



ESOL BOOKS

Read and Write

every day

Pre-entry ESOL Literacy

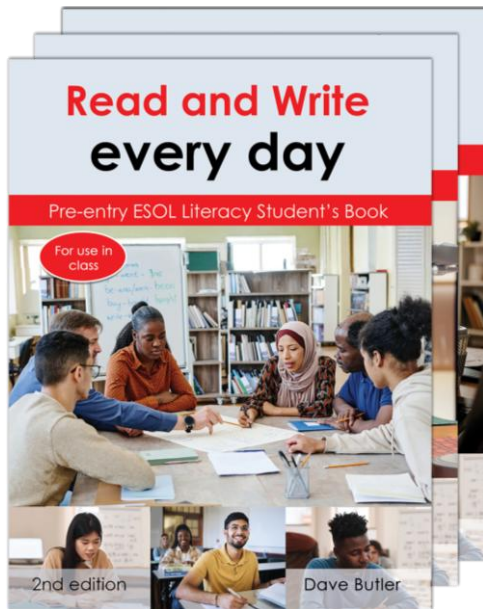
Extra Materials PDF



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.”

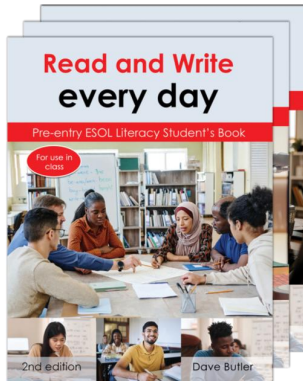
Elaine Lauder
ESOL Literacy Teacher,
West College Scotland



ESOL BOOKS **Current titles**

Read and Write every day

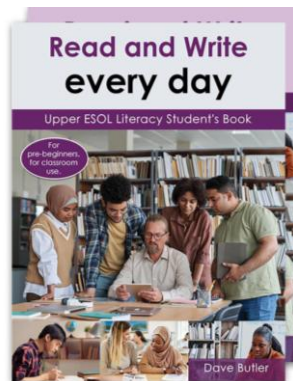
Pre-entry ESOL Literacy Student's Book,
Workbook and Teacher's Book



- ✓ 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

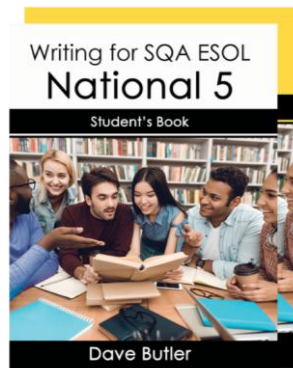
Upper ESOL Literacy Student's Book and Workbook



- ✓ 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



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 3 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 3: My day

Extra materials



9. Routines vocabulary flash cards

Unit 3, pages 50-51

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 go to bed at 10 o'clock every day", students: "number 9!" 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 then check each group has done this correctly. This is enough in terms of checking answers as the gap-fill task on page 50 clarifies the spelling.
- d) Use the board to show the words and elicit the initial consonant sounds, silent letters, any interesting phonics, e.g. the long vowel sound for the 'ee' in 'teeth', the silent e in 'have.' 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: "go to college!") 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 50.

1. 	2. 	3. 
4. 	5. 	6. 
7. 	8. 	9. 
have dinner	brush my teeth	have a shower
have breakfast	go to college	clean my flat
get up	watch TV	go to bed

10. Running dictation

Unit 3, pages 52-55

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 get up at 8 o'clock.
2. I have a shower.
3. I have breakfast.
4. I go to college at 12 o'clock.
5. I finish college at 4 o'clock.
6. I have my dinner.
7. I go to bed at 11 o'clock.

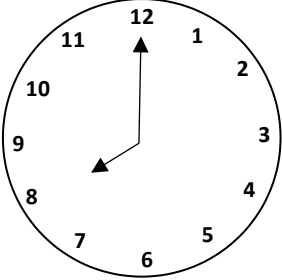
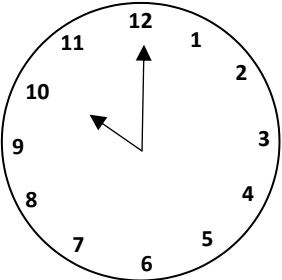
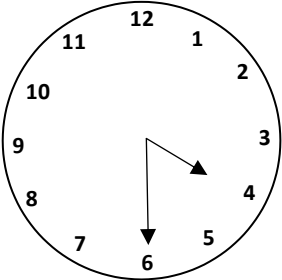
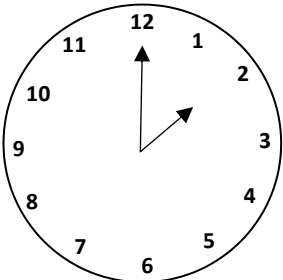
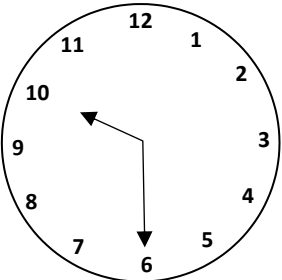
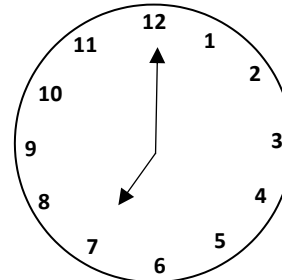
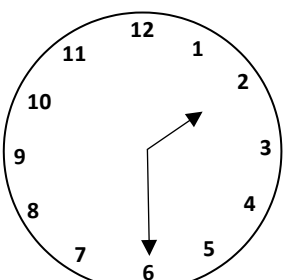
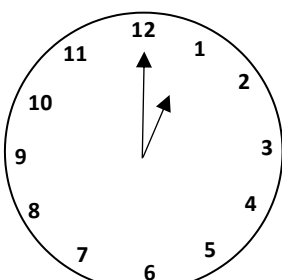
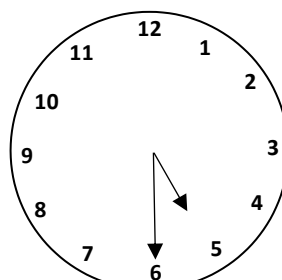
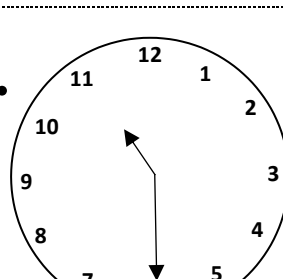
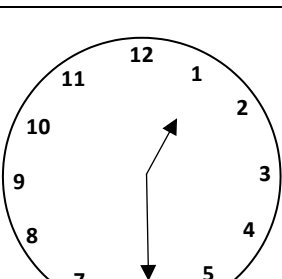
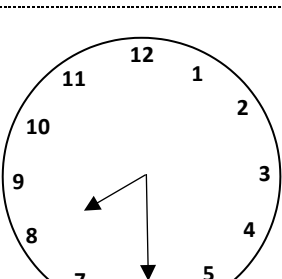
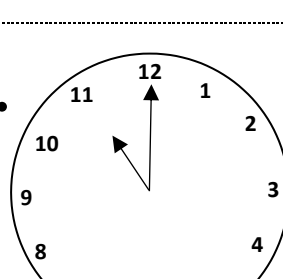
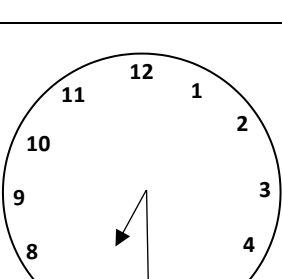
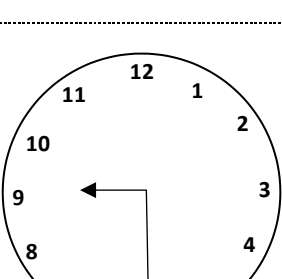
1. I get up at 8 o'clock.
2. I have a shower.
3. I have breakfast.
4. I go to college at 12 o'clock.
5. I finish college at 4 o'clock.
6. I have my dinner.
7. I go to bed at 11 o'clock.

11.Time-telling flash cards

Unit 3, pages 56-59

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) As a warm-up, give out the cards and have the students spread them out on their desks. Say a time and the students can pick up the correct card and the number. For example, teacher: "It's 4 o'clock", students: "Number 10."
- c) 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.
- d) Fast finishers can mix the cards up and repeat the task.
- e) You could show some of the clock faces 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.

1. 	2. 	3. 
4. 	5. 	6. 
7. 	8. 	9. 
10. 	11. 	12. 
13. 	14. 	15. 

12.Days of the week vocabulary flash cards

Unit 3, page 63

Instructions

- a) Before the class, print a set of flash cards, constituting the 7 days of the week, 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) Split the group into pairs and give them the days to reorder. 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 63 clarifies the spelling.
- c) Use the board to show the words and elicit the initial consonant sounds, silent letters, any interesting phonics, e.g. the 'ay' rime in every word. It's also worth eliciting that each of these begins with a capital letter. Go to www.esolbooks.com for free Power Point slides.
- d) Instruct them to spread the cards out in front of them. Say a day (e.g. Teacher: "Friday!") and the first student to hold up the card is awarded a point for their team. You can increase the difficulty here by displaying the days randomly on the board and asking, "Which day is that?"
- e) The learners can 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.
- f) If you used these cards before the material in the Student's Book, then you can move onto the tasks on page 63.

Monday

Tuesday

Wednesday

Thursday

Friday

Saturday

Sunday

Monday

Tuesday

Wednesday

Thursday

Friday

Saturday

Sunday