

ESL A1 Long Term Sub Plans, 4 Weeks

Four complete week binders of ESL review at level A1, for any grade. One topic a day on paper, solo work and a team task, a "say this" script for every task.

PREVIEW

What is included

- Four week binders (62, 63, 64, 63 pages): 252 pages
- 52 front pages: binder cover, important information, note to the sub, the week plan filled in, schedule, set index, class list, how it went, Monday opener
- 40 solo blocks (20 A1 review sets, 20 calm blocks) and 20 team tasks for groups of four
- A "say this to the class" script for all 84 tasks: 2 or 3 sentences the sub reads out
- A challenge for fast finishers at the end of every A1 review set
- Every A1 review set names the CEFR A1 grammar it reviews
- 20 optional games, each on that day's lessons
- Answer keys for everything; color and ink-saver B&W, US Letter and A4

How it works

1. Leave the four binders out. Each has its own filled-in plan with page numbers.
2. The sub reads the "say this" box out, then runs the day's A1 review set in every period. Early finishers go on to the challenge at the end of the set.
3. The calm block fits any gap, the team task fills a block period or extra time, the game the last 15 minutes.
4. No prep and no tech: paper and pencil, print and go.

The 20 days: an A1 review set, a team task and a game

- **Week 1, days 1 to 5. A1 review:** Meet the Family; My Day; Food and Shopping; Around Town; Weekends and Vacations. **Team:** The Family Tree, Our Group's Week, The Class Party, Dinner on Friday, A Cold Night by the Lake.
- **Week 2, days 6 to 10. A1 review:** Nice to Meet You; Countries and Languages; My Home; Clothes and Colors; An Email to a New Friend. **Team:** The New Students, Who Am I Thinking Of?, Two Rooms, Six Differences, The Clothes Catalog, Me and My World Board Game.
- **Week 3, days 11 to 15. A1 review:** What Time Is It?; School Days; Jobs; Sports and Games; A Day in the Life. **Team:** Town Clocks, Our Dream School, The Job Fair, Which Sport?, Ella's Free Hour.
- **Week 4, days 16 to 20. A1 review:** Meals and Cooking; At the Cafe; Weather and Seasons; Animals and Nature; A Day in the Country. **Team:** What Do We Need?, The Mixed-Up Orders, Weather Postcards, Our Animal Poster, The Picnic Spot.

Optional game every day, on that day's lessons: Mon **Whiteboard Quiz Game** Tue **Paper Password** Wed **Class Feud** Thu **Classroom Millionaire** Fri **Mystery Box**

What this preview shows: the note to the substitute, the Week 1 plan, more front pages, one page of every daily part, a full A1 review set with its key, a calm block, a team task, the game types and one ink-saver page. Every product page is watermarked. The full product has 252 pages.
What the sub gets: a note that explains the routine, a "say this" script for every task (84 in all), a sub script for every Monday opener, a "Read this out" box on most games, and every answer in the key.



Note to the Substitute

ESL level A1, 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 weekly plan is filled in for you; the important information page and the class list are for the teacher (or you) to fill in. After the binder pages come the five days in order, Monday to Friday. Monday starts with a short opener (about 15 minutes), then each day has its set: **ESL A1 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. Every task starts with a short **Say this to the class** box under its title: read it out, and the class knows what to do and how to start. Every set ends with a challenge for students who finish early.

Each day's set is followed by that day's calm block, team task and game. 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 A1 set (one period, with a challenge for early finishers)
- A calm vocabulary block: learn 8 new words from the day's topic, then a quiet self-test
- A team task for groups of four
- A paper game from the script that reviews that day's lesson

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 week work well for your class? A quick review helps other teachers find it. Thank you!

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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
Start of the period: 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 A1 Review 1** Meet the Family p. 14 · rest of the period	**ESL A1 Review 2** My Day p. 23 · rest of the period	**ESL A1 Review 3** Food and Shopping p. 32 · rest of the period	**ESL A1 Review 4** Around Town p. 41 · rest of the period	**ESL A1 Review 5** Weekends and Vacations p. 50 · rest of the period
If a class finishes early or gets loud	**Learn and Test: Family and People Words** p. 17 · 20 min	**Learn and Test: Daily Routine Words** p. 26 · 20 min	**Learn and Test: Food and Shopping Words** p. 35 · 20 min	**Learn and Test: Town Words** p. 44 · 20 min	**Learn and Test: Vacation Words** p. 53 · 20 min
Block period or extra time	**The Family Tree** p. 19 · 40 min	**Our Group's Week** p. 28 · 40 min	**The Class Party** p. 37 · 40 min	**Dinner on Friday** p. 46 · 40 min	**A Cold Night by the Lake** p. 55 · 40 min
Last 15 minutes (optional): a fun way to end the class, or for extra time	**Whiteboard Quiz Game** p. 21 · 15 min	**Paper Password** p. 30 · 15 min	**Class Feud** p. 39 · 15 min	**Classroom Millionaire** p. 48 · 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 gives early finishers more to do.

How to use this plan

- Page numbers point to the first page of each set. Copy the sets and calm blocks one per student. Team tasks: copies as their pages say. Game scripts are for you only; copy game boards and cards as their pages say.
- 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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ESL A1 REVIEW SUB PLANS WEEK 1

ESL A1 Review, 5 Days of Print and Go Work

Teacher _____

Room _____

Grade and classes _____

Week of _____

Everything a sub needs for five days is in this binder: a filled-in weekly plan, a blank schedule, the class list, and for every day one ESL A1 set, a calm block, a team task and a paper game. Each set is one period, stands alone, and has its own answer key. Nothing needs ESL training, a login or a projector. Every set reviews level A1 material the class has already covered. Nothing is taught for the first time, and every page students read is written at level A1, so the class works from the printout and the substitute only needs the script and the key.



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Important Information

The page the sub reads first. Fill it in once and keep it current.

This week is review, not new material

Every set reviews level A1 material the class has already covered. Nothing is taught for the first time, and every page students read is written at level A1, so the class works from the printout and the substitute only needs the script and the key. If a class says a page covers something they have not learned yet, let them skip that part, note it on the "How it went" sheet, and move on. Do not try to teach it.

People to call

Office _____

Teacher next door _____

Nurse _____

Principal / admin _____

Tech help _____

Emergency procedures

Fire: exit and meeting point _____

Lockdown _____

Severe weather _____

Medical _____

Where the first aid kit is _____

Helpful students

_____

_____

_____

Students who need extra support

_____

_____

_____

Where things are

Attendance / how to take it _____

Paper, pencils, supplies _____

Hall passes _____

Copier, if the sub may use it _____

Class routines

Start of class _____

Bathroom _____

Phones _____

End of class _____

Weekly Schedule (Blank)

Your own order: write the set for each period (Monday: ESL A1 Review 1, Tuesday: Review 2, and so on) and the class next to each period. Cross out or rename periods to match the school day.

PERIOD / CLASS	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Period 1 ____ – ____ Class: _____					
Period 2 ____ – ____ Class: _____					
Period 3 ____ – ____ Class: _____					
Period 4 ____ – ____ Class: _____					
Period 5 ____ – ____ Class: _____					
Period 6 ____ – ____ Class: _____					
Period 7 ____ – ____ Class: _____					

How to fill it in

- One set per period. Each set runs 45 to 55 minutes; if a period runs longer, the challenge fills a few minutes, or add that day's team task.
- Same subject all day? Write the day's set in every period you teach. Planning, lunch and duty periods: cross them out.
- On Monday the opener (15 minutes) comes first in every period, then the set.
- The game is optional: put it in the last period as a fun way to end the class, or use it for extra time. The calm block goes in any gap.

Set naming

Sets are named by subject and day: **ESL A1 Review 1** is Monday's set, **Review 2** is Tuesday's, and so on to **Review 5** on Friday. The set index lists every set with its minutes and page.

Set Index (1 of 2)

Every set in the binder with its length and page. Day = the weekday it is written for. Any review set works on any day; each game reviews its own day's work.

DAY	SET	WHAT IT IS	MINUTES	PAGE
ESL A1 REVIEW, DAYS 1 TO 5				
1	**ESL A1 Review 1: Meet the Family**	**Reviews:** to be with questions and negatives, I / you / he, my / your / his, possessive 's, this / these / that / those and adjectives. Am, is and are, possessive words, Lina's, this and these, Priya's family text, a partner interview and family puzzles. Key included.	50	p. 14
2	**ESL A1 Review 2: My Day**	**Reviews:** present simple, always / usually / sometimes / never, in / on / at for time, like / love / hate + ing and questions. Verbs for every day, always and never, in, on and at, love and hate + ing, Kofi's week, a partner survey and a logic puzzle. Key included.	50	p. 23
3	**ESL A1 Review 3: Food and Shopping**	**Reviews:** how much / how many, uncountable food words, I'd like, there is / there are, can / can't / could / couldn't and very / really. How much and how many, there is and there are, can, can't, could and couldn't, a market dialogue, a shop role play and price puzzles. Key included.	50	p. 32
4	**ESL A1 Review 4: Around Town**	**Reviews:** next to / opposite / between, to / by / with / for, instructions (turn left, don't cross), am / is / are + ing, comparing words. Next to, opposite and between, to, by, with, for, from and about, now or every day, a town message and map, directions and three cafés to compare. Key included.	50	p. 41
5	**ESL A1 Review 5: Weekends and Vacations**	**Reviews:** was / were, the past simple (regular, irregular, no and question forms) and going to for plans. Was and were, regular and irregular past verbs, past questions, going to for plans, Ana's weekend, a partner interview, a postcard and time puzzles. Key included.	50	p. 50
MONDAY OPENER				
1	**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. A spare for a short period.	15	p. 11
CALM BLOCKS, DAYS 1 TO 5				
1	**Learn and Test: Family and People Words**	Eight new words of the day's topic to learn alone, then a quiet self-test: match each word to its meaning. Answers on page 1.	20	p. 17
2	**Learn and Test: Daily Routine 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. Answers on page 1.	20	p. 26
3	**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. Answers on page 1.	20	p. 35
4	**Learn and Test: Town 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. Answers on page 1.	20	p. 44
5	**Learn and Test: Vacation 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 one more word. Answers on page 1.	20	p. 53

Class List and Dismissal

Names, what a sub must know, and how every student goes home. Copy one per class.

B bus (write the number) W walks P picked up (write who) A after-school program O other

#	STUDENT NAME	NOTES (ALLERGIES, NEEDS, HELPFUL, LEAVES EARLY)	HOME	BUS # / PICKED UP BY / PROGRAM
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				

How It Went

For the substitute. One line per day, two minutes at the end of each day. Check the boxes and go.

Monday

Sets done: _____ Class was: ☐ Great ☐ Fine ☐ Hard, see notes

Notes / stars of the day: _____

Tuesday

Sets done: _____ Class was: ☐ Great ☐ Fine ☐ Hard, see notes

Notes / stars of the day: _____

Wednesday

Sets done: _____ Class was: ☐ Great ☐ Fine ☐ Hard, see notes

Notes / stars of the day: _____

Thursday

Sets done: _____ Class was: ☐ Great ☐ Fine ☐ Hard, see notes

Notes / stars of the day: _____

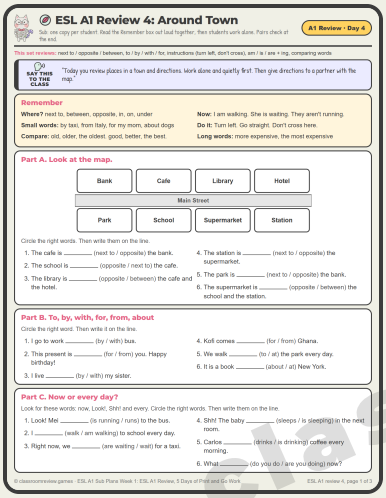
Friday

Sets done: _____ Class was: ☐ Great ☐ Fine ☐ Hard, see notes

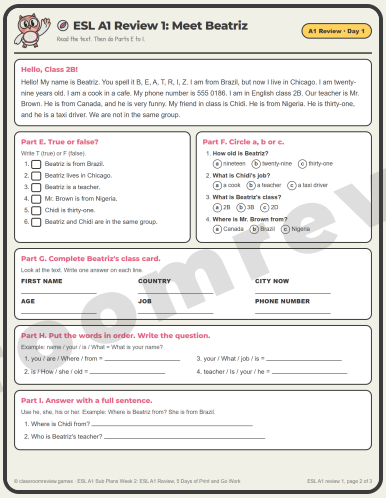
Notes / stars of the day: _____

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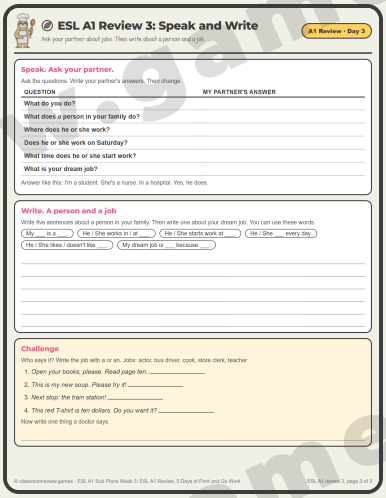
ONE PAGE OF EVERY DAILY PART



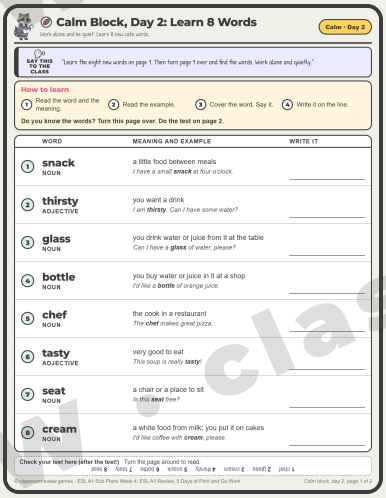
A1 review set: the lesson, Week 1 (solo)



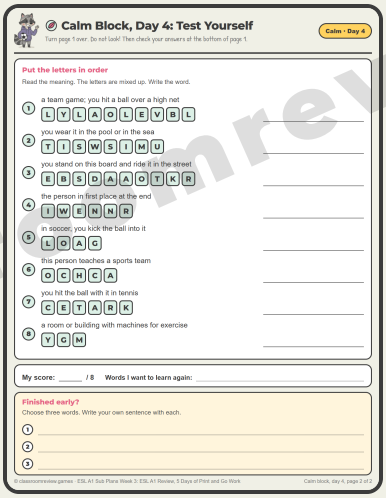
A1 review set: practice, Week 2 (solo)



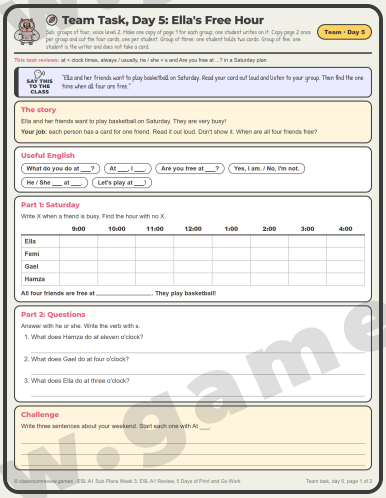
A1 review set: the third page (solo)



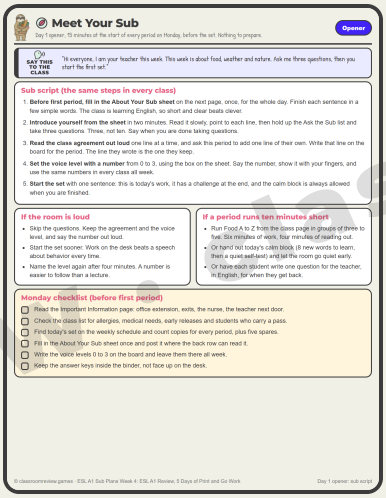
Calm block: learn 8 words (solo)



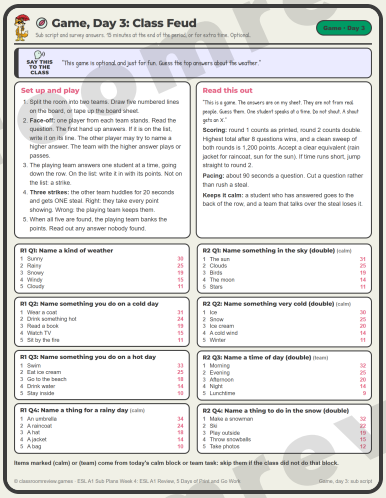
Calm block: test yourself (solo)



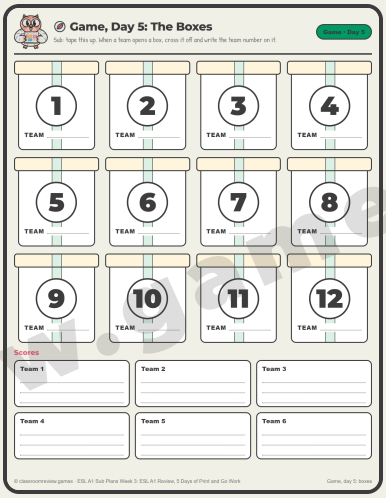
Team task (groups of four)



Monday opener (whole class)



Game: Class Feud (whole class)



Game: Mystery Box (whole class)

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Every day: an A1 review set, a calm block, a team task and an optional game



ESL A1 Review 1: Meals and Cooking

Sub: one copy per student. Read the Remember box with the class. Then students work alone, and pairs check at the end.

A1 Review · Day 1

This set reviews: how much / how many with food you can and can't count, recipe instructions, do / does and always / never with meals

SAY THIS TO THE CLASS

"Today you review food words, meals and recipes. Work alone and quietly for the first two pages. Then talk about meals with a partner."

Remember

How many eggs? **How many** apples? (you can count them)
How much milk? **How much** water? (you can't count it)
Do it: **Wash** the tomatoes. **Cut** the cheese.
Don't do it: **Don't** eat the bread.

I **bake**. She **bakes**. He **doesn't** bake.
Do you eat fish? **Does** she eat fish?
I **always** eat rice. I **never** drink coffee.
He is **usually** hungry. (after is)

Part A. How much or how many?

Write How much or How many.

1. _____ onions do you need?
2. _____ salt is in the soup?
3. _____ cups of tea do you drink a day?
4. _____ pasta do we have?
5. _____ potatoes are in the bag?
6. _____ oil do we need?

Part B. Do it, or don't do it

Circle the right word. Then write it on the line.

1. _____ (Wash / Washes) the carrots in cold water.
2. _____ (Not / Don't) eat the cake now. It's for the party.
3. _____ (Cutting / Cut) the bread into four pieces.
4. _____ (Don't / Doesn't) put sugar in the soup!
5. _____ (Add / Adds) a little salt to the rice.
6. _____ (To put / Put) the eggs in hot water.

Part C. Do or does? Cook or cooks?

Circle the right word. Then write it on the line.

1. My dad _____ (cook / cooks) dinner on Fridays.
2. _____ (Do / Does) you eat meat?
3. Keiko _____ (don't / doesn't) drink coffee.
4. What _____ (do / does) your family eat for breakfast?
5. My sisters _____ (has / have) eggs every morning.
6. We _____ (don't / doesn't) eat lunch at home.

Part D. Always, usually, sometimes, never

Put the word in the sentence. Write the new sentence.

1. I have breakfast at 7:00. **(always)**

.....

2. My brother eats fish. **(never)**

.....

3. We cook on Sundays. **(usually)**

.....

4. Lars is late for dinner. **(sometimes)**

.....

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ESL A1 Review 1: Malika's Fruit Salad

Read the text. Then do Parts E to I.

A1 Review · Day 1

Sunday Breakfast

Hi! My name is Malika. I live with my mom and my two brothers. From Monday to Friday, breakfast is very quick. But on Sundays, we always cook together. My mom makes eggs, and I make a fruit salad. This is my recipe. Cut two apples, two bananas and an orange. Put the fruit in a big bowl. Add some yogurt. Then add a little honey. Don't add sugar. My brother Jomo always eats three bowls! My little brother, Kai, never eats bananas. He has bread and cheese.

Part E. True or false?

Write T (true) or F (false).

1. ☐ The family cooks together on Sundays.
2. ☐ Malika makes the eggs.
3. ☐ There is sugar in the fruit salad.
4. ☐ There is yogurt in the fruit salad.
5. ☐ Jomo eats one bowl of fruit salad.
6. ☐ Kai never eats bananas.

Part F. Circle a, b or c.

1. **How many apples are in the salad?**
   (a) one (b) two (c) three
2. **Who makes the eggs?**
   (a) Malika (b) Malika's mom (c) Jomo
3. **What does Kai have?**
   (a) fruit salad (b) eggs (c) bread and cheese
4. **How much honey is in the salad?**
   (a) a little (b) a lot (c) no honey

Part G. Write the word from the text.

Look at the text. Write one word on each line.

1. But on Sundays, we _____ cook together.
2. _____ two apples, two bananas and an orange.
3. _____ the fruit in a big bowl.
4. Then add a _____ honey.
5. My little brother, Kai, _____ eats bananas.

Part H. Put the recipe in order.

Write 1, 2, 3 or 4 in the box.

- ☐ Add some yogurt.
- ☐ Put the fruit in a big bowl.
- ☐ Then add a little honey.
- ☐ Cut two apples, two bananas and an orange.

Part I. Answer with a full sentence.

Start with She.

1. What does Malika make on Sundays?

   .....

2. What does Malika's mom make?

   .....

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ESL A1 Review 1: Speak and Write

Ask a partner about meals. Then write a recipe.

A1 Review · Day 1

Speak. Ask your partner.

Ask the questions. Write your partner's answers. Then change.

QUESTION	MY PARTNER'S ANSWER
What do you usually have for breakfast?	
How often do you cook?	
What is your favorite meal?	
How many cups of water do you drink a day?	
Do you like cooking?	
What food don't you eat?	

Short answers: Yes, I do. No, I don't. Every day. Two cups.

Tell the class: My partner usually has ___ for breakfast.

Write. My recipe

Choose a simple food, for example a sandwich or a salad. Write five instructions.

You need ___. | Wash the ___. | Cut the ___. | Put the ___ in ___. | Add some ___. | Don't add ___.

MY RECIPE:

Challenge

Fruit salad for 4 people
2 apples
2 bananas
1 orange
1 cup of yogurt

Use the recipe card. Write the answer.

1. Eight people want fruit salad. How many apples do you need? _____
2. Eight people want fruit salad. How much yogurt do you need? _____
3. Two people want fruit salad. How many bananas do you need? _____
4. You have six apples. How many people can have fruit salad? _____

Now write a recipe question for your partner.

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Answer Keys (1 of 5)

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

ESL A1 Review 1: Meals and Cooking

Part A: 1. How many; 2. How much; 3. How many; 4. How much; 5. How many; 6. How much. **Part B:** 1. Wash; 2. Don't; 3. Cut; 4. Don't; 5. Add; 6. Put

Part C: 1. cooks; 2. Do; 3. doesn't; 4. does; 5. have; 6. don't. **Part D:** 1. I always have breakfast at 7:00. 2. My brother never eats fish. 3. We usually cook on Sundays. 4. Lars is sometimes late for dinner. (also: Usually we cook on Sundays. Sometimes Lars is late for dinner.)

Part E: 1. T; 2. F (My mom makes eggs); 3. F (Don't add sugar.); 4. T; 5. F (Jomo always eats three bowls!); 6. T. **Part F:** 1. b (two); 2. b (Malika's mom); 3. c (bread and cheese); 4. a (a little)

Part G: 1. always; 2. Cut; 3. Put; 4. little; 5. never. **Part H:** Add some yogurt. = 3; Put the fruit in a big bowl. = 2; Then add a little honey. = 4; Cut two apples, two bananas and an orange. = 1. **Part I:** 1. She makes a fruit salad. 2. She makes eggs. (also: Malika makes a fruit salad. Her mom makes eggs.)

Speak: answers vary; credit full questions and short answers. **Write:** answers vary; accept five instructions with the base verb (Cut, Put, Add) or Don't, for example: My recipe: a cheese sandwich. You need bread, cheese and a tomato. Cut the bread. Cut the tomato. Put the cheese and the tomato on the bread. Don't add salt.

Challenge: 1. 4 (2 apples for 4 people, so 4 for 8); 2. 2 cups (1 cup for 4 people, so 2 cups for 8; also: two cups); 3. 1 (2 bananas for 4 people, so 1 for 2); 4. 12 (2 apples for 4 people, so 6 apples for 12). Own question: answers vary.

Calm block, Day 1: Learn and Test: Kitchen Words

Match: 1. lemon; 2. pepper; 3. knife; 4. boil; 5. plate; 6. fork; 7. oven; 8. spoon.

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.

Team task, Day 1: What Do We Need? (2 points per rubric line, 10 in all)

We have: potatoes 3, carrots 3, onions 2, tomatoes 3, rice 1 cup, salt yes. **We buy:** potatoes 3, carrots 1, onions 0, tomatoes 2, rice 1 cup, salt no.

Shopping list: We need three potatoes, one carrot, two tomatoes and one cup of rice. We don't need any onions or salt. (Butter and pasta are not in the recipe.)

Instructions: answers vary, for example: Wash the potatoes. Cut the carrots. Put the rice in the soup.

1. Every person says what is on their card in English.
2. The group asks How many and How much questions.
3. The writer fills in the whole chart.
4. The shopping list is right.
5. The group writes three instructions for the soup.

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Calm Block, Day 1: Learn 8 Words

Work alone and be quiet. Learn 8 new time words.

Calm · Day 1

SAY THIS TO THE CLASS "Learn the eight new time words on page 1. Then turn page 1 over and match the words. Work alone and quietly."

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	**calendar** NOUN	it shows all the days and months of the year *My birthday is on the **calendar** in the kitchen.*	
2	**midnight** NOUN	twelve o'clock at night *I am always in bed at **midnight**.*	
3	**watch** NOUN	a small clock; you wear it on your arm *My new **watch** is blue and very small.*	
4	**diary** NOUN	a small book; you write about your day in it *I write in my **diary** every night.*	
5	**century** NOUN	one hundred years *This house is very old. It is from the 18th **century**.*	
6	**weekday** NOUN	Monday, Tuesday, Wednesday, Thursday or Friday *I get up at six on **weekdays**.*	
7	**appointment** NOUN	a time to see a doctor or a dentist *I have a doctor's **appointment** at ten.*	
8	**date** NOUN	the day and the month, for example May 5 *What is the **date** today? It is June 2.*	

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

1 date 2 midnight 3 diary 4 watch 5 weekday 6 appointment 7 calendar 8 century

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Team Task, Day 2: Our Dream School

Sub: groups of four, voice level 2. Make one copy of pages 1 and 2 for each group; one student writes on them. Group of four: each person chooses one subject, and the group chooses two more together. Group of three: each person chooses one subject, and the group chooses three more together. Group of five: each person chooses one subject, and the group chooses one more.

Team · Day 2

This task reviews: there is / there are, we have ... at ..., always / never and the present simple with school words

SAY THIS TO THE CLASS

"Your group plans a school day, your dream day. Each person chooses one subject in English. Then write five sentences about your dream school."

The story

Your group has a new school. You plan the school day! What do you have, and when?

Your job: fill in the schedule. Follow the five rules. Talk in English.

The rules

1. The day has six classes.
2. Every person chooses one subject.
3. Math is in the morning.
4. No two classes are the same.
5. There is a sports class after lunch.

Useful English

- I want ___ at ___.
- What about ___?
- Good idea!
- Let's have ___ after lunch.
- There is a ___ in our school.
- There are ___ in every classroom.

Our schedule

Write a subject for each class. Write the name of the person.

Time	Subject	Name
8:30 to 9:20		
9:20 to 10:10		
10:10 to 10:30	Break	
10:30 to 11:20		
11:20 to 12:00		
12:00 to 1:00	Lunch	
1:00 to 1:50		
1:50 to 2:40		

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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

MUCH MANY	DO IT	DOES HE	HOW OFTEN	KITCHEN
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 Question: Kitchen

Choose your points first. You can use some or all of your points. Right answer: add them. Wrong answer: take them away.

Team 1
POINTS .....
ANSWER .....

Team 2
POINTS .....
ANSWER .....

Team 3
POINTS .....
ANSWER .....

Team 4
POINTS .....
ANSWER .....

Team 5
POINTS .....
ANSWER .....

Team 6
POINTS .....
ANSWER .....

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Game, Day 2: Paper Password

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

Game · Day 2

SAY THIS TO THE CLASS

"This game is optional and just for fun. Work with a partner and give one-word clues. All the words are school words from today."

Set up (2 minutes)

1. Students sit in pairs, facing each other. Give each pair one copy of the card page, cut into the four round cards, or folded so only one card shows.
2. Partner A gives clues in rounds 1 and 3, Partner B in rounds 2 and 4. The guesser never sees the card.
3. Each round runs 2 minutes. The clue giver says ONE word. The guesser gets ONE guess. Wrong: give another one-word clue.
4. After five clues with no correct guess, the word scores 0 and the pair moves on. Call "Go" and "Stop" for every round.

Read this out

"Your clue is one word. Only one word. Do not say the secret word. Do not say part of it. No hands, no spelling, English only. Break a rule and the word scores zero."

Scoring: guessed on clue 1 = 5 points, clue 2 = 4, clue 3 = 3, clue 4 = 2, clue 5 = 1. The clue giver circles the number on the card. After round 4, pairs add the four round totals. A perfect game is 100; ask any pair over 80 to call out.

Referee calls

A compound counts as one clue only if it is a real single word: "greenhouse" is legal, "green house" is not. Plurals, "-ing" forms and word families of the secret word count as part of it. Proper nouns are legal. If partners argue over a clue, the word scores zero and they move on. The example clues below are all legal.

Timing (15 minutes)

0:00	2:00	4:30	7:00	9:30	12:00
Set up, read the rules	Round 1, Partner A	Round 2, Partner B	Round 3, Partner A	Round 4, Partner B	Add totals, winners

Round 1: Partner A gives clues

MATH	example clue: numbers
SCIENCE	example clue: plants
HISTORY	example clue: past
MUSIC	example clue: song
TEST	example clue: questions

Round 2: Partner B gives clues

LUNCH	example clue: eat
GARDEN	example clue: flowers
DESK	example clue: table
MAP	example clue: country
CLASSROOM	example clue: students

Round 3: Partner A gives clues

RULER (calm)	example clue: line
ERASER (calm)	example clue: mistake
DICTIONARY (calm)	example clue: words
NOTEBOOK (calm)	example clue: write
BACKPACK (calm)	example clue: bag

Round 4: Partner B gives clues

SCISSORS (calm)	example clue: cut
UNIFORM (calm)	example clue: clothes
CLASSMATE (calm)	example clue: friend
SCHEDULE (team)	example clue: subjects
ART	example clue: paint

Items marked (calm) or (team) come from today's calm block or team task: skip them if the class did not do that block.

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Game, Day 4: Classroom Millionaire

Sub script and the 12 questions. 15 minutes at the end of the period, or for extra time. Optional.

Game · Day 4

SAY THIS TO THE CLASS "This game is optional and just for fun. The whole class answers today's animal questions together."

How it works

1. Tape up the ladder sheet. The whole class is one player. Pick a student for the hot seat, and a new student for every question.
2. Read the question and the four options, then read the options once more. The hot seat may listen to quiet advice, then says "final answer" and a letter.
3. Right: the class climbs a rung. Before the next question, the class may vote to walk away and keep what it has.
4. Wrong: the climb ends. Rungs 4 and 8 are safe, so the class keeps the last safe amount it passed.
5. Time left over? Use the spare questions, or run the ladder again as a written team quiz.

Three lifelines (one use each)

Ask the class: everyone holds up 1, 2, 3 or 4 fingers at once for A, B, C or D. The hot seat looks, then decides alone.

50/50: read out the two wrong options listed under the question and cross them off the board.

Phone a friend: the hot seat names one classmate, who gets 30 seconds to think out loud.

"Only the student in the chair answers. Do not shout. A shout loses one help."

Rungs 1 to 4, rung 4 is safe

1. $100 A snail is ___ than a dog. Which word fits?
A. slow B. slower C. slowest D. more slow
Answer: B. slower (50/50 removes C and D)

2. $250 In Lucy's text, what can Mimi the cat do?
A. fly B. swim very fast C. climb the big tree D. talk
Answer: C. climb the big tree (50/50 removes A and D)

3. $500 What is the tallest animal in the world?
A. the elephant B. the horse C. the lion D. the giraffe
Answer: D. the giraffe (50/50 removes B and C)

4. $1,000 The blue whale is ___ animal in the world. Which words fit?
A. the biggest B. the bigger C. the most big D. the bigest
Answer: A. the biggest (50/50 removes C and D)

Rungs 5 to 8, rung 8 is safe

5. $2,500 Funny: what is the -er word?
A. more funny B. funnyer C. funnyier D. funnier
Answer: D. funnier (50/50 removes A and C)

6. $5,000 Snakes can't walk. Why not?
A. They have no legs. B. They are big. C. They can fly. D. They eat meat.
Answer: A. They have no legs. (50/50 removes C and D)

7. $10,000 On Lucy's farm, which horse is the youngest?
A. Misty B. Max C. Pebble D. Rex
Answer: C. Pebble (50/50 removes A and D)

8. $25,000 Max is 20. Misty is 12. Which is right?
A. Max is younger. B. Misty is older. C. They are the same. D. Max is older.
Answer: D. Max is older. (50/50 removes A and C)

Rungs 9 to 12

9. $50,000 A bird uses these to fly. What are they? (calm)
A. tails B. wings C. nests D. plants
Answer: B. wings (50/50 removes C and D)

10. $100,000 What is a big place with a lot of trees? (calm)
A. a forest B. a nest C. a tail D. a lake
Answer: A. a forest (50/50 removes B and C)

11. $500,000 A bee is small and has six legs. What is it? (calm)
A. a bird B. a fish C. an insect D. a snake
Answer: C. an insect (50/50 removes A and D)

12. $1 MILLION On the fact cards, which animal eats fruit? (team)
A. the lion B. the monkey C. the snail D. the duck
Answer: B. the monkey (50/50 removes A and C)

If the class misses

Wrong on rung 1 to 4	class keeps $0
Wrong on rung 5 to 8	class keeps $1,000
Wrong on rung 9 to 12	class keeps $25,000
Walk away after rung n	class keeps rung n

Spare questions (no options, hands up)

1. What is the soft hair on a cat? (calm)	Fur
2. What is a bird's home in a tree? (calm)	A nest
3. In Lucy's text, what is the dog's name?	Rex
4. Which animal on the fact cards can fly and swim? (team)	The duck

Items marked (calm) or (team) come from today's calm block or team task: skip them if the class did not do that block.

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ESL A1 Review 5: Esteban's Day

Read about Esteban's day. Then do Parts E to G.

A1 Review · Day 5

A Day in the Life of a Swimming Teacher

Esteban is a swimming teacher in Mexico City. This is his day.

6:00 I get up. I always have coffee and eggs.
6:45 I ride my bike to the pool.
7:30 My first class starts. It is for small children.
12:00 I have lunch with the other teachers.
2:00 I teach adults. Some are slow, but they all work hard.
5:30 I go home. I sometimes play soccer with my son.
9:30 I go to bed. I never watch TV at night.

I love my job, but my day is long!

Part E. True or false?

Write T (true) or F (false).

1. ☐ Esteban teaches swimming.
2. ☐ He goes to the pool by bus.
3. ☐ His first class starts at 7:30.
4. ☐ He has lunch alone.
5. ☐ He always watches TV at night.
6. ☐ He sometimes plays soccer with his son.

Part F. How often?

Look at Esteban's day. Write one word.

1. He _____ has coffee and eggs.
2. He _____ plays soccer with his son.
3. He _____ watches TV at night.

Part G. Write the question.

Look at the answer. Example: At 6:00. What time does he get up?

1. *At 6:45.*

.....

2. *With the other teachers.*

.....

3. *Small children.*

.....

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



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