



# **ESOL BOOKS**

# **Read and Write**

# **every day**

***Pre-entry ESOL Literacy***

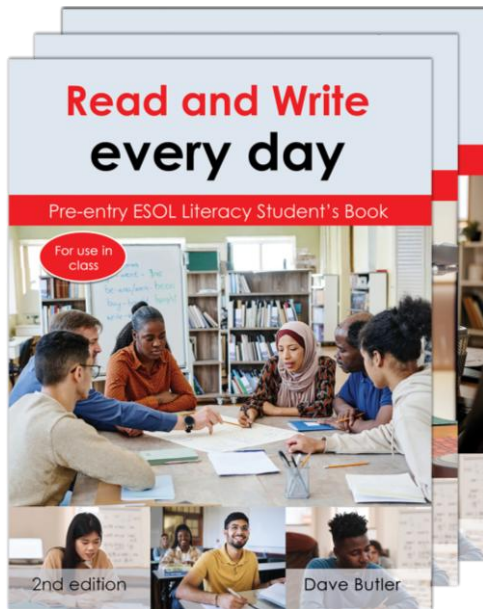
***Extra Materials PDF***



## **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.”

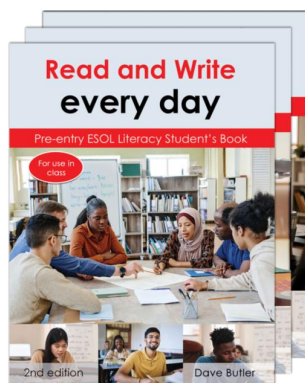
**Elaine Lauder**  
**ESOL Literacy Teacher,**  
**West College Scotland**



# **ESOL BOOKS** **Current titles**

## **Read and Write every day**

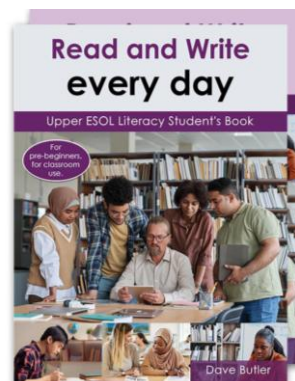
Pre-entry ESOL Literacy Student's Book,  
Workbook and Teacher's Book



- ✓ 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**

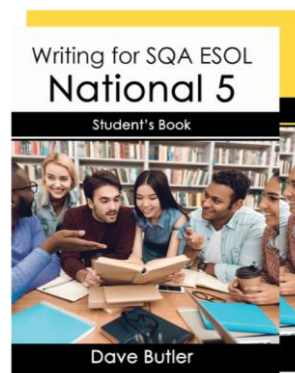
Upper ESOL Literacy Student's Book and Workbook



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

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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).

This PDF features extra photocopiable material to supplement a unit from the Read and Write series. Please feel free to photocopy the worksheets and use them with your class. Extra materials for the other units can be found on **esolbooks.com**.

## How to order

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- ✓ 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**.

# Worksheets, flash cards and LEA suggestions

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This PDF includes the extra photocopiable materials to supplement Unit 13 of the Read and Write every day Student's Book. More worksheets can be downloaded and printed to supplement the other units.

Activity	Unit	Activity
1	1	Running dictation
2		Classroom objects vocabulary flashcards
3		Numbers 0-10 flash cards (numeric form)
4		Numbers 0-10 bingo (numeric form)
5	2	Free time vocabulary flash cards
6		Running dictation
7		Numbers 10-20 flash cards (numeric form)
8		Numbers 10-20 bingo (numeric form)
9	3	Routines vocabulary flash cards
10		Running dictation
11		Time-telling flash cards
12		Days of the week flash cards
13	4	Vehicles flash cards
14		Running dictation
15		Numbers 0-100 bingo (numeric form)
16		A picnic in the park (reading and writing)
17		Transport around the world (LEA)
18	5	Places in a town/city vocabulary flash cards
19		Running dictation
20		Years flash cards
21		Class trip (LEA)

22	6	Food vocabulary flash cards
23		Running dictation
24		Prices flash cards
25		How to make falafel (reading and writing)
26		Popular / unpopular food and meals (LEA)
27	7	Weather vocabulary flash cards
28		Running dictation
29		Months of the year vocabulary flash cards
30		How's the weather? (LEA)
31	8	Christmas vocabulary flash cards
32		Running dictation
33		Halloween (reading and writing)
34		Weddings (vocabulary, reading and writing)
35	9	Furniture and household appliances vocabulary flash cards
36		Running dictation
37		Numbers 1-10 flash cards (written form)
38		Numbers 1-10 bingo (written form)
39	10	Running dictation
40		Colours vocabulary flash cards
41		Zimbabwe and Scotland (reading and writing)
42	11	Running dictation
43	12	Jobs vocabulary flash cards
44		Running dictation
45	13	Signs flash cards
46		Running dictation
47		At the pharmacy (vocabulary, listening and speaking)
48		Health remedies (LEA)
49	14	Clothes vocabulary flash cards
50		Running dictation
51		Traditional clothes (LEA)
52		Describe a photo (reading and writing)



# Unit 13: I'm sick

## Extra materials



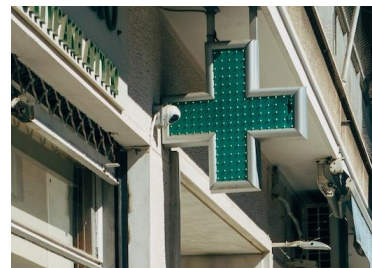
## 45. Signs flash cards

Unit 13, page 240-241

### 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 as revision the day after the work done using the Student's Book.
- b) As a warm-up, ask the students to lay the cards out on their table. Describe a sign for the learners to pick up a card:
  - 1. It's 9 o'clock. I can go into the shop. It's NOT closed (open).
  - 2. Can I smoke cigarettes in college? No.....? (No smoking)
  - 3. I have a cold and I need some tablets. Where can I go? (the pharmacy)
  - 4. It's 8 o'clock at night. The shop is NOT open. (closed)
  - 5. I need to go to the toilet (toilets).
  - 6. It's 4 o'clock and the class is finished. We can go home. Let's look for the ...? (exit)
- c) The students work in pairs to match two signs together, e.g. 'No smoking' as a picture with the one as text. Monitor to help and check the pairs have done this correctly.





## **46. Running dictation**

Unit 13, pages 236-238

### **Instructions**

- a) Before the class, print the running dictation.
- b) Attach a few copies of the dictation around the classroom.
- c) Split the group into pairs/ groups of 3.
- d) Assign one student as the writer and the other(s) will be 'runners.'
- e) Model the task: the runners go to the dictation, read a line and memorise it.  
They then go to the writer and dictate this to them to write down. They should work together to spell the words correctly and, of course, the teacher can help a little.
- f) Keep an eye on students trying to take photos of the sentences!
- g) Encourage some self-correction along the way.
- h) The winner is the first to write all of the sentences correctly!

1. I have lemon tea.
2. I go to bed and sleep all day.
3. I go to the pharmacy sometimes.
4. I go to the GP sometimes.
5. I take some tablets sometimes.
6. I'm not sick much.

1. I have lemon tea.
2. I go to bed and sleep all day.
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4. I go to the GP sometimes.
5. I take some tablets sometimes.
6. I'm not sick much.

## 47. At the pharmacy

Unit 13, speaking and listening

### Instructions

- a) Lead in: Introduce the theme of the lesson by showing the picture of a pharmacy in the Power Point slides. Ask “Do you go to the pharmacy sometimes? What do you buy?” Drill some phrases before setting the learners up with a speaking task, for example, “I go to the pharmacy when I’m sick”; “I go to the pharmacy when I have a headache”; “I buy tablets.” Put the students into pairs / small groups to discuss why they go to the pharmacy and what they buy. Nominate some learners for their answers when back as a whole group. Ask if the pharmacy is different in their country or the same.
- b) Vocabulary: Show the pictures from the Power Point slides of the illnesses and products on sale at the pharmacy. Pair the students up to name the words they know. Clarify the words in feedback and drill them to help with pronunciation. Put the words in a short phrase, e.g. ‘I have a cough’ to help the group see how to use the vocabulary. The learners can match the words to the vocabulary in the worksheet. Help the group with some of the very tricky digraphs (the gh in cough and ph in pharmacy).
- c) Listening: The audio file is available on the Power Point slide or through the [esolbooks.com](http://esolbooks.com) site – go to the extra resources section of the Read and Write every day Upper book). Students at this level struggle with a written comprehension task while listening so set questions orally for the listening task.
  - What’s the matter?
  - What does she buy?
  - How much is it?

The learners can check in pairs and then check as a group after listening.

d) Preparation for the speaking task: After you've clarified the answers, play the audio again but stop to elicit the following phrases (say them yourself more slowly if necessary to help). Again, just do this orally to make the task achievable.

- Excuse me, can you help me please?
- I'm looking for some tablets.
- Can I have the medicine please?
- That's £4.50 in total.
- Can I pay by card please?

Set up the role play of a customer at the pharmacy. Model the role play with a student with strong communication skills. It's best if you play the role of the pharmacist. Help the student and include the group to show them a model of the conversation. Let the students choose the items they want to buy and the prices. Jokers in the class may well buy something strange or charge a huge amount of money, which is always good fun!

e) Speaking: Note any areas for feedback while the students do the role play. They can swap over after the first performance and change partners to practise further. A pair can perform in front of the class and then run a brief feedback slot to praise the students and correct any errors. Do this orally, e.g.

- Many of you said "I'm looking for tablets" and this is very good English!
- Drill some words the students found difficult to pronounce.
- Focus on any common errors.

f) Homework: Give any pages you haven't used in class for homework. Check the homework and repeat the role play in the next class.

### Free Power Point slides

Free slides, featuring images and texts from this worksheet, are available at **[www.esolbooks.com](http://www.esolbooks.com)**. You can use a projector or interactive whiteboard to display these slides and help clarify vocabulary, read texts aloud with your group and give clear feedback to tasks.

# At the pharmacy

tablets      the pharmacy      cream      a plaster

medicine      a headache      a cough

1.



2.



3.



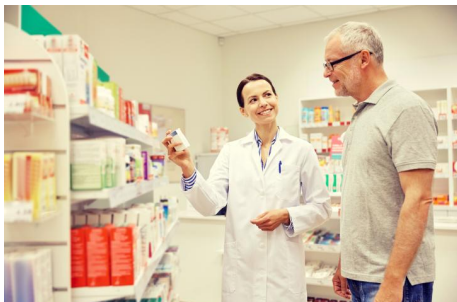
4.



5.



6.



7.



# Excuse me

1. Excuse me, help me can you please?

Excuse me, can you help me please?

2. looking for I'm some tablets.

---

3. have I a headache.

---

4. have I Can please? some tablets

---

5. is that How much please?

---

6. £6 in total. That's

---

7. pay by Can I card please?

---



# At the pharmacy

## Listening

1. What's the problem?
2. What does she buy?
3. How much is it?



## Speaking

Excuse me, can you help me please?

Yes, of course.



# At the pharmacy

1.



- ☐ tablets
- ☒ cream
- ☐ plaster

2.



- ☐ cough
- ☐ headache
- ☐ plaster

3.



- ☐ cream
- ☐ tablets
- ☐ medicine

4.



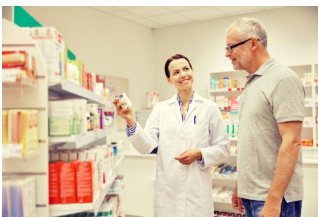
- ☐ cream
- ☐ tablets
- ☐ plaster

5.



- ☐ headache
- ☐ pharmacy
- ☐ cough

6.



- ☐ cream
- ☐ pharmacy
- ☐ plaster

7.



- ☐ cream
- ☐ tablets
- ☐ plaster

## 48. Health remedies

Unit 13, Language Experience Approach with a group

*Look at the Unit 1 lesson plan for a description of the LEA.*

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

### Instructions

- a) Vocabulary: Use the pictures on the following page (also on Power Point slides downloadable for this unit from the website) to clarify the vocabulary of tablets/pharmacy etc. Help with pronunciation by putting the words in a short sentence when drilling, e.g. I take tablets sometimes.
- b) Speaking: The students discuss what they do when they are sick. This usually leads to an interesting class discussion.
- c) Collaborative text: As usual, predict what this might include, for example,

Everyone in class is sick sometimes. We go to bed and sleep when we have a cold. Some students take tablets. Some students like traditional natural medicine like lalob. We all go to the pharmacy sometimes. We go to the GP when we are very sick.

Ask questions to the group in order to build a text for the group, e.g. Does everyone in our class take tablets? Do you like natural medicine?

- d) Reading aloud: Write the text on the board and then read it aloud. Help the students with phonics and silent letters. Read it aloud as a group. After the learners copy down the text into their notebooks, they can read it aloud in pairs.
- e) Further reading and writing: The group can practise by reordering words they copy onto card. They can practise look-say-cover-write-check on interesting words in the text and/or the whole text. Stronger students can extend the text with one more sentence.

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

The steps above will work when teaching one-to-one. The text can be completely personalised for the learner. As above, predict the text for your learner. Even if you're not close with the prediction it always helps you with grading the language for this level when you build the text together.

See the following page for the vocabulary worksheet.



### Free Power Point slides

Free slides, featuring images and texts from this worksheet, are available at **[www.esolbooks.com](http://www.esolbooks.com)**. You can use a projector or interactive whiteboard to display these slides and help clarify vocabulary, read texts aloud with your group and give clear feedback to tasks.

# I have a cold

## A. Vocabulary

Match the words to the pictures.

lemon tea    natural medicine    tablets

the pharmacy    the GP    hospital

1.



\_\_\_\_\_

2.



\_\_\_\_\_

3.



\_\_\_\_\_

4.



\_\_\_\_\_

5.



\_\_\_\_\_  
\_\_\_\_\_

6.



\_\_\_\_\_