

Read and Write every day

ESOL Literacy Teacher's Book

SAMPLE UNIT



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Unit 6: Food

Speaking/reading/writing: describing food, describing mealtimes; punctuation – using capital letters and full stops

Speaking and listening - ordering food in a cafe

Vocabulary: food, mealtimes

Numeracy: numbers 1 – 100; prices and giving change

Phonics: split digraphs ('magic e')

Extra Material: Food vocabulary flash cards; prices flash cards

1. Food, pages 108-109

Aims: vocabulary – food; phonics – initial consonant sounds

- a) As a lead in, tell the students which food you like/don't like before they chat about their favourite food and drink in small groups.
- b) Board the pictures from page 108 or distribute pictures on cards (you can find flash cards in the Extra Materials section at the back of this book) for the students to work together to name the food. Clarify and drill the words in open-class feedback. The class can chat in groups for further practice, e.g. "I like chocolate, I don't like carrots."
- c) The students use the initial consonant sounds to help them fill in the gaps on pages 108-109.

2. Food, pages 110-113

Aims: Speaking, reading and writing

- a) Ask, "What do people eat and drink in the UK?" and board pictures of the food and drink mentioned in the text.
- b) The material enables practice of reading aloud and comprehension tasks.

The students speak about their favourite food and drink and popular food in their countries and then write a short text about this. You can include the controlled writing practice tasks on page 112 as a bridge between the speaking task and free writing practice.

- c) The Workbook includes Fry/Dolch List practice of these words from the text: eat, like, have, rice, food, drink, snack, dinner, chicken.

3. Food, page 114

Aim: vocabulary – fruit/vegetable/meat/drinks

- a) Provide plenty of context through pictures of the food on page 114 displayed on the whiteboard (slides available on www.esolbooks.com). Clarify and drill the words in open-class feedback.
- b) Use the pictures to clarify the vocabulary, e.g. “Is a banana a vegetable? Meat? Fruit?” Check understanding by dictating types of food for the students to classify, e.g. Teacher: “carrots?”, students: “vegetable.” The learners can repeat this task in pairs.
- c) Read the words on page 114 aloud for the students and model the categorising task before the class writes the words into the correct columns.

4. Food, pages 115-117

Aims: speaking, reading and writing

- a) Board pictures of popular food eaten for breakfast and dinner and as snacks. After the students work in groups to name the food, elicit the vocabulary above and get them chatting about what they eat for breakfast and dinner and which snacks they like. Drill useful language beforehand, e.g. “I have breakfast at 6 o’clock. I like coffee and cereal.”
- b) Introduce ‘Jo’ and clarify what she likes eating before showing the students the text.
- c) Read the text aloud chorally and then the students read it aloud in pairs. Some reading comprehension tasks follow the text.
- d) The learners write about their preferences for breakfast, snacks and dinner. Encourage the stronger students to write as much as possible.

5. Sam’s café, pages 118-121, for the audio go to www.esolbooks.com.

Aims: numeracy – saying and writing prices, adding up prices, calculating change; listening and speaking – ordering in cafes

- a) Ask the students if they go to cafes or restaurants, what they eat and drink there and which restaurants they like. They discuss the pictures in pairs and guess the prices of the different snacks and drinks on page 118. Do this as a diagnostic task (can they say prices in English?).
- b) Clarify the coins and notes found in the UK (or the country in which you teach). Use realia or board a picture of various coins to clarify 'pence' and 'pounds.' You could ask the students to put some money on the table to name. Pair the students up to say the prices at the bottom of page 118.
- c) Elicit the word 'menu' and then display the menu on page 119 on the board. Read it aloud for the students and ask questions such as "How much is tea?" The students repeat this in pairs, e.g. "How much is ice cream?", "£3."
- d) Either set the questions on page 119 orally or display them on the board and read them aloud. The audio is on www.esolbooks.com.
- e) After checking the answers, play the recording again, pausing after a useful phrase (e.g. "Can I have a burger and chips please?") and ask, "What did he say?" Repeat this for other phrases.
- f) Nominate a student to help you model a role play, feeding in other useful phrases you feel appropriate. The students take turns as customer and cafe worker. Use the menu on page 119 for this but encourage them to ask for something which is not on the menu. The more inventive comical members of the class usually have some fun with this, while practising some useful functional English.
- g) Focus on the idea of calculating change by using some realia such as a £5 note. For example, say "I buy a coffee for £3 and I give £5" while handing the money to a student. Ask, "What does he give me?" Elicit "£2 change." The students do the same task but using the prices and food and drink on the menu. Finally, they do a similar task but this time incorporating some reading practise through the 7 questions on page 120.
- h) The next task on page 120 helps the students practise number formation as well as writing the pound symbol. You could adapt this if you are teaching outside the UK, of course, with a worksheet featuring your home currency. Model the formation of the numbers and pound sign on the board or using your finger in the air. Emphasise where the pencil starts and finishes though if the students can write a number successfully with their own method then that's fine with me!
- i) The 'Listen and circle' task on page 121 gives the students some receptive practice of prices. Put the prices into a short phrase, e.g.
 - a. I have £10 in my pocket.

- b. I spent £25 in the supermarket yesterday.
 - c. I went to a café on Saturday and my coffee and cake cost £6.50.
 - d. I went to the shop and got a drink. They gave me 20p change.
 - e. I got a new t-shirt yesterday. It cost £9.99.
 - f. My son's bike cost £95.
- j) The subsequent 'Listen and write the price' task on page 121 is more productive. Again, put the prices into a short phrase, e.g.
- a. I spent £30 in the supermarket yesterday.
 - b. I got a new pair of shoes yesterday for £19.99.
 - c. I went to a café on Sunday and the food and drinks cost £15.
 - d. I went to the shop and got a drink. I paid and they gave me 50p change.
 - e. I got a new t-shirt yesterday. It cost £4.99.
 - f. My watch cost £8.99.
 - g. You can buy a coffee in my favourite café for £3.50.
 - h. I went to the barber at the weekend. My hair cut cost £12.
 - i. I got a new bag yesterday. It cost £14.99.
 - j. I went to a café on Saturday. I got a cup of tea. It cost £2.75.

Adapt the prices above for your group if they seem too easy/difficult. After checking the answers as a group, pair the learners up to read the prices aloud for more practice. There's a further practice task for this area in the Extra Materials section.

6. Chilli, pages 122-124

Aims: speaking, reading and writing

- a) Show pictures representing the story of when my son mistook chilli sauce for orange juice! Pictures of Isaac, eggs and chilli sauce will do as a pre-reading task. After the learners name the vocabulary shown in the images, tell the story. Students usually find the idea of a toddler drinking chilli sauce quite amusing!
- b) The text to read aloud and comprehension tasks follow.
- c) This material doesn't lead to a personalised writing task but you could ask the learners to reform the text in their own words, as a group (the LEA model). Sometimes students add their own spin, e.g. "It's a funny story."

Do you have a good story to tell? You could follow the same steps above and create your own worksheet.

7. I like rice, pages 125-126

Aims: phonics – ‘magic e’ (long i sound + consonant + e)

- a) Use pictures of rice and wine to link the context of food with the phonics work. Clarify the long i (/aɪ/) and silent letter (no /e/ sound for letter ‘e’) in these words.
- b) Display the pictures from page 125 on the whiteboard for the students to name them in pairs. Drill the words in open-class feedback.
- c) Board a few words from the task, for example:

rice
wine
time
drive

Elicit that they all include the letters ‘i’ and ‘e’. Drill the words in a group of three to emphasise that they rhyme, for example, “rice, wine, time.”

- d) The students match the words to pictures (page 125) and then attempt to write the words on page 126.
- e) Flash cards/Kim’s game will help the students revise this phonics the following day.

8. abc, page 127

Aim: phonics - initial consonant sounds

Suggested words below:

- | | |
|--------------|--------------|
| 1. drive | 6. mango |
| 2. chilli | 7. potatoes |
| 3. wine | 8. vegetable |
| 4. breakfast | 9. carrots |
| 5. like | 10. tea |

9. Kahoot Quiz

Aim: revision

For a free Answer Key for every unit, visit www.esolbooks.com.

From the bank of flash cards in the Teacher’s Book, for this unit:

1. Food vocabulary flash cards

Unit 6, pages 108-109

Instructions

- a. Before the class, print a set of flash cards to give each pair of students. Cut them out ready for the class. These cards could be used when you first clarify the vocabulary or the next day as revision.
- b. Give the students the picture cards first without the words. They work in pairs to name the words. Use the board to check the answers with the group. Go to www.esolbooks.com for free Power Point slides. You could consolidate this by having the students spread the cards out in front of them and shouting out a word/phrase for the students. They respond by holding up the picture and shouting out the number, e.g. Teacher: “I like chocolate!”, students: “number 6!” If they find this easy, ask instead, “What’s number 2?”, students: “tomatoes!” Also, instruct the students to test each other in pairs, i.e. a student takes a card and asks their partner, “What’s that?”
- c. The students work in pairs to match the pictures to the words. Monitor to help, encouraging the learners to use the initial consonant and check each group has done this correctly. This is enough in terms of checking answers as the gap-fill task on page 108 clarifies the spelling.
- d. Use the board to show the words and elicit the initial consonant sounds and any interesting phonics, e.g. the use of letter ‘s’ (sound /s/) for plural countable nouns. Go to www.esolbooks.com for free Power Point slides.
- e. The students remove the pictures so that they only have the words in front of them. Say the words (e.g. Teacher: “rice!”) and the first student to hold up the word is awarded a point for their team. Finally, the students read the words on the cards aloud, in pairs.
- f. If you used these cards to clarify the vocabulary, then the class can move to the initial consonant gap-fill on page 108.

1.



2.



3.



4.



5.



6.



7.



8.



9.



tea

tomatoes

rice

bread

chocolate

carrots

**orange
juice**

fish

chicken

2. Prices flash cards

Unit 6, pages 118-121

Instructions

- a. Before the class, print a set of flash cards to give each pair of students. Cut them out ready for the class. Use these cards for extra practise after clarifying how to say prices.
- b. As a warm-up, give out the cards and have the students spread them out on their desks. Say a price and the students can pick up the correct card.
- c. Set the main task to use these cards for. Remind the class of the question “How much is it?” Model the task: a student takes a card and asks their partner the question. Monitor to check they are answering correctly.
- d. Fast finishers can mix the cards up and repeat the task.
- e. You could show some of the prices on the board and nominate individuals to answer. Go to www.esolbooks.com for free Power Point slides.
- f. This could also be done as a mingle with one set of cards. For this, give each student one card, everyone stands up and finds another student. They repeat the task from step c. They then swap cards and find a new partner.

1p	85p	£20
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