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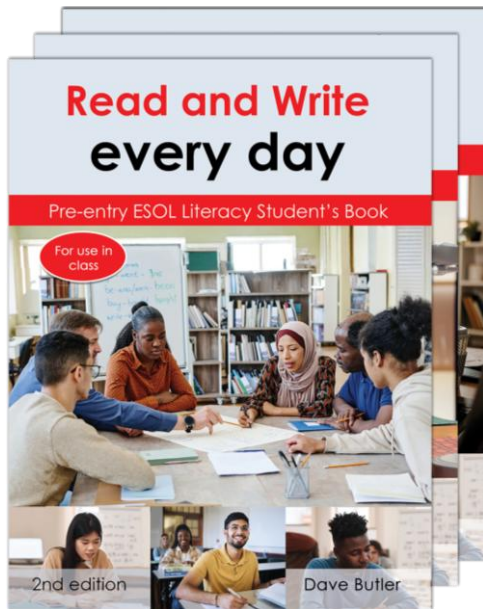
Extra Materials PDF



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.”

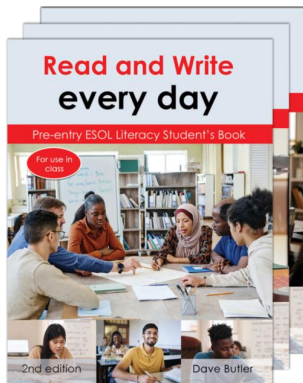
Elaine Lauder
ESOL Literacy Teacher,
West College Scotland



ESOL BOOKS **Current titles**

Read and Write every day

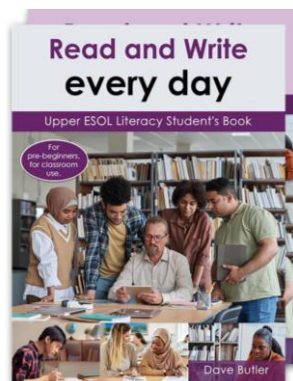
Pre-entry ESOL Literacy Student's Book,
Workbook and Teacher's Book



- ✓ 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

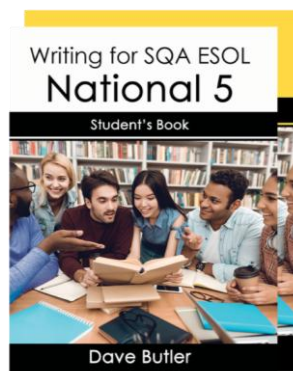
Upper ESOL Literacy Student's Book and Workbook



- ✓ 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



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

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

Feedback

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

Worksheets, flash cards and LEA suggestions

This PDF includes the extra photocopiable materials to supplement Unit 6 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 6: Food

Extra materials



22.Food vocabulary flash cards

Unit 6, pages 112-113

Instructions

- a) Before the class, print a set of flash cards to give each pair of students. Cut them out ready for the class. These cards could be used when you first clarify the vocabulary or the next day as revision.
- b) Give the students the picture cards first without the words. They work in pairs to name the words. Use the board to check the answers with the group. Go to www.esolbooks.com for free Power Point slides. You could consolidate this by having the students spread the cards out in front of them and shouting out a word/phrase for the students. They respond by holding up the picture and shouting out the number, e.g. Teacher: "I like chocolate!", students: "number 6!" If they find this easy, ask instead, "What's number 2?", students: "tomatoes!" Also, instruct the students to test each other in pairs, i.e. a student takes a card and asks their partner, "What's that?"
- c) The students work in pairs to match the pictures to the words. Monitor to help, encouraging the learners to use the initial consonant and check each group has done this correctly. This is enough in terms of checking answers as the gap-fill task on page 112 clarifies the spelling.
- d) Use the board to show the words and elicit the initial consonant sounds and any interesting phonics, e.g. the use of letter 's' (sound /s/) for plural countable nouns. Go to www.esolbooks.com for free Power Point slides.
- e) The students remove the pictures so that they only have the words in front of them. Say the words (e.g. Teacher: "rice!") and the first student to hold up the word is awarded a point for their team. Finally, the students read the words on the cards aloud, in pairs.
- f) If you used these cards to clarify the vocabulary, then the class can move to the initial consonant gap-fill on page 112.

1. 	2. 	3. 
4. 	5. 	6. 
7. 	8. 	9. 
tea	tomatoes	rice
bread	chocolate	carrots
orange juice	fish	chicken

23. Running dictation

Unit 6, pages 124-126

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 breakfast at 8 o'clock.
2. I like coffee.
3. I have a snack at 3 o'clock.
4. I like fruit and nuts.
5. I have dinner at 9 o'clock.
6. I like chicken and rice.

1. I have breakfast at 8 o'clock.
2. I like coffee.
3. I have a snack at 3 o'clock.
4. I like fruit and nuts.
5. I have dinner at 9 o'clock.
6. I like chicken and rice.

24.Prices flash cards

Unit 6, pages 128-129

Instructions

- a) Before the class, print a set of flash cards to give each pair of students. Cut them out ready for the class. Use these cards for extra practise after clarifying how to say prices.
- b) As a warm-up, give out the cards and have the students spread them out on their desks. Say a price and the students can pick up the correct card.
- c) Set the main task to use these cards for. Remind the class of the question “How much is it?” Model the task: a student takes a card and asks their partner the question. Monitor to check they are answering correctly.
- d) Fast finishers can mix the cards up and repeat the task.
- e) You could show some of the prices on the board and nominate individuals to answer. Go to www.esolbooks.com for free Power Point slides.
- f) This could also be done as a mingle with one set of cards. For this, give each student one card, everyone stands up and finds another student. They repeat the task from step c. They then swap cards and find a new partner.

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

25.How to make falafel

Unit 6 (Reading and writing extra class)

Instructions

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

Free Power Point slides

Free slides, featuring images and texts from this worksheet, are available at **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.

How to make falafel

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

1.



2.



3.



4.



5.



6.



7.



8.



9.



How to make falafel

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

Yes or no?

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



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

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



How to make falafel

Eat Mix and in
balls fork Cut Fry

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

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

How to make falafel

1. like falafel. I

2. the Cut onion.

3. the onion Fry and garlic.

4. and egg. the onion, chickpeas Mix

5. the balls Fry in oil.

6. the falafel Eat in pitta bread.



How to make falafel

1. __ut t__e onio__.
2. __ry the onion and __arlic for f__ve __inutes.
3. Ge__ a fork an__ a bow__.
4. __ix the onion, garlic, chickpeas, __gg, herbs an__
__pices.
5. Ma__e __mall __alls of __alafel.
6. Fry t__e bal__s in oi__.
7. Ea__ th__ falafe__ wit__ sala__ a__d __ummus
in pi__ta b__ead.

1. C__t t__e onio__.
2. __ry th__ o__ion a__d garlic __or f__ve __inute__.
3. G__t a for__ an__ a b__wl.
4. __ix the onion, garlic, chickpeas, egg, __erbs and
spices.
5. Mak__ s__all ball__ of falafel.
6. F__y t__e b__lls in o__l.
7. __at __he fala__el __ith sa__ad __nd hummu__
in p__tta brea__.

How to make falafel



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



Write about some food you can cook.

26. Popular/unpopular food and meals

Unit 6, 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 food vocabulary.

Instructions

- a) Preparation: Cut up enough flash cards to give a set to each pair of learners.
- b) Lead in: The students discuss what they like for breakfast, snacks and dinner.
- c) Vocabulary: The learners work in pairs to match the words to the pictures. Clarify the vocabulary and help with pronunciation. To practise, the students can tell each other if they love / like / don't like / hate each type of food.
- d) Speaking: Tell the class you are all going to try to find out the favourite food and drink in the class. Elicit and board different types of food categories: Meat/fish; hot drinks; cold drinks; vegetables; fruit; snacks; sweet food; breakfast; dinner. Pre-teach the phrases – “What's your favourite fruit / meat / drink?”; “What do you like for breakfast / dinner?”; “I love (pizza).”; “I hate (fish).” Set up a mingle – tell them they should tell each other food and drink they love / hate. They can refer to the categories on the board to guide them. Help with vocabulary as they mingle and allow students to use L1 to help them with difficult food words.
- e) Collaborative text: Drill some useful phrases, e.g. “Everyone loves cake!”; “Nobody likes fish.”; “Some students like tea.”; “A few students like chocolate.” Put the learners into small groups to share what they discovered. Discuss the findings as a group and board the most striking revelations.

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

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

- f) Reading: Read the text aloud for the students. The group copies the text into their notebook. They can then read it aloud in pairs. For further practice, they can copy the words onto cards, mix the sentences up and put them back in order.
- g) Writing : Each learner can cover 3-4 words at a time and write the text again, without copying (LSCWC on the text).

Language Experience Approach teaching one-to-one

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

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