize

Some suffixes usually added to adjectives are:

e.g. -able, -ful, -al, -y, -like, -ous, -ic, -less, -est, -ary, -ery, -ory, -ish, -er

Notice how we match the following words to the appropriate suffix:



Common words ending in -ar / -or

<i>-ar</i>	<i>Meaning</i>	<i>-or</i>	<i>Meaning</i>
beggar		ancestor	
burglar		bachelor	
cellar		conductor	
circular		councillor	
familiar		decorator	
grammar		doctor	
muscular		exterior	
particular		inferior	
peculiar		inventor	
popular		junior	
regular		major	
scholar		mayor	
similar		minor	
		radiator	
		sculptor	
		sailor	
		superior	
		tailor	

* Write in the meaning of each of the words listed above.
Use a dictionary to help you. Add unfamiliar words you meet to the list.

ANSWER KEY

Nouns

Check-up 1

(page 12)

1. door
2. dog
3. pencil
4. cake
5. bird
6. ship, sea
7. horse, field
8. Summer, season
9. man, apple, tree
10. orange, plate

Check-up 2 – examples*

(page 12)

1. pupil, classroom, teacher
2. nurse, doctor, patient, bed, ward
3. pew, minister, pulpit, congregation, organ
4. animal, cage, keeper, fence, pool
5. cupboard, sink, tap, fridge, table
6. ride, people, money, amusement, ice-cream
7. shelf, checkout, assistant, can, packet
8. grass, hedge, tree, flower, wall
9. plane, pilot, steward, shop, café
10. bird, plane, insect, butterfly, balloon

Check-up 3 (nouns) – examples* (page 13)

1. lion, giraffe, elephant
2. cow, sheep, pig, hen, goat
3. daisy, rose, daffodil, petunia, crocus
4. teacher, doctor, sculptor, decorator, bus driver
5. football, rugby, tennis, golf, cricket
6. pea, carrot, parsnip, cauliflower, broccoli
7. apple, orange, cherry, strawberry, banana
8. mathematics, history, geography, technology, home economics
9. dress, trousers, coat, shoes, scarf
10. car, bus, lorry, ambulance, fire engine

Check-up 4

(page 13)

suitable examples

Extension Activity 1

(page 14)

1. lion, shade, tree
2. Winter, days, nights
3. children, visit, zoo
4. girl, rabbit, carrots
5. lady, bag, dress, shop
6. diamonds, rubies, emeralds, stones
7. boys, slide, park
8. teacher, sandwiches, lunch
9. Autumn, leaves, trees
10. heart, blood, body

Extension Activity 2

(page 14)

1. robin, bird, breast
2. elephant, trunk, ears
3. teacher, class, bunch, flowers
4. fireman, ladder, child
5. monkey, nuts, fruit, children
6. ship, captain, plan
7. operation, nurse, patient, ward
8. person, models, statues, sculptor
9. author, ghosts, witches
10. girls, city, way

Extension Activity 3

(page 15)

1. deafness
2. brightness
3. thickness
4. madness
5. kindness
6. darkness
7. illness
8. tiredness
9. laziness
10. goodness

Extension Activity 4

(page 16)

1. organisation
2. explosion
3. existence
4. allowance
5. punishment
6. boredom
7. laughter
8. remainder
9. flight
10. behaviour

* or suitable alternative

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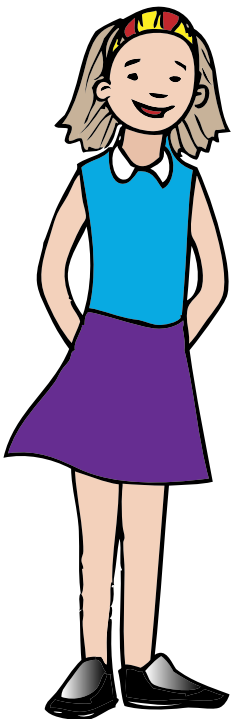
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