ESL B1 Review Sub Plans Week

Week-long sub plans: five days of print and go work for ESL level B1, any grade, planned Monday to Friday.

PREVIEW

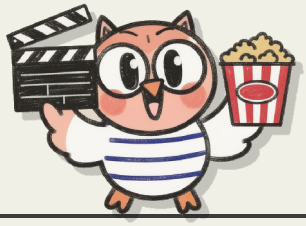
What is included

- Sub binder: notes, the filled-in week plan, a blank schedule, class list, Monday opener (12 pages)
- ESL B1 review sets for five days (15 pages)
- Calm vocabulary blocks: 8 new words a day, then a quiet self-test (10 pages)
- ESL B1 team tasks (9 pages)
- ESL B1 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 B1 review set of the week, with its page and what it goes over. Nothing new is taught. Every page is written at level B1. 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
B1 review 1	**In the News** Reviews: past simple, past continuous and past perfect in news stories, questions about the past, and short replies to news.	p. 14 · 50 min
Calm vocabulary	**Learn and Test: News 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	**One Car, Twelve Things** Groups of four rank twelve things to take in one car before a wildfire, compare with an emergency manager's order 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)

B1 review 2	**Film and Books** Reviews: present perfect or past simple, present perfect continuous, adverbs, too and enough, comparatives and superlatives, with film and book words.	p. 22 · 50 min
Calm vocabulary	**Learn and Test: Film and Book 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 Trip Plan** Groups of four plan a class trip day with the most survey points inside a money limit, a time limit and one lunch.	p. 27 · 40 min
Game (optional)	**Paper Password** Optional fun to end the class.	p. 29 · 15 min

WEDNESDAY (DAY 3)

B1 review 3	**The Future of Technology** Reviews: will and going to for predictions, future continuous, might, may and probably, second and third conditionals, with technology words.	p. 31 · 50 min
Calm vocabulary	**Learn and Test: Technology 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 paper tower they can from three sheets, with a marker on top for bonus points.	p. 36 · 40 min
Game (optional)	**Class Feud** Optional fun to end the class.	p. 38 · 15 min

THURSDAY (DAY 4)

B1 review 4	**Rules and Mysteries** Reviews: must, have to, mustn't and don't have to, must and can't for guesses, should have and might have, and question tags, with school words.	p. 40 · 50 min
Calm vocabulary	**Learn and Test: Rules and Mystery 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	**The Student Council Budget** Four council members, each with facts nobody else has, decide how to spend $1,100 on school projects.	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)		
B1 review 5	**Our Planet** Reviews: reported speech, the passive, because, so, although and however, and phrasal verbs like cut down on and run out of, with environment words.	p. 49 · 50 min
Calm vocabulary	**Learn and Test: Planet 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	**The Phone Debate** Groups of four debate a phone ban two against two, using eight evidence cards and a speech clock the sub reads from the page.	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 B1 Review 1** In the News p. 14 · 50 min	**ESL B1 Review 2** Film and Books p. 22 · 50 min	**ESL B1 Review 3** The Future of Technology p. 31 · 50 min	**ESL B1 Review 4** Rules and Mysteries p. 40 · 50 min	**ESL B1 Review 5** Our Planet p. 49 · 50 min
If a class finishes early or gets loud	**Learn and Test: News Words** p. 17 · 20 min	**Learn and Test: Film and Book Words** p. 25 · 20 min	**Learn and Test: Technology Words** p. 34 · 20 min	**Learn and Test: Rules and Mystery Words** p. 43 · 20 min	**Learn and Test: Planet Words** p. 52 · 20 min
Block period (90 minutes) only	**One Car, Twelve Things** p. 19 · 40 min	**The Class Trip Plan** p. 27 · 40 min	**The Paper Tower** p. 36 · 40 min	**The Student Council Budget** p. 45 · 40 min	**The Phone Debate** 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 B1, 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 B1 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 B1 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 B1 Review 1: In the News

Sub: one copy per student. Read the Remember box out loud with the class, then students work alone on Parts A to C. About 15 minutes.

B1 Review · Day 1

This set reviews: past simple, past continuous and past perfect in news stories, questions about the past, and short replies to news

Remember: talking about the past

Past simple	finished actions, one after another	The storm **hit** the coast on Monday and **closed** the roads.
Past continuous	the background, an action in progress	People **were sleeping** when the lights went out.
Past perfect	an action before another past action	When help arrived, the water **had gone** down.
Questions	did + base verb; no did in a subject question (Who saw it?)	Where **did** it **happen**? **Who saw** it? What **were** you **doing**?
Quick replies	the same helping verb, then a question	"I **saw** it." "**Did you?** Where?" "We **were** there." "**Were you?**"

Part A. Write the verb in the past simple, past continuous or past perfect

1. The mayor _____ *(open)* the new bridge last Saturday.
2. While the reporters _____ *(wait)* outside, the singer left by the back door.
3. When the firefighters arrived, the fire _____ *(already / go)* out.
4. The lights went out while we _____ *(watch)* the evening news.
5. By the time the ferry arrived, the storm _____ *(pass)*.
6. Two climbers _____ *(get)* lost on Sunday, but a helicopter found them the next morning.
7. When the band won the TV contest, nobody _____ *(hear)* of them.
8. I _____ *(read)* the article on the bus when my phone battery died, so I never finished it.
9. The school _____ *(close)* for two days last week because of the snow.
10. Omar was surprised because he _____ *(never / see)* snow before.

Part B. Put the words in order

Make a question about the past.

1. *the / what / happened / game / at*

   _____

2. *you / where / going / were*

   _____

3. *the / did / hear / how / you / news*

   _____

4. *you / fire / who / about / told / the*

   _____

Part C. Match each sentence to a reply

Write the letter in the box.

- ☐ I saw a whale at the beach this morning.
- ☐ We were at the concert last night.
- ☐ My sister had never flown before that trip.
- ☐ The bus didn't come again today.
- ☐ My grandparents were on the TV news!

a Didn't it? That's the third time this week.
b Did you? Where exactly?
c Were they? What did they talk about?
d Were you? How was it?
e Hadn't she? Was she nervous?

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ESL B1 Review 1: Read and Use

Read the news story. Then answer the questions in Parts D to F.

B1 Review · Day 1

Old Camera Brings Family Photos Home

Last month, seventeen-year-old Nadia Perez bought an old suitcase at a yard sale in Millbrook for five dollars. When she opened it at home, she found a film camera inside. Somebody had left a roll of film in it.

Nadia took the film to a photo shop in town. While she was waiting for the prints, she was feeling nervous. What was on the film? The photos showed a family on vacation at the beach: two parents, a little boy and a birthday cake on a picnic table. Someone had written a name inside the camera case: T. Okafor.

That evening, Nadia posted three of the photos online and asked for help. Two days later, Tom Okafor sent her a message. He was the little boy in the pictures! His family had moved to another state in 2001, and his parents had lost the suitcase during the move.

"I was only four in those photos, but I still remember that cake," Tom said. Last Saturday, Nadia met the Okafor family at a cafe and gave them the camera and the prints. "We had given up hope years ago," said Tom's mother. "This is the best surprise ever."

Part D. Choose the right answer

1. **Where did Nadia find the camera?**
   (a) on the beach (b) in a suitcase (c) in a photo shop (d) at a cafe
2. **How did Nadia feel while she was waiting for the prints?**
   (a) bored (b) angry (c) nervous (d) tired
3. **When did the Okafor family lose the suitcase?**
   (a) on vacation (b) at a yard sale (c) during a move (d) last month
4. **How old was Tom in the photos?**
   (a) two (b) four (c) five (d) seventeen

Part E. Here are the answers. Write the questions

1. **How much** _____ *Five dollars.*
2. **Where** _____ *To a photo shop in town.*
3. **Who** _____ *Tom Okafor.*
4. **When** _____ *In 2001.*

Part F. Find it in the story

1. Find a verb in the past perfect about the film (paragraph 1). _____
2. Find a verb in the past continuous (paragraph 2). _____
3. Find a phrasal verb in the past perfect for "stopped hoping" (paragraph 4). _____

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ESL B1 Review 1: Speak and Write

Work with a partner first. Then write alone.

B1 Review · Day 1

Part G. Speak: a time I lost or found something

Talk for about one minute and answer the questions. Your partner uses two replies from the box and asks one more question. Then change roles.

1. What did you lose or find?
2. Where were you, and what were you doing?
3. What had happened just before?
4. How did you feel?
5. What happened in the end?

Replies

Did you? | Were you? | Had you? | Really? What happened next? | Oh no! | Lucky you!

Part H. Write: a short news story (80 to 100 words)

Write about a real or invented event at your school or in your town. Use the past simple, the past continuous and the past perfect at least once each.

Headline: .....

When and where did it happen? .....

What happened? What were people doing at the time? .....

What had happened before? .....

What did someone say about it? .....

.....

.....

Part I. Fix the sentence

Each sentence has one mistake. Write it again correctly.

1. When I arrived, the concert already started.

   _____

2. We were watch the news when the lights went out.

   _____

3. Why did she left the party so early?

   _____

4. She had never flew on a plane before that trip.

   _____

5. A: I saw a whale at the beach. B: Were you? Where?

   _____

Challenge

Write Tom's side of the camera story in 100 to 120 words. Use two verbs in the past perfect and one in the past continuous. Then write three questions from a reporter to Nadia, with her answers. Use your own paper.

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Calm Block, Day 1: Learn 8 Words

Work alone and be quiet. Learn 8 new news 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	**announce** VERB	to tell people something important in public, often on TV or in a speech *The city will **announce** the name of the new park on Friday.*	
2	**publish** VERB	to print a book, newspaper or article, or put it online for readers *The newspaper **published** the story on its front page.*	
3	**rescue** VERB	to save a person or an animal from danger *A small boat **rescued** three sailors after the storm.*	
4	**emergency** NOUN	a sudden, dangerous situation; people need help fast *In an **emergency**, call 911 at once.*	
5	**damage** NOUN	the bad effects of a storm, fire or accident on buildings, cars or other things *The strong wind caused a lot of **damage** to the old school.*	
6	**officer** NOUN	a member of the police, often in a uniform *A police **officer** answered the reporters' questions.*	
7	**crime** NOUN	an action against the law, for example stealing a car *There was less **crime** in the city last year.*	
8	**recent** ADJECTIVE	happening or starting only a short time ago *In a **recent** interview, the singer talked about her new album.*	

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

1 damage 2 crime 3 emergency 4 officer 5 rescue 6 publish 7 announce 8 recent

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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.

announce | crime | damage | emergency | officer | publish | recent | rescue

1. the bad effects of a storm, fire or accident on buildings, cars or other things _____
2. an action against the law, for example stealing a car _____
3. a sudden, dangerous situation; people need help fast _____
4. a member of the police, often in a uniform _____
5. to save a person or an animal from danger _____
6. to print a book, newspaper or article, or put it online for readers _____
7. to tell people something important in public, often on TV or in a speech _____
8. happening or starting only a short time ago _____

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: One Car, Twelve Things

Sub: groups of four, voice level 2. One sheet per group. When all groups finish, read the manager's order and the reasons from the key.

Team · Day 1

The situation

It is 2 p.m. on a hot, windy day in September. A wildfire is burning eight miles away, and the wind is pushing it toward your neighborhood. The town has told everyone to leave by 3:30 p.m. Everyone in your house is safe. You have one car with room for four people. Nobody can come back for a second trip.

Your job: rank the twelve things from 1 (take it first) to 12 (leave it). First, work alone for five minutes and fill in "My rank". Then talk as a group and agree on one order. Use every number from 1 to 12 once. Then the sub reads out the emergency manager's order.

THING IN THE HOUSE	MY RANK	GROUP RANK	MANAGER	DIFFERENCE
Medicine for one week and a spare pair of glasses				
A folder of papers: IDs, insurance, birth certificates				
Phone, charger and a full power bank				
The cat and her carrier				
Four gallons of water and ready-to-eat food				
A box of old family photos and letters				
Strong shoes and a change of clothes for everyone				
A first aid kit and a box of face masks				
Two hundred dollars in small bills				
The laptop and the backup drive				
The guitar				
A five gallon can of gas				
Total difference (lower is better)				

Useful language

- I think ... should be number one, because ...
- ... is more important than ..., because ...
- I agree with you. / I'm not sure about that, because ...
- What about ...? Where should it go?
- So we all agree: number ... is ...

Scoring

For each row, find the difference between the group rank and the manager's rank, for example 3 and 5 = 2. Add the twelve numbers.

- **15 or less:** excellent
- **16 to 30:** good
- **31 to 45:** OK
- **Over 45:** your group and the manager think very differently.

Explain one choice

Choose the row with the biggest difference. Why did your group put it there? Did the manager's reason change your mind?

.....

.....

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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 (movie for film, Pacific Ocean for the Pacific).

Past Forms

100 What is the past simple of the verb go?
went

200 What is the past participle of the verb write?
written

300 What is the past simple of the verb bring?
brought

400 When I arrived, the film ___ started. Is the missing word had or has?
had

500 What is the past participle of the verb fly?
flown

Film

100 What do we call a funny film?
a comedy

200 What do we call the person in charge of making a film?
the director

300 What do we call the words at the bottom of the screen in a foreign film?
subtitles

400 What do we call a film with facts about real life, like nature or history?
a documentary

500 What do we call the main events of a story, in order?
the plot

Technology

100 What do you use to put power back into a phone?
a charger

200 What do we call a small program on a phone, like a game or a map?
an app

300 You save a picture of your own phone screen. What do we call it?
a screenshot

400 What secret word do you type to open your email account?
a password

500 What do the letters www stand for at the start of a web address?
World Wide Web

Our Planet

100 What do we call using old glass or paper to make new things?
recycling

200 Which gas do plants take in from the air?
carbon dioxide

300 Which is the largest ocean on Earth?
the Pacific

400 What do we call energy from the sun?
solar energy (or solar power)

500 What do we call the slow change in Earth's weather over many years?
climate change

Numbers

100 How many minutes are in two and a half hours?
150

200 What is 20 percent of 50?
10

300 How many years are in three centuries?
300

400 A book has 240 pages. You read 30 pages a day. How many days do you need?
8

500 A film starts at 7:40 and lasts 95 minutes. At what time does it end?
9:15

Final Wager: Planet Earth

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.

Which river is the longest in Africa, and flows through Egypt to the Mediterranean Sea?
the Nile

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

PAST FORMS	FILM	TECHNOLOGY	OUR PLANET	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: Planet Earth

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 B1 Review 1: In the News

Part A: 1. opened; 2. were waiting (also: waited); 3. had already gone; 4. were watching (also: watched); 5. had passed; 6. got; 7. had heard (also: had ever heard); 8. was reading; 9. closed (also: was closed); 10. had never seen. Short forms (he'd never seen) are fine.

Part B: 1. What happened at the game? 2. Where were you going? 3. How did you hear the news? 4. Who told you about the fire?

Part C: 1. b; 2. d; 3. e; 4. a; 5. c

Part D: 1. b (in a suitcase); 2. c (nervous); 3. c (during a move); 4. b (four)

Part E: 1. How much did Nadia pay for the suitcase? (also: How much did the suitcase cost? / How much did she pay for it?) 2. Where did Nadia take the film? (also: Where did she take the film?) 3. Who sent Nadia a message? (also: Who wrote to Nadia? / Who sent her a message?) 4. When did Tom's family move to another state? (also: When did the Okafor family move? / When did they move?) Accept any correct past question that gets this answer from the story.

Part F: 1. had left; 2. was waiting (also: was feeling); 3. had given up (also: given up)

Part G: answers vary. Each partner talks for about a minute, uses at least two different past forms, and the listener uses two replies and asks one question.

Part H: answers vary. Check: 80 to 100 words, a headline, and at least one past simple, one past continuous and one past perfect verb used correctly. Model: Headline: Students Clean Up River Park. Last Saturday morning, forty students from Lincoln High cleaned up River Park. While some students were collecting bottles, others were planting flowers. The park had looked dirty for months because the city had cut its budget. By lunchtime, the students had filled sixty bags. "We were tired, but we felt proud," said Mei, one of the organizers. The mayor visited in the afternoon and thanked everyone.

Part I: 1. When I arrived, the concert had already started. (also: When I arrived, the concert had started.) 2. We were watching the news when the lights went out. 3. Why did she leave the party so early? 4. She had never flown on a plane before that trip. 5. A: I saw a whale at the beach. B: Did you? Where?

Challenge: answers vary. Check: 100 to 120 words, told by Tom (I, my family), two past perfect verbs, one past continuous verb, and three correct past questions with answers from the story.

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

Match: 1. damage; 2. crime; 3. emergency; 4. officer; 5. rescue; 6. publish; 7. announce; 8. recent.

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 2: the best trip plan

The best legal plan (88 points, the only plan with 88): science museum, boat tour, pizza lunch and art gallery.

The math: cost $48 + $60 + $36 + $0 = $144 (limit $150). Time 150 + 90 + 60 + 90 = 390 minutes (limit 390). Points 30 + 28 + 18 + 12 = **88**.

Scoring: check the four rules first. A plan that breaks one scores 0. A legal plan scores its points. 88 is the top score; the next best legal plans score 86.

The trap: the 5 activities with the most points (zoo, science museum, boat tour, bike tour and climbing wall) have no lunch, cost $236 and take 600 minutes, so they break three rules. The free art gallery is the smart choice.

Speaking check: every student suggested at least one plan and gave a reason, using the phrases on page 1.

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ESL B1 Review 1: Read and Use

Read the news story. Then answer the questions in Parts D to F.

B1 Review · Day 1

Old Camera Brings Family Photos Home

Last month, seventeen-year-old Nadia Perez bought an old suitcase at a yard sale in Millbrook for five dollars. When she opened it at home, she found a film camera inside. Somebody had left a roll of film in it.

Nadia took the film to a photo shop in town. While she was waiting for the prints, she was feeling nervous. What was on the film? The photos showed a family on vacation at the beach: two parents, a little boy and a birthday cake on a picnic table. Someone had written a name inside the camera case: T. Okafor.

That evening, Nadia posted three of the photos online and asked for help. Two days later, Tom Okafor sent her a message. He was the little boy in the pictures! His family had moved to another state in 2001, and his parents had lost the suitcase during the move.

"I was only four in those photos, but I still remember that cake," Tom said. Last Saturday, Nadia met the Okafor family at a cafe and gave them the camera and the prints. "We had given up hope years ago," said Tom's mother. "This is the best surprise ever."

Part D. Choose the right answer

1. **Where did Nadia find the camera?**
   (a) on the beach (b) in a suitcase (c) in a photo shop (d) at a cafe
2. **How did Nadia feel while she was waiting for the prints?**
   (a) bored (b) angry (c) nervous (d) tired
3. **When did the Okafor family lose the suitcase?**
   (a) on vacation (b) at a yard sale (c) during a move (d) last month
4. **How old was Tom in the photos?**
   (a) two (b) four (c) five (d) seventeen

Part E. Here are the answers. Write the questions

1. **How much** _____ *Five dollars.*
2. **Where** _____ *To a photo shop in town.*
3. **Who** _____ *Tom Okafor.*
4. **When** _____ *In 2001.*

Part F. Find it in the story

1. Find a verb in the past perfect about the film (paragraph 1). _____
2. Find a verb in the past continuous (paragraph 2). _____
3. Find a phrasal verb in the past perfect for "stopped hoping" (paragraph 4). _____

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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.