



# **ESOL BOOKS**

# **Read and Write**

# **every day**

***Pre-entry ESOL Literacy***

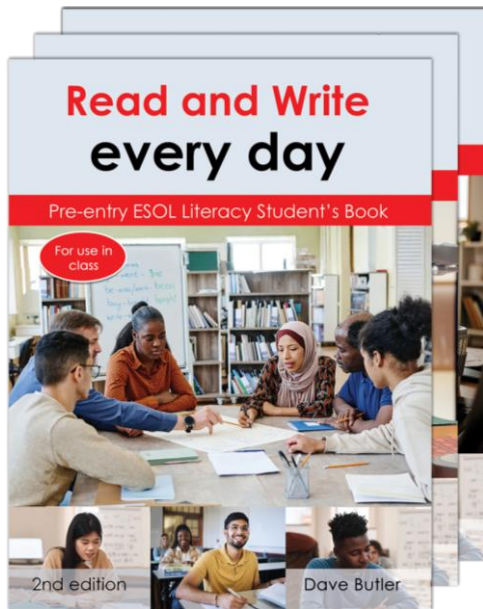
***Extra Materials PDF***



## **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.”

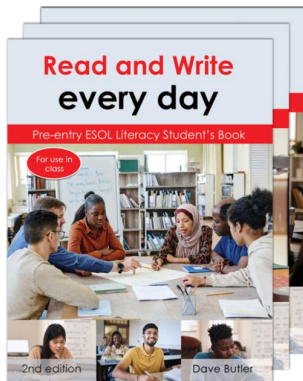
**Elaine Lauder**  
**ESOL Literacy Teacher,**  
**West College Scotland**



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

## **Read and Write every day**

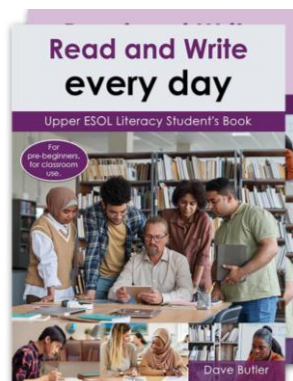
Pre-entry ESOL Literacy Student's Book,  
Workbook and Teacher's Book



- ✓ 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**

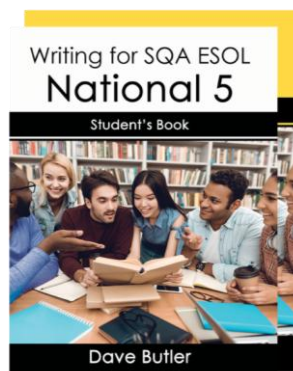
Upper ESOL Literacy Student's Book and Workbook



- ✓ 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 4 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 4: I like the bus

## Extra materials



### 13.Vehicles vocabulary flash cards

Unit 4, pages 74-75

#### 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](http://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: “taxi”, students: “number 6!” If they find this easy, ask instead, “What’s number 9?”, students: “lorry!” 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 74 clarifies the vocabulary and spelling also.
- d) Use the board to show the words and elicit the initial consonant sounds, silent letters, any interesting phonics, e.g. the ‘sh’ in ‘ship’, the final /i:/ sound of the ‘y’ in ‘lorry’, the /ks/ sound of the ‘x’ in ‘taxi.’ Go to [www.esolbooks.com](http://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: “ship!”) 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 74.

|                                                                                       |                                                                                        |                                                                                         |
|---------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------|
| 1.   | 2.   | 3.   |
| 4.   | 5.   | 6.   |
| 7.  | 8.  | 9.  |
| <b>bus</b>                                                                            | <b>bike</b>                                                                            | <b>boat</b>                                                                             |
| <b>ship</b>                                                                           | <b>train</b>                                                                           | <b>taxi</b>                                                                             |
| <b>van</b>                                                                            | <b>plane</b>                                                                           | <b>lorry</b>                                                                            |

## **14. Running dictation**

Unit 4, pages 76-80

### **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 go to college by bus.
2. I like the bus.
3. I take one bus.
4. I take bus number 66.
5. It takes one hour.
6. I walk to college sometimes.

1. I go to college by bus.
2. I like the bus.
3. I take one bus.
4. I take bus number 66.
5. It takes one hour.
6. I walk to college sometimes.

## **15.Numbers 0-100 bingo (numeric form)**

Unit 4, pages 81-83

### **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!

|           |           |            |
|-----------|-----------|------------|
| <b>10</b> | <b>23</b> | <b>32</b>  |
| <b>48</b> | <b>53</b> | <b>69</b>  |
| <b>75</b> | <b>89</b> | <b>100</b> |

|           |           |           |
|-----------|-----------|-----------|
| <b>8</b>  | <b>22</b> | <b>39</b> |
| <b>40</b> | <b>52</b> | <b>69</b> |
| <b>76</b> | <b>80</b> | <b>99</b> |

|           |           |           |
|-----------|-----------|-----------|
| <b>7</b>  | <b>23</b> | <b>30</b> |
| <b>44</b> | <b>57</b> | <b>60</b> |
| <b>78</b> | <b>83</b> | <b>95</b> |

|           |           |           |
|-----------|-----------|-----------|
| <b>19</b> | <b>21</b> | <b>33</b> |
| <b>42</b> | <b>59</b> | <b>63</b> |
| <b>71</b> | <b>87</b> | <b>92</b> |

|           |           |           |
|-----------|-----------|-----------|
| <b>1</b>  | <b>29</b> | <b>32</b> |
| <b>45</b> | <b>52</b> | <b>67</b> |
| <b>77</b> | <b>84</b> | <b>90</b> |

|           |           |           |
|-----------|-----------|-----------|
| <b>12</b> | <b>27</b> | <b>38</b> |
| <b>42</b> | <b>58</b> | <b>61</b> |
| <b>79</b> | <b>81</b> | <b>92</b> |

|           |           |           |
|-----------|-----------|-----------|
| <b>15</b> | <b>24</b> | <b>39</b> |
| <b>49</b> | <b>51</b> | <b>67</b> |
| <b>76</b> | <b>81</b> | <b>92</b> |

|           |           |           |
|-----------|-----------|-----------|
| <b>17</b> | <b>22</b> | <b>34</b> |
| <b>40</b> | <b>53</b> | <b>62</b> |
| <b>73</b> | <b>87</b> | <b>96</b> |

|           |           |           |
|-----------|-----------|-----------|
| <b>11</b> | <b>20</b> | <b>32</b> |
| <b>42</b> | <b>58</b> | <b>63</b> |
| <b>70</b> | <b>82</b> | <b>94</b> |

|           |           |            |
|-----------|-----------|------------|
| <b>13</b> | <b>28</b> | <b>37</b>  |
| <b>48</b> | <b>52</b> | <b>69</b>  |
| <b>73</b> | <b>80</b> | <b>100</b> |

|           |           |           |
|-----------|-----------|-----------|
| <b>9</b>  | <b>28</b> | <b>30</b> |
| <b>41</b> | <b>55</b> | <b>69</b> |
| <b>71</b> | <b>89</b> | <b>92</b> |

|           |           |           |
|-----------|-----------|-----------|
| <b>14</b> | <b>25</b> | <b>37</b> |
| <b>45</b> | <b>59</b> | <b>60</b> |
| <b>77</b> | <b>83</b> | <b>99</b> |

**Record of numbers called out:**

0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22  
 23 24 25 26 27 28 29 30 31 32 33 34 35 36 37 38 39 40 41 42  
 43 44 45 46 47 48 49 50 51 52 53 54 55 56 57 58 59 60 61 62  
 63 64 65 66 67 68 69 70 71 72 73 74 75 76 77 78 79 80 81 82  
 83 84 85 86 87 88 89 90 91 92 93 94 95 96 97 98 99 100

## 16.A picnic in the park

Unit 4, Reading and writing, extra practice of 'going to' for future plans

This class provides further consolidation and practice of 'going to' so plan to use this material after the focus on this language in unit 4.

- a) Lead in: Ask the group, "What are you going to do tomorrow?" Model the task by telling the class your plans and then drill a few phrases, e.g. "I'm going to college"; "I'm going shopping." Put the learners into small groups to tell each other their plans.
- b) Pre-reading: Show the students the pictures from the first slide. They discuss what they can see in the photos. Elicit some vocabulary in feedback, especially 'have a picnic.'
- c) Reading aloud: Read the text aloud for the group and then focus on some initial consonant sounds. The students can read aloud together chorally and then in pairs.
- d) Reading comprehension tasks: The learners can work on the matching task and then they attempt a true/false task.
- e) Speaking: Run some pronunciation drills to help the learners with some common 'going to' phrases, e.g. "I'm going shopping tomorrow"; "I'm going to see my friends"; "I'm going to college tomorrow." Run a mingle or have the students chat in small groups to tell each other what they are going to do tomorrow. If the class is near the weekend then the students could also discuss their plans for the weekend.
- f) Writing: The reordering task and LSCWC activity help the group build up towards the writing task. Set the task of writing about tomorrow and/ or the weekend. The learners can read their texts aloud in pairs / small groups after they finish.

### 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.

# A picnic in the park

My name is Maha. It is Sunday today. I'm going to college tomorrow morning. I finish class at 12 o'clock. I'm going to see my friends tomorrow afternoon. We are going to the park. We're going to have a picnic. We're going to take food and tea to share. We're going to eat lovely food and have a great time!



## Match.

|                     |                  |
|---------------------|------------------|
| 1. tomorrow morning | a. have a picnic |
| 2. 12 o'clock       | b. go to college |
| 3. in the park      | c. finish class  |

## Yes or no?

1. I'm going to college on Sunday morning.
2. I have a class tomorrow afternoon.
3. I'm going to meet my friends in a cafe.
4. We're going to eat in the park.
5. I love picnics.
6. Tomorrow is going to be a very bad day.

# A picnic in the park

class name food eat great going see are

My \_\_\_\_\_ is Maha. It is Sunday today. I'm \_\_\_\_\_  
to college tomorrow morning. I finish \_\_\_\_\_ at 12  
o'clock. I'm going to \_\_\_\_\_ my friends tomorrow  
afternoon. We \_\_\_\_\_ going to the park. We're going to  
have a picnic. We're going to take \_\_\_\_\_ to share.  
We're going to \_\_\_\_\_ lovely food and have a  
\_\_\_\_\_ time!

My \_\_\_\_\_ is Maha. It is Sunday today. I'm \_\_\_\_\_  
to college tomorrow morning. I finish \_\_\_\_\_ at 12  
o'clock. I'm going to \_\_\_\_\_ my friends tomorrow  
afternoon. We \_\_\_\_\_ going to the park. We're going to  
have a picnic. We're going to take \_\_\_\_\_ to share.  
We're going to eat lovely food and have a \_\_\_\_\_  
time!



# After college

1. college I'm tomorrow morning. going to

---

2. 12 o'clock. class I finish at

---

3. I'm after college. going shopping

---

4. I'm my friends. to see going to

---

5. We are the city centre. going to

---

6. a cafe. going to We are

---

7. going to We're a picnic. have

---

8. I'm play going to football.

---



# After college



|           |       |       |       |
|-----------|-------|-------|-------|
| I'm       | _____ | _____ | _____ |
| going     | _____ | _____ | _____ |
| college   | _____ | _____ | _____ |
| tomorrow  | _____ | _____ | _____ |
| morning   | _____ | _____ | _____ |
| afternoon | _____ | _____ | _____ |
| shopping  | _____ | _____ | _____ |
| see       | _____ | _____ | _____ |
| friends   | _____ | _____ | _____ |
| park      | _____ | _____ | _____ |



Write about tomorrow or this weekend.

## A picnic in the park

My na\_\_e is Maha. It is Sun\_\_ay to\_\_ay. I'm g\_\_ing to  
c\_\_llege to\_\_orrow mor\_\_ing. I fi\_\_ish \_\_lass at 12  
o'clo\_\_k. I'm goi\_\_g to \_\_ee m\_\_ f\_\_iends t\_\_m\_\_row  
a\_\_ter\_\_oon. We ar\_\_ goi\_\_g to t\_\_e par\_\_. \_\_e're  
\_\_oing to h\_\_ve a pi\_\_nic. \_\_e're \_\_oing to ta\_\_e  
f\_\_od a\_\_d \_\_ea to s\_\_are. \_\_e're goin\_\_ to ea\_\_  
lo\_\_ely foo\_\_ an\_\_ ha\_\_e a g\_\_eat ti\_\_e!

My nam\_\_ is Maha. It is Su\_\_day to\_\_ay. I'\_\_ g\_\_ing to  
co\_\_lege tom\_\_orrow mor\_\_ing. I fi\_\_is\_\_ cl\_\_ss at  
12 o'\_\_loc\_\_. I'\_\_ g\_\_ing to s\_\_e m\_\_ frien\_\_s  
tom\_\_orrow a\_\_ter\_\_oon. W\_\_ a\_\_e goi\_\_g to th\_\_  
p\_\_rk. \_\_e're \_\_oin\_\_ to hav\_\_ a pi\_\_n\_\_c. W\_\_'re  
goi\_\_g t\_\_ tak\_\_ foo\_\_ an\_\_ te\_\_ to s\_\_are. We'\_\_e  
goi\_\_g to ea\_\_ lo\_\_el\_\_ fo\_\_d an\_\_ ha\_\_e  
a gre\_\_t tim\_\_!

## 17.Transport around the world

Unit 4, Language Experience Approach with a group

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

### Instructions

- a) Lead in and vocabulary: Use the pictures on the following page (also on Power Point slides downloadable for this unit from the website) to introduce the topic. Ask which of these you can see in their countries. They can then name the transport in pairs before you clarify this in open-class feedback. Clarify the difference between a bus and coach.
- |                     |                                 |
|---------------------|---------------------------------|
| 1. motorbikes       | 4. minibus                      |
| 2. rickshaw/tuk-tuk | 5. train                        |
| 3. bus/coach        | 6. subway / underground / metro |
- b) Speaking: Help the learners with the questions on the worksheet before they discuss this in groups. Note anything of interest in monitoring and during the whole-class discussion after the group work. In particular, look for similarities/differences between the countries and anything unusual. Tell the students of any interesting experiences you have had on public transport abroad.
- c) Collaborative text: As usual, predict what this might include, for example: You can see buses in all of our countries. We like the bus but the roads are bad in some countries. We all go by bus in the UK and it's very good. Many people in Vietnam go by motorbike. You can go by rickshaw in some countries. We all love rickshaws.
- 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 student. 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.

# Public Transport

Can you see this transport in your country? Do you like it? Which transport does everyone in your country use?

1



2



3



4



5



6

