ESL A2 Review Sub Plans Week

Week-long sub plans: five days of print and go work for ESL level A2, any grade, planned Monday to Friday.

PREVIEW

What is included

- Sub binder: notes, the filled-in week plan, a blank schedule, class list, Monday opener (12 pages)
- ESL A2 review sets for five days (15 pages)
- Calm vocabulary blocks: 8 new words a day, then a quiet self-test (10 pages)
- ESL A2 team tasks (9 pages)
- ESL A2 games (10 pages)
- Answer keys (6 pages)

How it works

1. Open the week plan. Every set already has its day and page number.
2. Each day: one ESL review set per period (a lesson with worked examples, practice and a challenge), a calm vocabulary block, a team task and an optional game for the last 15 minutes.
3. Every set stands alone: swap sets between days, or use one with another class when it fits.
4. No prep, no tech: print and go. The sub needs no ESL training. Every answer is in the key.
5. Print in color or ink-saver black and white, US Letter or A4.

What this preview shows: the week at a glance, the filled-in week plan, the note to the substitute, the Monday opener, and all of Day 1 (the ESL set, the calm block, the team task and the game), one answer-key page and one ink-saver page. Every product page is watermarked. The full kit has 63 pages.

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YOUR WEEK AT A GLANCE (1 OF 2)

Every A2 review set of the week, with its page and what it goes over. Nothing new is taught. Every page is written at level A2. Any set works on any day and in every ESL class you teach.

MONDAY (DAY 1)

Opener	**Meet Your Sub** Fifteen minutes at the top of every period on Monday: the sub sheet, three questions, the class agreement and the voice levels.	p. 11 · 15 min
A2 review 1	**School and Work** Reviews: have to, should, can and could, adverbs of frequency, time and place phrases in the right order, and gerunds for school and work.	p. 14 · 50 min
Calm vocabulary	**Learn and Test: School and Work Words** Eight new words of the day's topic to learn alone, then a quiet self-test: match each word to its meaning.	p. 17 · 20 min
Team task	**Eight Things for a Mountain Walk** Groups of four put eight things for a long mountain walk in order, compare with a mountain guide, score the difference and explain one choice.	p. 19 · 40 min
Game (optional)	**Whiteboard Quiz Game** Optional fun to end the class.	p. 20 · 15 min

TUESDAY (DAY 2)

A2 review 2	**A Trip to Remember** Reviews: past simple and past continuous, questions about the past, prepositions of place, time and movement, and common phrasal verbs for travel.	p. 22 · 50 min
Calm vocabulary	**Learn and Test: Travel Words** Eight new words of the day's topic to learn alone, then a quiet self-test: write each word from its meaning and find it in a word grid.	p. 25 · 20 min
Team task	**The Class Party** Groups of four plan a class party on sixty dollars: four things at most, a food and a drink, and as many happy classmates as possible.	p. 27 · 40 min
Game (optional)	**Paper Password** Optional fun to end the class.	p. 29 · 15 min

WEDNESDAY (DAY 3)

A2 review 3	**Shopping and Food** Reviews: a, an, some and the, much and many, comparatives and superlatives, and possessives 's and s' with food and shopping words.	p. 31 · 50 min
Calm vocabulary	**Learn and Test: Food and Shopping Words** Eight new words of the day's topic to learn alone, then a quiet self-test: a short new story with eight gaps.	p. 34 · 20 min
Team task	**The Paper Tower** Groups of four plan and build the tallest tower they can from two sheets of paper, talking in English, then score it with a table.	p. 36 · 40 min
Game (optional)	**Class Feud** Optional fun to end the class.	p. 38 · 15 min

THURSDAY (DAY 4)

A2 review 4	**Plans for the Weekend** Reviews: will and going to, the present continuous for now and for plans, at, on and in with times, and like, want and would like.	p. 40 · 50 min
Calm vocabulary	**Learn and Test: Free Time Words** Eight new words of the day's topic to learn alone, then a quiet self-test: put the mixed-up letters of each word in order.	p. 43 · 20 min
Team task	**Choose the Class Trip** Four students each hold facts only they know about money, weather, days and the class, and must agree on one place for Friday's trip.	p. 45 · 40 min
Game (optional)	**Classroom Millionaire** Optional fun to end the class.	p. 47 · 15 min

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FRIDAY (DAY 5)

A2 review 5	**Health and Life Experiences** Reviews: the present perfect for experiences, zero and first conditionals, imperatives for advice, and questions about health and exercise.	p. 49 · 50 min
Calm vocabulary	**Learn and Test: Health and Life Words** Eight new words of the day's topic to learn alone, then a quiet self-test: write the words in a grid to find a mystery word.	p. 52 · 20 min
Team task	**Agree or Disagree?** Groups of four debate one school question two against two, with eight reason cards, sentence frames for every turn and a score card.	p. 54 · 40 min
Game (optional)	**Mystery Box** Optional fun to end the class.	p. 56 · 15 min

How the sets work

- Every set reviews what the class has already covered. Nothing is taught for the first time.
- Every set stands alone. Swap sets between days, or use one with another class when it fits.
- Each set opens with a line that says what it reviews, so you can match it to what your class covered.
- The calm vocabulary block fits any gap, the team task fills a block period, and the game is optional fun for the last 15 minutes.
- No prep, no tech. Every answer is in the keys at the back, so the sub needs no ESL training.

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This Week's Plan

You teach one subject to several classes, so every period you teach runs this same plan, first period to last: Monday's column in every Monday period, Tuesday's in every Tuesday period. Planning, lunch and duty periods: nothing to do. List your periods and classes on the blank schedule on the next page. This order is a sample: every set stands alone, so swap any set into any slot or any day.

WHEN	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
First 15 minutes: attendance, voice level, then	**Meet Your Sub** p. 11 · 15 min	**Go over yesterday's answers** Read them out from the key at the back; students mark their own (10 min)	**Go over yesterday's answers** Read them out from the key at the back; students mark their own (10 min)	**Go over yesterday's answers** Read them out from the key at the back; students mark their own (10 min)	**Go over yesterday's answers** Read them out from the key at the back; students mark their own (10 min)
Rest of the period: the day's set (one copy per student)	**ESL A2 Review 1** School and Work p. 14 · 50 min	**ESL A2 Review 2** A Trip to Remember p. 22 · 50 min	**ESL A2 Review 3** Shopping and Food p. 31 · 50 min	**ESL A2 Review 4** Plans for the Weekend p. 40 · 50 min	**ESL A2 Review 5** Health and Life Experiences p. 49 · 50 min
If a class finishes early or gets loud	**Learn and Test: School and Work Words** p. 17 · 20 min	**Learn and Test: Travel Words** p. 25 · 20 min	**Learn and Test: Food and Shopping Words** p. 34 · 20 min	**Learn and Test: Free Time Words** p. 43 · 20 min	**Learn and Test: Health and Life Words** p. 52 · 20 min
Block period (90 minutes) only	**Eight Things for a Mountain Walk** p. 19 · 40 min	**The Class Party** p. 27 · 40 min	**The Paper Tower** p. 36 · 40 min	**Choose the Class Trip** p. 45 · 40 min	**Agree or Disagree?** p. 54 · 40 min
Last 15 minutes (optional): a fun way to end the class, or for extra time	**Whiteboard Quiz Game** p. 20 · 15 min	**Paper Password** p. 29 · 15 min	**Class Feud** p. 38 · 15 min	**Classroom Millionaire** p. 47 · 15 min	**Mystery Box** p. 56 · 15 min

How this week works

- You are covering a teacher who teaches one subject to several classes. Each class comes to this room once a day, for one period.
- So every class gets the same set on the same day: Monday's set in every Monday period, Tuesday's set in every Tuesday period.
- One set per day covers all your classes. Copy that day's set once per student in the morning. Planning, lunch and duty periods: nothing to run.
- Each set fills one period (45 to 55 minutes); the challenge at the end stretches it to a 90-minute block.

How to use this plan

- Page numbers point to the first page of each set. Copy one per student.
- The calm block is always allowed: a period that runs short, a loud class, or anyone who finishes early.
- The game is optional: a fun way to end the class, or something for extra time.

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Note to the Substitute

ESL level A2, any grade · five days · every set runs from the printout alone

Thank you for covering my classes this week

Everything you need is in this binder. The front pages (important information, weekly schedule, class list) are filled in for this week. After them come the work sets, one per day: **ESL A2 Review 1** is Monday's set, **Review 2** is Tuesday's, and so on to **Review 5** on Friday. Run the day's set in every period you teach that day. Each set is one period (45 to 55 minutes), stands alone, and has its own answer key at the back of the binder, so you never have to make anything up or teach English. The students read the pages; the first page of every set tells you what to say. Every set ends with a challenge, so it stretches to a 90-minute block when you need it.

After the review sets come the shared blocks, one of each per day. The **calm block** is always allowed: for a period that runs short, a loud class, or anyone who finishes early. The **team task** fills a period on its own. The **game** is optional: a fun way to end the class, or something for extra time. Fifteen minutes, from the script.

Each day has

- One ESL A2 set (one period, with a challenge to stretch it)
- A calm vocabulary block: learn 8 new topic words, then a quiet self-test
- A team task for groups of four
- A paper game from the script

If the class is loud

- Set a voice level with a number, 0 to 3, and use it all week (the Day 1 opener explains it).
- Switch to the calm block. Nobody needs to move.
- Every set has a challenge at the end, so fast finishers always have something.
- If a set is not working, stop it and use the calm block or the team task. Every set starts cold.

At the end of each day

Please fill in that day's line on the "How it went" page. It takes two minutes and I read every word.

Did this kit work well for your class? A quick review helps other teachers find it and earns you TpT credits. Thank you!

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Meet Your Sub

Day 1 opener, 15 minutes at the start of every period on Monday, before the set. Nothing to prepare.

Opener

Sub script (the same five minutes in every class)

1. **Before first period, fill in the About Your Sub sheet** on the next page, once, for the whole day. Finish each sentence in a few simple words. The class is learning English, so short and clear beats clever.
2. **Introduce yourself from the sheet** in two minutes. Read it slowly, point to each line, then hold up the Ask the Sub list and take three questions. Three, not ten. Say when you are done taking questions.
3. **Read the class agreement out loud** one line at a time, and ask this period to add one line of their own. Write that line on the board for the period. The line they wrote is the one they keep.
4. **Set the voice level with a number** from 0 to 3, using the box on the sheet. Say the number, show it with your fingers, and use the same numbers in every class all week.
5. **Start the set** with one sentence: this is today's work, it has a challenge at the end, and the calm block is always allowed when you are finished.

If the room is loud

- Skip the questions. Keep the agreement and the voice level, and say the number out loud.
- Start the set sooner. Work on the desk beats a speech about behavior every time.
- Name the level again after four minutes. A number is easier to follow than a lecture.

If a period runs ten minutes short

- Run Three Things in Common from the class page in groups of four. Six minutes of work, four minutes of reading out.
- Or hand out today's calm block (8 new words to learn, then a quiet self-test) and let the room go quiet early.
- Or have each student write one question for the teacher, in English, for when they get back.

Monday checklist (before first period)

- [ ] Read the Important Information page: office extension, exits, the nurse, the teacher next door.
- [ ] Check the class list for allergies, medical needs, early releases and students who carry a pass.
- [ ] Find today's set on the weekly schedule and count copies for every period, plus five spares.
- [ ] Fill in the About Your Sub sheet once and post it where the back row can read it.
- [ ] Write the voice levels 0 to 3 on the board and leave them there all week.
- [ ] Keep the answer keys inside the binder, not face up on the desk.

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ESL A2 Review 1: School and Work

Sub: one copy per student. Students read the Remember card, then do Parts A, B and C alone. 20 minutes.

A2 Review · Day 1

This set reviews: have to, should, can and could, adverbs of frequency, time and place phrases in the right order, and gerunds for school and work

Remember

have to / don't have to
We have to wear a uniform. (It is a rule.)
You don't have to bring lunch. (There is no rule.)

should / shouldn't
You should ask the teacher. (good advice)
You shouldn't sleep in class.

can / can't / could / couldn't
I can drive now. I couldn't drive at fifteen.
Can I open the window, please?

always, usually, often, sometimes, never
She often works late. (before the verb)
He is never late. (after be)

Word order: place, then time
I study in the library every evening.
Every evening, I study in the library.

Verb + ing as a noun
Reading is fun. I enjoy cooking.
She is good at drawing.

Part A. Circle the right words.

1. Mei **(has to / have to)** start work at seven.
2. We **(don't have to / doesn't have to)** wear a uniform.
3. You look tired. You **(should / shouldn't)** stay up so late.
4. At age six, I **(can / could)** ride a bike.
5. Omar **(is never / never is)** late for class.
6. I **(always do / do always)** my homework after dinner.
7. **(Read / Reading)** is my favorite hobby.
8. Aisha is good at **(draw / drawing)** pictures.

Part B. Write the right form of the word.

Write verb + ing, or the right form of have to or can't.

1. I enjoy _____ *(help)* people.
2. _____ *(swim)* is good exercise.
3. Mei finished _____ *(write)* her homework at six.
4. Are you good at _____ *(speak)* in front of people?
5. Every day, my brother _____ *(have to)* walk the dog.
6. Last year, Ana _____ *(can't)* drive. Now she can.

Part C. Put the words in the right order.

Write the sentence. Start with the name.

1. **usually / the bus / takes / Kofi / to school**

2. **on Saturdays / works / Priya / at a café**

3. **always / tired / is / Sam / on Monday mornings**

4. **twice a week / has / Ana / a piano lesson**

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ESL A2 Review 1: Work and Study

Read the text. Then do Part D and Part E.

A2 Review · Day 1

Work and Study

My name is Carlos, and I am nineteen. I study to be a nurse at a college in the city. Classes start at eight, so I usually get up at six. At college, we have to wear a uniform. We can't use our phones in class. Three evenings a week, I work at a hotel near the station. I help the guests and answer the phone. I really like meeting people from different countries. Working at night is not easy, and I am often tired on Fridays. My teacher says I should sleep more. When I was younger, I was very shy. I couldn't talk to new people. Now I can talk to anyone! Next year, I want to work at a hospital.

Part D. True or false?

Write T (true) or F (false). If it is false, write the true sentence.

☐ **1.** Carlos is a student.

.....

☐ **2.** Carlos usually gets up at eight.

.....

☐ **3.** Students can use their phones in class.

.....

☐ **4.** Carlos works three evenings a week.

.....

☐ **5.** Carlos is never tired at the end of the week.

.....

☐ **6.** Carlos wants to work at a hospital next year.

.....

Part E. Answer the questions.

Use the text. A short answer is OK.

1. Where does Carlos work in the evenings?

.....

2. What does Carlos really like about his job?

.....

3. What does his teacher say?

.....

4. What was Carlos like when he was younger?

.....

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ESL A2 Review 1: Speak and Write

Talk with a partner, then write.

A2 Review · Day 1

Part F. Speak with a partner.

Ask a question. Your partner answers in a full sentence. Then change.

1. What do you have to do every morning?
2. What can't you do in this classroom?
3. How often do you speak English outside class?
4. What do you enjoy doing after school or work?
5. What could you do at age ten? What couldn't you do?
6. What should a new student in this class do?

Part G. Write: advice for a new student

A new student is joining your class. Write five sentences. You can use these starts:

In this class, you have to ... | You don't have to ... | You should ... | You can ..., but you can't ... | ... is a good idea.

Check your writing. Check each box when it is true.

- ☐ I wrote five sentences.
- ☐ I used have to or don't have to.
- ☐ I used should or shouldn't.
- ☐ There is no to after should, can or can't.
- ☐ Each sentence starts with a capital letter and ends with a period (.).

Challenge

1 to 5: each sentence has one mistake. Write the right sentence.

1. *She have to work on Saturdays.*
2. *You should to study for the test.*
3. *I enjoy to play soccer after school.*
4. *He goes always to the gym.*
5. *We can't to use phones in class.*
6. What job do you want? Write about it with have to and should.

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Calm Block, Day 1: Learn 8 Words

Work alone and be quiet. Learn 8 new school and work words.

Calm · Day 1

How to learn

1. Read the word and the meaning.
2. Read the example.
3. Cover the word. Say it.
4. Write it on the line.

Do you know the words? Turn this page over. Do the test on page 2.

	WORD	MEANING AND EXAMPLE	WRITE IT
1	**colleague** NOUN	a person you work with in the same company, not your boss *My **colleagues** and I have lunch together on Fridays.*	
2	**manager** NOUN	the boss of a store, an office or a team *I asked my **manager** for a day off next week.*	
3	**receptionist** NOUN	the person at the front desk of a hotel or an office *The **receptionist** gave me a map of the building.*	
4	**earn** VERB	to get money for the work you do *She **earns** more money in her new job.*	
5	**degree** NOUN	what you get after three or four years of study at a university *My brother has a **degree** in business.*	
6	**pass** VERB	to get a good enough grade on a test or an exam *I studied hard, and I **passed** my driving test!*	
7	**factory** NOUN	a big building where workers make things, like cars or clothes *My father worked in a car **factory** for twenty years.*	
8	**career** NOUN	all the jobs you do in your working life, often in one area *She wants a **career** in teaching.*	

Check your test here (after the test!) Turn the page around to read.

1 pass 2 receptionist 3 career 4 manager 5 colleague 6 earn 7 factory 8 degree

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Calm Block, Day 1: Test Yourself

Turn page 1 over. Do not look! Then check your answers at the bottom of page 1.

Calm · Day 1

Match the words and the meanings

Read the meaning. Write the right word on the line.

career · colleague · degree · earn · factory · manager · pass · receptionist

1. to get a good enough grade on a test or an exam _____
2. the person at the front desk of a hotel or an office _____
3. all the jobs you do in your working life, often in one area _____
4. the boss of a store, an office or a team _____
5. a person you work with in the same company, not your boss _____
6. to get money for the work you do _____
7. a big building where workers make things, like cars or clothes _____
8. what you get after three or four years of study at a university _____

My score: _____ / 8 **Words I want to learn again:** .....

Finished early?

Choose three words. Write your own sentence with each.

1. .....
2. .....
3. .....

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Team Task, Day 1: Eight Things for a Mountain Walk

Team · Day 1

Sub: groups of four, voice level 2. One sheet per group. Five minutes alone first, then the group agrees on one order.

The situation

Your group is going on a long walk in the mountains. The walk takes six hours, and there are no shops on the way. Each person can carry only one small bag. Put the eight things in order, from 1 (most important) to 8.

Your job: First, write your own order in "My rank". Then talk in your group and agree on one order. Use each number from 1 to 8 one time. At the end, the sub reads a mountain guide's order.

THINGS FOR THE BAG	MY RANK	GROUP RANK	GUIDE	DIFFERENCE
Two big bottles of water				
A map of the mountain				
A phone with a full battery				
A small first aid kit (things for cuts)				
A rain jacket				
Sandwiches and fruit				
Sunglasses and a sun hat				
A camera				
Total difference (a small number is good)				

Talk in English

- I think ... is more important than ...
- We need ... because ...
- I agree. / I don't agree, because ...
- What do you think?
- Let's put ... first.

Scoring

For each line: group rank minus guide rank. Forget the minus. Add the eight numbers.

- **0 to 6:** excellent
- **7 to 12:** good
- **13 to 18:** OK
- **More than 18:** very different from the guide

Explain one choice

Find the line with the biggest difference. Why did your group put it there? Write two sentences.

.....

.....

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Game, Day 1: Whiteboard Quiz Game

Sub script and questions. 15 minutes at the end of the period, or for extra time. Optional.

Game · Day 1

Set up (2 minutes)

1. Draw a 5 by 5 grid on the board, or tape up the board sheet. Write the five category names across the top and the values 100 to 500 down each column.
2. Teams of four to six. Team 1 picks a category and a value.
3. Read the question. The team gets 15 seconds and one answer. Right: they take the points and pick again. Wrong: the next team may steal, then play moves on.
4. Cross the square off. Highest total when time is up wins.

Read this out

"One team, one answer. Choose a captain. The captain says the answer. Do not shout. Team 1, choose a category and a number."

Keep the running score in a corner of the board. If a team argues a call, the script wins and the game moves on. The bold answer is the one to accept, but take a clear equivalent too (chef for cook, barber for hairdresser).

Food

100 What is the first meal of the day?
Breakfast

200 What long yellow fruit do monkeys love?
A banana

300 What white drink comes from cows?
Milk

400 Is rice countable or uncountable?
Uncountable

500 Which is better for you, an apple or a candy bar?
An apple

Opposites

100 What is the opposite of hot?
Cold

200 What is the opposite of cheap?
Expensive

300 What is the opposite of early?
Late

400 What is the opposite of empty?
Full

500 What is the opposite of borrow?
Lend

Past Verbs

100 What is the past simple of go?
Went

200 What is the past simple of buy?
Bought

300 What is the past simple of eat?
Ate

400 What is the past simple of think?
Thought

500 What is the past simple of catch?
Caught

Numbers

100 How many days are in two weeks?
14

200 How many minutes are in two hours?
120

300 What is half of 150?
75

400 A coffee costs 3 dollars. How much are four coffees?
12 dollars

500 How many hours are in three days?
72

Jobs

100 Who flies a plane?
A pilot

200 Who cooks food in a restaurant?
A cook

300 Who works in a hospital and helps doctors?
A nurse

400 Who checks your teeth?
A dentist

500 Who cuts hair?
A hairdresser

Final Wager: Travel

Play this when the board is clear, or when two minutes are left. Announce the category, then every team writes a secret wager of up to the points it already has. Read the question. Teams get 60 seconds of silent writing, then hold their answers up together.

What small book with your photo do you need to travel to another country?
A passport

Right: add the wager. Wrong: subtract it. That is the final score.

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Game, Day 1: The Board

Sub: tape this to the whiteboard or copy it. Cross squares off as they are played.

Game · Day 1

FOOD	PAST VERBS	JOBS	OPPOSITES	NUMBERS
100	100	100	100	100
200	200	200	200	200
300	300	300	300	300
400	400	400	400	400
500	500	500	500	500

Scores

Team 1

Team 2

Team 3

Team 4

Team 5

Team 6

Final Wager: Travel

Write your bet first. You can bet some or all of your points. A right answer wins the bet. A wrong answer loses the bet.

Team 1
WAGER
ANSWER

Team 2
WAGER
ANSWER

Team 3
WAGER
ANSWER

Team 4
WAGER
ANSWER

Team 5
WAGER
ANSWER

Team 6
WAGER
ANSWER

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Answer Keys (1 of 6)

Teacher copy. Keep these pages out of the student sets.

ESL A2 Review 1: School and Work

Part A: 1. has to; 2. don't have to; 3. shouldn't; 4. could; 5. is never; 6. always do; 7. Reading; 8. drawing

Part B: 1. helping; 2. Swimming; 3. writing; 4. speaking; 5. has to; 6. couldn't (also: could not)

Part C: 1. Kofi usually takes the bus to school. (also: Usually, Kofi takes the bus to school.) 2. Priya works at a café on Saturdays. (also: On Saturdays, Priya works at a café.) 3. Sam is always tired on Monday mornings. (also: On Monday mornings, Sam is always tired.) 4. Ana has a piano lesson twice a week. (also: Twice a week, Ana has a piano lesson.)

Part D: 1. T; 2. F (He usually gets up at six.); 3. F (They can't use their phones in class.); 4. T; 5. F (He is often tired on Fridays.); 6. T

Part E: 1. At a hotel near the station. (also: He works at a hotel.) 2. Meeting people from different countries. (also: He likes meeting people.) 3. He should sleep more. (also: Carlos should sleep more.) 4. He was very shy. (also: He couldn't talk to new people.) Accept any answer with the same facts.

Part F, speaking: answers vary. Walk around and listen. A pair is on track when each answer is a full sentence with the verb after have to, can or should, for example: "I have to get up at half past six. I can't use my phone in this classroom."

Part G, writing: answers vary. One point per correct sentence, five points in all. Correct means have to, should, can or can't followed by a plain verb, with no "to" after should or can. Model: "In this class, you have to be on time. You don't have to wear a uniform. You should ask questions. You can work with a partner, but you can't use your phone. Speaking English every day is a good idea." The Check your writing boxes are for the student only; do not mark them.

Challenge: 1. She has to work on Saturdays. 2. You should study for the test. 3. I enjoy playing soccer after school. 4. He always goes to the gym. 5. We can't use phones in class. 6. Answers vary; accept any sentences with has to / have to and should plus a plain verb. Model: "I want to be a chef. Chefs have to work at night. You should like cooking!"

Calm block, Day 1: Learn and Test: School and Work Words

Match: 1. pass; 2. receptionist; 3. career; 4. manager; 5. colleague; 6. earn; 7. factory; 8. degree.

Students check their own test with the upside-down answers at the bottom of page 1 and write a score out of 8. Own sentences: answers vary; accept any sentence that uses the word with its page 1 meaning.

Calm block, Day 2: Learn and Test: Travel Words

O	L	N	**F**	R	Q	Q	N	**C**	C
R	E	M	**L**	D	N	R	**L**	**R**	**P**
J	F	V	**I**	P	H	S	**U**	**O**	**O**
D	S	A	**G**	**V**	Q	G	**G**	**W**	**S**
H	N	X	**H**	**I**	H	S	**G**	**D**	**T**
S	B	D	**T**	**E**	O	N	**A**	**E**	**C**
B	A	E	C	**W**	A	K	**G**	**D**	**A**
D	**E**	**L**	**A**	**Y**	K	Z	**E**	H	**R**
K	B	H	**G**	**U**	**I**	**D**	**E**	E	**D**
J	G	D	**C**	**A**	**S**	**T**	**L**	**E**	Q

Write and find: 1. guide; 2. postcard; 3. castle; 4. luggage; 5. flight; 6. crowded; 7. delay; 8. view. In the grid the words run across and down only; each word is in the grid once.

Students check their own test with the upside-down answers at the bottom of page 1 and write a score out of 8. Own sentences: answers vary; accept any sentence that uses the word with its page 1 meaning.

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ESL A2 Review 1: Work and Study

Read the text. Then do Part D and Part E.

A2 Review · Day 1

Work and Study

My name is Carlos, and I am nineteen. I study to be a nurse at a college in the city. Classes start at eight, so I usually get up at six. At college, we have to wear a uniform. We can't use our phones in class. Three evenings a week, I work at a hotel near the station. I help the guests and answer the phone. I really like meeting people from different countries. Working at night is not easy, and I am often tired on Fridays. My teacher says I should sleep more. When I was younger, I was very shy. I couldn't talk to new people. Now I can talk to anyone! Next year, I want to work at a hospital.

Part D. True or false?

Write T (true) or F (false). If it is false, write the true sentence.

☐ **1.** Carlos is a student.

☐ **2.** Carlos usually gets up at eight.

☐ **3.** Students can use their phones in class.

☐ **4.** Carlos works three evenings a week.

☐ **5.** Carlos is never tired at the end of the week.

☐ **6.** Carlos wants to work at a hospital next year.

Part E. Answer the questions.

Use the text. A short answer is OK.

1. Where does Carlos work in the evenings?

2. What does Carlos really like about his job?

3. What does his teacher say?

4. What was Carlos like when he was younger?

EVIEW · classroomre

In the full kit

Five days, planned and ready to print.

63 pages in color and ink-saver B&W, US Letter and A4

5 days, each with its own sets, calm vocabulary block, team task and optional game

15 pages of ESL sets with worked examples

6 answer-key pages, every answer checked

Thank you! If this works for your class, a quick review helps other teachers find it, and earns you TpT credits.