



Sample unit

Read and Write every day

Upper ESOL Literacy Teacher's Book

Expected publication date: May 2026



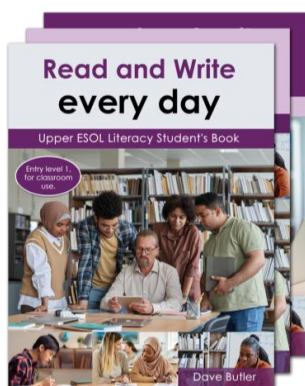
Entry level 1

Dave Butler

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Read and Write every day

Upper ESOL Literacy Student's Book, Workbook and Teacher's Book
For Entry Level 1

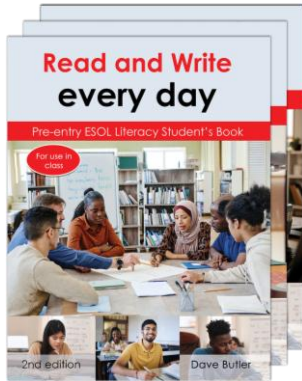


Helping students reach the next level

Do you teach ESOL Literacy learners who have progressed beyond a basic level but who are not quite ready for a beginners' class? This series 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.

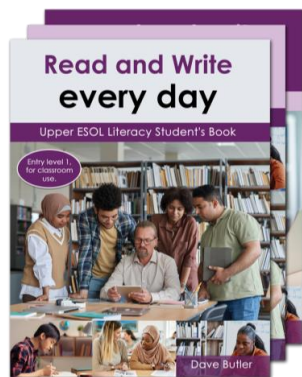
Current titles



Read and Write every day

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

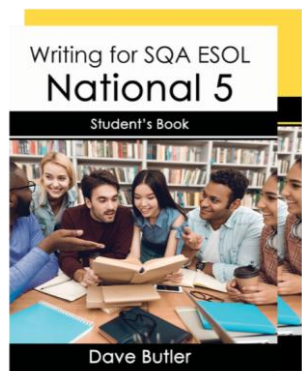
- ✓ For pre-entry level.
- ✓ 14 units based on contexts relevant to students' lives.
- ✓ Enables reading aloud, personalised writing, phonics and numeracy work.



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 May 2026.



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 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

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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
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Student's Book	£29.99
Workbook	£19.99
Teacher's Book (coming May 2026)	£19.99
Writing for SQA ESOL National 5 (Upper Intermediate)	
Student's Book	£19.99
Teacher's Book	£19.99

Cut your prep. time!



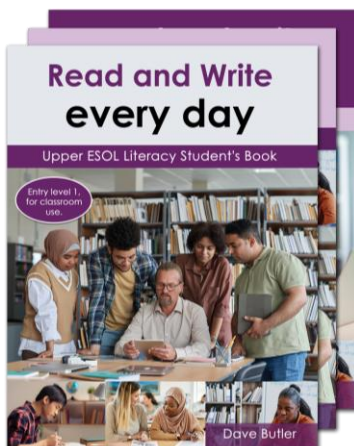
Teachers using these books have praised them for how easy they make lesson-planning.

**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.

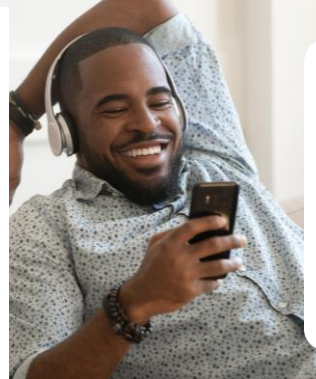
3 Set homework from the accompanying **Workbook**. These tasks consolidate work done in class in the Student's Book.



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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

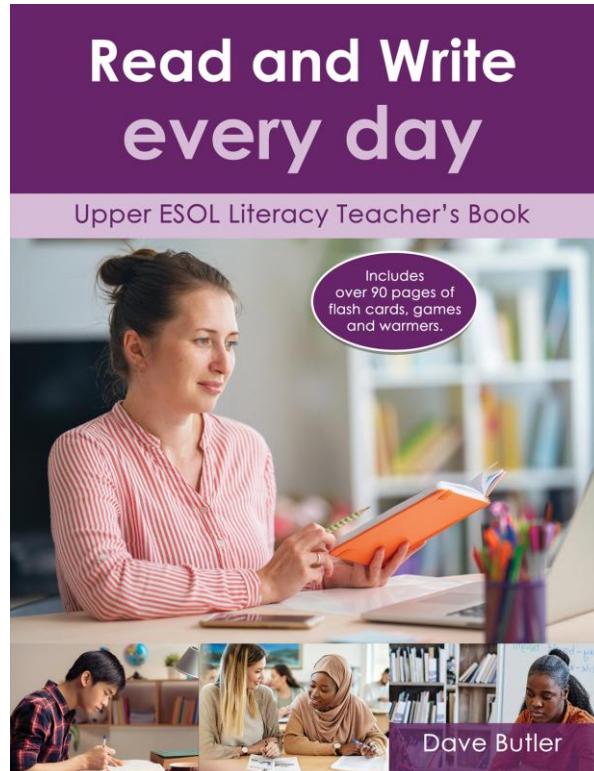
Vocabulary	Grammar	Numeracy	Phonics
Routines	Linkers: and / but / or Routines Adverbs of frequency	Numbers 0-10 (numeric and written form) Telling the time	Magic e
Free time activities Like/love/hate + ing form Musical instruments	Present simple for routines Pronouns: my/his/her Can/can't for ability	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 Teacher's Book

*Lesson plans, answer key and extra
material | Entry Level 1*

SAMPLE UNIT



Unit 1: Lessons and aims

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

Vocabulary: routines

Grammar: speaking and writing about a routine (present simple); linking words (and / but / or); adverbs of frequency

Numeracy: numbers 0 – 100 in numeric and written form; time-telling

Phonics: words which finish with ‘e’ (‘magic e’)

Learner training: independent learning strategies, goal-setting



Go to www.esolbooks.com to download Power Point slides, for the audio files and for links to end-of-unit Kahoot quizzes.



Numbers 0-1000 flash cards; numbers 0-100 bingo; Time-telling flash cards; Routines vocabulary flash cards; Adverbs of frequency flash cards

Unit 1: Suggested plans

1. ‘Getting to know you’ lesson, pages 12 - 13

Aim: speaking using questions and phrases to meet and greet

- a) Everyone’s keen to get to know each other so I throw the class into a task quickly and with very little build-up. In this way you can quickly warm up the group and also run a diagnostic. Model the task by introducing yourself to one of the students, e.g. “My name’s Dave. What’s your name?” Teach and drill the phrases, “Nice to meet you” – “Nice to meet you too.” Invite questions from the learners for you to answer to further model the groupwork task to follow next (“Where are you from?”; “Where do you live?” etc). Separate the class into small groups of 3-4 students to get to know each other and monitor to get an idea of the levels in the group. Chat together as a whole class for a few minutes by asking a few

questions to individuals after this task. I don't correct the students at this stage although you could note a few errors for feedback later.

- b) Elicit a few questions which we often ask when meeting for the first time (exercise A, page 12). Put the students into pairs to think of a few more.
- c) Model the re-ordering task (exercise B1, page 12) before the learners attempt this. Fast-finishers can think of more questions (exercise B2, page 13). The learners then match the questions to the answers. Check the answers as a group.
- d) Help with pronunciation by drilling the questions (chorally and nominate individuals too).
- e) As further preparation before the students use this language in a pairwork task, they write their own answers to questions 1 – 8 (exercise B3, page 12). This is a chance to have a look at the group's writing level as well.
- f) Invite the learners to ask you some questions (exercise B4, page 13). Students love getting to know their teacher! They can look at the questions in the book here as we're building up to a task where they use the language from memory.
- g) Pair the students up and allow them to ask each other the questions with their books open again as further preparation.
- h) Incorporate more controlled practice but push the learners a little here by running a 'disappearing drill' by writing just one or two words from a question on the board and nominating students to form the complete question. I like to do this orally, for example:
Teacher: "name?"
Student: "What's your name?"
- i) Run a mingle where the learners can meet all their classmates, using the language to ask the questions to get to know each other. Note some examples of impressive language as well as a few errors.
- j) After the group have had a good chat, split them into groups of 3 – 4 to share interesting information they have learnt about their classmates. Nominate individuals to report back to the class in open-class feedback.
- k) Write some sentences on the board which impressed you as well as a few which contain an error, for example:
 - 1. Do you like your area?
 - 2. Where you live?
 - 3. My favourite food pizza.

4. I been here for 2 years.
5. I play football in my free time.
6. I live my friend.
7. My classmate all like college.

Give the students time in pairs to look for errors before clarifying the answers in open-class feedback.

- l) I also clarify important information about the college on the first day, e.g. class rules, class timetable etc. A tour of the college is a good idea plus creating a Teams / What's App group to communicate with the students.
- m) If time you could ask the learners to write about themselves with no preparation as a diagnostic task to gauge the level of writing among the group.



Workbook, page 6

2. Fatima, pages 14 – 17

Aim: Reading and Writing a text giving personal information

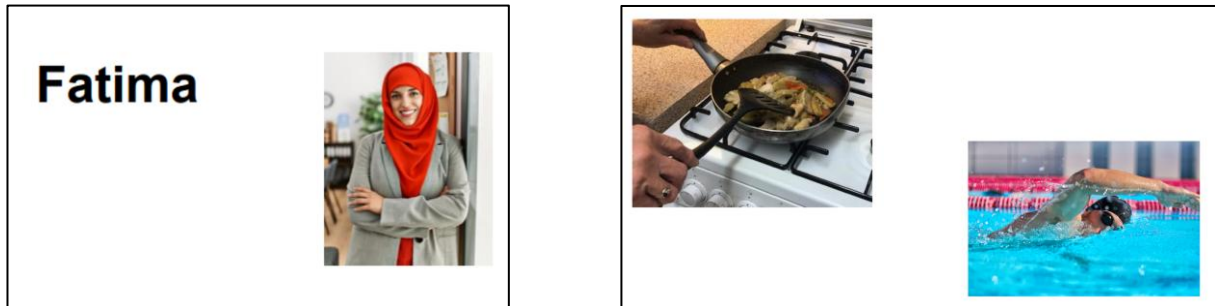
- a) It's a good idea to plan receptive skills lessons with three broad phases in mind: before reading, while reading and after reading. For the pre-reading tasks, start with some speaking to warm the students up and focus their minds on the theme, which will continue the topic of 'personal information' from the previous one. Board the text below, which is available in the Power Point slides for this lesson:

Speaking

Can you finish these sentences?

1. My teacher is from..... and he / she likes.....
2. Many of my classmates like.....
3. My classmates are from.....
4. Many of my classmates speak.....
5. In this city I like but I don't like

- b) The students can speak in pairs to recall information about their teacher and classmates.
- c) Follow this up with a brief pre-reading task by using the images in the Power Point slides to introduce Fatima and what she likes doing in her free time.



- d) In addition to Fatima's interests, clarify that she is a student and lives in Birmingham. Raise some interest by, for instance, asking if anyone has visited this city or likes swimming. However, don't give away too much about Fatima as we need to challenge the students with texts with some unknown information. Similarly, don't pre-teach too many words. The learners can use the context to help them understand the general idea and it's reassuring to get used to the idea that we can read texts and understand the gist without knowing every word. Vocabulary can be clarified when checking answers to comprehension questions as a group.
- e) For the 'while reading' stage, set a reading aloud task followed by reading comprehension.
- f) Set the first task on page 14 (exercise A1), which encourages the learners towards a general understanding of the text's main points. As mentioned, include a reading aloud task. For example, whilst tackling the first exercise, instruct the learners to read aloud in pairs. Model the task here in which the students take turns to read a sentence each, alternating every time they encounter a full stop. Monitor to gauge how the learners cope with the text and note any words which they struggle with. For instance, there may be some tricky vocabulary, e.g. restaurant, or words with unusual sound-spelling combinations. For instance, the learners will probably expect 'chef' to be pronounced with a /tʃ/ sound (as it often is, e.g. chocolate, chips) instead of a /ʃ/ sound. After the pairs have read the text, encourage them to answer the questions in exercise A1.

- g) Check answers as a group by nominating individuals for the answers. Display the text on the white board and nominate individuals to read a sentence aloud, choosing students based on your observations while monitoring. Help with difficult sound-spelling combinations, such as the word 'chef' discussed above. Elicit the sound for the difficult letters (in this case, the /ʃ/ for 'ch') and that this is quite unusual as it's a French word used in English. Be positive about this anomaly as it's quite normal for languages to include irregularities.
- h) For the second reading task (exercise A2), recommend that the students read silently to find the information needed to answer the true / false questions. Clarify that they don't need to read every word here as they just need to find the sentence that answers the questions. After the learners check in pairs, check as a group, eliciting the answer and also the reason for it.
- i) Moving onto the 'after reading' phase, there's a good opportunity here to include some personalised speaking that encourages the learners to engage with the text. Exercise B personalises the information by asking the students to compare Fatima with their own lives.
- j) The text about Fatima is a model for a writing task. However, in order for the group to be able to write about themselves without copying, we need to include some preparation tasks before the final free writing stage. Exercises C and D on pages 15 – 17 include controlled practice tasks such as gap-fills and re-ordering jumbled sentences. In addition, there is a task to revise and practise punctuation. The material also includes a look-say-cover-write-check (LSCWC)* task featuring words which the students will need in the final free writing task. The aim of these preparation tasks is to make this final writing task more achievable.
- k) Before the students write, choose a learner and elicit an example of the text they are to produce. Write this up on the whiteboard and set the task but then remove it and tell the group to write without copying. If you feel the writing task is still too difficult you can give them a safety net by instructing the group to close their course books but allow them to open it if necessary, find the word they can't spell, memorise it, close their book and then write the word. I find that many students strive to write without doing this but it reassures the weaker members that there is a course of action open to them if they are struggling.
- l) As students finish, check their work and encourage them to expand and / or correct errors (e.g. "Very good spelling Omar! Can you write more full stops?").

- m) After writing, put the learners into small groups to read their texts aloud.
- n) If time, LSCWC can be employed by the learners to write these texts again. This can be set as homework if time is short. This involves the learners looking at a sentence, then covering the text, then writing that sentence before finally checking it is correct by comparing it with their first attempt.

**Search 'look-say-cover-write-check' on You Tube for examples of how students use this to help them improve their spelling.*



Workbook, pages 7 - 12

3. I like cooking and swimming, pages 18 - 19

Aim: Grammar – linking words (and / but / or)

- a) Re-elicite Fatima's hobbies to link to this lesson before instructing the students to choose the correct linking words in the first task (exercise A1, page 18).
- b) Exercise A2 encourages the learners to focus on the meaning of the linking words.
- c) This may be the first time some of the learners have heard the word 'grammar.' Read the information at the bottom of the page aloud from the Power Point slide and clarify the importance of studying language.
- d) Exercise B1 provides controlled practice of the linkers.
- e) Show the class the grammar reference section at the back of the book. The learners can read this aloud in pairs. Clarify the importance of looking at this again at home after class and whenever they need a refresher regarding a language point.
- f) Exercise B2 provides freer personalised practice.
- g) Run an error correction slot after these tasks if appropriate.



Workbook, page 13

4. Numbers, pages 20 - 22

Aim: Numeracy – numbers 0–100 in numeric and written form

- a) The first three tasks on page 20 lead the class into the topic and this also serves as a diagnostic tool. What is the level of the group as regards saying and writing these numbers when in numeric form? Clarify any difficulties, for instance with the pronunciation of larger numbers and help with pronunciation. Demonstrate number formation by using your finger in the air (but remember that you have to write backwards!) or by using the board, for example, where do you start with the pencil, where do you finish, how many strokes etc.
- b) Exercises 4a – 4c concentrate on numbers in numeric form, moving gradually from easier to more difficult tasks and including some activities to focus the group on spelling, for example, silent letters, chunks within words ('teen' and 'ty'). Elicit some unusual sound-spelling combinations during the class too, e.g. the /w/ sound in 'one', the dropping of the letter 'u' in 'forty' etc.
- c) Encourage the students to say the page numbers for future tasks by writing these on the board and asking them, "Which page?"



Go to www.esolbooks.com to download Power Point slides, for the audio for classes and for links to end-of-unit Kahoot quizzes.



Workbook, pages 14 - 15



Numbers 0-1000 Flash cards
Numbers 0-1000 Bingo

5. What's the time? (pages 23 – 24)

Aim: Numeracy – time-telling

- a) Start with a speaking task to personalise the language and lead in to the topic (Exercise A1).
- b) Ask, "What's the time now?" Who can answer? Then use Exercise A2 as a diagnostic tool. How well can the class tell the time?
- c) In the open-class feedback stage, clarify and drill the language for each clock. Set exercise B before clarifying the language. It helps if you have a real analogue clock to clarify when we use 'o'clock', 'half past' etc.

- d) Exercise C1 enables speaking practice for the group.
- e) Exercises C2 and C3 focus on writing the time in numeric form.



Workbook, pages 16 - 17



Time-telling flash cards

6. I start college at 9 o'clock, pages 25 – 30

Aims: vocabulary / speaking / writing – routines; phonics – 'magic e'

- a) The students ask each other the questions in exercise A as a way into the topic.
- b) Exercise B gives them the opportunity to see the language in context and engage with it.
- c) Exercises C1 and C2 encourage the learners to focus on the meaning. Help further in feedback, for example, you could re-elicite some of the phrases to check and clarify tricky vocabulary, e.g. "After college I go home by bus. I get my key when I am outside my flat and I open the door. What's this?" (get home).
- d) Exercise C3 focuses on form. Use the board to clarify the answers after the students check in pairs.
- e) Exercise C4 provides controlled practice before free speaking practice in exercise D.
- f) There is a focus on 'magic e' on pages 27 – 29. Exercises E1 – E6 help the students work out the rules before the final practice task on page 29.
- g) Page 30 continues the work on routines, providing a preparation task through the LSCWC task (exercise F1), before the free writing task (exercise F2).



Workbook, pages 18 - 24



Routines vocabulary
flash cards

7. Are you good at studying? (pages 31 – 32)

Aims: learner training – self-study tools and techniques

- a) The students ask each other the questions in exercise A as a way into the topic.
- b) Exercise B gives more context and sets up the debate in exercise C.
- c) Exercise D aims to encourage the students to form a concrete plan for self-study: **when** can they study, for **how long** and **what** can they do?

8. I always do my homework! (pages 33 – 35)

Aims: grammar / speaking / writing – adverbs of frequency

- a) The speaking task in Exercise A introduces the topic and can help you see, while monitoring, if the learners use any adverbs of frequency.
- b) Clarify that the four learners in exercise B are all very good students.
- c) Exercise C1 gives the students the opportunity to focus on meaning. Encourage them to check in pairs before open-class feedback.
- d) Once again, point out that the sentences in exercise C2 refer to good students before the group attempt this controlled practice task.
- e) You could run a substitution drill here, for example:
 - Teacher: “Ahmed, ‘listen to the teacher’.”
 - Ahmed: “Good students always listen to the teacher.”
- f) Exercise D enables speaking free practice and exercise E exploits the same task but providing the opportunity for the group to practise their writing.



Workbook, pages 25 - 28



Adverbs of frequency
flash cards

9. Unit 1 Kahoot

Aims: Recap of unit and lots of fun!



Go to the Resources page on **esolbooks.com** for links to end-of-unit Kahoot games. You can go to this Kahoot game directly via this QR code:





Unit 1 Answer Key

Nice to meet you! (page 12)

Exercise B1

1. What's your name?
2. Where are you from?
3. Where do you live?
4. Who do you live with?
5. What do you do in your free time?
6. Why are you learning English?
7. How long have you been in the UK?
8. What's your favourite food?

Exercise B 1 Matching task

- | | |
|-------|-------|
| 1 – c | 5 – b |
| 2 – f | 6 – h |
| 3 – g | 7 – d |
| 4 – a | 8 – e |

Fatima (pages 14-15)

Exercise A1

She likes the people in Birmingham, her college, cooking and swimming.
She wants to be a chef or a shop assistant in future.

Exercise A2

- | | |
|---|--------------------------------------|
| a. True | f. True (she worked in a restaurant) |
| b. False (she's been in the UK for 5 years) | g. False |
| c. False (since 2017) | h. False (every weekend) |
| d. False (she lives with her friend Suad) | |
| e. True (the people) | |

Exercise C1

- | | | |
|---------|-----------|-----------|
| a. is | d. but | g. better |
| b. been | e. worked | h. free |
| c. with | f. I'm | i. every |

Exercise C3

- | | |
|-------------------------------------|--|
| a. My name is Fatima. | c. I'm a student now. / Now I'm a student. |
| b. I've been in the UK for 5 years. | d. I want to be a chef. |
| | e. I like swimming in my free time. |

Exercise D1

For the answers, see original text on page 14.

Exercise D2

There are examples of the following in the text: We use capital letters at the beginning of sentences, for people's names, for cities and countries, for languages.

I like cooking and swimming (pages 18 - 19)

Exercise A1

- a. and
- b. but
- c. or

Exercise A2

- a. two
- b. good / bad / a different
- c. one job

Exercise B1

- | | |
|--------|--------|
| a. and | d. or |
| b. but | e. but |
| c. or | f. and |

Exercise B3

Choose numbers according to your students' level.

Exercise 4^a

- | | |
|--------|---------|
| 1 – d | 30 – e |
| 7 – f | 65 – b |
| 14 – a | 100 – c |

Exercise 4b

1 one	11 eleven	30 thirty
2 two	12 twelve	35 thirty-five
3 three	13 thirteen	40 forty
4 four	14 fourteen	50 fifty
5 five	15 fifteen	60 sixty
6 six	16 sixteen	70 seventy
7 seven	17 seventeen	80 eighty
8 eight	18 eighteen	90 ninety
9 nine	19 nineteen	100 one hundred
10 ten	20 twenty	200 two hundred

Exercise 4c

1. Silent letters: the **w** in two, the **e** in five, the **gh** in eight, the **e** in nine, the final **e** in twelve.
2. You can see **teen** in every word.
3. You can see **ty** in every word.

What's the time? (pages 23 - 24)

Exercise A

- a. 10 o'clock
- b. Half past 4 / 4:30
- c. Ten past 3 / 3:10
- d. Twenty to ten / 9:40
- e. Quarter past one / 1:15
- f. Quarter to seven / 6:45

Exercise B

- 1. b
- 2. a
- 3. b
- 4. c
- 5. d
- 6. c
- 7. e
- 8. f
- 9. e
- 10. f

Exercise C1

- a. 4 o'clock
- b. 6:20 / Twenty past six
- c. 11:30 / Half past 11.
- d. 12:15 / Quarter past 12.
- e. 10:10 / Ten past ten.
- f. 6:45 / Quarter to seven.
- g. 3:55 / Five to four.
- h. 2:20 / Twenty past two.
- i. (About) 11 o'clock

Exercise C2

- a. 4:00
- b. 6:20
- c. 11:30
- d. 12:15
- e. 10:10
- f. 6:45
- g. 3:55
- h. 2:20
- i. 11:00 / 11:01

Exercise C3

Grade the task for your students and put the times in a context, e.g.

- a. I wake up at 6:30.
- b. I get up at 6:45.
- c. I have breakfast at 7:15.
- d. I go to college at 8:30.
- e. I have a class in the morning at 9:00.
- f. I go home at 5:30.
- g. I have dinner at 7 o'clock.
- h. I go to bed at 10:30.

I start college at 9 o'clock (pages 25-30)

Exercise C1

- a. Ali is at college at 9 o'clock.
- b. 'Get' here means arrive at a place.

Exercise C2

- 1 – g 4 – f 6 – e
- 2 – c 5 – d 7 – b
- 3 – a

Exercise C3

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

Exercise C4

- a. wake d. have g. finish j. go
- b. get e. then h. After k. relax
- c. have f. start i. see l. go

Exercise E1

The sounds of the letters are the same as they are when we recite the alphabet, e.g. letter i: /aɪ/.

Exercise E2

The other letter, e.g. b, c, d, f are called consonants. There are 5 vowels and 21 consonants.

Exercise E4

'i' is a vowel.

'k' is a consonant.

Exercise E5

The letter 'i' in 'like' sounds the same as the way we say this word in the alphabet. It is a long sound.

Exercise E6

'Like' finishes with letter 'e.'

Exercise E7

- | | | |
|-----------------------|----------|---------|
| a. wake up | d. phone | g. cute |
| b. do homework | e. five | h. time |
| c. They like college. | f. cake | i. late |

Are you good at studying?

Exercise B

Maryam

Good: I study after college. / I watch videos and some are in English. / I have some friends ... and we speak in English.

Not so good: I only study a little. / I don't like writing at home.

Abdurahman

Good: I go to college every day. / I always tell my teacher about appointments. / I do my homework every day. / I read all my notes from the classes. / I practise writing and spelling. / I have some books from the library.

Not so good: I don't watch videos or use any apps. / I don't speak English after college.

I always do my homework! (pages 33-35)

Exercise B

1. always
2. never
3. sometimes
4. usually

Exercise C

a. always	d. always	g. always
b. never	e. usually	h. usually
c. always	f. never	

I'm 43 years old (pages 28-29)

Exercise 2 (page 28)

3, 6, 9, 12, 15, 18, 21 (multiples of 3)

2, 4, 7, 11, 16, 22, 29 (+2, +3, +4, +5, +6, +7)

1, 3, 7, 15, 31, 63, 127 (+2, +4, +8, +16, +32, +64)

1, 11, 22, 34, 47, 61, 76 (+10, +11, +12, +13, +14, +15)

320, 160, 80, 40, 20, 10, 5 (halved each time)

50, 42, 35, 29, 24, 20, 17 (-8, -7, -6, -5, -4, -3)

Exercise 3

Teachers to choose numbers to dictate.

Exercise 4

Teachers to choose numbers to dictate (grade according to the level of the group).

Unit 1 Extra Materials

1. Numbers 0-1000 flash cards (numeric form)

Unit 1, pages 20-22

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 / small groups and give them the numbers.
- c) Instruct them to spread the numbers out in front of them. Say the numbers (e.g. Teacher: "100!") 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	37	69	200
12	41	75	350
13	49	84	498
19	52	99	500
22	57	100	685
30	62	120	843
34	64	150	980
30	69	175	1000

2. Numbers 0-1000 bingo (numeric form)

Unit 1, pages 20-22

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!

11	35	98
115	208	340
438	650	900

13	54	88
148	252	369
550	700	950

19	28	75
143	255	333
571	789	920

14	25	37
145	259	310
577	683	1000

Record of numbers called out:

GAME 1: _____

GAME 2: _____

GAME 3: _____

GAME 4: _____

14	29	77
142	258	363
470	882	934

19	21	59
148	212	340
703	800	999

15	28	30
141	225	399
671	851	911

16	25	47
180	260	360
489	783	900

17	28	30
100	280	391
671	829	901

19	25	39
135	229	360
747	809	979

10	20	52
122	358	563
700	829	910

13	28	77
85	292	350
738	814	1000

14	33	45
101	256	390
550	689	904

14	28	40
123	206	200
345	560	915

17	40	56
176	222	393
510	769	980

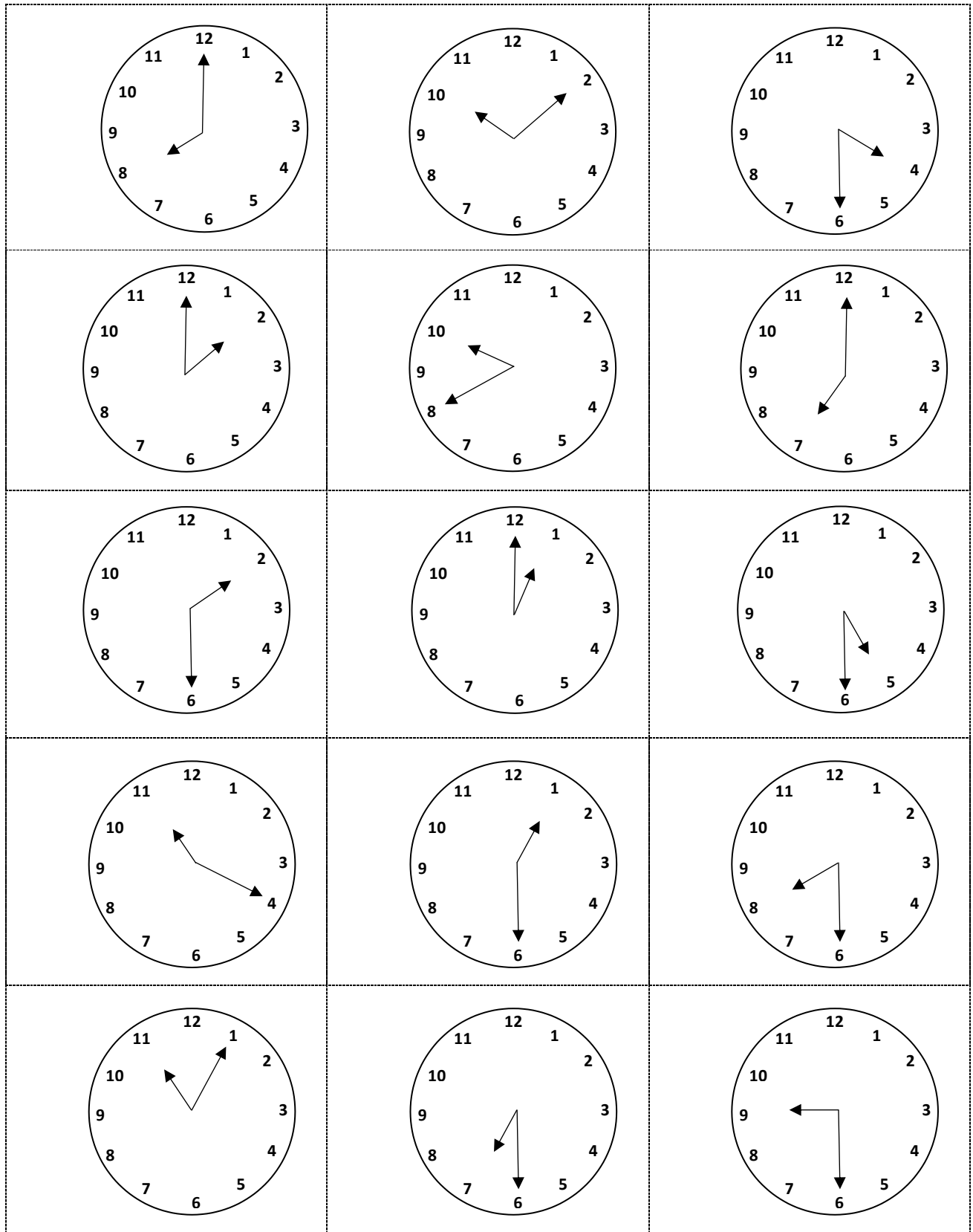
18	23	58
130	298	376
450	785	902

3. Time-telling flash cards

Unit 1, pages 23-24

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 tell the time.
- b) Set the main task to use these cards for. Remind the class of the question “What’s the time?” Model the task: a student takes a card and asks their partner the question. Monitor to check they are answering correctly.
- c) Fast finishers can mix the cards up and repeat the task.
- d) 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.



12:00

5:20

7:35

9:05

11:30

8:40

1:30

2:45

3:00

4:50

5:10

6:00

7:30

8:55

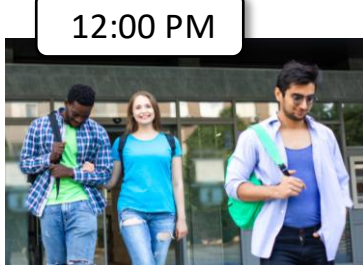
9:30

4. Routines vocabulary flash cards

Unit 1, pages 25-30

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. If it's the former of these two options, the learners can move to exercise C on page 26 after using the flash cards.
- b) Give the students the flash cards to match the pictures to the words. Monitor to help and check every pair has match the cards together correctly.
- c) For further practice, instruct the students to test each other in pairs, i.e. a student takes a card and asks their partner, "What's that?"
- d) If you would like the students to get a written record of the vocabulary with the pictures then make copies of the following page and hand this out as a worksheet with a matching activity.



wake up

get up

relax

**go to
college
by bus**

**start
college**

**finish
college**

**go home
by bus**

**get
home**

**go to
bed**

My routine

Match the words below to the pictures.

start college go to college by bus go to bed get up
finish college relax go home by bus wake up get home

1.



2.



3.



4.



5.



6.



7.



8.



9.



5. Adverbs of frequency flash cards

Unit 1, pages 33-35

Instructions

- a) Before the class, print a set of flash cards to give each pair / small group of students. Cut them out ready for the class. Use the cards as a practice task for the students after you have used the material regarding adverbs of frequency in the Student's Book to clarify the language.
- b) Model the task: the learners match the phrases to the adverbs of frequency according to the behaviour of good students.
- c) After the groups have finished, encourage them to stand up and look at the responses of other students to see if there is much variation in the responses.
- d) Run a substitution drill:
Teacher: "Listen to the teacher."
Student: "Good students always listen to the teacher."
- e) The learners can repeat step (d) above in small groups. They should remove the adverbs of frequency cards for this and just use the phrases. One student reads a phrase for a classmate to respond. Model this with a pair of students to clarify the instructions.

Student A: "Respect their classmates."
Student B: "Good students always respect their classmates."
- f) If you used these cards to clarify the vocabulary, then the class can move to the initial consonant gap-fill on page 19.

listen to the teacher	come to class on time	study English at home
respect their classmates	fight in class	shout in class
bring a pencil and books to class	work hard in class	come to class very late
do their homework	go to the library	study before a test
play games on their phone in class	speak English most of the time in class	speak to friends on the phone in class

always	usually
sometimes	never