

ESL A1 Maternity Leave Sub Plans, 6 Weeks

Six 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

- Six week binders (62, 63, 64, 63, 64, 62 pages): 378 pages
- 78 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
- 60 solo blocks (30 A1 review sets, 30 calm blocks) and 30 team tasks for groups of four
- A "say this to the class" script for all 126 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
- 30 optional games, each on that day's lessons (Day 30: on all six weeks)
- Answer keys for everything; color and ink-saver B&W, US Letter and A4

How it works

1. Leave the six 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 30 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.
- **Week 5, days 21 to 25. A1 review:** Buses, Trains and Bikes; Services in Town; Movies, Music and TV; Phones and Machines; Last Saturday. **Team:** Get to the Airport, Town Notices, Our Radio Show, Phone Shop Help, The Story Chain.
- **Week 6, days 26 to 30. A1 review:** My Body and Health; How Do You Feel?; Dates and Birthdays; Plans for the Future; Big A1 Review. **Team:** Our Morning Exercise, Feelings Pairs, I Have, Who Has?, The Plans Survey, Build the Sentences.

Optional game every day, on that day's lessons (Day 30, the big review day: its game reviews all six weeks): 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 378 pages.
What the sub gets: a note that explains the routine, a "say this" script for every task (126 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: _____

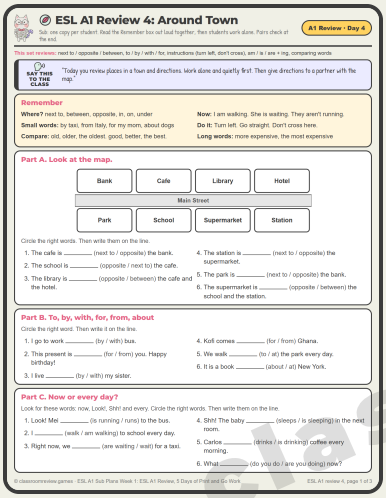
Friday

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

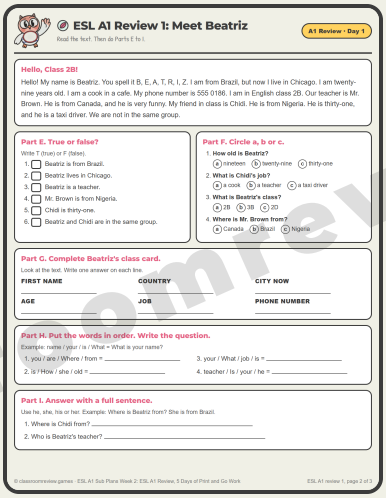
Notes / stars of the day: _____

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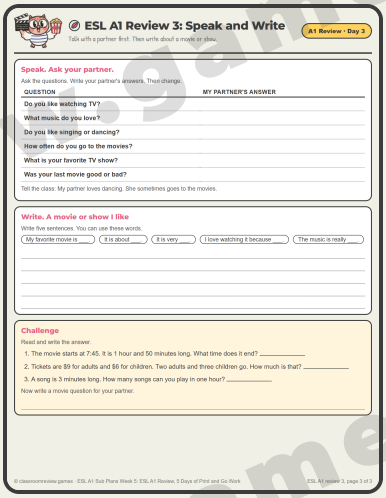
ONE PAGE OF EVERY DAILY PART



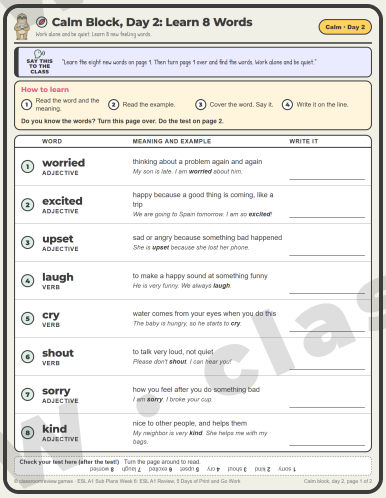
A1 review set: the lesson, Week 1 (solo)



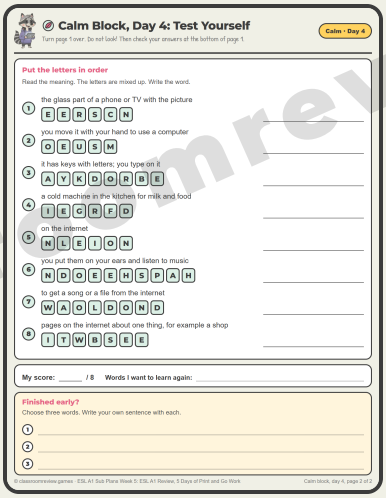
A1 review set: practice, Week 2 (solo)



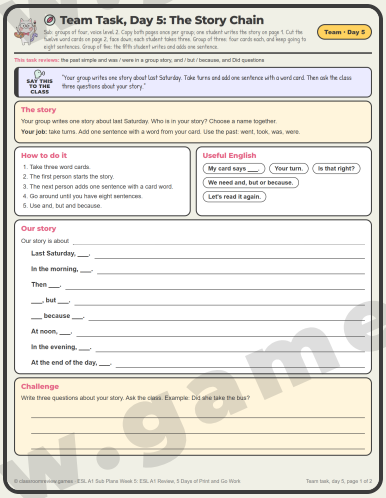
A1 review set: the third page (solo)



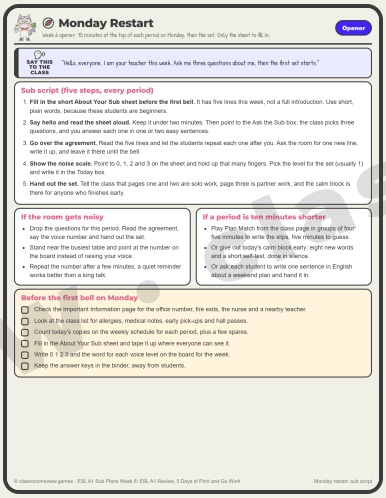
Calm block: learn 8 words (solo)



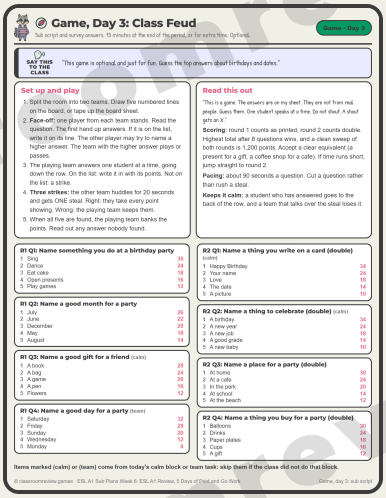
Calm block: test yourself (solo)



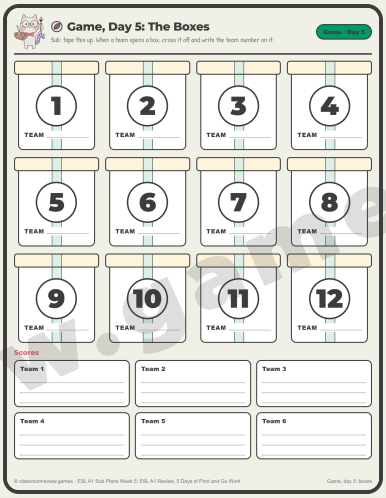
Team task (groups of four)



Monday opener (whole class)



Game: Class Feud (whole class)



Game: Mystery Box (whole class)

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ESL A1 Review 1: Buses, Trains and Bikes

Sub: one copy per student. Go over the Remember box aloud with the whole class. Then students work on their own; partners compare answers at the end.

A1 Review · Day 1

This set reviews: by and on with buses, trains and bikes, signs and instructions, How long and What time questions, and at / on / in for time

SAY THIS TO THE CLASS

"Today you review buses, trains and bikes. Work alone and quietly for the first two pages. Then talk about your trip with a partner."

Remember

I go **by** plane or **by** boat.

I sleep **on** the plane. I wait **at** the station.

at 7:30, **at** lunchtime. **on** Tuesday. **in** June, **in** the morning.

Stop! Look left and right. **Don't** talk to the driver.

How do you go to Japan? By plane.

How long is the lesson? Fifty minutes.

What time is your class? At 9:00.

Part A. Which word?

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

1. Petra goes to the beach _____ (by / on) bus.
2. Oskar walks to school. He goes _____ (by / on) foot.
3. We go to the park _____ (by / in) bike.
4. I read a book _____ (at / on) the train.
5. Petra gets off _____ (at / in) the next stop.
6. My dad goes to work _____ (with / by) car.

Part B. Signs on the bus and train

Circle the right words. Then write them on the line.

1. _____ (Don't / Not) stand near the doors.
2. _____ (Waits / Wait) for the green light.
3. Please _____ (help / helping) old people with their bags.
4. _____ (Don't run / Not run) for the bus!
5. _____ (Pressing / Press) the red button for the next stop.
6. _____ (Doesn't / Don't) eat or drink on the train.

Part C. Question words

Circle the right words. Then write them on the line.

1. _____ (How / Where) do you get to school? By bus.
2. _____ (How long / What time) is the trip? Forty minutes.
3. _____ (How long / What time) does the train leave? At 9:15.
4. _____ (When / Where) is the bus stop? Next to the bank.

Part D. At, on or in?

Write at, on or in.

1. The bus comes _____ 8:20.
2. We take the train to the beach _____ July.
3. I ride my bike to work _____ Fridays.
4. The trains are full _____ the evening.
5. The last bus leaves _____ midnight.
6. There is no train _____ Sunday.

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ESL A1 Review 1: Noor's Trip

Read the text. Then do Parts E to H.

A1 Review · Day 1

How I Get to Work

Hi, I'm Noor. I live in a small town. I work in the city. From Monday to Thursday, I go to work by train. The train leaves at 7:30. The trip is forty minutes. On the train, I read or listen to music. Then I walk for ten minutes to my office. On Fridays, I ride my bike to work. It is one hour by bike! My friend Oskar drives to work. He hates the traffic. I don't have a car. The bus is cheap, but it is slow.

Part E. True or false?

Write T (true) or F (false).

1. ☐ Noor usually goes to work by train.
2. ☐ The train leaves at 7:40.
3. ☐ The train trip is forty minutes.
4. ☐ On Fridays, Noor goes to work by bus.
5. ☐ Oskar goes to work by car.
6. ☐ Noor has a car.

Part F. Circle a, b or c.

1. **What does Noor do on the train?**
   (a) She sleeps. (b) She reads or listens to music. (c) She eats breakfast.
2. **How long is the walk to her office?**
   (a) five minutes (b) ten minutes (c) forty minutes
3. **How long is the trip by bike?**
   (a) forty minutes (b) two hours (c) one hour
4. **What does Oskar hate?**
   (a) the traffic (b) the train (c) music

Part G. Write the word from the text.

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

1. From Monday to Thursday, I go to work _____ train.
2. The train leaves _____ 7:30.
3. Then I walk for ten minutes _____ my office.
4. On Fridays, I _____ my bike to work.
5. The bus is cheap, but it is _____.

Part H. Answer with a full sentence.

Use she or it. Example: How long is the trip? It is forty minutes.

1. How does Noor go to work? _____
2. What time does the train leave? _____

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ESL A1 Review 1: Speak and Write

Talk with a partner first. Then write about your trip.

A1 Review · Day 1

Speak. Ask your partner.

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

QUESTION	MY PARTNER'S ANSWER
How do you get to school or work?	
How long is your trip?	
What time do you leave home?	
Do you have a bike?	
Do you like trains or buses?	
What do you do on the bus or train?	

Tell the class: My partner goes to school by bus. The trip is twenty minutes.

Write. My trip

Write five sentences about your trip to school or work. You can use these words.

I go to ___ by ___. | My trip is ___ minutes. | I leave home at ___. | I like ___, but ___. | On the bus, I ___.

Challenge

Bus 12: Park Street to the train station

It leaves Park Street at	8:05	8:25	8:45
The trip to the station is	25 minutes		
One ticket is	$2.50		

Read the bus schedule. Write the answer.

1. Bus 12 leaves Park Street at 8:25. What time does it get to the station? _____
2. Rafael's train leaves at 8:40. Which bus does he take? _____
3. A ticket is $2.50. Petra buys two tickets a day for five days. How much is that? _____

Now write a bus 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: Buses, Trains and Bikes

Part A: 1. by; 2. on; 3. by; 4. on; 5. at; 6. by. **Part B:** 1. Don't; 2. Wait; 3. help; 4. Don't run; 5. Press; 6. Don't

Part C: 1. How; 2. How long; 3. What time; 4. Where. **Part D:** 1. at; 2. in; 3. on; 4. in; 5. at; 6. on

Part E: 1. T; 2. F (The train leaves at 7:30.); 3. T; 4. F (On Fridays, I ride my bike to work.); 5. T; 6. F (I don't have a car.). **Part F:** 1. b (She reads or listens to music.); 2. b (ten minutes); 3. c (one hour); 4. a (the traffic)

Part G: 1. by; 2. at; 3. to; 4. ride; 5. slow. **Part H:** 1. She goes by train. 2. It leaves at 7:30. (also: She goes to work by train. She goes by train and by bike on Fridays. The train leaves at 7:30.)

Speak: answers vary; give credit for full questions and answers with by, at and minutes (I go by bus. I leave home at 7:15.). **Write:** answers vary; accept five sentences, for example: I go to school by bus. My trip is twenty minutes. I leave home at 7:40. I like the bus, but it is slow. On the bus, I listen to music.

Challenge: 1. 8:50; 2. the 8:05 bus; 3. $25.00 (2: it gets to the station at 8:30; the 8:25 bus gets there at 8:50, after the train leaves. 3: also $25). Own question: answers vary.

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

Match: 1. empty; 2. motorbike; 3. passenger; 4. platform; 5. wheel; 6. garage; 7. taxi; 8. helicopter.

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: Get to the Airport (2 points per rubric line, 10 in all)

The chart: city bus: leaves 9:40, 1 hour and 30 minutes, gets there at 11:10, $3 each; train: leaves 9:50, 50 minutes, gets there at 10:40, $12 each; taxi: leaves 9:45, 40 minutes, gets there at 10:25, $15 each; airport bus: leaves 10:05, 45 minutes, gets there at 10:50, $9 each.

The answer: the airport bus (it gets there at 10:50, $9 each). **Why not the others:** city bus: too late (11:10); train: more expensive ($12 each); taxi: more expensive ($15 each).

1. Every person says their three facts in English.
2. The group asks What time, How long and How much questions.
3. The writer fills in the whole chart.
4. The group chooses the airport bus and writes the three sentences.
5. The group can say why the other three ways are not OK.

Scoring: give 2 points for a rubric line done well and 1 for partly. A student who shows a card instead of speaking costs the group a point.

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Calm Block, Day 1: Learn 8 Words

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

Calm · Day 1

SAY THIS TO THE CLASS "Learn the eight new 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	**platform** NOUN	a place at the station; you wait here for a train *Our train leaves from **platform** 4.*	
2	**passenger** NOUN	a person on a bus, plane or train, not the driver *There are ten **passengers** on the bus.*	
3	**motorbike** NOUN	a fast, heavy bike with an engine *My uncle goes to work on his **motorbike**.*	
4	**wheel** NOUN	a round thing; a bike has two, a car has four *My bike has a new front **wheel**.*	
5	**garage** NOUN	a building next to a house for a car *Our car is in the **garage**.*	
6	**taxi** NOUN	a car with a driver; you pay to ride in it *It is late. Let's take a **taxi** home.*	
7	**helicopter** NOUN	a flying machine; it can stop in the air *A **helicopter** is flying over the city.*	
8	**empty** ADJECTIVE	with nothing or nobody in it *The train is **empty** at night.*	

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

1 empty · 2 motorbike · 3 passenger · 4 platform · 5 wheel · 6 garage · 7 taxi · 8 helicopter

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Team Task, Day 2: Town Notices

Sub: groups of four, voice level 2. Copy all three pages once per group; one student (the writer) writes on pages 1 and 2. Cut the four notices on page 3, one per student. Group of three: one student reads two notices. Group of five: the fifth student helps the writer with the spelling.

Team · Day 2

This task reviews: Can and can't, next to, between and opposite, days of the week, and asking to repeat and spell

SAY THIS TO THE CLASS

"Raquel is new in town and needs some help. Each of you reads one town notice to your group. Listen, ask, spell and write in English."

The story

Raquel is new in town. She needs to know about four places. Each of you has one notice. Don't show it!

How to do it. Read your notice to the group. Read slowly, one line at a time. The writer writes it. Ask: Can you say that again? How do you spell it? Then answer the questions.

Useful English

- Can you say that again, please?
- How do you spell it?
- Slowly, please.
- Can I ___?
- I'd like ___, please.
- Yes, you can.
- No, you can't.

Part 1. Our notices

POST OFFICE

.....

.....

.....

.....

BANK

.....

.....

.....

.....

BOOKSTORE

.....

.....

.....

.....

BIKE SHOP

.....

.....

.....

.....

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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

CAN CAN'T	DO DON'T	HEALTH TALK	BODY WORDS	SOFIA, TEAM
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: Health

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 about places in town."

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

BANK	example clue: money
BOOKSTORE	example clue: read
CAFE	example clue: coffee
APARTMENT	example clue: home
PHARMACY	example clue: doctor

Round 2: Partner B gives clues

STREET	example clue: road
LETTER	example clue: write
OPPOSITE	example clue: across
BETWEEN	example clue: middle
OPEN	example clue: closed

Round 3: Partner A gives clues

STAMP (calm)	example clue: mail
ENVELOPE (calm)	example clue: paper
ADDRESS (calm)	example clue: house
BORROW (calm)	example clue: return
FORM (calm)	example clue: questions

Round 4: Partner B gives clues

SIGN (calm)	example clue: name
DELIVER (calm)	example clue: bring
BILL (calm)	example clue: pay
REPAIR (team)	example clue: fix
SPELL (team)	example clue: letters

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 plays together and talks about plans."

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 Which sentence is a wish for one day?
A. I like Peru. B. I'd like to visit Peru. C. I visit Peru. D. I visited Peru.
Answer: B. I'd like to visit Peru. (50/50 removes C and D)

2. $250 She is going ___ a new job. Which words fit?
A. start B. to start C. starts D. starting
Answer: B. to start (50/50 removes A and C)

3. $500 Yasmin hates ___ up early. Which word fits?
A. get B. gets C. getting D. to getting
Answer: C. getting (50/50 removes A and D)

4. $1,000 ___ are you going to learn? To drive. Which word fits?
A. Who B. When C. What D. Where
Answer: C. What (50/50 removes A and D)

Rungs 5 to 8, rung 8 is safe

5. $2,500 What is Yasmin going to do at night this year?
A. study English B. paint the walls C. sell cake D. drive a car
Answer: A. study English (50/50 removes C and D)

6. $5,000 Where does Yasmin work now?
A. in a bank B. in a small cafe C. at a school D. at home
Answer: B. in a small cafe (50/50 removes A and D)

7. $10,000 Who is going to paint the walls of the cafe?
A. Yasmin B. her mom C. Sven D. a friend
Answer: C. Sven (50/50 removes A and D)

8. $25,000 A person in this job plays music. Who is it? (calm)
A. a musician B. a writer C. a secretary D. a scientist
Answer: A. a musician (50/50 removes C and D)

Rungs 9 to 12

9. $50,000 What is a big school for adults, after high school? (calm)
A. a library B. a university C. a cafe D. a museum
Answer: B. a university (50/50 removes A and C)

10. $100,000 He has a lot of money. Which word is right? (calm)
A. rich B. poor C. busy D. late
Answer: A. rich (50/50 removes C and D)

11. $500,000 Would you like to learn to drive? Which answer is right? (team)
A. Yes, I'd like to. B. Yes, I like it. C. Yes, I liking. D. Yes, I am like.
Answer: A. Yes, I'd like to. (50/50 removes C and D)

12. $1 MILLION Two people in our group ___ going to cook. Which word? (team)
A. is B. are C. am D. be
Answer: B. are (50/50 removes C and D)

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 a big plan or wish for your future? (calm)	**A dream**
2. Which verb means to want a good thing to happen? (calm)	**Hope**
3. Make a question: you, going to, move?	**Are you going to move?**
4. When do cafes open?	**At 7 a.m.**

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: Renata's Saturday

Read the text. Then do Parts E to G.

A1 Review · Day 5

A Busy Saturday

Last Saturday was a busy day. In the morning, I took the bus to town. I went to the post office. I sent a letter to my grandmother. Then I met my friend Oren at a cafe. We had coffee and cake. In the afternoon, we watched a movie. It was funny, but it was very long. After the movie, I wanted to call my mom. I couldn't, because my phone had no battery. I missed the last bus. I walked home. I was tired but happy.

Part E. Put the story in order.

Write 1 to 6 in the boxes. Number 1 is the first thing Renata did.

- ☐ Renata sent a letter.
- ☐ Renata walked home.
- ☐ Renata took the bus to town.
- ☐ Renata wanted to call her mom.
- ☐ Renata met Oren at a cafe.
- ☐ Renata and Oren watched a movie.

Part F. Circle a, b or c.

1. **Who did Renata send a letter to?**
   (a) her mom (b) her grandmother (c) Oren
2. **What did Renata and Oren have at the cafe?**
   (a) tea and cookies (b) juice (c) coffee and cake
3. **How was the movie?**
   (a) funny but long (b) sad and short (c) boring

Part G. Answer with because.

Example: Why was Renata happy? Because she saw her friend.

1. Why didn't Renata call her mom?

   _____

2. Why did Renata walk home?

   _____

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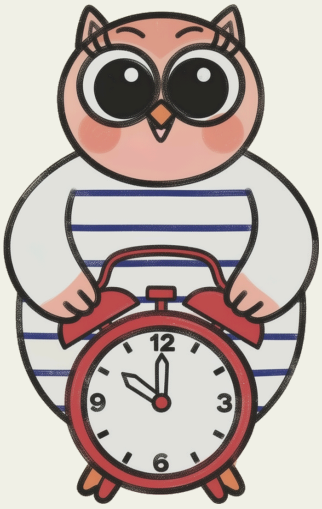
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