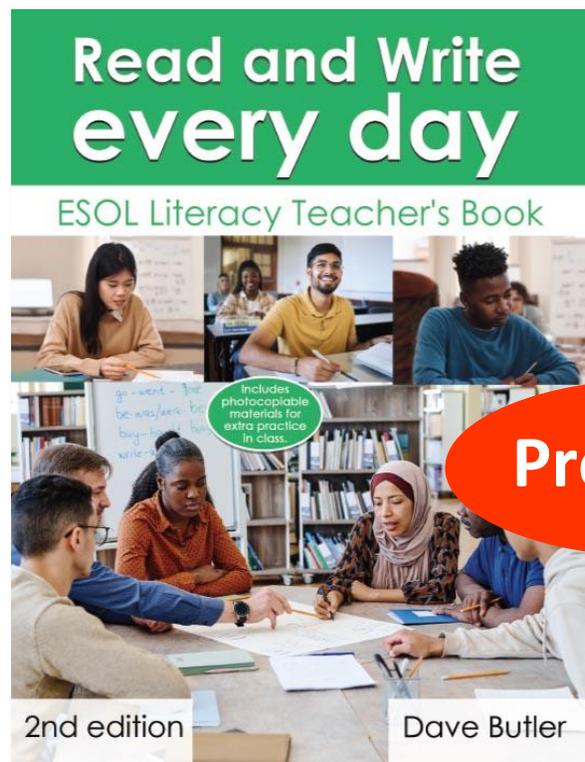




# Sample unit

## Read and Write every day

### Teacher's Book

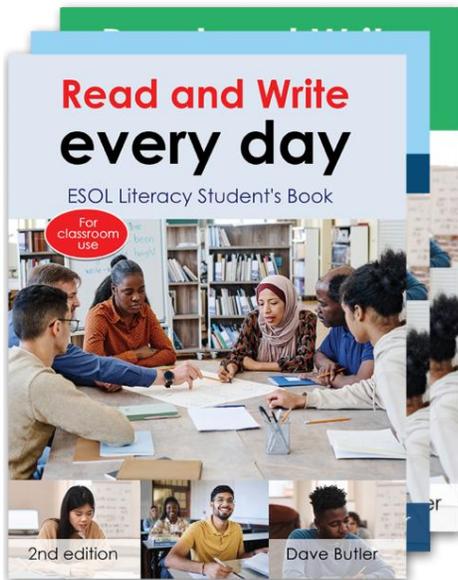


**Pre-entry**

## Dave Butler

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# Finally, course books for ESOL Literacy learners



“I was so pleased to find a coursebook that was written for ESOL students and reflects their real-life experience.”

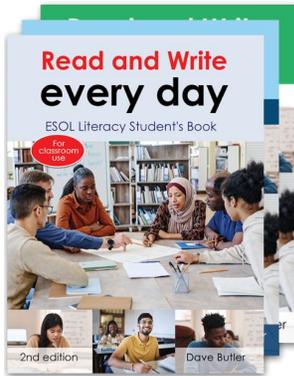
**Elaine Lauder**  
**ESOL Literacy Teacher,**  
**West College Scotland**





# ESOL BOOKS

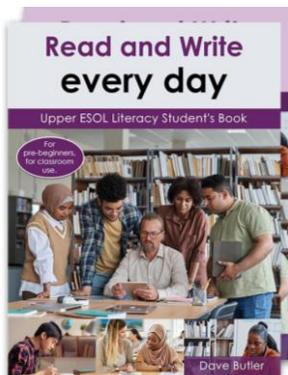
# Current titles



## Read and Write every day

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

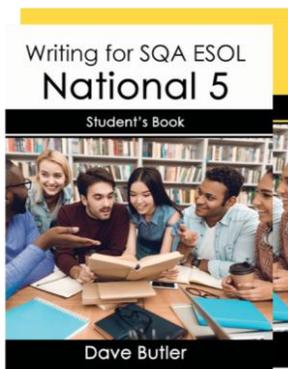
- ✓ For pre-entry level.
- ✓ 14 units based on contexts relevant to students' lives.
- ✓ Enables reading aloud, personalised writing, phonics and numeracy work.



## 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

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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 this work into the **Read and Write every day** series for basic ESOL Literacy groups (pre-entry).

A sample unit of the Read and Write every day Teacher's Book is included in this booklet. Please feel free to photocopy any of the samples 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

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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)

You can unlock a discount of **up to 25%** for any of the titles below when ordering class sets. We can also arrange a webinar when you order larger quantities. See the following page for more details.

E-mail [davebutler@esolbooks.com](mailto:davebutler@esolbooks.com) to arrange your discount.

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Workbook	£19.99
Teacher's Book	£19.99
<b>Read and Write every day Upper ESOL Literacy (Entry Level 1) series</b>	
Student's Book	£29.99
Workbook	£19.99
Teacher's Book (coming September 2025)	£19.99
<b>Writing for SQA ESOL National 5 (Upper Intermediate)</b>	
Student's Book	£19.99
Teacher's Book	£19.99



## Teaching ESOL Literacy Webinars

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

Choose from the following sessions:

- ✓ 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](mailto:davebutler@esolbooks.com)**

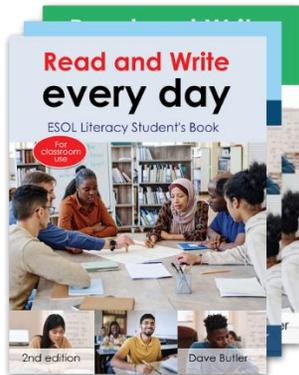




**ESOL BOOKS**

# Read and Write every day

**ESOL Literacy Student's Book, Workbook and Teacher's Book**  
*For pre-entry level*



## Finally, a course book for ESOL Literacy learners

This series provides all your material in one place to support your students' progress in their literacy and numeracy skills.

- ✓ 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.
- ✓ No more endless searching for material and hours spent at the photocopier.

“I love how this book combines and contextualises language and phonics into relevant contexts whilst also addressing students' literacy needs.”

**Dinushriya Spybey**

**Development Worker, Volunteer Tutor Project**

**ESOL Scotland**

# Cut your prep. time!

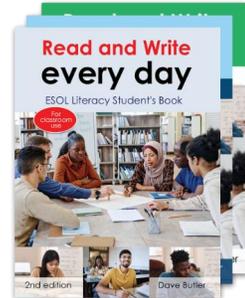


Teachers using these books have praised them for how easy they make lesson-planning.

**FREE POWER  
POINT SLIDES!**

**1**

Select your material from the **Student's Book** and decide on your main aims. Then check the advice on staging in the **Teacher's Book** and look through this book's **Extra resources** section for supporting materials, e.g. games and flash cards.



**2**

Download the free **Power Point slides** and **audio files** from **esolbooks.com**, which you can use to support your lesson. These include images 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**. Lessons from the Student's Book all have corresponding homework tasks to allow students to consolidate their learning. Send your learners links to videos on our new **You Tube channel** (see next page for details) to consolidate what they have studied.



A further resource on our website outlines our **blueprint for an ESOL Literacy lesson** to make planning your lessons simple and effective. Get your **free PDF** including a **different sample unit** from the one in this book! **Go to the ESOL Books home page.**



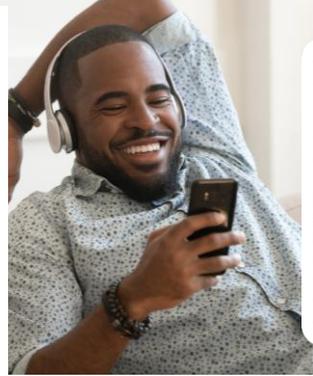
# ESOL BOOKS

New You Tube channels for learners and teachers!

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## 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!

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## 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

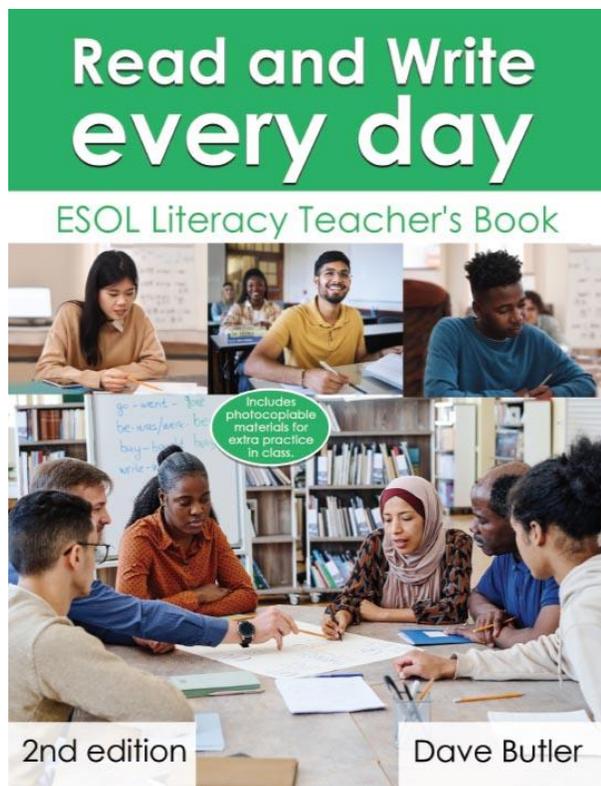
<b>Unit</b>	<b>Page</b>	<b>Vocabulary</b>	<b>Speaking/reading/writing</b>
1: Me	7	College and the classroom	Describe yourself and your class
2: I like TV	35	Free time activities	Hobbies
3: My day	47	Routines and days of the week	Describe your routine and your favourite day
4: I like the bus	69	Vehicles	Transport and future plans
5: My city	83	Places in a town/city	Describe your town/city, flat and neighbours
6: Food	107	Food	Food and mealtimes
7: The weather	129	The weather Months of the year	Describe the weather in countries you know
8: Happy days	145	Christmas	Special occasions
9: My flat	167	Rooms and furniture	Describe your flat and possessions
10: My country	183	Countries and continents Colours	Describe countries
11: My friend	199		Describe friends and classmates
12: Jobs	209	Jobs	Describe jobs
13: I'm sick	221	Body parts, illnesses, treatment	What you do when you are sick Understanding a text; signs
14: Clothes	235	Clothes Colours (revision)	Describe your clothes and your classmates' clothes

Numeracy	Phonics
Numeracy in addresses Numbers 0-10 (numeric form)	s, c, t sh and ch
Numbers 10-20 (numeric form)	ing
Time-telling	ay e and ee
Numbers 0-100 (numeric form)	ing in 'going to' (revision)
Numeracy in addresses (revision) Years	c and k
Prices and using money	'Magic e', e.g. like
	Short vowel sounds with o, i and u
Dates (numeric and written) and ordinal numbers	Final y (/i:/)
Numbers 1-10 (written form)	s for plural nouns o and oo
Describing populations in millions	ee and oo
	s for third person
	er; s for third person (revision)
Numeracy in health	ee and ea
Prices and using money Special offers	ing in 'I'm wearing' (revision)

# Read and Write every day

*ESOL Literacy Teacher's Book*

## *SAMPLE UNIT*



# 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. I like Kabuli rice, pages 110-113

Aims: speaking, reading and writing

- a) Board pictures of some famous dishes from around the world, either from the downloadable Power Point slides or create your own. The learners can be assigned into small groups to answer, "What can you see? Which country are they from?"

- b) Drill some phrases and then the students can discuss their national dish. A mingle works well for this.
- c) Show the slide of Fatana and Kabuli rice. If you have Afghan learners they can tell you about the ingredients and when people eat this. If not, use the pictures to elicit information about Fatana and the dish.
- a) Read the text aloud chorally and then the students read it aloud in pairs. Some reading comprehension tasks follow the text.
- d) Some controlled practice follows before the learners write about their national dish and food they like / dislike.

### 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](http://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 115-118

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

5. Food, pages 119-121

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.

6. Sam's café, pages 122-125, for the audio go to [www.esolbooks.com](http://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](http://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 with my family and the food and drinks cost £15.
  - d. I went to the supermarket yesterday and got a drink and a snack. After I paid, 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.

7. Chilli, pages 126-128

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.*

8. I like rice, pages 129-130

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.

## 9. abc, page 131

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      |

## 10. Kahoot Quiz

*Aim: revision*

For a free Answer Key for every unit, visit [www.esolbooks.com](http://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. 
<b>tea</b>	<b>tomatoes</b>	<b>rice</b>
<b>bread</b>	<b>chocolate</b>	<b>carrots</b>
<b>orange juice</b>	<b>fish</b>	<b>chicken</b>

## 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](http://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.

<b>1p</b>	<b>85p</b>	<b>£20</b>
<b>2p</b>	<b>99p</b>	<b>£27</b>
<b>5p</b>	<b>£1</b>	<b>£50</b>
<b>10p</b>	<b>£1.25</b>	<b>£100</b>
<b>20p</b>	<b>£5</b>	<b>£200</b>
<b>50p</b>	<b>£10.50</b>	<b>£500</b>

### 3. How to make falafel

Unit 6 (Reading and writing extra class)

#### Instructions

- a. Download the Power Point slides from [www.esolbooks.com](http://www.esolbooks.com).
- b. Display the first slide and put the learners into small groups to name the types of food (egg, onion, herbs, spices) and the verbs (cut, mix, fry).
- c. Drill some useful phrases (I like cooking; I don't like cooking; I can cook....) and set up a speaking task using these phrases. Ask the students if there are any famous dishes from their country which they like cooking.
- d. Stage some pre-reading tasks:
  - i. Show the second of the Power Point slides to elicit key vocabulary from the text (falafel, salad, hummus, pitta bread).
  - ii. Ask the students to talk about falafel – do many people in their country eat this? How do you make it?
  - iii. The first page of the material consolidates the vocabulary learnt orally and provides some reading practice.
- e. Read the instructions aloud from the Power Point slide. Read chorally and then instruct the students to read aloud in pairs.
- f. Pages 3 – 6 of the material provide reading and writing practice. Some of this can be given as homework if time is short.
- g. Put the students into groups to describe how to make a dish, e.g. something popular in their country.
- h. The LSCWC task helps prepare them to write this up as a list of instructions. Board any vocabulary that they need but will be unable to spell, e.g. difficult ingredients / verbs.
- i. Finally, they can read their instructions aloud in groups.

# How to make falafel

oil    garlic    chickpeas    bowl of falafel  
eggs    fry the onion    cut the onion  
herbs and spices    hummus and salad

1.



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2.



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3.



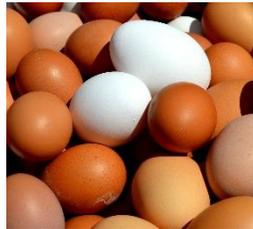
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4.



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5.



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6.



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7.



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8.



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9.



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# How to make falafel

1. Cut the onion.
2. Fry the onion and garlic.
3. Get a fork and a bowl.
4. Mix the onion, garlic, chickpeas, egg, herbs and spices.
5. Make small balls of falafel.
6. Fry the balls in oil.
7. Eat the falafel with salad and hummus in pitta bread.

## Yes or no?

1. You need onions to make falafel.
2. Fry the salad.
3. You need a bowl.
4. Mix the onion, garlic, chicken, eggs, herbs and spices.
5. Fry the balls of falafel.
6. Many people eat falafel with salad and hummus.



**Write 1, 2, 3, 4, 5, 6, 7.**

1. Make small balls of falafel.
2. Cut the onion.
3. Eat the falafel with salad and hummus in pitta bread.
4. Fry the balls in oil.
5. Mix the onion, garlic, chickpeas, egg, herbs and spices.
6. Fry the onion and garlic.
7. Get a fork and a bowl.



# How to make falafel

Eat    Mix    and    in  
balls   fork   Cut   Fry

1. \_\_\_\_\_ the onion.
2. \_\_\_\_\_ the onion and garlic.
3. Get a fork \_\_\_\_\_ a bowl.
4. \_\_\_\_\_ the onion, garlic, chickpeas, egg, herbs and spices.
5. Make small \_\_\_\_\_ of falafel.
6. Fry the balls \_\_\_\_\_ oil.
7. \_\_\_\_\_ the falafel with salad and hummus in pitta bread.

1. \_\_\_\_\_ the onion.
2. \_\_\_\_\_ the onion and garlic.
3. Get a fork \_\_\_\_\_ a bowl.
4. \_\_\_\_\_ the onion, garlic, chickpeas, egg, herbs and spices.
5. Make small \_\_\_\_\_ of falafel.
6. Fry the balls \_\_\_\_\_ oil.
7. \_\_\_\_\_ the falafel with salad and hummus in pitta bread.

# How to make falafel

1. like falafel. I

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2. the Cut onion.

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3. the onion Fry and garlic.

---

4. and egg. the onion, chickpeas Mix

---

---

5. the balls Fry in oil.

---

6. the falafel Eat in pitta bread.

---



# How to make falafel

1. \_\_ut t\_\_e onio\_\_.
2. \_\_ry the onion and \_\_arlic for f\_\_ve \_\_inutes.
3. Ge\_\_ a fork an\_\_ a bow\_\_.
4. \_\_ix the onion, garlic, chickpeas, \_\_gg, herbs an\_\_ \_\_pices.
5. Ma\_\_e \_\_mall \_\_alls of \_\_alafel.
6. Fry t\_\_e bal\_\_s in oi\_\_.
7. Ea\_\_ th\_\_ falafe\_\_ wit\_\_ sala\_\_ a\_\_d \_\_ummus in pi\_\_ta b\_\_ead.

1. C\_\_t t\_\_e onio\_\_.
2. \_\_ry th\_\_ o\_\_ion a\_\_d garlic \_\_or f\_\_ve \_\_inute\_\_.
3. G\_\_t a for\_\_ an\_\_ a b\_\_wl.
4. \_\_ix the onion, garlic, chickpeas, egg, \_\_erbs and spices.
5. Mak\_\_ s\_\_all ball\_\_ of falafel.
6. F\_\_y t\_\_e b\_\_lls in o\_\_l.
7. \_\_at \_\_he fala\_\_el \_\_ith sa\_\_ad \_\_nd hummu\_\_ in p\_\_tta brea\_\_.

# How to make falafel



cut	_____	_____	_____
fry	_____	_____	_____
mix	_____	_____	_____
bowl	_____	_____	_____
fork	_____	_____	_____
eat	_____	_____	_____
use	_____	_____	_____
add	_____	_____	_____
egg	_____	_____	_____
minutes	_____	_____	_____



Write about some food you can cook.

#### 4. Popular/unpopular food and meals

(Unit 6 Language Experience Approach class with a group)

Plan to teach this lesson towards the end of the unit, after the students have learnt a lot of food vocabulary.

#### Instructions

**1.Preparation:** Cut up enough flash cards to give a set to each pair of learners.

**2.Lead in:** The students discuss what they like for breakfast, snacks and dinner.

#### 3.Vocabulary

The learners work in pairs to match the words to the pictures. Clarify the vocabulary and help with pronunciation. To practise, the students can tell each other if they love / like / don't like / hate each type of food.

#### 4.Speaking

Tell the class you are all going to try to find out the favourite food and drink in the class. Elicit and board different types of food categories:

Meat/fish; hot drinks; cold drinks; vegetables; fruit; snacks; sweet food; breakfast; dinner.

Pre-teach the phrases – “What’s your favourite fruit / meat / drink?”; “What do you like for breakfast / dinner?”; “I love (pizza)”; “I hate (fish).” Set up a mingle – tell them they should talk about food and drink they love / hate. They can refer to the categories on the board to guide them. Help with vocabulary as they mingle and allow students to use L1 to help them with difficult food words.

#### 5.Collaborative text

Drill some useful phrases, e.g. “Everyone loves cake!”; “Nobody likes fish.”; “Some students like tea.”; “A few students like chocolate.” Put the learners into small groups to share what they discovered. Discuss the findings as a group and board the most striking revelations.

One of the great things about this approach is that you may well be surprised by the findings. However, it's a good idea to predict the text in order to plan the graded language you will need. With my current group I would predict this:

Everyone likes tea in our class but some students don't like coffee. We all love snacks. We love fruit and nuts. We all love chicken and rice for dinner. Some students like fish and chips. We love cake and some students like ice cream. Some students don't like sugar. We love picnics.

## **6. Reading**

Read the text aloud for the students. The group copies the text into their notebook. They can then read it aloud in pairs. For further practice, they can copy the words onto cards, mix the sentences up and put them back in order.

## **7. Writing**

Each learner can cover 3-4 words at a time and write the text again, without copying (LSCWC on the text).

### **Language Experience Approach teaching one-to-one**

Use the flashcards to pre-teach some vocabulary and kick-start a conversation with the learner about their favourite food / drinks / snacks / meals. Ask questions like, "What do you like for breakfast / dinner?"; "Which food do people eat in your country?" etc. Use the learner's words to write a text for the student, e.g. 'I love chicken and rice. Many people in Sudan like aseeda. I love fruit. I love oranges and pineapple.' Read the text aloud and help the student with phonics. They can then read the text aloud. You can write the words on card for the learner to order. Finally, the student can copy out the text and read it aloud again. They could also cover a few words at a time and rewrite the text, as in the lesson with a group.

1. 	2. 	3. 
4. 	5. 	6. 
7. 	8. 	9. 
<b>tea</b>	<b>coffee</b>	<b>nuts</b>
<b>salad</b>	<b>chocolate</b>	<b>ice cream</b>
<b>chicken and rice</b>	<b>fish and chips</b>	<b>Chinese food</b>