



ESOL BOOKS

Read and Write

every day

Pre-entry ESOL Literacy

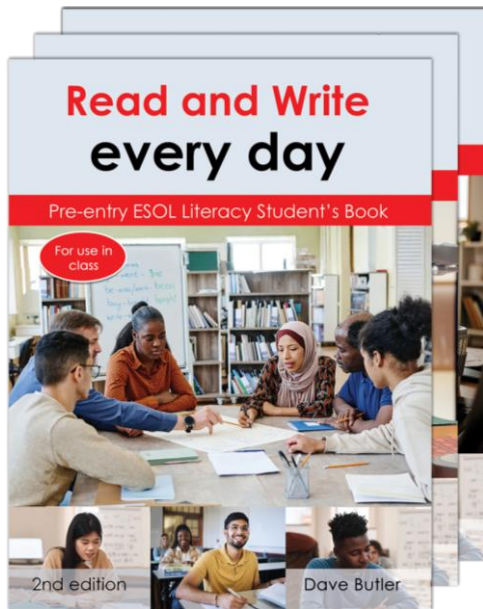
Extra Materials PDF



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.”

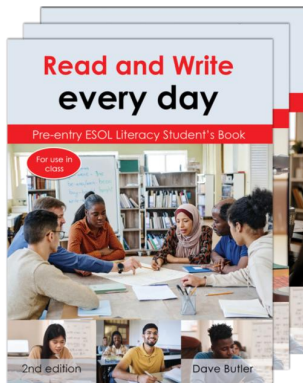
Elaine Lauder
ESOL Literacy Teacher,
West College Scotland



ESOL BOOKS **Current titles**

Read and Write every day

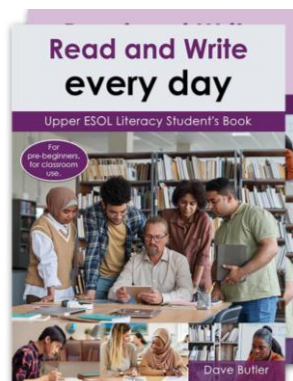
Pre-entry ESOL Literacy Student's Book,
Workbook and Teacher's Book



- ✓ 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

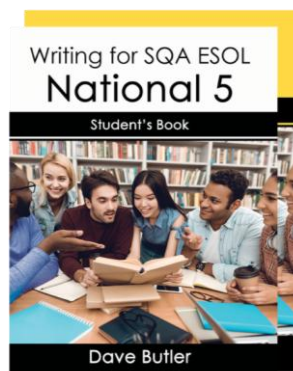
Upper ESOL Literacy Student's Book and Workbook



- ✓ 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 14 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 14: Clothes

Extra materials



49. Clothes vocabulary flash cards

Unit 14, pages 248-249

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: "jacket!", students: "number 2!" If they find this easy, ask instead, "What's number 5?", students: "t-shirt!" 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 248 clarifies the spelling.
- d) Use the board to show the words and elicit the initial consonant sounds and any interesting phonics, e.g. the 'j' in 'jumper' and 'jacket' and its corresponding sound.
- e) The students remove the pictures so that they only have the words in front of them. Say the words (e.g. Teacher: "hat!") 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 248.

1. 	2. 	3. 
4. 	5. 	6. 
7. 	8. 	9. 
jeans	jacket	shoes
shirt	t-shirt	hat
dress	jumper	glasses

50.Traditional clothes

Unit 14, 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) Preparation: The day before your LEA class, show the students some pictures of people from different countries wearing traditional clothes. Ask them to bring a photo to the next class of an event they went to where people wore traditional clothes.
- b) Lead in: Show the photos on the board again to remind the students of the topic. Drill some phrases, e.g. I wear traditional clothes sometimes / every day. I wear traditional clothes at a wedding. I'm wearing traditional clothes in this photo.
- c) Speaking: The students show each other their photos, in small groups or you could set up a mingle. Speak to a few learners in open-class, e.g. "Awat, when do people wear traditional clothes in your country?"; "When do you wear traditional clothes?"
- d) Collaborative text: Board a summary of the discussion. It's difficult to know what will come from this but 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 in our class wears traditional clothes sometimes. The women wear traditional clothes every day. We wear our best traditional clothes at weddings and in the mosque. We love wearing traditional clothes.

- e) 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.
- f) 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

Discuss the photo the learner brings in and ask questions like, “When do people in your country wear traditional clothes?”; “When do you wear traditional clothes?” Write out a text using the student’s words and personalise it as much as possible, e.g. ‘I am wearing traditional clothes in this photo. I am at a wedding. I love wearing traditional clothes because.....’ etc. 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.



51. Running dictation

Unit 14, pages 250-252

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!

Create your own running dictation

Write sentences describing yourself or a student in the class.

1. I'm wearing a black t-shirt today.
2. I'm wearing blue jeans.
3. I'm wearing a black jacket.
4. I have long black hair.
5. I have blue eyes.
6. I am tall.

1. I'm wearing a black t-shirt today.
2. I'm wearing blue jeans.
3. I'm wearing a black jacket.
4. I have long black hair.
5. I have blue eyes.
6. I am tall.

52. Describe a photo

Unit 14, reading and writing, phonics: focus on letter 'e'

Instructions

- a) Lead in: Introduce the theme of the lesson ("Today we are going to talk about photos. Do you take many photos? When?"). Tell them that you have so many photos on your phone and show them one on the board. Drill a few phrases, e.g. "I love this photo"; "This is me and my friend"; "I'm wearing..." etc. The learners show a photo or two in small groups and talk about them.
- b) Pre-reading: Focus on Adham's photo (show it on the whiteboard). Ask the learners to discuss in pairs/ 3s, "What can you see here?" After the students have discussed the images, tell them all about the photo.
- c) Reading aloud: Read the text aloud for the group and focus on some initial consonant sounds. The students can read aloud together and then in pairs.
- d) Reading comprehension tasks: The learners circle the correct word and then they attempt a true/false task.
- e) Speaking: Repeat the task from the lead in where the learners show and describe a photo but run it as a mingle this time.
- f) Writing: There are a few exercises 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 LSCWC check task and set one more. For the writing task, they choose one photo and write about it. 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.
- g) Phonics: letter 'e': The students read the different words including the letter 'e.' Can they identify the different sounds? Clarify the different vowel sounds and then model the categorising task which follows. Monitor to say the words for the learners to help them complete the task. They can read the words aloud in pairs after you clarify the answers in open-class feedback.

Free Power Point slides

Free slides, featuring images and texts from this worksheet, are available at **www.esolbooks.com**. You can display these slides and help clarify vocabulary, read texts aloud with your group and give clear feedback to tasks.

A great photo



I love this photo! This is my student Adham. He is in the park in this photo. It is a very hot day. He has a very big watermelon for the class picnic in the park. The watermelon was very nice and everyone liked it. We had a great time! I like his clothes. He's wearing a black and blue shirt and black jeans. I like his shirt.

What can you see in the photo? Circle.

Adham the park a banana
black shoes trees dogs
college a jacket a watermelon



Yes or no?

1. Adham is in the park in this photo.
2. It's good weather in the park.
3. He is drinking water.
4. Some students didn't like the watermelon.
5. He's wearing blue jeans.
6. He's wearing a black and blue t-shirt.
7. He's not wearing his shoes.

A great photo

day wearing was love his
and great everyone photo This

I _____ this photo! _____ is my student Adham.
He is in the park in this _____. It is a very hot _____.
He has a very big watermelon for the class picnic in the
park. The watermelon _____ very nice and
_____ liked it. We had a _____ time! I like
_____ clothes. He's _____ a black and blue shirt
_____ black jeans. I like his shirt.

I _love t_his ph_to! Th_s is _y s_uident Adham.
He i_ in th_ p_rk in t_his pho_o. It is a v_ry
h_t day. He ha_ a v_ry b_g w_ter_elon f_r
the c_ass p_cnic in t_e park. The wa_ermelo_
w_s v_ry ni_e a_d e_eryone li_ed it. W_ h_d
a g_ea_ t_me! I l_ke his c_othe_. _e's
wea_in_ a bl_ck an_ b_ue sh_rt a_d b_ack
j_ans. I lik_ hi_ shir_.

A great photo



love	_____	_____	_____
this	_____	_____	_____
photo	_____	_____	_____
friend	_____	_____	_____
he's	_____	_____	_____
she's	_____	_____	_____
wearing	_____	_____	_____
jeans	_____	_____	_____
dress	_____	_____	_____
shirt	_____	_____	_____
scarf	_____	_____	_____
had	_____	_____	_____
great	_____	_____	_____
time	_____	_____	_____

A great photo

1. this photo. I love

2. is friend. This my

3. wearing dress. a red She's

4. He's blue wearing jeans.

5. her I like clothes.

6. very happy photo. in this She's

7. a great We time. had



Write about a photo of your friend.



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