



Read and Write every day

Pre-entry ESOL Literacy Student's Book
Pre-entry ESOL Literacy Workbook

SAMPLE UNITS

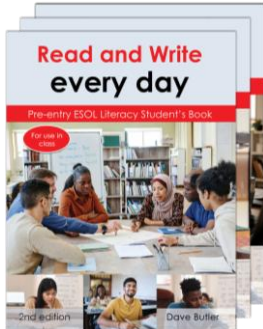


Dave Butler

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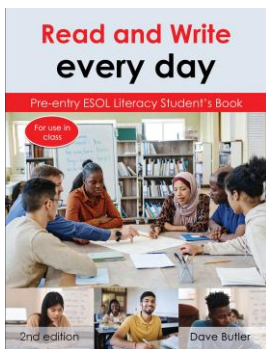
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Introduction



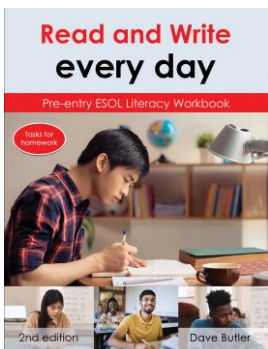
The sample units here are taken from the **Read and Write every day Pre-entry ESOL Literacy Student's Book, Workbook and Teacher's Book**. Click [here](#) for more details and to buy the books – and to view another sample unit. As these are the unit 1 samples, they are great to use with a new group at the start of the year.

Read and Write every day Student's Book



- ✓ For pre-entry level. For classroom use.
- ✓ All your material in one place.
- ✓ Support your students' progress in their literacy and numeracy skills.
- ✓ Divided into 14 units based on contexts relevant to students' lives (e.g. free time, transport, food, my flat).
- ✓ Power Point slides and audio available on our website to support teachers using the material.

Read and Write every day Workbook



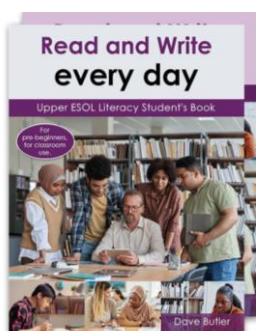
- ✓ For pre-entry level.
- ✓ Tasks for homework - the ideal pathway to consolidate everything focused on in the classroom.
- ✓ A range of exercises to build on the work covered in class using the Student's Book.

Read and Write every day Teacher's Book



- ✓ For pre-entry level.
- ✓ Guidance on how to stage lessons in the Student's book.
- ✓ 150 pages of extra material, including photocopyable lessons, flash cards, games and warmers.

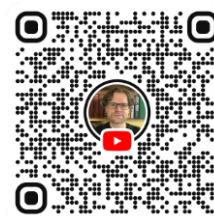
Read and Write every day Upper ESOL Literacy series



If you are looking for a course book for stronger ESOL Literacy learners then you may be interested in the **Read and Write every day Upper ESOL Literacy Student's Book**, which is part of a series also including a **Workbook**. Click [here](#) to view a sample unit, read more details on this series and to buy the books.

ESOL Books You Tube channel for teachers

We have a channel offering videos which focus on key approaches and techniques to use with students at this level. Search for 'ESOL Books' on You Tube or use this QR code to visit the channel.



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2. Read and Write every day Workbook Unit 1 sample Page 36
3. Read and Write every day Teacher's Book Unit 1 sample Page 69

Free Power Point slides

You can download free slides to support you and your learners while using the Read and Write every day ESOL pre-entry series. These include images and texts from the Student's Book. For this sample unit lesson about Mohammad, the slides include pictures for a lead in, plus the text to display and read aloud with your group. Go to www.esolbooks.com to see our extra resources, including these slides.

Feedback



We'd love to know what you think of these samples. Please contact me to give me your feedback.

Dave Butler

ESOL Books

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Read and Write

Pre-entry ESOL Literacy Student's Book

1

Me



Mohammad

My name is Mohammad. I am from Sudan. I am 28 years old. I live in Glasgow. I like Glasgow. I am a student. I like football and You Tube. I play football with my friends.

Match.

1. My name is	a. Sudan.
2. I am from	b. years old.
3. I am 28	c. football and You Tube.
4. I live in	d. student.
5. I am a	e. Mohammad.
6. I like	f. Glasgow.

Yes or no?

1. My name is Mohammad.
2. I am from Glasgow.
3. I am 82 years old.
4. I go to college.
5. College is bad.
6. I watch You Tube.



Mohammad

like years name live friends and from

My _____ is Mohammad. I am _____ Sudan. I am 28
_____ old. I _____ in Glasgow. I like Glasgow. I am
a student. I _____ football _____ You Tube. I play
football with my _____.

My _____ is Mohammad. I am _____ Sudan. I am 28
_____ old. I _____ in Glasgow. I like Glasgow. I am
a student. I _____ football _____ You Tube. I play
football with my _____.

My _____ is Mohammad. I am _____ Sudan. I am 28
_____ old. I _____ in Glasgow. I like Glasgow. I am
a student. I _____ football _____ You Tube. I play
football with my _____.

Me

My name is _____ . I am from _____ .

I live in _____ . I am _____ years old. I am a student.

I like _____



name	_____	_____	_____
I am	_____	_____	_____
from	_____	_____	_____
live	_____	_____	_____
years old	_____	_____	_____
student	_____	_____	_____
like	_____	_____	_____



Write about yourself.

Aa Bb Cc

1. Circle the capital letters. Underline the small letters.

A Q f b I H I d O P G t
B a c y I M V W u k A K
U p D S h P C X N F Z r
R E p J F T s e L t O g

2. Write the letters.

A B C D _ F G H _ J K _ _
N O _ Q R _ _ U V _ X _ Z

a b c d e f _ _ i j _ _ n _
_ q _ _ _ u v _ x _ z

3. Match.

A
E
I
O
U

e
o
u
a
i

B
D
G
H
K
N
Q
R
S
T

s
d
q
r
b
n
h
g
t
k

a b c

Listen to your teacher say some words and **circle** the first letter.



1.	f	m	s
2.	c	t	d
3.	r	h	w
4.	b	m	c
5.	s	t	b
6.	f	c	s
7.	d	g	r
8.	t	v	s
9.	s	c	h
10.	p	k	n

4. Write small letters.

A a B ___ C ___ D ___ E ___
F ___ G ___ H ___ I ___ J ___
K ___ L ___ M ___ N ___ O ___
P ___ Q ___ R ___ S ___ T ___
U ___ V ___ W ___ X ___ Y ___
Z ___

5. Write capital letters.

A a ___ b ___ c ___ d ___ e
___ f ___ g ___ h ___ i ___ j
___ k ___ l ___ m ___ n ___ o
___ p ___ q ___ r ___ s ___ t
___ u ___ v ___ w ___ x ___ y
___ z

6. Listen to your teacher and write the letters.



1. _____

6. _____

2. _____

7. _____

3. _____

8. _____

4. _____

9. _____

5. _____

10. _____

7. Write the letters.

Aa	Bb	Cc	Dd	Ee	Ff	Gg	Hh
Ii	Jj	Kk	Ll	Mm	Nn	Oo	Pp
Qq	Rr	Ss	Tt	Uu	Vv	Ww	Xx
Yy	Zz						

Mohammad

1. Circle the capital letters and full stops.

My name is Mohammad. I am from Sudan. I am 28 years old. I live in Glasgow. I like Glasgow. I am a student. I like football and You Tube. I play football with my friends.

2. Write 13 capital letters.

M
~~my~~ name is mohammad. i am from sudan. i am 28 years old. i live in glasgow. i like glasgow. i am a student. i like football and you tube. i play football with my friends.

3. Write 8 full stops.

My name is Mohammad I am from Sudan I am 28 years old I live in Glasgow I like Glasgow I am a student I like football and You Tube I play football with my friends

Me



1. name

2. from

3. live

4. student

5. years

6. like

College

1.



__tudents

2.



__ollege

3.



__eacher

4.



__otebook

5.



__encil

6.



__ubber



College

1.



__tu__ent__

2.



__o__lege

3.



__eache__

4.



__ote__oo__

5.

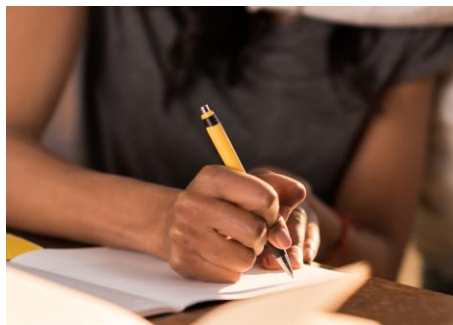


__enci__

6.



__u__ber



My class

My name is Asma. I go to college 4 days a week. College is Monday to Thursday. We have 15 students in my class. The students are from Sudan, Nigeria, Eritrea and Syria. We have two teachers. I like my class.

1. My name is _____.
2. I go to college ____ days a week.
3. We have ____ students in my class.
4. We have _____ teachers.
5. I like my _____.



Yes or no?

1. My name is Asma.
2. I go to college every day.
3. The students are from four countries.
4. There is one teacher.
5. I go to a bad class.

My class

go is two days to my and The

My name ____ Asma. I ____ to college 4 _____ a week.
College is Monday ____ Thursday. We have 15 students in
____ class. _____ students are from Sudan, Nigeria, Eritrea
_____ Syria. We have _____ teachers. I like my class.

My name ____ Asma. I ____ to college 4 _____ a week.
College is Monday ____ Thursday. We have 15 students in
____ class. _____ students are from Sudan, Nigeria, Eritrea
_____ Syria. We have _____ teachers. I like my class.

My name ____ Asma. I ____ to college 4 _____ a week.
College is Monday ____ Thursday. We have 15 students in
____ class. _____ students are from Sudan, Nigeria, Eritrea
_____ Syria. We have _____ teachers. I like my class.

My class



go	_____	_____	_____
college	_____	_____	_____
days	_____	_____	_____
week	_____	_____	_____
have	_____	_____	_____
students	_____	_____	_____
class	_____	_____	_____
teachers	_____	_____	_____



Write about your class.

My address

Name	G20 7YW
Address	Mohammad Ahmad
Postcode	0770 090 0999
Tel	2/2 19 King Road Glasgow

Name: _____

Address: _____

Post code: _____

Tel: _____

Name: _____

Address: _____

Post code: _____

Tel: _____

s c t

1.



__tudents

2.



__ollege

3.



__eacher

Read and write the words.

college student teacher cat

two car ten six cup sun

s	c	t

s c t

1.



__tudents

2.



__wo

3.



__eacher

4.



__en

5.



__ollege

6.



__ix

7.



__up

8.



__un

9.



__at

1, 2, 3

Match.

1.



a. 3 pencils

2.



b. 1 rubber

3.



c. 2 students

0	1	2	3	4	5	6	7	8	9	10
0	___	2	3	___	5	6	___	8	___	10
___	1	2	___	4	___	6	___	___	9	___
0	1	___	___	4	5	___	7	8	___	___
0	___	2	3	___	___	6	___	___	9	10
___	1	___	3	___	5	___	7	___	9	___
___	___	___	___	___	___	___	___	___	___	___

1, 2, 3

Listen and **circle.**

a.	1	6	7
b.	3	9	10
c.	8	4	0
d.	0	3	7
e.	9	3	8

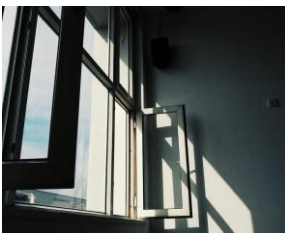
Copy.

0	1	2	3
4	5	6	7
8	9	10	

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How many?

1. How many days a week is your class?
2. How many books do you have today?
3. How many pencils do you have?
4. How many windows are there in your classroom?
5. How many teachers do you have?
6. How many students are from your country?
7. How many men are in class today?
8. How many women?
9. How many cups of coffee do you drink in a day?
10. How many questions are on this page?



Listen to your teacher and write the numbers.



a. _____
b. _____
c. _____

d. _____
e. _____
f. _____

g. _____
h. _____
i. _____

sh ch

teacher chicken wash
ship watch shopping

1.



2.



3.



4.



5.



6.



sh ch

she watch ship wash shoes

shopping teacher church fish chicken

sh	ch

sh ch

1.



___opping

2.



___oes

3.



tea___er

4.



___ur___

5.



wa___

6.



___eese

7.



___icken

8.



fi___

9.



wat___

a b c

Listen to your teacher say some words and **circle** the first letter.



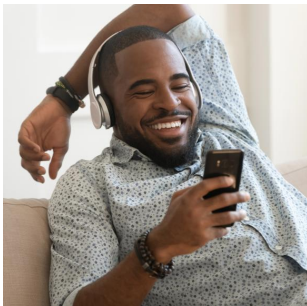
1.	f	m	s
2.	c	t	d
3.	r	h	w
4.	b	m	c
5.	s	t	b
6.	f	ch	s
7.	d	g	r
8.	t	v	s
9.	s	c	sh
10.	p	k	n

Learn English at home

What do you do?



1. Watch TV and videos.



2. Do my homework.



3. Help from friends.



4. Read books.



5. Read and copy
my notebook.



6. Apps



- ✓ Readable
- ✓ Duo Lingo
- ✓ Duo Lingo Kids

7. Go online.



NATECLA
Scotland



Bridges
Project



Citizen
Literacy

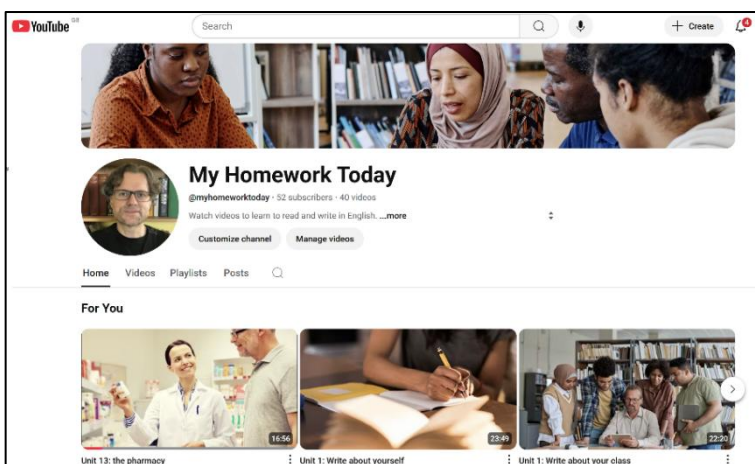
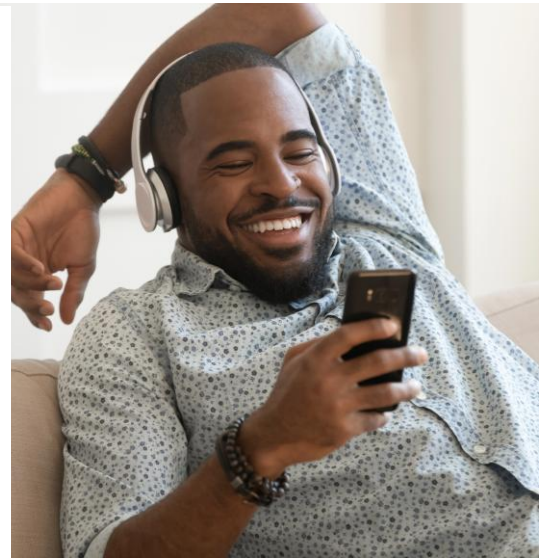


Storybooks
UK

8. Watch You Tube.

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.'
- ✓ Subscribe now!





Read and Write

Pre-entry ESOL Literacy Workbook

1

Me



I am a student

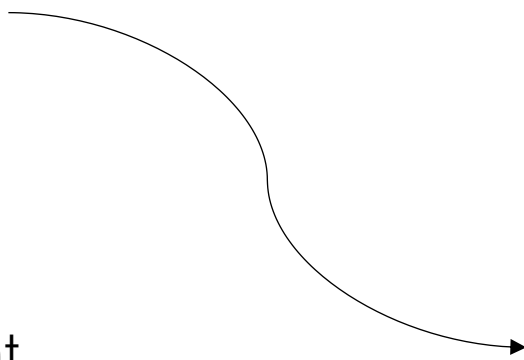
~~my~~ like from student years
is name in live am old

h	f	r	o	m	f	u	w
l	i	v	e	s	r	w	b
s	m	y	s	w	r	v	p
f	i	s	w	u	n	i	n
s	l	i	k	e	o	l	d
a	s	t	u	d	e	n	t
a	m	x	c	n	a	m	e
z	u	y	e	a	r	s	m

I am a student

Match.

my	live
like	from
from	in
student	my
is	am
name	like
in	name
live	student
am	is



I am a student



student	_____	_____	_____
my	_____	_____	_____
name	_____	_____	_____
is	_____	_____	_____
live	_____	_____	_____
in	_____	_____	_____
years	_____	_____	_____
like	_____	_____	_____
old	_____	_____	_____
am	_____	_____	_____

Mohammad



1. MynameisMohammad.

My name is Mohammad.

2. IamfromSudan.

3. Iam28yearsold.

4. IliveinGlasgow.

5. IlikeGlasgow.

6. Iamastudent.

7. IlikefootballandYouTube.

Mohammad

1. name My Mohammad. is

My name is Mohammad.

2. from Sudan. am I

3. am I years old. 28

4. Glasgow. in I live

5. like I Glasgow.

6. a I student. am

7. football like I You Tube. and

Mohammad

My name is Mohammad. I am from Sudan. I am 28 years old. I live in Glasgow. I like Glasgow. I am a student. I like football and You Tube. I play football with my friends.

My name is Mohammad. I am from Sudan. I am 28 years old. I live in Glasgow. I like Glasgow. I am a student. I like football and You Tube. I play football with my friend.

My name is Mohammad. I am from Sudan. I am 28 years old. I live in Glasgow. I like Glasgow. I am a student. I like football and You Tube. I play football with my friend.

My name is Mohammad



My name is Mohammad. I am
from Sudan. I am 28 years old. I
live in Glasgow. I like Glasgow. I
am a student. I like football and
You Tube. I play football with my
friends.



Fill in the gaps.

My name is _____ I am from _____
I am _____ years old. I live in _____ I
like _____

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What is your name? Where are you from?

Handwriting practice lines consisting of seven horizontal rows. Each row is defined by a solid top line, a dashed middle line, and a solid bottom line, providing a guide for letter height and placement.

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I am a student

my live student name is

years in like old am

live

--	--

--	--

--	--	--	--

--	--

--	--	--	--	--

--	--	--	--	--	--	--

--	--

--	--	--

--	--	--	--

Aa Bb Cc

Copy.

Aa Bb Cc Dd Ee Ff Gg Hh

Ii Jj Kk Ll Mm Nn Oo Pp

Qq Rr Ss Tt Uu Vv Ww Xx

Yy Zz

A

B

C

D

E

F

G

H

I

J

K

L

M

N

O

P

Q

R

S

T

U

V

W

X

Y

Z

a

b

c

d

e

f

g

h

i

j

k

l

m

n

o

p

q

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r

s

t

u

v

w

x

y

z

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Aa Bb Cc

1. Write capital letters.

A B C D _ _ F _ _ H _ _ _ K _ _ _
N _ _ P Q _ _ _ U _ _ _ X _ _ Z

2. Write small letters.

a b c _ _ e _ _ g h _ _ _ k _ _
m _ _ _ q _ _ _ t _ _ _ w _ _ _

3. Write capital and small letters.

A a B b C _ _ _ d _ _ e F _ _ _ g
_ _ h I _ _ J _ _ _ k L _ _ M _ _ _ n
_ _ o P _ _ Q _ _ _ r S _ _ T _ _ U _ _
_ _ v _ _ w X _ _ Y _ _ Z _ _

College

1.



- students
- college
- rubber

2.



- pencil
- college
- notebook

3.



- teacher
- rubber
- college

4.



- pencil
- college
- rubber

5.



- teacher
- pencil
- students

6.



- pencil
- students
- notebook

My class



1. MynameisAsma.

My name is Asma.

2. Igotocollege4daysaweek.

3. CollegeisMondaytoThursday.

4. Wehave15studentsinmyclass.

5. Wehavetwoteachers.

6. Ilikemycollege.

7. Ilikemyclass.

My class

1. name is My Asma.

My name is Asma.

2. I to 4 days a week. college go

3. is College to Monday Thursday.

4. We in have my 15 students class.

5. have teachers. two We

6. like my I class.

My class

1. Circle the capital letters and full stops.

My name is Asma. I go to college 4 days a week. College is Monday to Thursday. We have 15 students in my class. The students are from Sudan, Nigeria, Eritrea and Syria. We have two teachers. I like my class.

2. Write 13 capital letters.

~~M~~
~~my~~ name is asma. i go to college 4 days a week. college is monday to thursday. we have 15 students in my class. the students are from sudan, nigeria, eritrea and syria. we have two teachers. i like my class.

3. Write 7 full stops.

My name is Asma I go to college 4 days a week
College is Monday to Thursday We have 15 students
in my class The students are from Sudan, Nigeria,
Eritrea and Syria We have two teachers I like my
class

My class

My name is Asma. I go to college 4 days a week. College is Monday to Thursday. We have 15 students in my class. The students are from Sudan, Nigeria, Eritrea and Syria. We have two teachers. I like my class.

My name is Asma. I go to college 4 days a week. College is Monday to Thursday. We have 15 students in my class. The students are from Sudan, Nigeria, Eritrea and Syria. We have two teachers. I like my class.

My name is Asma. I go to college 4 days a week. College is Monday to Thursday. We have 15 students in my class. The students are from Sudan, Nigeria, Eritrea and Syria. We have two teachers. I like my class.

My address



What is your name? What is your address?

Name: _____

Address: _____

Post code: _____

Tel: _____

Name: _____

Address: _____

Post code: _____

Tel: _____

s c t

1.



- students
- college
- cat

2.



- teacher
- college
- car

3.



- teacher
- six
- cat

4.



- tree
- college
- cat

5.



- car
- sun
- cat

6.



- sun
- students
- six

s c t

~~students~~ college teacher
tree car six cup sun cat

c	o	l	l	e	g	e	w
g	c	a	t	s	r	w	b
t	r	e	e	w	r	v	p
f	t	e	a	c	h	e	r
s	r	i	c	a	r	q	x
s	t	u	d	e	n	t	s
s	i	x	c	j	s	u	n
z	c	u	p	f	w	v	m

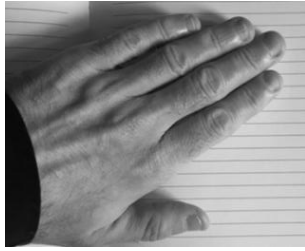
s c t

Match.

college	teacher
teacher	six
tree	tree
student	student
six	college
car	cat
sun	cup
cup	sun
cat	car



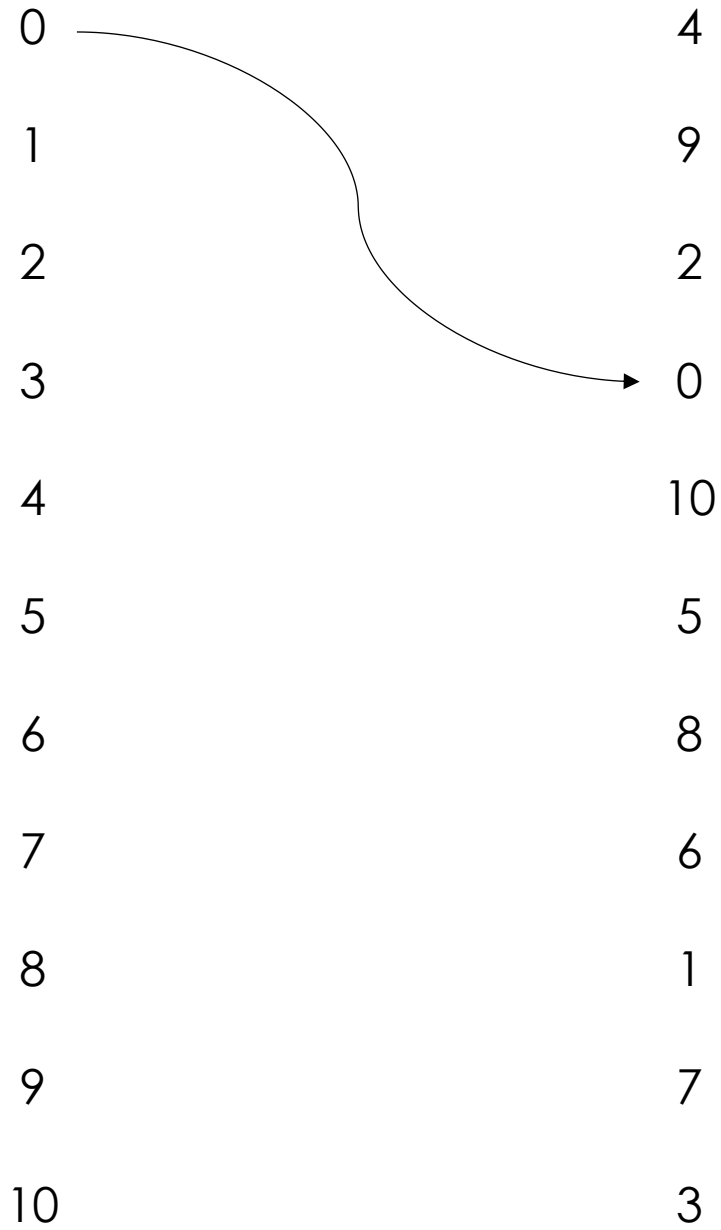
s c t



student	_____	_____	_____
teacher	_____	_____	_____
college	_____	_____	_____
tree	_____	_____	_____
car	_____	_____	_____
six	_____	_____	_____
cup	_____	_____	_____
sun	_____	_____	_____
cat	_____	_____	_____

1, 2, 3

Match.



1, 2, 3

0	1	2	3	4	5	6	7	8	9	10
0	___	___	3	___	5	6	___	8	___	10
___	1	2	___	4	___	6	___	___	9	___
0	1	___	___	4	5	___	7	8	___	___
0	___	2	3	___	___	6	___	___	9	10
___	1	___	___	___	5	___	7	___	9	___
0	___	___	___	4	___	___	___	___	___	10
___	1	___	___	___	___	___	7	___	___	___
___	___	2	___	___	___	6	___	___	9	___
___	1	___	___	4	___	___	___	___	___	10
0	___	___	___	___	5	___	___	8	___	___
___	___	2	___	___	___	___	7	___	___	10
___	___	___	3	___	___	___	___	___	9	___
0	___	___	___	___	___	6	___	___	___	___
___	___	___	___	___	___	___	___	___	___	___

1, 2, 3

0 1 2 3 4 5 6 7 8 9 10

0

1

2

3

4

5

6

7

8

9

10

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sh ch

1.



- ship
- teacher
- watch

2.



- shopping
- wash
- cheese

3.



- teacher
- shopping
- ship

4.



- ship
- wash
- cheese

5.



- teacher
- watch
- ship

6.



- chicken
- fish
- ship

sh ch

~~church~~ watch ship wash shoes

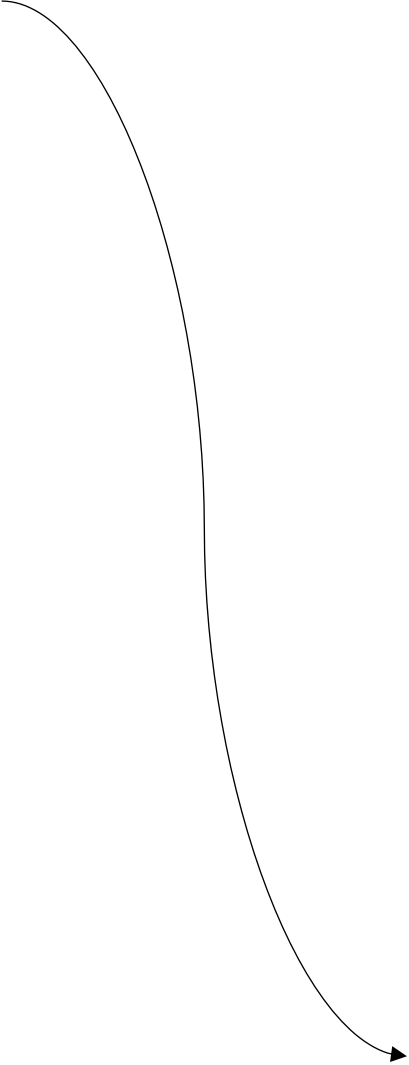
shopping she fish chicken

s	h	o	p	p	i	n	g
g	f	i	s	h	r	w	b
t	s	h	o	e	s	a	p
f	p	w	a	s	h	a	e
s	s	h	i	p	s	h	e
a	w	a	t	c	h	i	w
c	h	i	c	k	e	n	n
c	h	u	r	c	h	l	m

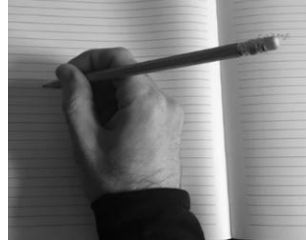
sh ch

Match.

teacher	fish
she	ship
watch	church
ship	shopping
chicken	shoes
fish	wash
shopping	chicken
shoes	she
wash	watch
church	teacher



sh ch

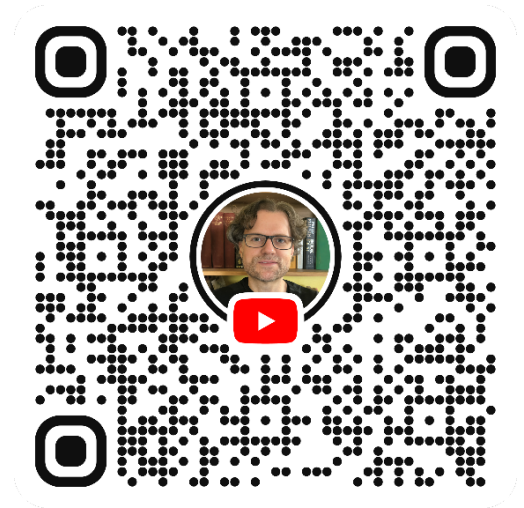
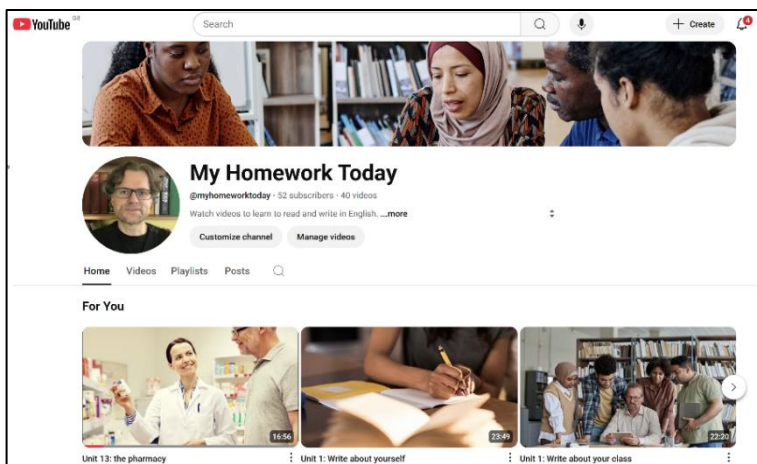
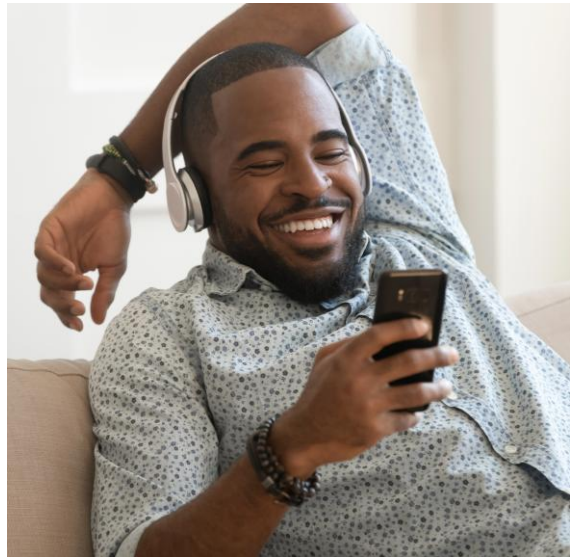


she	_____	_____	_____
teacher	_____	_____	_____
fish	_____	_____	_____
chicken	_____	_____	_____
church	_____	_____	_____
watch	_____	_____	_____
ship	_____	_____	_____
wash	_____	_____	_____
shoes	_____	_____	_____
shopping	_____	_____	_____

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- ✓ Practise reading and writing.
- ✓ Help with spelling.
- ✓ Learn new words.
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Read and Write

Pre-entry ESOL Literacy Teacher's Book

1

Me



Suggested Lesson Plans



Unit 1: Me

Speaking/reading/writing: providing personal information; punctuation – introduction to using capital letters and full stops; describing your class

Vocabulary: classroom objects

Phonics: initial consonants - s, c, t; digraphs – sh and ch; initial consonants – end-of-unit revision

Numeracy: numbers 0-10 in numeric form; contextualised numbers in an address (telephone number, flat position, postcode).

Extra Material: Vocabulary flash cards; numbers 0-10 flash cards; numbers 0-10 bingo



Teaching your first class with a new group

I don't use any materials for the first class. I know, I've spent ages writing the Student's Book which you've just bought and now I'm saying not to use it. Well, don't use it just yet! My main aims for the first class are this:

1. Do any necessary administration such as registration, getting student cards, filling in bursary/bus pass forms etc.
2. Set speaking tasks to enable the teacher and students to get to know each other.
3. Set some very basic reading and writing tasks as a diagnostic exercise.
4. Establish class rules.

1. Administration

I try not to cover too much on the first day in order to leave time for registration and any other issues that arise. As many students like to resolve matters such as bus passes or applying for childcare as soon as possible, prioritise this and everyone will get off to a calm start to the new year.

2. Get to know the students

After modelling the language by introducing yourself, drill some phrases such as, “My name is”, “I am from....”, “I live in Glasgow”, “I like...”, “Nice to meet you” - “Nice to meet you too.” Put the students into small groups to introduce each other. Ask a few individuals to introduce themselves in open-class feedback before repeating the task as a mingle.

Note that this opening stage is purely oral, thus playing to the students’ strengths, allowing them to get to know each other without the strain of any reading/writing tasks.

3. Reading and writing diagnostic

- a. See if the students can remember personal information about you by asking questions such as, “Where am I from?” and “What’s my job?” Board this as a brief text, for example, “My name is Dave. I am from England. I live in Glasgow. I am a teacher. I like football and TV.”
- b. After hearing the teacher read the text aloud, the teacher and students read aloud as a group. Monitor while the students copy the text but mostly as a diagnostic tool to gauge the general writing level.
- c. Pair the students up to read the text aloud, monitoring while they do so. Help them while they are on task but hang back as much as possible as this too is a diagnostic tool, this time to gauge their reading level.
- d. Use a student as a model for the subsequent writing task. Include the students by asking questions such as, “What is her name? Where is she from?” in order to build a text which you board and read aloud, e.g. “My name is Asma. I am from Sudan. I live in Glasgow. I am a student. I like college and the gym.” Remove the text and see if anyone can write without copying as a diagnostic tool. Allow anyone who is struggling to look at the earlier text about the teacher as a crib sheet. Again, monitor but mostly with a diagnostic aim, noting any common issues. For example, if many have problems with letter formation or writing on the line then this is an area you could work on in a future class. For instance, you could prepare a worksheet to integrate remedial work on this during the first

week of classes. Finally, the students read their texts aloud in pairs before employing the LSCWC method, sentence-by-sentence, to rewrite their texts.

4. Establish class rules

It's also important to go through the rules for the class during the first week. Elicit these from the students, by asking questions such as, "What time do we start class?" On the first day, I keep this quite snappy but it is important to make the rules clear, whatever they are in your institution. For example, if good attendance is essential then students need to know that they will lose their place/travel bursary if they don't attend.

This could be worth reinforcing in a future class through the Language Experience Approach (LEA), which takes advantage of a common experience/shared context to work on reading and writing. In the context of class rules, you could follow these steps:

- a) Show some pictures that represent the rules, for instance, a picture of a clock to show that students must come on time. Put the students into pairs/small groups to tell each other what they can see. Although there is no material for this in the Student's Book, there are Power Point slides on www.esolbooks.com.
- b) Elicit the rules and board this as a text, for example:

College Rules

1. Come on time.
2. Come every day.
3. Speak English.
4. No food in class.
5. No phones.

- c) Read the text aloud as a group and, after the learners have copied the text, they read aloud once again in pairs ('paired reading').
- d) The students practise writing through LSCWC.
- e) Record a video and post it to the class What's App / Teams group.

What is the Language Experience Approach (LEA)?

This approach exploits a shared experience / common knowledge / the students' opinions among a group. Typically, after an experience such as a class trip, the occasion is discussed before a text is worked on collaboratively. This involves the teacher working with the learners to build a text, which is written up on the board. Look at the **Extra Materials** section at the back of this book for various suggestions for LEA classes for most of the units in the Student's book. The value of the LEA is that the learners' own words are used for the text. Not only is the context clear but also, when it comes to literacy work, it is the students' own language which is used to focus on phonics, reading aloud and writing tasks. Personalised language learning is so powerful and there are few approaches in ESOL which tick as many boxes in this regard as this one!

A quick note on speaking English versus the students' first language (L1) in class. When I started teaching ESOL, I was told that we mustn't allow any L1 in the classroom. Whilst I do believe that students speaking as much English as possible is beneficial to the whole group, I'm not quite as insistent on this as I am with other levels. A little L1 when students are really struggling can help clarify meaning which is vital before learners attempt reading and writing tasks. Try to limit this but a little is fine for me. If there are students speaking a lot of L1 in my class I ask myself, "Are my instructions not clear? Is my teacher talk (TT) graded?" as often this happens as a result of problems with TT/classroom management. I usually find that the above is enough for the first class but if I have time I try to set up a What's App / Teams group too.

We can start using the material for our second lesson with the group.

1. Mohammad, pages 8-10

Aims: speaking, reading and writing

- a) See the earlier guidance in the 'Teaching Approach' section on reading aloud and reading comprehension (pages 10-13) which includes detailed instructions for those stages in this lesson.
- b) Get the students mingling to tell each other about themselves. This is a repeat of a speaking task in the previous day's class but you could vary this by having everyone include one piece of false information. Model the task to make it clear for the group, e.g. "My name is Dave, I am 50 years old, I am from Sudan." Students find this quite enjoyable and it makes the repetition more interesting.
- c) The writing frame and LSCWC tasks on page 10 help prepare the students to write about themselves. As on the first day, use yourself or a student to model the personalised writing task, which can be further exploited through LSCWC.

Free Power Point slides

You can download free slides to support you and your learners while using the Read and Write every day ESOL pre-entry series. These include images and texts from the Student's Book. For this lesson about Mohammad, the slides include pictures for a lead in, plus the text to display and read aloud with your group. Go to www.esolbooks.com to see our extra resources, including these slides.

2. Aa Bb Cc, pages 11-15

Aim: pronunciation – letters of the alphabet; writing - letter formation; punctuation: capitals and lower case

- a) Practise the alphabet orally first. Can the students recite all 26 letters? Test them out in pairs and then drill the letters in chunks of three in open-class feedback.
- b) Some of the tasks on pages 11-15 could be given as homework. Pages 11-13 are receptive and as such, easier. The latter of these involves the teacher saying a letter and the learners circling one of the three choices accordingly. Pronounce these as letters, not sounds, for example, teacher: "letter 's' /es/." Pages 14 and 15 require productive skills from the learners.

3. Mohammad, pages 16-18

Aim: punctuation – capital letters to begin sentences, for names and countries, using full stops

- a) The material moves from receptive to productive, initially with the students identifying the capital letters and full stops. In feedback, elicit the reasons for these, e.g. capital letters to start sentences, for first names etc.
- b) The subsequent tasks are increasingly productive, culminating in the group copying the complete unpunctuated text while adding capital letters and full stops.
- c) A personalised task follows (page 18) where the students use a key word to write a sentence about themselves. If anyone is struggling, they can refer to the sentences in the original Mohammad text for help. Support the students with punctuation in monitoring – are they using capital letters and full stops? Back up this punctuation work in the subsequent text about ‘My class.’ For instance, highlight the name ‘Asma’ and ask, “Do we use a big or small ‘a’?”, “Why?”

4. College, pages 19-20

Aims: vocabulary – classroom objects; phonics - initial consonant sounds

See the earlier guidance in the ‘Teaching Approach’ section on teaching vocabulary and to see detailed instructions for this lesson (pages 23-25). There are flash cards for this vocabulary in the Extra Materials section at the back of this book.

5. My class, pages 21-23

Aims: speaking, reading and writing

- a) As a lead in, show some pictures representing ‘Asma’ and elicit/tell the students about her.
- b) A reading aloud stage and comprehension tasks follow on pages 21-22.
- c) Personalise the lesson by asking questions such as “How many students are in your class? How many teachers do you have?” Drill a few phrases before putting the learners into pairs to speak about their class.

d) Page 23 helps prepare the class for the writing task through a LSCWC task. Elicit a model text for the students and board it, e.g. 'My name is Samira. I go to college 3 days a week. College is Monday, Tuesday and Thursday. We have 10 students in my class. The students are from Iraq, Afghanistan and Sudan. We have one teacher. I like my class.' Remove this while the students write but let them "have a quick look" at the text on page 21 if they need some support. Finally, they read their texts aloud and then use LSCWC on their texts for more practice. I find that most students can memorise a few words at a time and then cover and write but let the students decide what is manageable.

6. My address, page 24

Aim: writing your address

- a) Start with some oral practice by asking questions such as "Where do you live? What's your address?" Pair the students up to repeat the task by asking each other the same questions.
- b) Display page 24 on the board and read it aloud. Ask some comprehension questions ("What's his postcode?") and model the matching task.
- c) Many students know their address orally but carry a record of this (e.g. a scan on their phones) which they copy instead of memorising it. Emphasise the importance of being able to write this from memory but allow them to copy out their address initially on page 24.
- d) The students use LSCWC for the subsequent times they write their address. Set more LSCWC for homework and practise this the following day in class. This is also revised in a future unit of the Student's Book.

7. s/c/t, pages 25-26

Aim: phonics - focus on 3 initial consonant sounds

- a) Show the pictures from page 26 on the whiteboard and then pair the students up to name them. In open-class feedback, nominate different learners for each image and help with pronunciation by drilling as a group.
- b) Board the words 'student', 'teacher' and 'college' and elicit the initial consonant sounds by pointing and asking, "What's the sound for this letter?" Remind the

class that there are letters and sounds (letter /es/, sound /s/) and that to read and write we need to learn the sounds for each letter. Clarify the letter and sound for s, c and t before the learners fill in the gaps at the top of page 25.

- c) Continue some oral work by saying the nine words from the first task, one at a time. Students respond by telling you the first letter, e.g. “Teacher: ten”, “students: /ti:/” Add other words that learners know at this level, e.g. see, to, come, some, car and include relevant names/countries from the group, if possible, e.g. Syria, Sudan, Samira etc. Do this for a while as a group with students shouting out and then repeat the task, nominating individuals.
- d) If you think the learners can manage it, display words from these earlier tasks on the board for them to read aloud. Firstly, show the words for anyone to shout out. Then nominate individuals, choosing weaker students for easier words.
- e) Consolidate with a reading/writing focus through the table on page 25 and the letter gap-fill on the following page.
- f) Create flash cards and/or a mind map the following day as revision.

8. 1, 2, 3, pages 27-29

Aim: numeracy: numbers 0-10 in oral and numeric form, including number formation

- a) Hold up some pencils to elicit ‘three pencils.’ Put the students into pairs to recite numbers 0-10 orally.
- a) Drill the numbers. If the students are good at this, you could push them by introduce some more complex language, e.g. “Which number is after 2? Before 8? Between 4 and 6?”
- b) Try a mingle where the students look around the class and point at various objects, e.g. “Look, two rubbers”, “four cups”, “ten chairs” etc.
- c) Pages 27-29 give practice of the numbers in numeric form. Practice of the numbers in written form is focused on later in the coursebook. For the ‘listen and circle’ task, put the words into a context, e.g.
 - a. I get up at 6 o’clock.
 - b. My friend has 3 children.
 - c. My friend’s son is 8 years old.
 - d. I have 3 bedrooms in my flat.
 - e. My friend’s daughter is 9 years old.

- d) If the text on page 29 is too difficult for your class, then the students can close their books and turn this into a listening task by you reading out the sentences for them to write the answers as numbers. They check in pairs and then try to remember what these refer to while checking with their partners.
- e) For the final practice task on page 29, put the numbers into a short phrase, e.g.
 - a) I usually have 3 cups of coffee.
 - b) Break is at 2 o'clock.
 - c) We finish class at 4 o'clock.
 - d) My friend has 4 children.
 - e) His son is 10 years old.
 - f) His youngest daughter is 3 years old.
 - g) We go to college 4 days a week.
 - h) 5 million people live in Scotland.
 - i) I got a new t-shirt yesterday. It cost £9.

Cut-out cards for numbers 0-10 in the Extra Materials section can be given to the learners to put in order for further practice. They mix them up and the teacher can call out numbers for the students to hold up the card. Bingo, also available in the Extra Materials section, is always a lot of fun for students.

9. sh/ch, pages 30-32

Aim: phonics – digraphs

See the 'Teaching approach' section earlier in this book (pages 19-22) for notes on how to help students during phonics tasks. It uses this lesson as an example.

10.abc, page 33

Aim: phonics - initial consonant sounds

This page facilitates some phonics work to end the unit. See the earlier guidance in this book in the 'Teaching Approach' section on teaching phonics for detailed instructions for this lesson.

Suggested words below:

- | | | |
|------------|------------|-------------|
| 1. my | 5. banana | 8. swimming |
| 2. teacher | 6. chicken | 9. she |
| 3. we | 7. read | 10. not |
| 4. college | | |

11. Learn English at home, pages 34-36

Aim: promote self-study

The idea here is to emphasise the value of self-study. Start off with a chat with the group about what the learners do at home to practise English. Praise them for any self-study they manage themselves and ask if anyone uses apps or websites. Show them the ideas on pages 34-36 and set the task of ticking which of the strategies they already employ. If your students have smartphones then they can try out the apps and websites in class in small groups. Tech-savvy learners will enjoy helping you out here! Ask the students to try out one or more of the ideas for homework and report back to the class the following day.

12. Kahoot Quiz

Aim: revision

Finish the unit with a Kahoot quiz. There are links in the 'Extra resources' section on www.esolbooks.com or Search 'ESOL_Books' on Kahoot.

For a free Answer Key for every unit, visit www

Create your own material

See page 18 for a discussion of the merits of creating your own material. In Unit 1, you could create a text about yourself, following a similar format to the pages in the Student's Book about Mohammad. Page 18 outlines how you can do this in practice.

Extra materials



Worksheets, flash cards and LEA suggestions

Many of the materials on the following pages are intended to be photocopied and prepared for students to use.

Activity	Unit	Activity
1	1	Classroom objects vocabulary flashcards
2	1	Numbers 0-10 flash cards (numeric form)
3	1	Numbers 0-10 bingo (numeric form)

1. Classroom objects vocabulary flash cards

Unit 1, pages 17-18

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. Monitor to help with the vocabulary and help the class with pronunciation. Use the board to check the answers with the group. Go to www.esolbooks.com for free Power Point slides.
- c. 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: rubber!", students: "number 6!" Also, instruct the students to test each other in pairs, i.e. a student takes a card and asks their partner, "What's that?"
- d. The students work in pairs to match the pictures to the words. Monitor to help, encouraging the learners to use the initial consonant and then check each group has done this correctly. This is enough in terms of checking answers as the gap-fill task on page 17 clarifies the spelling.
- e. Use the board to show the words and elicit the initial consonant sounds and any interesting phonics, e.g. digraphs like the 'ch' in 'teacher', the 'er' rime in 'rubber.' Go to www.esolbooks.com for free Power Point slides.
- f. The students remove the pictures so that they only have the words in front of them. Say the words (e.g. Teacher: "notebook!") 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.
- g. If you used these cards to clarify the vocabulary, then the class can move to the initial consonant gap-fill on page 17.

1.



2.



3.



4.



5.



6.



students

college

teacher

notebook

pencil

rubber

2. Numbers 0-10 flash cards (numeric form)

Unit 1, pages 25-28

Instructions

- a. Before the class, print a set of flash cards to give each pair of students. Cut them out ready for the class.
- b. Split the group into pairs and give them the numbers to reorder. Monitor and check that each pair has done this correctly and/or use the board to check the answers with the group. Go to www.esolbooks.com for free Power Point slides.
- c. Instruct the learners to spread the numbers out in front of them. Say the numbers (e.g. Teacher: “nine!”) and the first student to hold up the number is awarded a point for their team.
- d. Finally, the learners test each other in pairs, i.e. a student takes a card and asks their partner, “What’s that?” Alternatively, you could do this as a class mingle.

0	6
1	7
2	8
3	9
4	10
5	

3. Numbers 0-10 bingo (numeric form)

Unit 1, pages 25-28

Instructions

- a. Before the class, print a set of bingo cards to give each pair of students. Cut them out ready for the class.
- b. Split the group into pairs and give them their bingo card. Instruct them to read the numbers aloud.
- c. Tell the class the objective of bingo: cross off all your numbers and shout out “bingo!”
- d. Read numbers aloud for the students to cross numbers off. Make a note of the numbers so you can check if the winners have listened accurately!

1	3
6	9

0	1
5	8

3	5
7	10

2	4
6	8

1	5
6	9

0	1
4	10

1	3
5	7
1	3
6	9

2	5
8	9
0	1
5	8

0	4
6	10
3	5
7	10

2	4
6	8

1	5
6	9

0	1
4	10

1	3
5	7

2	5
8	9

0	4
6	10

Record of numbers called out:

GAME 1: 0 1 2 3 4 5 6 7 8 9 10
 GAME 3: 0 1 2 3 4 5 6 7 8 9 10
GAME 2: 0 1 2 3 4 5 6 7 8 9 10
 GAME 4: 0 1 2 3 4 5 6 7 8 9 10