



ESOL BOOKS

Read and Write

every day

Pre-entry ESOL Literacy

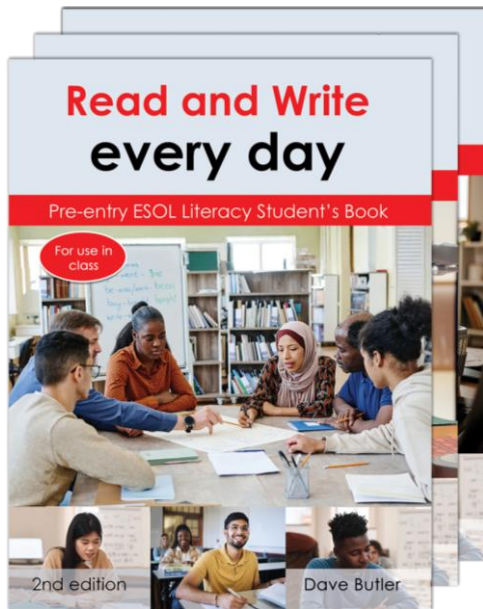
Extra Materials PDF



Dave Butler

Read and Write every day Pre-entry ESOL Literacy Extra Materials PDF Copyright © 2025 by IMD Group Limited. All rights reserved. This publication is photocopiable. *ESOL Books is a part of IMD Group Limited, a limited company registered in Scotland, UK. Address: 82, Berkeley Street, Glasgow, G3 7DS, SCOTLAND. Company number: SC799667*

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.”

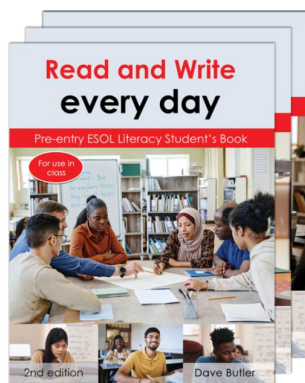
Elaine Lauder
ESOL Literacy Teacher,
West College Scotland



ESOL BOOKS **Current titles**

Read and Write every day

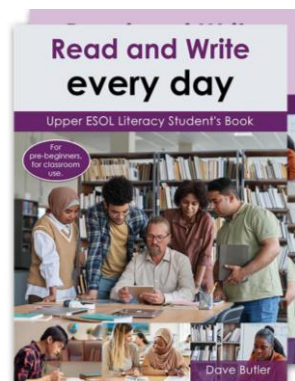
Pre-entry ESOL Literacy Student's Book,
Workbook and Teacher's Book



- ✓ 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

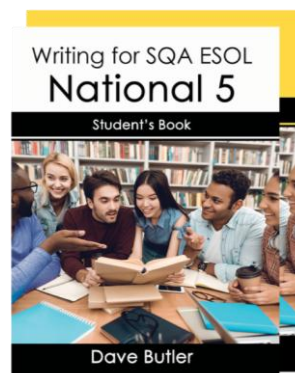
Upper ESOL Literacy Student's Book and Workbook



- ✓ 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 8 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 8: Happy days

Extra materials



31.Christmas vocabulary flash cards

Unit 8, pages 156-157

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 through shouting out a word/phrase for the students. They respond by holding up the picture and shouting out the number, e.g. Teacher: "Father Christmas!", students: "number 4!" If they find this easy, ask instead, "What's number 2?", students: "Christmas dinner!" 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 156 clarifies the vocabulary and spelling also.
- d) Use the board to show the words and elicit the initial consonant sounds and any interesting phonics, e.g. the /OI/ sound for 'oy' in 'toy' and the /k/ sound for 'ch' in 'Christmas' (it's worth pointing out that this is much less common than the usual sound for 'ch' focused on in unit 1. 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: "toys!") 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 156.

1. 	2. 	3. 
4. 	5. 	6. 
Christmas tree		Christmas dinner
Father Christmas		Christmas cards
toys		gifts

32. Running dictation

Unit 1, pages 8-10

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. We give cards at Christmas.
2. We buy a tree.
3. We give gifts.
4. Children are very happy.
5. We have a very big dinner.
6. I like Christmas.

1. We give cards at Christmas.
2. We buy a tree.
3. We give gifts.
4. Children are very happy.
5. We have a very big dinner.
6. I like Christmas.

33.Halloween

Unit 8, vocabulary, reading and writing

Instructions

- a) Lead in: Show the images in the first Power Point slide. Ask the learners to work in pairs / 3s to tell each other what they can see. In open-class feedback, elicit some key vocabulary, e.g. Halloween.
- b) Pre-reading: Ask the students to discuss Halloween in small groups: “What happens in the UK during Halloween?”; “When is this?” You will probably find a varying degree of knowledge within the group. After you have nominated a few students, ask some questions to the group, e.g. “Why do children like Halloween? What clothes do people wear?”
- 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 match split sentences and then they attempt a true/false task.
- e) Writing: There are a few tasks to help build up towards the writing task. Choose one or two to use in class and give the rest as homework. I would prioritise the look-say-cover-write check task and set one more. For the writing task, the learners write something about Halloween. Perhaps they can add their opinion of it too? As usual, allow them to look back at their notes if they are struggling to spell a word but encourage them to memorise the word and then write it without copying.

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.

Halloween

Many people like Halloween. Halloween is in October. Some people have a party and wear funny scary clothes. My son is spiderman this year. His friend is a witch. Children go to houses and ask for sweets and chocolate. Children love Halloween!

Match.

1. Halloween is in	a. sweets and chocolate.
2. People wear	b. scary clothes.
3. Children ask for	c. a party.
4. Some people go to	d. October.

Yes or no?

1. Nobody likes Halloween.
2. Halloween is in November.
3. You can go to a Halloween party.
4. My son is a witch this Halloween.
5. People give children sweets.
6. Halloween is boring for everyone.
7. Children are happy at Halloween.



Halloween

clothes people go
Some love ask in

Many _____ like Halloween. Halloween is _____
October. _____ people have a party and wear funny
scary _____. My son is spiderman this year. His
friend is a witch. Children _____ to houses and _____ for
sweets and chocolate. Children _____ Halloween!

Many _____ like Halloween. Halloween is _____
October. _____ people have a party and wear funny
scary _____. My son is spiderman this year. His
friend is a witch. Children _____ to houses and _____ for
sweets and chocolate. Children _____ Halloween!

Many _____ like Halloween. Halloween is _____
October. _____ people have a party and wear funny
scary _____. My son is spiderman this year. His
friend is a witch. Children _____ to houses and _____ for
sweets and chocolate. Children _____ Halloween!

Halloween



people	_____	_____	_____
party	_____	_____	_____
sweets	_____	_____	_____
chocolate	_____	_____	_____
wear	_____	_____	_____
scary	_____	_____	_____
clothes	_____	_____	_____
funny	_____	_____	_____
children	_____	_____	_____
October	_____	_____	_____



Write about Halloween.

Halloween

Ma__y peop__e l__ke Halloween. Halloween is in
O__to__er. So__e peo__le ha__e a par__y and w__ar
fu__ny s__ary clot__es. M__ son is spiderman this
__ear. His f__iend is a witch. Chil__ren __o to __ouses
a__d a__k f__r s__eets and c__o__olate. __hil__ren
__ove __alloween!

__any peop__e li__e Halloween. Halloween is in
Oc__o__er. Som__ peo__l__ ha__e a part__ a__d
__ear funn__ scar__ cl__thes. M__ so__ is spiderma__
t__is y__ar. __is frie__d is a witch. C__ild__en g__ to
hou__e__ an__ ask __or sw__ets and __ho__ola__e.
C__ild__en lo__e __alloween!

Halloween

1. Many people like Halloween.

2. Halloween is in October.

3. Some people have a party.

4. Some people wear scary clothes.

5. Children go to houses.

6. Children ask for sweets.

7. Children love Halloween.

Halloween

1. Many like people Halloween.

2. in October. is Halloween

3. Some people a party. have

4. people wear Some scary clothes.

5. go to houses. Children

6. Children sweets. ask for

7. Halloween. love Children

34. Weddings

Unit 8, vocabulary, reading and writing

Instructions

- a) Lead in: Show the pictures on the first slide to elicit 'wedding.' Drill a few phrases (e.g. "We have a big party"; "The woman wears a white dress"; "Everyone is very happy") and put the students into groups of 3 or 4 to discuss what happens at weddings in their country. Nominate a few students in feedback, asking, for instance, "What is the same in your countries? What is different?"
- b) Vocabulary: Show the pictures via the slides. Ask the learners, "What can you see?" and they help each other with the words for each image. They can attempt the matching task after having learned the words in their oral form.
- c) Reading aloud: Read the text aloud from the white board and then encourage the students to read aloud as a group. Focus on sound-spelling combinations and then the learners read aloud in pairs.
- d) Reading comprehension tasks: Set the circling and yes/no tasks for the students and help in monitoring.
- e) Speaking: Now the students have learned and practised a lot of vocabulary around this theme, run the same speaking tasks as earlier. Drill some more phrases using the new words, e.g. "The man wears a suit"; "The couple go on holiday." Get the students mingling in order to chat with more of their classmates.
- f) Writing: The look-say-cover-write-check and reordering task help set the students up for the writing task. Any unused pages can be given for homework.

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.

Weddings

party suit holiday dress
couple man rings woman church

1.



2.



3.



4.



5.



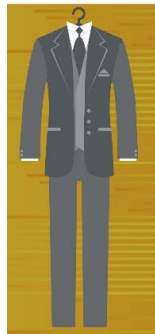
6.



7.



8.

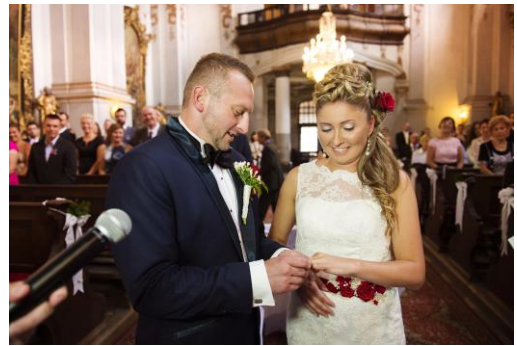


9.



Weddings

A wedding is a very happy day. Many weddings in the UK are in church but not all weddings. The woman wears a white dress. The man wears a suit. The couple get a ring. Family and friends are very happy. We have a big party. People dance all night! The couple go on holiday after the wedding. Sometimes the couple is a man and a woman. Sometimes the couple is a man and a man. Sometimes the couple is a woman and a woman.



Circle.

1. A wedding is a very happy / sad day.
2. Many weddings are in church / college.
3. The woman wears a white / black dress.
4. We have a small / big party.
5. People dance all year / night.
6. The couple go shopping / on holiday after the wedding.

Weddings

A wedding is a very happy day. Many weddings in the UK are in church but not all weddings. The woman wears a white dress. The man wears a suit. The couple get a ring. Family and friends are very happy. We have a big party. People dance all night! The couple go on holiday after the wedding. Sometimes the couple is a man and a woman. Sometimes the couple is a man and a man. Sometimes the couple is a woman and a woman.

Yes or no?

1. Many people like weddings.
2. Every wedding is in church.
3. The woman wears a white suit.
4. Only the woman gets a ring.
5. We like dancing at weddings.
6. Everyone at the wedding has a holiday after the wedding.
7. A couple is two people.



Weddings

dress UK very Sometimes
go the and all happy get

A wedding is a _____ happy day. Many weddings in the _____ are in church but not all weddings. The woman wears a white _____. The man wears a suit. The couple _____ a ring. Family and friends are very _____. We have a big party. People dance _____ night! The couple _____ on holiday after _____ wedding. Sometimes the couple is a man _____ a woman. Sometimes the couple is a man and a man. _____ the couple is a woman and a woman.

A we_ding is a ver_ happ_ d_y. M_ny weddi_gs in th_ UK a_e in c_urch but n_t a_l weddin_s. _he wo_an wea_s a wh_te dr_ss. Th_ ma_ wear_ a sui_. T_e _oup_e g_t a ri_g. F_mily an_ f_iends ar_ v_ry h_ppy. W_ h_ve a b_g party. Peo_le da_ce all nigh_! T_e coup_e go on h_liday af_er th_ w_dding. So_etimes t_e coup_e is a ma_ an_ a wo_an. Someti_es th_ couple_ is a _an an_ a ma_. Sometim_s th_ coup_e is a wom_n a_d a w_ma_.

Weddings



wedding	_____	_____	_____
happy	_____	_____	_____
the man	_____	_____	_____
woman	_____	_____	_____
wears	_____	_____	_____
dress	_____	_____	_____
suit	_____	_____	_____
couple	_____	_____	_____
traditional clothes	_____ _____	_____ _____	_____ _____
get	_____	_____	_____
ring	_____	_____	_____
party	_____	_____	_____
go on holiday	_____ _____	_____ _____	_____ _____

Weddings

1. very happy A wedding day. is a

2. wears dress. The woman a white

3. wears The man a suit.

4. The couple traditional wear clothes.

5. a big party. We have

6. dance all night. People

7. go on The couple holiday.



Write about weddings in your country.

A great photo

1. Ilovethisphoto!

2. Thisismyfriend.

3. Heisintheparkinthisphoto.

4. Ilikehisclothes.

5. He'swearingblackjeans.

6. Ilikehisshirt.

7. Wehadagreattime!

A great photo!

1. Look at letter **e**. It has many sounds. Read the words.
What are the sounds for letter **e**?

he the like melon

2. Match the words with the same sound.

me water ten we love red open clothes get
time men nice she student one be paper

he	melon	like	the