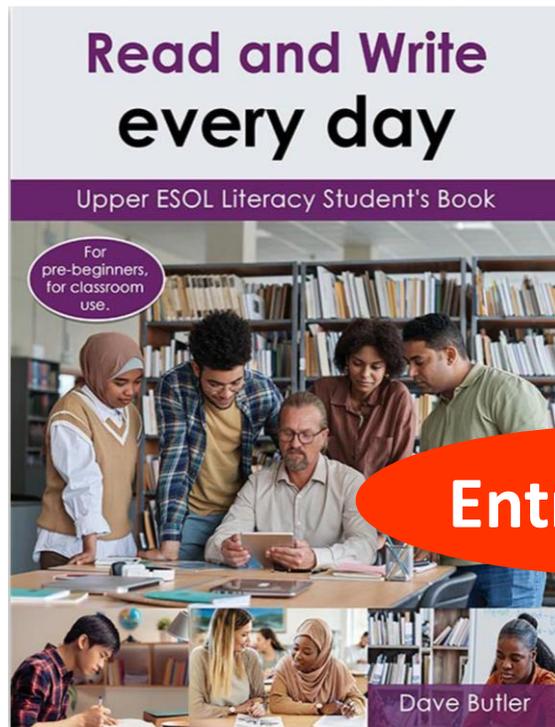




Sample unit

Read and Write every day

Student's Book



Entry level 1

Dave Butler

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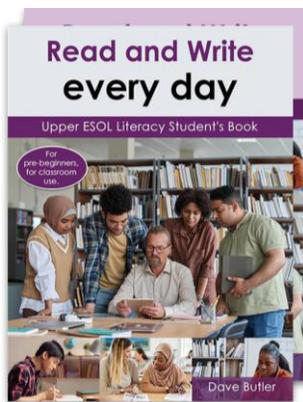


ESOL BOOKS

Read and Write every day

**Upper ESOL Literacy Student's Book and Workbook
(Teacher's Book coming September 2025)**

For Entry Level 1



Helping students reach the next level

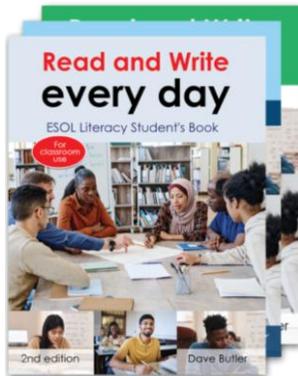
Do you teach ESOL Literacy learners who have progressed beyond a basic level but who are not quite ready for a beginners' class? This brand new resource helps students continue to progress with their literacy and numeracy while also supporting them with more advanced areas such as grammar.

- ✓ Divided into 11 units based on contexts relevant to students' lives (e.g. technology, the weather, free time, jobs, health).
- ✓ Graded texts followed by comprehension tasks.
- ✓ Personalised writing tasks.
- ✓ Phonics work and focus on spelling rules, e.g. the 1-1-1 rule.
- ✓ Lessons to strengthen students' numeracy skills.
- ✓ Introduction to grammar through tasks to clarify rules followed by practice tasks.
- ✓ Boost your learners' literacy and numeracy level.
- ✓ Support students to pass assessments and change level.
- ✓ A structure for your classes throughout the year with all your material in one place.



ESOL BOOKS

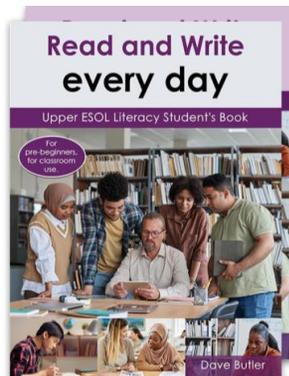
Current titles



Read and Write every day

ESOL Literacy Student's Book,
Workbook and Teacher's Book

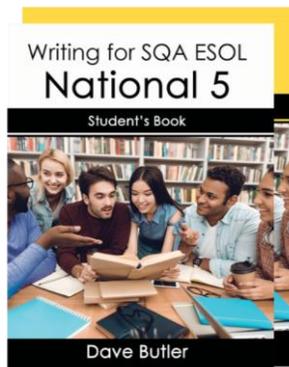
- ✓ For pre-entry level.
- ✓ 14 units based on contexts relevant to students' lives.
- ✓ Enables reading aloud, personalised writing, phonics and numeracy work.



Read and Write every day

Upper ESOL Literacy Student's Book and Workbook

- ✓ For low beginners / Entry Level 1.
- ✓ Gives support with literacy / numeracy plus more advanced areas, e.g. grammar.
- ✓ Teacher's Book coming in September 2025.



Writing for SQA ESOL National 5

Student's Book and Teacher's Book

- ✓ For upper intermediate / Level 1 learners (B2).
- ✓ Preparation for writing assessments.
- ✓ Focus on key task types: formal / informal e-mails, reports and essays.

Introduction



Hi, I'm Dave. I'm an ESOL teacher and teacher trainer based in an FE college in Glasgow. I have been teaching ESOL Literacy groups for almost 20 years. However, when I started with this level, I found it difficult to find material. I would spend hours looking for books and worksheets or creating my own resources from scratch. I compiled the material I had developed into the **Read and Write every day** series for basic ESOL Literacy groups (pre-entry). A year later I released a series for beginners who still need support with their literacy: the **Read and Write every day Upper** series for **Entry Level 1** learners.

A sample unit from the Read and Write every day Upper Student's Book for Entry Level 1 learners is included in this booklet. Please feel free to photocopy any of the sample units on our website and use them with your class.

How to order

- ✓ Look at the following page to see our current prices.
- ✓ **Discounts of up to 25% plus a free webinar** are possible when ordering class sets / larger quantities.
- ✓ Go to **www.esolbooks.com** to order copies.
- ✓ If you prefer to order via invoice and Purchase order, please email me: **davebutler@esolbooks.com**

Feedback

We'd love to know what you think of these sample units! Please contact me to give me your feedback: **davebutler@esolbooks.com**.



ESOL BOOKS

Titles and prices (Summer 2025)

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Title	Price
Read and Write every day ESOL Literacy (pre-entry) series	
Student's Book	£29.99
Workbook	£19.99
Teacher's Book	£19.99
Read and Write every day Upper ESOL Literacy (Entry Level 1) series	
Student's Book	£29.99
Workbook	£19.99
Teacher's Book (coming September 2025)	£19.99
Writing for SQA ESOL National 5 (Upper Intermediate)	
Student's Book	£19.99
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Teaching ESOL Literacy Webinars

Choose from a range of webinars for your team when you order a class set / larger quantities.

Choose from the following sessions focusing on teaching pre-entry groups. Webinars focusing on Entry Level 1 currently in development.

- ✓ Staging a reading and writing lesson.
- ✓ Using phonics to help learners.
- ✓ Teaching mixed levels.
- ✓ Quick and easy lesson-planning.
- ✓ Homework and self-study ideas.
- ✓ The Language Experience Approach.
- ✓ Helping learners with spelling.
- ✓ Games and warmers.
- ✓ Using technology.



Let us know if you have any other ideas for sessions!

E-mail when ordering your class set to arrange your webinar:

davebutler@esolbooks.com



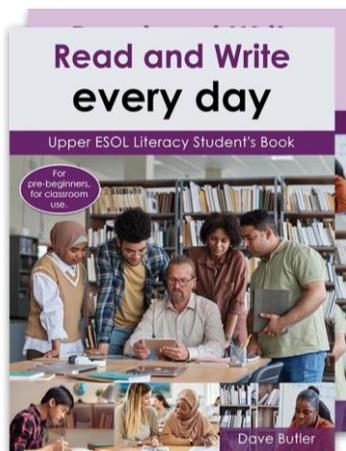
Cut your prep. time!



Teachers using these books have praised them for how easy they make lesson-planning.

**FREE POWER
POINT SLIDES!**

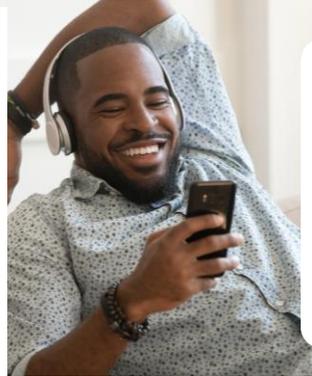
- 1** Select your material from the **Student's Book** and decide on your main aims.
- 2** Download the **free Power Point slides and audio files** from **esolbooks.com**, which you can use to support your lesson. These include images for lead-ins and to clarify vocabulary, texts to read aloud and slides of tasks from the book to allow clear and easy feedback.
- 3** Set homework from the accompanying **Workbook**. These tasks consolidate work done in class in the Student's Book.



New You Tube channels for learners and teachers!

My Homework Today

- ✓ Videos for beginners.
- ✓ Practise reading and writing.
- ✓ Help with spelling.
- ✓ Learn new words.
- ✓ Use the QR code or search on You Tube for 'My Homework today.'



New videos added regularly. Subscribe now!

ESOL Books

CPD videos for pre-entry teachers, including:

- ✓ Staging pre-entry lessons.
- ✓ Helping students with key sub-skills, e.g. spelling/ phonics.
- ✓ Strategies and techniques to help your learners.
- ✓ Use the QR code or search on You Tube for 'ESOL Books.'



New videos added regularly. Subscribe now!

Student's Book Contents

Unit	Page	Reading and listening	Speaking and writing
1: Nice to meet you!	7	Read a student profile (Fatima) Read about study skills	Describe yourself and your class Punctuation revision Describe good study skills
2: Free time	35	Read about ways to enjoy free time Read about a music lover	Describe what you can/can't do
3: How's the weather?	61	Read about the weather in Greece Listen about very hot/cold places	Describe the weather What you do when it's hot/cold
4: It's a beautiful world	85	Read about Susan and Wales	Describe countries that you know
5: What's the matter?	103	Read about someone's illnesses Listen to a visit to the pharmacy/GP Read some signs	Practise a visit to the pharmacy/GP What you do when you're sick Describe the rules in your college
6: What are you wearing?	139	Read about Rosa's style preferences Listen to a couple shopping for clothes	Describe your clothes/appearance Contractions Practise shopping for clothes
7: Technology	169	Read about Hong's technology Read some texts	Describe your phone Write an e-mail to your teacher Write textisms in full words
8: It's broken	189	Read about a housing problem Read a receipt Listen to some problems	Explaining problems Giving advice
9: What's your job?	203	Read profiles of students describing their jobs/ career aspirations Search for jobs online	Punctuation (revision) Describe your job/future job
10: We had a great time!	183	Read about Andy's weekend Read an amazing story	Describe last weekend Retell a story you read
11: The Summer	235	Read a student's plans for the summer	Describe your summer plans Describe your plans for tonight

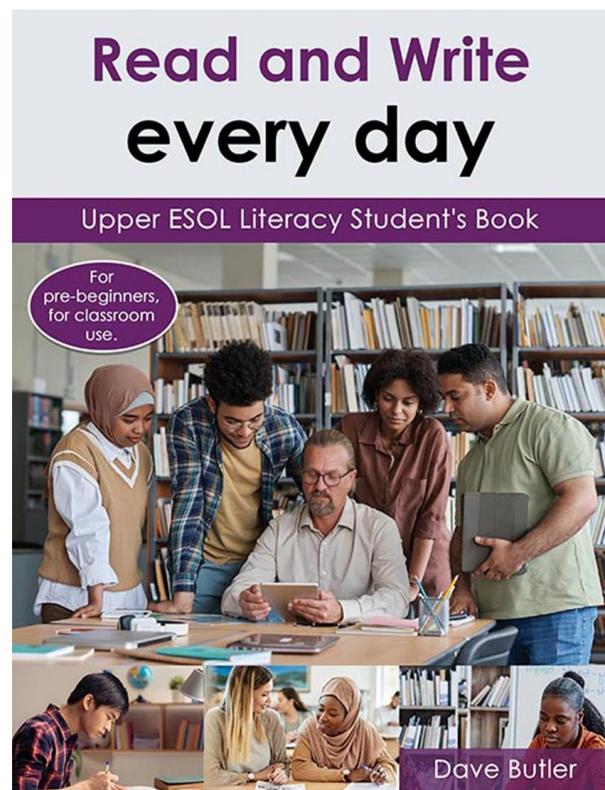
Vocabulary	Grammar	Numeracy	Phonics
Routines	Linkers: and / but / or Routines Adverbs of frequency	Numbers 0-10 (numeric and written form) Telling the time	Magic e
Free time activities Like/love/hate + ing form Musical instruments	Present simple for routines Pronouns: my/his/her Can/can't for ability	Percentages Numbers above 100 (numeric/written form)	Soft c versus hard c The 1-1-1 rule
Types of weather The months and the seasons	The present simple	Temperatures	ou and ow th words
Animals and nature Adjectives		Measurements	f and ph oa and ow
The body Illnesses and ailments Feelings	Adverbs of frequency 2 Can/can't for permission	Dates (numeric and written form)	Silent letters
Clothes Colours Appearance	Verbs, nouns and adjectives The present continuous	Prices Rounding up	ea When to remove e
Technology Phone plans		Numbers used in phone plans	tion words wh words
Problems	Should	Numbers in receipts Prices	ai
Jobs Describing jobs		Numbers in job ads	er
	The past simple		oy and oi
Holiday places/activities	Collocations Going to and might		g and j ight

Read and Write every day

Upper ESOL Literacy Student's Book

For classroom use | Entry Level 1

SAMPLE UNIT



Unit 1

Nice to meet you!



Nice to meet you!



A. Speaking

Which questions can you ask someone when you first meet them?

What's your name?

Where are you from?

B. Questions

1. Put questions 1-8 in order. Then, match the questions to answers a-h.

1. name? What's your

What's your name? _____ c _____

2. are you Where from?

3. live? you do Where

4. live Who you do with?

5. do do you in your What free time?

6. learning are you English? Why

7. in the UK? How long been have you

8. favourite your food? What's

a. I live with my friend
Mohammad.

b. I like football and
meeting my friends.

c. My name's Ali.

d. 2 years.

e. I love chicken and rice.

f. I'm from Syria.

g. I live in Manchester.

h. I want to get a job.

2. Write two more questions to ask your classmates.

3. What are your answers to questions 1-8? Write them down.



4. Ask your teacher some questions.

5. Ask your classmates.



How long have you been in the UK?

Where are you from?

6. What did you learn about your classmates?

Many students like cooking!

3 students are from Sudan.



Fatima



A. Reading

1. Read about Fatima. She's a student. What does she like? Which job does she want in future?

My name is Fatima. I've been in the UK for 5 years. I live in Birmingham now with my friend Suad. I really like the people in Birmingham and my college but I don't like the weather. I worked in a restaurant in my country but I'm a student now. I want to be a chef or a shop assistant when my English is better. I like cooking and swimming in my free time. I go to my local swimming pool every weekend.

2. True or false?

- a. Her name is Fatima. **True**
- b. Fatima is from the UK.
- c. She came to the UK in 2017.
- d. She lives alone.
- e. She likes some things about Birmingham.
- f. She had a job in her country.
- g. She has a job now.
- h. She goes swimming every Wednesday.



B. Speaking

How is Fatima the same as you? How is she different?

I'm a student too, the same as Fatima!

She lives in Birmingham but I don't live in that city.

C. Reading and writing

1. Fill in the gaps.

with is every been I'm free better worked but

My name (a) is Fatima. I've (b) _____ in the UK for 5 years. I live in Birmingham now (c) _____ my friend Suad. I really like the people in Birmingham and my college (d) _____. I don't like the weather. I (e) _____ in a restaurant in my country but (f) _____ a student now. I want to be a chef or a shop assistant when my English is (g) _____. I like cooking and swimming in my (h) _____ time. I go to my local swimming pool (i) _____ weekend.

2. Cover the text above and fill in the gaps.



M__ na__e is Fatima. I've bee__ in t__e UK __or 5 __ears. I li__e in Birmingham n__w wi__h my f__iend Suad. I reall__ li__e __he peo__le in Birmingham a__d my co__lege b__t I don'__ l__ke th__ weat__er. I wor__ed in a restaura__t in __y __ountry __ut I'__ a s__udent __ow. I __ant to be a che__ or a sh__p assis__ant wh__n m__ Engli__h is bet__er. I lik__ __ooking an__ __wimming in my __ree tim__. I go t__ m__ lo__al swi__mi__g poo__ ev__ry wee__end.

3. Put the sentences in order. Add capital letters and full stops.

a. name is fatima my

My name is Fatima.

b. been for i've 5 years in the uk

c. now i'm student a

d. chef want be to i a

e. free time i swimming like my in

4. Spelling: Look-say-cover-write-check



name	<u>name</u>	<u>name</u>	<u>name</u>	<u>name</u>
from	_____	_____	_____	_____
live	_____	_____	_____	_____
with	_____	_____	_____	_____
been	_____	_____	_____	_____
years	_____	_____	_____	_____
student	_____	_____	_____	_____
college	_____	_____	_____	_____
like	_____	_____	_____	_____
love	_____	_____	_____	_____
want	_____	_____	_____	_____

D. Punctuation: capital letters and full stops

1. There are some mistakes with capital letters and full stops! Can you find them?

~~M~~ / my name ~~is~~ ~~F~~ fatima. I've ~~been~~ in the UK. for 5 years. I live in Birmingham now with my Friend suad. I really like the people in birmingham. and my College but I don't like the weather. I worked in a restaurant in my Country but i'm a Student now. I want to be a chef or a shop assistant when my English is better I like cooking and Swimming in my free time. I go to my local swimming pool every weekend

2. When do we use capital letters and full stops?
3. Write sentences about yourself. Use capital letters and full stops.

a. name

b. from

c. live

d. been UK

e. like free time

E. Writing

Use the ideas from exercise 3 to write about yourself.



I like cooking and swimming

A. Grammar: and / but / or

1. Choose the correct word.

- I like cooking and / but / or swimming. These two hobbies are great!
- I like the people in Birmingham and / but / or I don't like the weather.
- I want to be a chef and / but / or a shop assistant. I would really like one of the jobs.

2. Circle the correct word / phrase.

- I like cooking **and** swimming.

This means that Fatima likes one **two** things.

- I like the people in Birmingham **but** I don't like the weather.

For Fatima, the people in Birmingham are good / bad. The weather is good / bad. She has the same / a different feeling for these two things.

- I want to be a chef **or** a shop assistant.

She wants to have one job / two jobs.

B. Practice

1. Fill in the gaps with and / but / or.

- I like playing football and basketball in my free time.
- I like the parks in my city _____ I don't like the shops.
- I like tea _____ coffee for breakfast. I have tea sometimes. Sometimes I like to have coffee.



Grammar

We have rules to help us make sentences. This is called 'grammar.' We call '**and / but / or**', '**linking words.**' Look at **page 250** to read more about this.

- d. I want to be a taxi driver _____ a barber in future. They are very good jobs and I would really like one of them.
- e. I'm in college today _____ I'm not going to college tomorrow because I have an appointment.
- f. I'm going to eat chicken _____ rice for dinner. I often eat this for dinner.

2. Use **and** / **but** / **or** below to write about yourself.

- a. I like _____ **and** _____
in my free time.
- b. I like the _____ **but** I don't like the _____
_____ in my city.
- c. I usually have _____ **or** _____
_____ for breakfast.

C. Speaking

Tell each other about yourself and your city.

Use **and** / **but** / **or**.

I like the shops in my city
but I don't like the weather.

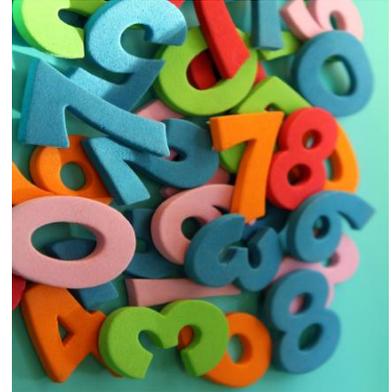
I want to be a taxi
driver or a shop
assistant.

I like cooking but I don't like
cleaning my flat!



Numbers

Numbers



1. Can you say these numbers?

- | | | | |
|-------|-------|-------|--------|
| a. 12 | c. 15 | e. 30 | g. 84 |
| b. 14 | d. 20 | f. 65 | h. 100 |

2. Copy the numbers and fill in the gaps.

0	1	3	5	6	8	9	11
	13	15	17	19	20		

3. Listen to your teacher and write the numbers.

- | | | | |
|----------|----------|----------|----------|
| a. _____ | c. _____ | e. _____ | g. _____ |
| b. _____ | d. _____ | f. _____ | h. _____ |

4. Spelling

a. Match the number to the word.

- | | |
|-----|----------------|
| 1 | a. fourteen |
| 7 | b. sixty-five |
| 14 | c. one hundred |
| 30 | d. one |
| 65 | e. thirty |
| 100 | f. seven |



b. Fill in the gaps.

- | | | | | | |
|----|---------|----|--------------|-----|----------------|
| 1 | __ne | 11 | e__e__en | 30 | t__ir__y |
| 2 | t__o | 12 | t__el__e | 35 | thirty-f__ve |
| 3 | t__re__ | 13 | thir__ee__ | 40 | f__r__y |
| 4 | __ou__ | 14 | four__e__n | 50 | f__f__y |
| 5 | f__v__ | 15 | fi__t__en | 60 | s__xt__ |
| 6 | s__x | 16 | si__t__en | 70 | sev__nt__ |
| 7 | __e__en | 17 | se__en__ee__ | 80 | e__ght__ |
| 8 | eigh__ | 18 | ei__h__een | 90 | n__ne__y |
| 9 | n__ne | 19 | ni__et__en | 100 | one h__ndr__d |
| 10 | t__n | 20 | t__e__ty | 200 | two __un__re__ |

c. Answer questions 1 – 3 below with your partner.

1. Find the silent letters in these words:

~~two~~, **five, eight, nine, twelve.**

2. Look at these numbers:

thirteen, fourteen, fifteen, sixteen, seventeen, eighteen, nineteen

Which letters can you see in every word?

3. Look at these numbers:

twenty, thirty, forty, fifty, sixty, seventy, eighty

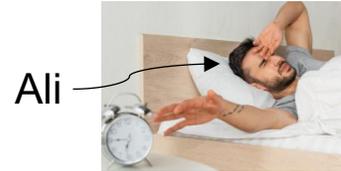
Which letters can you see in every word?

d. Spelling: Look-say-cover-write-check



1	one	_____	_____	_____	_____
2	two	_____	_____	_____	_____
3	three	_____	_____	_____	_____
4	four	_____	_____	_____	_____
5	five	_____	_____	_____	_____
6	six	_____	_____	_____	_____
7	seven	_____	_____	_____	_____
8	eight	_____	_____	_____	_____
9	nine	_____	_____	_____	_____
10	ten	_____	_____	_____	_____
11	eleven	_____	_____	_____	_____
12	twelve	_____	_____	_____	_____
15	fifteen	_____	_____	_____	_____
16	sixteen	_____	_____	_____	_____
20	twenty	_____	_____	_____	_____
50	fifty	_____	_____	_____	_____
60	sixty	_____	_____	_____	_____
70	seventy	_____	_____	_____	_____

What's the time?



A. Speaking

1. Ali gets up at 7 o'clock. What time do you get up? Ask each other.
2. Look at the pictures below. What's the time? Tell each other.



B. Speaking: how to tell the time

Match 1 – 11 with a – f above. Use some letters (a – f) more than one time.

1. It's half past four.

b

7. It's twenty to ten.

2. It's ten o'clock.

8. It's one fifteen.

3. It's four thirty.

9. It's six forty-five.

4. It's three ten.

10. It's quarter past one.

5. It's nine forty.

11. It's quarter to seven.

6. It's ten past three.



quarter
It's ~~15~~ past one.

quarter
It's ~~15~~ to five.

We don't say '15 past one' / '15 to five.' We say 'It's **quarter** past one' / 'It's **quarter** to five.'

C. Practice

1. Look at pictures a - i below. What's the time? Tell each other.

It's 4 o'clock.



2. Write the times for a – i in numbers.

a. 4:00
 b. _____
 c. _____

d. _____
 e. _____
 f. _____

g. _____
 h. _____
 i. _____

3. Listen to your teacher and write the time in numbers.

a. _____ c. _____ e. _____ g. _____
 b. _____ d. _____ f. _____ h. _____





It's twenty past 6 o'clock.

Only use **o'clock** when the minute hand (the big hand) is exactly on **12**, e.g. It's 4 o'clock.



I start college at 9 o'clock

A. Speaking

Ask your classmates, "What time...?"

What time do you start college?

1. do you start college?
2. is break time?
3. do you finish college?
4. do you do your homework?
5. do you have dinner?
6. do you go to bed?

B. Reading

1. Read Ali's routine. Is your routine the same or different?

No, I get up at 8 o'clock.

Yes, I have the same breakfast!

Ali



1. I usually wake up at 7 o'clock but I get up at 7:15.
2. I have a shower and then I have a coffee. Sometimes I eat breakfast. I like toast or cereal.
3. I go to college by bus at 8:30. I get to college at about 9 o'clock. My class starts at 9:15 and finishes at 12 o'clock. I go home after class. I get home at 1 o'clock.



7am or 7pm?

We say **am** for times in the morning (e.g. I start college at 9am) and **pm** for the afternoon (e.g. I finish college at 1pm).

C. Vocabulary

1. Look at this sentence about Ali and answer questions (a) and (b) below.

Ali gets to college at 9 o'clock.

- a. Where is Ali at 9:00?
- b. Does 'get' mean 'leave a place' or 'arrive at a place'?

2. Put these actions in order. Write numbers 1 – 7.

- a. go to college by bus
- b. go to bed
- c. get up
- d. go home by bus
- e. get home
- f. start college
- g. wake up



3. Can you see any mistakes below? Check the meaning and add / change some words.

- a. I usually ^{get} ~~go~~ up at 7 o'clock.
- b. I have breakfast ^{at} ~~9~~ o'clock.
- c. I go college by bus.
- d. I leave home at 8:30 and get college at 9:15.
- e. I finish college to 12 o'clock and get home at 1 o'clock.
- f. I have dinner between 6 to 7 o'clock.
- g. I go to bed on about 11 o'clock.



I usually go to bed at about 11 o'clock.

'Usually' = not every day but 75% of the time (most of the time).

Use 'about' when it's 11:01 or 10:57, for example.



4. Fill in the gaps about Mohammad's routine.

get start relax after then see
finish go (x2) wake have (x2)



Mohammad

I (a) _____ up at 7 o'clock but I (b) _____ up at 7:15. Then I (c) _____ a shower. I (d) _____ my breakfast at about 8 o'clock and (e) _____ I go to college by bus. I (f) _____ college at 9:30 and (g) _____ class at 12 o'clock. (h) _____ college I go shopping and sometimes I (i) _____ my friends in the city centre. Then I (j) _____ home and I do my homework. I have dinner at 6 or 7 o'clock. After dinner I clean my flat and then I (k) _____ at home. Sometimes I watch TV, sometimes I watch You Tube videos on my phone. I (l) _____ to bed at about 11 o'clock.

D. Speaking

What do you do every day? What time? Speak to your classmates.



Break time is usually at half past ten.

I usually get up at six fifteen.

I do my homework between seven and eight o'clock.

E. Spelling

1. Look at these words. What is the sound of the underlined letters? What is the final letter of these words?

a. I wake up at 7 o'clock.

b. I go home at 4:30.

c. I like college.



7. Fill in the gaps below and say the words.

a.



wake up

b.



do h__m__work

c.



They l__k__ college.

d.



ph__n__

e.



f__v__

f.



c__k__

g.



a c__t__
puppy

h.



What's the
t__m__?

i.



Don't be l__t__
for class.



I have dinner at 7 o'clock.

Some words don't follow this rule, e.g. have, live, love.

F. Writing

1. Spelling: Look-say-cover-write-check



wake up	_____	_____	_____	_____
get up	_____	_____	_____	_____
breakfast	_____	_____	_____	_____
go to	_____	_____	_____	_____
get to	_____	_____	_____	_____
go home	_____	_____	_____	_____
homework	_____	_____	_____	_____
dinner	_____	_____	_____	_____
bed	_____	_____	_____	_____
o'clock	_____	_____	_____	_____
about	_____	_____	_____	_____
usually	_____	_____	_____	_____

2. Write about what you usually do every day.



Are you good at studying?

A. Speaking

What does a good student do every day?



B. Reading

Read about these two students? They are good at studying in some ways but not so good in other ways. Circle everything that is good and underline anything that is not so good.

I like college! I go to college when I can but sometimes I miss college and relax at home. I study for 10 minutes after college but I only study a little because I like gaming with my friends. After I finish my homework, I watch videos and some are in English. I have some good friends and they are from different countries so we speak in English. I don't like writing at home but it's OK because we practise writing in college.

Maryam in Cardiff

I go to college every day. I have appointments sometimes but I always tell my teacher. I do my homework every day and I read all my notes from the classes. After I finish my homework, I practise writing and spelling. I don't watch videos or use any apps on my phone to practise my English but I have some books from the library. My friends are from my country so I don't speak English after college.

Abdurahman in Sheffield

C. Speaking

How can Maryam and Abdurahman be better students?

Maryam can write in English at home.

D. Reading and speaking: Studying after college

Read the questions with your partner and answer together.

1. How long do you usually study English at home? Is this important?

0 - 15 minutes

15 - 30 minutes

30 minutes – 1 hour

More than 1 hour

I study in the morning because I have some free time. I watch teachers on You Tube on my phone.

2. When do you study? Why? What do you do?

3. What ideas do you like? Tick the ideas below.

a. Watching videos on my phone, e.g. teachers on You Tube.

b. Reading my notes from class.

c. Practising writing by copying my notes.

d. Using 'look, cover, write' to practise spelling.

e. Reading books from the library.

f. Using apps like Duo Lingo.

g. Using flash cards to remember words.

h. Speaking to myself in English at home.

i. Speaking to friends in English.

j. Writing about what I did yesterday / at the weekend.

k. Listening to podcasts, e.g. BBC.

4. Can you think of more? Choose 3 ideas to do for homework today.

I always do my homework!

A. Speaking

How many days a week is your English class? Do you go to every class?
Do you do your homework?

B. Reading

These students are all very good! Circle the correct word.

1. I always / never do my homework.
I like studying at home.



Tuan

2. I usually / never
shout in class.



Mohammad

3. I sometimes / never go
to the library after class. I
go there 2 or 3 days a
week.



Ana

4. My class starts at 9 o'clock and
I'm usually / never in class at
9 o'clock, on time.



Fatima

C. Grammar: always / usually / sometimes / never

1. Tuan's class is 4 days a week. Match students 1-4 with a-d. Which student is very good, 1, 2, 3 or 4? Which student is not so good?

1. I study at home every day!
I **always** do my homework.

2. I **usually** do my homework.
3 days of homework is good
and I can relax one day.

3. I do my homework **sometimes**.
2 days of homework is ok!

4. I don't study English at home.
I **never** do my homework. I relax
and watch TV every night.

a. 0 days/0%

b. 4 days/every day/100%

c. 2 days/50%

d. 3 days/75%



2. Sentences a-h are all about **good** students. Circle the correct word.

a. I **always** / **never** listen to the teacher in my English class.

b. I **never** / **usually** fight in class.

c. I **always** / **sometimes** respect my classmates.

d. We **always** / **never** work hard in our English class.

e. I'm **usually** / **sometimes** on time.

f. I **never** / **sometimes** speak to my friends on my phone in class.

g. I **always** / **sometimes** bring my pencil and books to class.

h. I **never** / **usually** do my homework.



Grammar

We call this grammar '**adverbs of frequency**.'
Read about this grammar on page **251**.

D. Speaking

What do good students do every day?

Good students are usually on time.

Good students always listen to the teacher!

E. Writing

1. Spelling: Look-say-cover-write-check



always	_____	_____	_____	_____
usually	_____	_____	_____	_____
sometimes	_____	_____	_____	_____
never	_____	_____	_____	_____
homework	_____	_____	_____	_____
late	_____	_____	_____	_____
on time	_____	_____	_____	_____
listen	_____	_____	_____	_____
write	_____	_____	_____	_____

2. What do good students do? Write about it.





Your goals

1. Why are you learning English? Tick some below.

- | | | | |
|--------------------------|--------------------------|-------------------------------|--------------------------|
| a. To change class. | <input type="checkbox"/> | e. To study more in college. | <input type="checkbox"/> |
| b. To get a job. | <input type="checkbox"/> | f. Because I live in the UK. | <input type="checkbox"/> |
| c. To help my kids. | <input type="checkbox"/> | g. To speak with the GP / | <input type="checkbox"/> |
| d. To make friends in my | <input type="checkbox"/> | Job Centre staff / solicitor. | |
| class / college / area. | | h. To speak to people in my | <input type="checkbox"/> |
| | | area. | |

2. Tell your teacher and classmates about your goals. Can you think of any more? How can your goals help you learn English?

How was Unit 1?

What can you do?

Tick the skills you can do ().

	I can't do this.	I'm getting better.	I can do this.
1. I can ask my classmates questions (e.g. Where are you from?).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. I can speak and write about myself (My name is, I am from.....).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. I can tell the time (e.g. It's 1 o'clock).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. I can speak / write about my routine.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. I remember to bring my books and pencil to college.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. I usually get to class on time.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>