

ESL B2 Review Sub Plans Week

Week-long sub plans: five days of print and go work for ESL level B2, 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 B2 review sets for five days (15 pages)
- Calm vocabulary blocks: 8 new words a day, then a quiet self-test (10 pages)
- ESL B2 team tasks (9 pages)
- ESL B2 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.



Every B2 review set of the week, with its page and what it goes over. Nothing new is taught. Every page is written at level B2. 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
B2 review 1	Arts and Reviews Reviews: adjectives and adverbs, relative clauses and extended phrasal verbs, through a theater review and talk about the arts.	p. 14 · 50 min
Calm vocabulary	Learn and Test: Arts and Review 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	The Media Timeline Groups of four put twelve moments in media history in order, from the printing press to online video, then score the gap to the real timeline.	p. 19 · 40 min
Game (optional)	Whiteboard Quiz Game Optional fun to end the class.	p. 20 · 15 min

TUESDAY (DAY 2)

B2 review 2	Media Stories Reviews: narrative tenses, the past perfect and past perfect continuous, and would for past habits, through a news feature and stories.	p. 22 · 50 min
Calm vocabulary	Learn and Test: News and Media 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	Film Festival Groups of four plan a one-day student film festival that brings in the biggest audience inside a budget, the auditorium's opening hours and five slots.	p. 27 · 40 min
Game (optional)	Paper Password Optional fun to end the class.	p. 29 · 15 min

WEDNESDAY (DAY 3)

B2 review 3	Looking Ahead Reviews: future continuous, future perfect and future perfect continuous, and will or going to for predictions about lifestyles and the news.	p. 31 · 50 min
Calm vocabulary	Learn and Test: Future and Change 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 build the tallest tower they can from three sheets of paper that stands alone and holds a coin, then score it and reflect.	p. 36 · 40 min
Game (optional)	Class Feud Optional fun to end the class.	p. 38 · 15 min

THURSDAY (DAY 4)

B2 review 4	What If Reviews: mixed conditionals, wish about the present and the past, and can't have and needn't have, through a short story about a book.	p. 40 · 50 min
Calm vocabulary	Learn and Test: Choice and Risk 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 Book Prize Jury Four judges, each with facts nobody else has, must agree on the winner of a young readers' book prize before the announcement.	p. 45 · 40 min
Game (optional)	Classroom Millionaire Optional fun to end the class.	p. 47 · 15 min

FRIDAY (DAY 5)

B2 review 5	Debates in Education Reviews: modals of deduction, passives in many tenses and reported speech, through a report of a student debate about homework.	p. 49 · 50 min
Calm vocabulary	Learn and Test: Education Debate 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 Exam Debate Groups of four debate whether final exams should be replaced by projects, two against two, from a shared bank of evidence cards.	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.



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 B2 Review 1 Arts and Reviews p. 14 · 50 min	ESL B2 Review 2 Media Stories p. 22 · 50 min	ESL B2 Review 3 Looking Ahead p. 31 · 50 min	ESL B2 Review 4 What If p. 40 · 50 min	ESL B2 Review 5 Debates in Education p. 49 · 50 min
If a class finishes early or gets loud	Learn and Test: Arts and Review Words p. 17 · 20 min	Learn and Test: News and Media Words p. 25 · 20 min	Learn and Test: Future and Change Words p. 34 · 20 min	Learn and Test: Choice and Risk Words p. 43 · 20 min	Learn and Test: Education Debate Words p. 52 · 20 min
Block period (90 minutes) only	The Media Timeline p. 19 · 40 min	Film Festival p. 27 · 40 min	The Paper Tower p. 36 · 40 min	The Book Prize Jury p. 45 · 40 min	The Exam 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.



Note to the Substitute

ESL level B2, 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 B2 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 B2 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!



Meet Your Sub

Opener

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

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 Two Truths and a Lie 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.



ESL B2 Review 1: Arts and Reviews

Sub: one copy per student. Read the Remember box aloud together, then students do Parts A and B alone. The key is at the back.

B2 Review • Day 1

This set reviews: adjectives and adverbs, relative clauses and extended phrasal verbs, through a theater review and talk about the arts

Remember

Adjectives and adverbs

An adjective describes a noun: *a brilliant show*. After *be*, *look*, *sound*, *seem*, *feel* we use an adjective: *The music sounds beautiful*.

An adverb describes a verb or an adjective: *she sang brilliantly*, *an extremely long film*.

Careful: *good* becomes *well*; *fast* and *hard* stay the same. *Hardly* means almost not, *lately* means recently.

bored is how you feel; *boring* is the thing that makes you feel it.

Relative clauses

who or *that* for people, *which* or *that* for things, *whose* for possession, *where* for places.

Defining (no commas): the clause tells us which one. *The actor who plays the keeper is from Lima*. When the pronoun is the object, you can leave it out: *the song (that) she wrote*.

Non-defining (commas): extra information, never *that*. *The museum, which opened in 1990, is free*.

Phrasal verbs

Verb + particle, often with a new meaning:

put on a show, *sell out*, *turn out* (to be), *take up* a hobby, *come across* (find by chance), *bring out* an album, *carry on*, *turn down* (say no to), *set up*, *look forward to*.

With a noun, many can split: *turn the offer down*, *turn it down* (never *turn down it*).

Part A. Adjective or adverb?

Circle the correct word.

- The orchestra played (**beautiful** / **beautifully**) on the opening night.
- The paintings in the new gallery look (**amazing** / **amazingly**) in the evening light.
- I was (**disappointed** / **disappointing**) by the ending of the play.
- The lead actor has (**hard** / **hardly**) any lines in the second act.
- Most critics agree that the young cast performed (**good** / **well**).
- The final scene was (**incredible** / **incredibly**) moving.
- Have you been to any good concerts (**late** / **lately**)?
- It was a long, (**tiring** / **tired**) performance, but nobody left early.

Part B. Join the sentences

Make one sentence with a relative clause. Use *who*, *which*, *that*, *whose* or *where*, and add commas where they are needed.

- The sculptor lives in our town. She made the statue in the park.

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- The festival takes place every August. It attracts over 20,000 visitors.

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- I met a writer. Her first novel won a national prize.

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- This is the theater. My grandparents first met there.

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- The song is about a summer. The singer spent it in Lagos.

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ESL B2 Review 1: Read a Review

Read the review. Then answer the questions and find the words in the text.

B2 Review • Day 1

Review: The Lighthouse Keeper at the Harbor Street Theater

The Harbor Street Theater, which reopened last spring after a long renovation, has put on some bold shows this year, but The Lighthouse Keeper is its most ambitious production yet. The play was written by Kofi Mensah, a local teacher, and it follows an old man who refuses to leave his lighthouse when the town decides to close it.

I have to admit that I almost gave up during the first twenty minutes, which move rather slowly. However, the story soon picks up, and the second act is absolutely gripping. Tomas Reyes, whose performance as the keeper holds the whole evening together, speaks so quietly at times that the audience leans forward to hear him. Lina Park is equally impressive as his daughter, a journalist who comes back to the town to write about the closure.

The set, which students from the local art college built by hand, deserves special praise. A single light turns slowly above the stage and sweeps across the audience every few seconds, and the effect is surprisingly powerful. The sound design works well too: you can hear the sea almost constantly, but it never becomes annoying.

Not everything works. A subplot about a missing boat is never properly explained, and one or two scenes feel unnecessary. Despite these problems, the production turned out to be one of the most moving evenings I have spent in a theater for years. Every performance this weekend has already sold out, so if the theater adds extra dates, book early.

Part C. Understanding

Circle a, b or c.

1. What happened to the Harbor Street Theater last spring?

- (a) It opened for the first time. (b) It reopened after building work. (c) It closed for a renovation.

2. What does the reviewer say about the first twenty minutes?

- (a) They are slow. (b) They are confusing. (c) They are the best part.

3. Why does the audience lean forward?

- (a) The stage is very small. (b) Tomas Reyes sometimes speaks very quietly. (c) The sound of the sea is too loud.

4. Who made the set? (a) Kofi Mensah (b) the actors (c) students from an art college

5. What is the reviewer's main criticism?

- (a) Part of the story is not explained well. (b) The actors are not convincing. (c) The sound becomes annoying.

6. Why does the reviewer tell readers to book early?

- (a) Tickets are very cheap. (b) Extra dates will probably be popular too. (c) The theater is closing soon.

Part D. Find the phrasal verb

Find a phrasal verb in the review that means:

- presented a show to the public
- stopped trying
- becomes faster or more interesting
- returns
- proved to be, in the end
- had all its tickets bought
- Copy two phrases where an -ly adverb describes an adjective.
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Part E. Relative clauses

Defining (D) or non-defining (N)? Write D or N in the box.

- ...which reopened last spring... ☐
- ...who refuses to leave his lighthouse... ☐
- ...whose performance as the keeper... ☐
- ...who comes back to the town... ☐
- Paragraph 4 has a relative clause with no relative pronoun. Copy it.
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ESL B2 Review 1: Talk and Write

Use the phrasal verbs, talk about the arts with a partner, then write your own review.

B2 Review • Day 1

Part F. Phrasal verbs in context

Complete each sentence with a phrasal verb from the box. Use each one once, in the right form.

take up bring out put off come across turn down set up carry on look forward to

- After she retired, my aunt painting as a new hobby.
- The band a new album every two years.
- The concert was until next month because the singer was ill.
- I an old photo of my grandmother while I was cleaning the attic.
- She was offered a part in a film, but she it because she was too busy.
- A group of students a film club at our school last year.
- Even when the lights went out, the musicians playing.
- I am really the festival next weekend.

Part G. Speak: a show you remember

In pairs. Take turns. Talk for about a minute each.

- What was it (a play, a concert, a film or an exhibition), and where did you see it?
- Who was in it, or who made it?
- What stood out for you, and why?
- Did it turn out the way you expected?
- Who would you recommend it to, and why?

Keep your partner talking

Really? What happened next? What do you mean by that? That sounds amazing! So how did it end?

Useful language

What I liked most was the music. It turned out to be better than I expected. Although it was long, I enjoyed it.

Part H. Write a short review

Write 70 to 90 words about a show, film, concert or exhibition for a class website. Check each box when you have used it.

- ☐ two relative clauses, one of them with commas
- ☐ three adverbs, one of them before an adjective
- ☐ two phrasal verbs
- ☐ although or despite, once

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Challenge

This review is flat and boring: *The film was good. The actors were good. The music was OK. The ending was bad. I liked it.*

Rewrite it in three or four sentences. Use at least one relative clause, two adverbs in front of adjectives and one phrasal verb. You may not use the word *good*.

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Calm Block, Day 1: Learn 8 Words

Calm • Day 1

Work alone and be quiet. Learn 8 new arts and review words.

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 rehearsal NOUN	a practice run of a show before opening night <i>The actors had a final rehearsal on Friday.</i>	_____
2 audition NOUN	a short performance to win a part in a show <i>She sang at her audition and got the lead role.</i>	_____
3 applause NOUN	the sound of an audience clapping <i>The applause went on for five minutes.</i>	_____
4 sequel NOUN	a later book or film that continues a story <i>The sequel was even better than the first film.</i>	_____
5 masterpiece NOUN	a work of art of the very highest quality <i>Critics call this novel her greatest masterpiece.</i>	_____
6 spoiler NOUN	information that reveals how a story ends <i>Don't tell me the ending. I hate spoilers!</i>	_____
7 overrated ADJECTIVE	thought to be better than it really is <i>Everyone loves that show, but I think it's overrated.</i>	_____
8 predictable ADJECTIVE	easy to guess, so not surprising <i>The plot was so predictable I guessed the ending.</i>	_____

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

1 overrated 2 rehearsal 3 predictable 4 applause 5 masterpiece 6 audition 7 sequel 8 spoiler



Calm Block, Day 1: Test Yourself

Calm • Day 1

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

Match the words and the meanings

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

applause

audition

masterpiece

overrated

predictable

rehearsal

sequel

spoiler

- 1 thought to be better than it really is _____
- 2 a practice run of a show before opening night _____
- 3 easy to guess, so not surprising _____
- 4 the sound of an audience clapping _____
- 5 a work of art of the very highest quality _____
- 6 a short performance to win a part in a show _____
- 7 a later book or film that continues a story _____
- 8 information that reveals how a story ends _____

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

Finished early?

Choose three words. Write your own sentence with each.

- 1 _____
- 2 _____
- 3 _____



Team Task, Day 1: The Media Timeline

Sub: groups of four. Voice level 2. One sheet per group. Read the real order from the key only when every group has finished.

Team • Day 1

Your job

Here are twelve moments in the history of media, in a mixed order. Put them in the order they happened, from 1 (the earliest) to 12 (the most recent). First work alone for five minutes and fill in **My rank**. Then discuss it as a group and agree on one order. Each number from 1 to 12 is used once. When every group has finished, the sub reads out the real order and you score the difference.

MOMENT IN MEDIA HISTORY	MY RANK	GROUP RANK	REAL ORDER	DIFFERENCE
Live TV pictures cross the Atlantic by satellite for the first time				
The oldest photograph that still exists is taken				
The World Wide Web is opened to the public				
Printing with movable metal type begins in Europe				
Regular public radio broadcasts begin				
The first video is uploaded to one of today's biggest video-sharing websites				
The telephone is patented				
The first weekly printed newspaper appears				
The first email is sent between two computers on a network				
Films are shown to a paying audience for the first time				
Regular public television broadcasts begin				
Morse's telegraph line from Washington to Baltimore sends its first official message				
Total difference (lower is better)				

Useful language

- It must have come before ..., because ...
- It can't have been later than ..., because ...
- I'd guess it happened around ...
- I might be wrong, but I think ...
- I see your point, but what about ...?
- Are you sure? I thought ... came first.

Scoring

For each row, take the group rank minus the real order and ignore the minus sign. Then add up the twelve numbers.

- **10 or less:** excellent
- **11 to 20:** good
- **21 to 30:** fair
- **Over 30:** time for a history podcast!

What surprised you?

Choose the row where your group was furthest from the real order. What had you believed, and why?

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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, writer for author).

Phrasal Verb

- 100 The tickets sold ____ in minutes. Which word is missing?
out
- 200 She gave ____ sugar for a month. Which word is missing?
up
- 300 The plane took ____ on time. Which word is missing?
off
- 400 He turned ____ the job offer. Which word is missing?
down
- 500 Carry ____ reading while I am out. What word is missing?
on

Grammar

- 100 What is the past participle of write?
written
- 200 Make it passive: They built it. It _____. What are the missing words?
was built
- 300 Report it: I am tired, she said. She said she ____ tired. Which word?
was (or is, if still true)
- 400 If I had known, I ____ you yesterday. Would help or would have helped?
would have helped
- 500 By 2030, I ____ here for ten years. Which continuous form of work?
will have been working

Film

- 100 Who tells the actors in a film what to do?
The director
- 200 What is the written text of a film called?
The script (or screenplay)
- 300 What translates the speech at the bottom of the screen?
Subtitles
- 400 What is a film that continues an earlier film called?
A sequel
- 500 What are all the actors in a film called?
The cast

The Arts

- 100 Where can you go to see famous paintings?
A gallery (or museum)
- 200 What is a painting of a person called?
A portrait
- 300 What is a painting of fruit or flowers in a bowl called?
A still life
- 400 What do we call the person who leads an orchestra?
The conductor
- 500 What is an article judging a new film called?
A review

Books

- 100 What is a long story about invented people called?
A novel
- 200 What is a book about the writer's own life called?
An autobiography (or memoir)
- 300 What do we call the main character in a story?
Protagonist, hero or heroine
- 400 What is a book of maps called?
An atlas
- 500 What is a group of lines in a poem called?
A stanza (or verse)

Final Wager: Media

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

What are false stories made to look like real news called?
Fake news (or disinformation)

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



Game, Day 1: The Board

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

Game • Day 1

PHRASAL VERB	FILM	BOOKS	GRAMMAR	THE ARTS
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

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Team 2

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Team 3

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Team 4

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Team 5

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Team 6

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Final Wager: Media

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



Answer Keys (1 of 6)

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

ESL B2 Review 1: Arts and Reviews

Part A: 1. beautifully; 2. amazing; 3. disappointed; 4. hardly; 5. well; 6. incredibly; 7. lately; 8. tiring.

Part B (accept any correct sentence that keeps the meaning; commas matter only where shown): 1. The sculptor who made the statue in the park lives in our town. Also: The sculptor that made the statue in the park lives in our town. / The sculptor, who made the statue in the park, lives in our town. 2. The festival, which attracts over 20,000 visitors, takes place every August. Also: The festival, which takes place every August, attracts over 20,000 visitors. / The festival that (or which) attracts over 20,000 visitors takes place every August. 3. I met a writer whose first novel won a national prize. Also: I met a writer whose first novel had won a national prize. 4. This is the theater where my grandparents first met. Also: This is the theater in which my grandparents first met. / This is the theater (that or which) my grandparents first met in. 5. The song is about a summer (that or which) the singer spent in Lagos. Also: The song is about the summer (that or which) the singer spent in Lagos.

Part C: 1. b; 2. a; 3. b; 4. c; 5. a; 6. b.

Part D: 1. put on; 2. gave up; 3. picks up; 4. comes back; 5. turned out; 6. sold out (accept other forms of the same verb: puts on, give up); 7. any two of: absolutely gripping, equally impressive, surprisingly powerful (the adverb alone is fine).

Part E: 1. N; 2. D; 3. N; 4. D. 5. (that) I have spent in a theater for years.

Part F: 1. took up; 2. brings out (also bring out, brought out); 3. put off; 4. came across; 5. turned it down; 6. set up; 7. carried on; 8. looking forward to.

Part G: answers vary. Walk around and listen: each partner talks for about a minute, answers most prompts and asks at least one follow-up question.

Part H: answers vary. 1 point for each checklist item used correctly (4) and 1 point for 70 to 90 words; do not take points off for small spelling slips. Model: The Harbor Street Theater has put on another brilliant show. The Lighthouse Keeper, which a local teacher wrote, starts slowly, but it soon picks up. The actor who plays the keeper, Tomas Reyes, is absolutely wonderful, and the set is surprisingly beautiful. Although one or two scenes feel unnecessary, the play turned out to be deeply moving. I left the theater feeling that I had seen something special. Book early, because the tickets are selling fast!

Challenge: answers vary. Accept three or four sentences with a relative clause, two adverbs before adjectives, a phrasal verb and no good. Model: The film, which I almost gave up on after ten minutes, turned out to be surprisingly moving. The actors were absolutely convincing, and the music, which a local band wrote, was beautifully simple. Only the ending, which felt rather rushed, let the film down.

Calm block, Day 1: Learn and Test: Arts and Review Words

Match: 1. overrated; 2. rehearsal; 3. predictable; 4. applause; 5. masterpiece; 6. audition; 7. sequel; 8. spoiler.

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

Calm block, Day 3: Learn and Test: Future and Change Words

Story gaps: 1. obsolete; 2. inevitable; 3. anticipate; 4. breakthrough; 5. gradually; 6. milestone; 7. setback; 8. sustainable.

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.



ESL B2 Review 1: Read a Review

Read the review. Then answer the questions and find the words in the text.

B2 Review • Day 1

Review: The Lighthouse Keeper at the Harbor Street Theater

The Harbor Street Theater, which reopened last spring after a long renovation, has put on some bold shows this year, but The Lighthouse Keeper is its most ambitious production yet. The play was written by Kofi Mensah, a local teacher, and it follows an old man who refuses to leave his lighthouse when the town decides to close it.

I have to admit that I almost gave up during the first twenty minutes, which move rather slowly. However, the story soon picks up, and the second act is absolutely gripping. Tomas Reyes, whose performance as the keeper holds the whole evening together, speaks so quietly at times that the audience leans forward to hear him. Lina Park is equally impressive as his daughter, a journalist who comes back to the town to write about the closure.

The set, which students from the local art college built by hand, deserves special praise. A single light turns slowly above the stage and sweeps across the audience every few seconds, and the effect is surprisingly powerful. The sound design works well too: you can hear the sea almost constantly, but it never becomes annoying.

Not everything works. A subplot about a missing boat is never properly explained, and one or two scenes feel unnecessary. Despite these problems, the production turned out to be one of the most moving evenings I have spent in a theater for years. Every performance this weekend has already sold out, so if the theater adds extra dates, book early.

Part C. Understanding

Circle a, b or c.

1. What happened to the Harbor Street Theater last spring?

- (a) It opened for the first time. (b) It reopened after building work. (c) It closed for a renovation.

2. What does the reviewer say about the first twenty minutes?

- (a) They are slow. (b) They are confusing. (c) They are the best part.

3. Why does the audience lean forward?

- (a) The stage is very small. (b) Tomas Reyes sometimes speaks very quietly. (c) The sound of the sea is too loud.

4. Who made the set? (a) Kofi Mensah (b) the actors (c) students from an art college

5. What is the reviewer's main criticism?

- (a) Part of the story is not explained well. (b) The actors are not convincing. (c) The sound becomes annoying.

6. Why does the reviewer tell readers to book early?

- (a) Tickets are very cheap. (b) Extra dates will probably be popular too. (c) The theater is closing soon.

Part D. Find the phrasal verb

Find a phrasal verb in the review that means:

1. presented a show to the public
2. stopped trying
3. becomes faster or more interesting
4. returns
5. proved to be, in the end
6. had all its tickets bought
7. Copy two phrases where an -ly adverb describes an adjective.
.....

Part E. Relative clauses

Defining (D) or non-defining (N)? Write D or N in the box.

1. ...which reopened last spring... ☐
2. ...who refuses to leave his lighthouse... ☐
3. ...whose performance as the keeper... ☐
4. ...who comes back to the town... ☐
5. Paragraph 4 has a relative clause with no relative pronoun. Copy it.
.....

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

