

ESL C1 Review Sub Plans Week

Week-long sub plans: five days of print and go work for ESL level C1, 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 C1 review sets for five days (15 pages)
- Calm vocabulary blocks: 8 new words a day, then a quiet self-test (10 pages)
- ESL C1 team tasks (10 pages)
- ESL C1 games (10 pages)
- Answer keys (8 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 66 pages.



Every C1 review set of the week, with its page and what it goes over. Nothing new is taught. Every page is written at level C1. 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
C1 review 1	The Arts Reviews: narrative tenses with active and passive forms, where the object goes in phrasal verbs, and collocations for reviewing the arts.	p. 14 · 50 min
Calm vocabulary	Learn and Test: Arts and Criticism 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	Rescue the Archive Groups of four use an archivist's four rules to rank twelve things to save from a flooding museum archive, then score the gap and report on it.	p. 19 · 40 min
Game (optional)	Whiteboard Quiz Game Optional fun to end the class.	p. 21 · 15 min

TUESDAY (DAY 2)

C1 review 2	Science Today Reviews: every passive form, from continuous and perfect to modal, infinitive and reporting passives, the full range of futures, and hedging.	p. 23 · 50 min
Calm vocabulary	Learn and Test: Research 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. 26 · 20 min
Team task	The Science Festival Program Groups of four plan the science festival program that draws the most visitors inside a budget, a hall clock and five slots, then present it.	p. 28 · 40 min
Game (optional)	Paper Password Optional fun to end the class.	p. 30 · 15 min

WEDNESDAY (DAY 3)

C1 review 3	Media and Opinion Reviews: inversion after negative and limiting adverbials for emphasis, formal and informal register, conceding and persuading about the media.	p. 32 · 50 min
Calm vocabulary	Learn and Test: Media and Opinion 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. 35 · 20 min
Team task	The Paper Tower Groups of four build the tallest freestanding tower from two sheets of paper, test it with a coin, and pitch the design in a one-minute talk.	p. 37 · 40 min
Game (optional)	Class Feud Optional fun to end the class.	p. 39 · 15 min

THURSDAY (DAY 4)

C1 review 4	Regrets and Alternatives Reviews: wish and if only for present and past regrets and for other people's habits, mixed conditionals across past, present and future, idioms.	p. 41 · 50 min
Calm vocabulary	Learn and Test: Regret and Choice 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. 44 · 20 min
Team task	The Book Prize Jury Four jurors, each holding facts nobody else has, must agree on a three-book shortlist for a regional book prize before the deadline.	p. 46 · 40 min
Game (optional)	Classroom Millionaire Optional fun to end the class.	p. 48 · 15 min

FRIDAY (DAY 5)

C1 review 5	Rights and Rules Reviews: past modals for deduction, possibility, criticism and unnecessary actions, active and passive, formal legal register and false friends.	p. 50 · 50 min
Calm vocabulary	Learn and Test: Law and Rights 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. 53 · 20 min
Team task	The Ten Year Rule Groups of four debate an invented country's plan to let people delete their old online posts, two against two, from a shared evidence bank.	p. 55 · 40 min
Game (optional)	Mystery Box Optional fun to end the class.	p. 57 · 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 C1 Review 1 The Arts p. 14 · 50 min	ESL C1 Review 2 Science Today p. 23 · 50 min	ESL C1 Review 3 Media and Opinion p. 32 · 50 min	ESL C1 Review 4 Regrets and Alternatives p. 41 · 50 min	ESL C1 Review 5 Rights and Rules p. 50 · 50 min
If a class finishes early or gets loud	Learn and Test: Arts and Criticism Words p. 17 · 20 min	Learn and Test: Research Words p. 26 · 20 min	Learn and Test: Media and Opinion Words p. 35 · 20 min	Learn and Test: Regret and Choice Words p. 44 · 20 min	Learn and Test: Law and Rights Words p. 53 · 20 min
Block period (90 minutes) only	Rescue the Archive p. 19 · 40 min	The Science Festival Program p. 28 · 40 min	The Paper Tower p. 37 · 40 min	The Book Prize Jury p. 46 · 40 min	The Ten Year Rule 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. 57 · 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 C1, 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 C1 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 C1 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

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 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 C1 Review 1: The Arts

Sub: one copy per student. The key is at the back of the binder.

C1 Review • Day 1

This set reviews: narrative tenses with active and passive forms, where the object goes in phrasal verbs, and collocations for reviewing the arts

Remember

Narrative tenses: telling an experience

past simple
the main events, in order

The lights went out and the hall fell silent.

past continuous
the scene, actions in progress

Rain was drumming on the roof as the band tuned up.

past perfect
an earlier past

By the time we sat down, the overture had begun.

past perfect continuous
how long, up to a past moment

She had been rehearsing for months.

passive in a story
was / were, was being, had been + past participle

The mural was being restored when it was damaged.

Phrasal verbs: where the object goes

separable
a noun goes either side; a pronoun always goes in the middle

They called off the tour. They called the tour off. They called it off. (never: called off it)

inseparable
the object always follows the particle

I came across an old sketch. I came across it.

three-part
never split

We put up with the noise. We put up with it.

Part A. The concert in the dark

Complete the story with the best narrative form of the verb in brackets. Use a passive where the subject does not do the action, and put any adverb in brackets in its natural place.

On the opening night of the festival, the orchestra (1) _____ (play) for barely ten minutes when every light in the hall went out. The musicians, who (2) _____ (rehearse) the symphony since early spring, simply carried on in the dark. At the time, the hall's old wiring (3) _____ (still / replace), so even the emergency lights failed. Later we found out that a cable (4) _____ (accidentally / cut) by builders next door earlier that afternoon. By the time the lights came back on, the orchestra (5) _____ (reach) the final movement. When the last note died away, the audience (6) _____ (rise) to its feet as one. The next morning, the concert (7) _____ (describe) by one critic as the most moving performance of the decade. I (8) _____ (never / hear) the piece live before that night, and I still cannot listen to it without thinking of the dark.

Part B. Phrasal verbs with pronouns

Rewrite each sentence. Replace the underlined words with the pronoun in brackets and put it in the right place.

- The gallery took down the portraits after only a week. (them)
.....
- While clearing the attic, the actor came across the old script. (it)
.....
- The director played down the rumors about the budget. (them)
.....
- The singer looked after the young musicians on tour. (them)
.....
- Heavy rain forced the band to call off the final concert. (it)
.....
- The audience could not put up with the noise any longer. (it)
.....
- The editor cut out the weakest chapter. (it)
.....
- It took the pianist years to get over her stage fright. (it)
.....



ESL C1 Review 1: Read and Use

Read the review, then answer Part C. Circle the letter of the best answer.

C1 Review • Day 1

The Painter Nobody Remembered An exhibition review

When the Harbor Gallery announced an exhibition of work by Elena Vasquez, most visitors had never heard her name. That is hardly surprising. For almost seventy years, her paintings had been stored in a farmhouse attic, wrapped in old bedsheets and forgotten by everyone except the mice. They were only discovered in 2019, when her great-nephew was clearing out the house before it was sold.

What he found up there has turned out to be one of the most remarkable finds of the decade. Vasquez had been painting for at least twenty years, mostly harbor scenes and portraits of the fishing families she lived among, yet she never exhibited a single canvas. Letters found alongside the paintings suggest that she sent her work to several galleries in the 1950s and that every one of them turned it down.

The gallery has not tried to dress up this story, and it does not need to. The forty paintings on display are hung simply, in the order in which they are thought to have been painted, so that visitors can watch a talented amateur turn into a painter of real distinction. The early harbor scenes are competent but cautious. By the late 1940s, however, something had changed. The colors grow bolder, the brushwork looser, and the faces of her neighbors take on an intensity that stops you in your tracks.

If the exhibition has a weakness, it is the lighting, which leaves several of the darker portraits hard to make out. The wall texts, too, occasionally slip into the kind of gushing praise that the paintings themselves have no need of. These are minor complaints, though, and they should not put anyone off.

Other critics have rightly given the show rave reviews, and the lines outside the door on the weekend suggest that it will be a sell-out. Go early, take your time, and do not miss the small self-portrait by the exit. It was painted, the curators believe, in the year she stopped sending out her work, and her expression is impossible to read.

Part C. Understanding the review

1. Why had most visitors never heard of Elena Vasquez?

- (A) She painted under a different name.
- (B) Her work had never been shown in public.
- (C) The gallery had kept her paintings secret.
- (D) She destroyed most of her early work.

2. What does the writer imply about the galleries of the 1950s?

- (A) They lost the paintings she sent.
- (B) They probably misjudged her work.
- (C) They were right to reject her early scenes.
- (D) They never replied to her letters.

3. Why are the paintings hung in the order in which they were painted?

- (A) to save space in a small gallery
- (B) to show how her painting developed
- (C) because the curators could not agree
- (D) to keep the weakest works out of sight

4. Which phrase best describes the writer's attitude to the exhibition?

- (A) enthusiastic, with minor reservations
- (B) disappointed, despite the praise
- (C) neutral and purely factual
- (D) critical of the painter, not the gallery

5. In paragraph 4, what does "put anyone off" mean?

- (A) delay anyone's visit
- (B) discourage anyone from going
- (C) make anyone angry
- (D) confuse anyone

6. Why does the writer end with the self-portrait?

- (A) It is the most valuable painting on display.
- (B) It leaves the reader with a sense of mystery.
- (C) It proves she stopped painting in the 1950s.
- (D) It was the last painting she ever finished.



ESL C1 Review 1: Speak and Write

Parts D and E use the review on page 2 and the grammar on page 1.

C1 Review • Day 1

Part D. Find it in the review

Write the exact words from the review.

1. a past perfect passive (paragraph 1)
2. a past perfect continuous (paragraph 2)
3. a passive with a perfect infinitive (paragraph 3)
4. the two phrasal verbs with the object between verb and particle
5. a collocation meaning extremely enthusiastic reviews
6. an idiom meaning makes you stop because it is so striking
7. a word meaning full of praise in an exaggerated way

Part E. One mistake each

Underline the mistake and write the correct words on the line.

1. By the time the curtain rose, most of the audience have already taken their seats.
2. The statue was being unveil when it started to rain.
3. I found the old concert program, but I threw away it by mistake.
4. The novel was turned into a film after it had been winning three major prizes.
5. The mural has been painted over in 1985 and was only rediscovered last year.

Part F. Speak in pairs

A performance, exhibition, film or concert that stayed with you. About two minutes each.

1. Set the scene: where were you, who were you with, and what had happened before it started?
2. Tell the story of the event, using at least three different narrative tenses.
3. Critique it constructively: one thing that really worked and one thing that fell flat.
4. Would you recommend it, and to whom?

What struck me most was ...

It was let down slightly by ...

To be fair, ...

I'd happily recommend it to anyone who ...

Part G. Write a review

Write 120 to 150 words about the event you described. Check each box when it is in your review.

- ☐ three narrative tenses
- ☐ at least one passive
- ☐ two phrasal verbs from this set
- ☐ one criticism, made constructively
- ☐ a clear recommendation

Continue on the back.

Challenge

On the back of this sheet, tell the story of the day the great-nephew opened the attic, from his point of view, in 150 to 200 words. Use the past perfect continuous, a continuous passive (was being + past participle) and three phrasal verbs, one of them with a pronoun between the verb and the particle.



Calm Block, Day 1: Learn 8 Words

Work alone and be quiet. Learn 8 new arts and criticism 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 evocative ADJECTIVE	bringing strong images or feelings to mind <i>The film's opening shots of the empty harbor are wonderfully evocative.</i>	_____
2 virtuoso NOUN	a performer with outstanding technical skill <i>Even as a teenager, she was a piano virtuoso who played with major orchestras.</i>	_____
3 repertoire NOUN	all the pieces a musician or group can perform <i>The quartet has added two modern works to its repertoire this season.</i>	_____
4 retrospective NOUN	an exhibition covering an artist's whole career <i>The museum is holding a major retrospective of the photographer's work.</i>	_____
5 acclaim NOUN	enthusiastic public praise, especially from critics <i>Her first novel was published to widespread critical acclaim.</i>	_____
6 derivative ADJECTIVE	copying other people's ideas too closely <i>Critics dismissed the album as derivative, a weak copy of the bands it admired.</i>	_____
7 pretentious ADJECTIVE	trying too hard to seem serious, clever or important <i>The program notes were so pretentious that most of the audience gave up reading them.</i>	_____
8 commission VERB	to formally ask and pay an artist for a new work <i>The city commissioned a sculptor to design a new memorial.</i>	_____

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

1 acclaim 2 repertoire 3 virtuoso 4 retrospective 5 derivative 6 commission 7 evocative 8 pretentious



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.

acclaim

commission

derivative

evocative

pretentious

repertoire

retrospective

virtuoso

- 1 enthusiastic public praise, especially from critics
- 2 all the pieces a musician or group can perform
- 3 a performer with outstanding technical skill
- 4 an exhibition covering an artist's whole career
- 5 copying other people's ideas too closely
- 6 to formally ask and pay an artist for a new work
- 7 bringing strong images or feelings to mind
- 8 trying too hard to seem serious, clever or important

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: Rescue the Archive

Sub: groups of four, voice level 2. One sheet per group, one person writes, and no number goes down until all four agree.

Team • Day 1

The situation

It is four o'clock on a Saturday, and you are volunteering at the Millbrook Local History Museum. A burst water main is flooding the basement archive, and the water is rising steadily. The fire service has given you twenty minutes before everyone must leave, and the narrow staircase means things go up one at a time. Whatever is still down there at the end will stand in water overnight. The archivist, outside with the fire service, has sent down four rules.

Your task: rank the twelve things from 1 (carry it up first) to 12 (leave it), using the rules and the facts under each thing. Work alone for five minutes and fill in "My rank", then agree on one group rank for each thing, using every number from 1 to 12 once. When every group has finished, the sub reads out the archivist's ranking, and you score the difference on page 2.

The archivist's rules, in this order

1. Water cannot harm it? Then it goes last, whatever it is.
2. Otherwise, the harder it is to replace, the sooner it goes up. The four groups, from hardest to easiest to replace:
 - (a) No copy of any kind exists.
 - (b) It is the only one, but a photo or scan of it exists.
 - (c) Other copies exist, in libraries or for sale.
 - (d) An everyday thing: backed up, reprinted, insured or easy to buy.
3. Two things in the same group? The one water ruins for good goes before the one that can be dried, flattened or washed.
4. Still level? The one worth more money goes first.

IN THE BASEMENT	MY RANK	GROUP RANK	ARCHIVIST	DIFFERENCE
The founder's handwritten diary from 1851 Never copied or scanned. Water makes its ink run, and the words are lost for good.				
Tape recordings of interviews with residents, made in 1972 Never copied. Specialists can often dry wet tape and play it again.				
A watercolor of the harbor by a local artist Photographed for the catalog. Water dissolves the paint and ruins the painting for good.				
The town charter on parchment Scanned last year. Wet parchment wrinkles, but a conservator can often flatten it.				
A bound volume of the town newspaper from 1925 The state library keeps another full set. Water ruins these brittle pages for good.				
A printed map of the county from 1880, worth about \$2,000 One of 300 printed; other copies are in libraries. Its rag paper can usually be dried flat.				
A signed first edition of a novel set in the town, worth about \$400 Signed copies come up for sale most years. A wet book can often be dried.				
The front desk laptop, worth about \$900 The catalog on it is backed up off site every night. Water ruins the laptop.				
Two boxes of new visitor guidebooks, worth about \$200 The printer still has the files and can print more. Water ruins them.				
The gift shop cash box with \$80 in bills The museum's insurance covers cash. Wet bills can be dried and spent.				
A box of cotton tablecloths for events, worth about \$30 Easy to buy again. They can be washed and dried.				
A bronze statue of a fisherman, weighing about 130 pounds Water does not harm bronze, even overnight. It takes two people to carry.				
Total difference (lower is better)				



Team Task, Day 1: Discussion and Report

Team • Day 1

Use this page during the discussion and after the scoring.

Four roles

- **Chair:** keeps the discussion moving and makes sure all four people speak before any number is written.
- **Recorder:** writes the group ranks and reads the final list back to the group.
- **Timekeeper:** calls out the time every five minutes.
- **Challenger:** asks which rule decides every pair of neighbors in the list, even when everyone agrees.

Language for the discussion

- I'd be inclined to put ... above ..., given that ...
- Surely ... belongs in group (a), because ...
- Granted, ...; even so, rule 3 says ...
- Unless I'm missing something, ...
- On balance, I'd rather ...
- Which rule decides this pair?

Scoring

For each row, take the group rank minus the archivist's rank and ignore the minus sign. Add up the twelve numbers.

4 or less: excellent. **5 to 12:** good. **13 to 24:** fair. **Over 24:** go back to the rules and find where your group read them differently.

Defend one choice

Choose the row where your group and the archivist differ most. Which rule or which fact did your group read differently, and do you still disagree with the archivist?

.....

.....

.....

.....

Report for the museum newsletter

Write four or five sentences about what happened in the basement that afternoon. Use at least three narrative tenses and one passive, for example: "By the time the last box had been carried upstairs, the water had been rising for almost half an hour."

.....

.....

.....

.....

.....



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 (idiom meanings in other words; fixes as sentences).

Idioms

100 If a task is a piece of cake, is it easy or difficult?

Easy

200 Complete the idiom for revealing a secret: let the cat out of the ____?

The bag

300 What do you do when you bite off more than you can chew?

Take on too much

400 Complete the idiom for starting a plan again: back to the drawing ____?

Board

500 What is a double-edged sword?

Both good and bad

Word Forms

100 What is the noun form of decide?

Decision

200 What is the opposite of legal, made with a prefix?

Illegal

300 What is the noun form of able?

Ability

400 What is the adjective form of controversy?

Controversial

500 What is the plural of phenomenon?

Phenomena

Collocations

100 Do you make a mistake or do a mistake?

Make

200 Which verb goes with attention, a compliment and a visit?

Pay

300 Complete: a show that every critic praises gets rave ____?

Reviews

400 Is heavy rain or strong rain the usual collocation?

Heavy rain

500 Complete: results that are not due to chance are statistically ____?

Significant

Fix It

100 What should replace 'have seen' in 'I have seen it yesterday'?

saw

200 What should replace 'would be' in 'If I would be you, I would apologize'?

were (or was)

300 How should 'Never I have seen such a crowd' begin?

Never have I seen

400 What should replace 'didn't say' in 'I wish I didn't say that yesterday'?

hadn't said

500 What should replace 'forget' in 'She must have forget the meeting'?

forgotten

Formal Words

100 Which formal verb starting with P means buy?

Purchase

200 Which formal adjective starting with S means enough?

Sufficient

300 Which formal verb starting with R means ask for?

Request

400 Which formal verb starting with C means begin?

Commence

500 Which formal verb starting with A means find out for certain?

Ascertain

Final Wager: Idioms

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 one word completes all three phrases: break the ____, skate on thin ____, and put a plan on ____?

Ice

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

IDIOMS	COLLOCATIONS	FORMAL WORDS	WORD FORMS	FIX IT
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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.....
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Team 3

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.....
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Team 4

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.....
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Team 5

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.....
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Team 6

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.....
.....

Final Wager: Idioms

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 8)

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

ESL C1 Review 1: The Arts

Part A (accept every form listed): 1. had been playing (also: had played); 2. had been rehearsing (also: had rehearsed); 3. was still being replaced (also: had still not been replaced; still had not been replaced); 4. had accidentally been cut (also: had been accidentally cut; had been cut accidentally; was accidentally cut; was cut accidentally); 5. had reached (also: had already reached); 6. rose; 7. was described; 8. had never heard.

Part B: 1. The gallery took them down after only a week. 2. While clearing the attic, the actor came across it. 3. The director played them down. 4. The singer looked after them on tour. 5. Heavy rain forced the band to call it off. 6. The audience could not put up with it any longer. 7. The editor cut it out. 8. It took the pianist years to get over it. Separable verbs (took down, played down, call off, cut out) put the pronoun in the middle; came across, looked after, get over and put up with never split.

Part C: 1. B (she never exhibited a single canvas); 2. B (they turned down work the writer calls remarkable); 3. B (visitors watch an amateur turn into a painter of real distinction); 4. A (praise throughout, plus two minor complaints); 5. B (the complaints should not stop anyone going); 6. B (her expression is impossible to read).

Part D: 1. had been stored; 2. had been painting; 3. are thought to have been painted; 4. turned it down and put anyone off; 5. rave reviews; 6. stops you in your tracks; 7. gushing.

Part E: 1. have already taken > had already taken (also: had taken); 2. was being unveil > was being unveiled; 3. threw away it > threw it away; 4. had been winning > had won (also: won); 5. has been painted > was painted (also: had been painted).

Part F: answers vary. Full credit when both partners speak for about two minutes, tell the story in order using the past simple plus at least two other narrative tenses, and name one strength and one weakness politely.

Part G: answers vary. Check the five boxes: three narrative tenses, a passive, two phrasal verbs from the set, a constructive criticism and a recommendation, in 120 to 150 words. Model: Last spring I finally saw an opera I had been meaning to see for years. We had only just taken our seats when the lights dimmed, and within minutes the stage had been transformed into a stormy harbor. The set, which had been designed by a group of art students, was astonishing. What struck me most, though, was the lead singer, who had been ill the week before and was still being treated for a sore throat, yet carried the whole second act. To be fair, the first act dragged a little, and a long duet nearly put me off. The director could easily have cut it out. Even so, the final scene more than made up for it. I'd happily recommend it to anyone who has never seen an opera and wants a way in.

Challenge: answers vary. Look for the past perfect continuous, was / were being + past participle, and three phrasal verbs with one pronoun in the middle (carried them down, throw them away). Model: I had been putting off the job for weeks. The house was being sold at the end of the month, and someone had to clear out the attic before the buyers moved in. On the first Saturday of June, I finally climbed the ladder. The air was thick with dust, and something was scratching behind the boxes. At first I thought the attic had been filled with nothing but old bedsheets. Then I lifted one of them and found a painting of a harbor I recognized. My great-aunt had been painting that harbor, I later realized, for most of her life. By evening I had counted forty canvases. A few had been damaged by damp, but most were in perfect condition. I carried them down one by one, and when my sister asked what I was going to do with them, I told her I had no idea. I only knew I could not throw them away. That night I called a gallery and asked someone to come and take a look.

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

Match: 1. acclaim; 2. repertoire; 3. virtuoso; 4. retrospective; 5. derivative; 6. commission; 7. evocative; 8. pretentious.

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 C1 Review 1: Read and Use

Read the review, then answer Part C. Circle the letter of the best answer.

C1 Review • Day 1

The Painter Nobody Remembered An exhibition review

When the Harbor Gallery announced an exhibition of work by Elena Vasquez, most visitors had never heard her name. That is hardly surprising. For almost seventy years, her paintings had been stored in a farmhouse attic, wrapped in old bedsheets and forgotten by everyone except the mice. They were only discovered in 2019, when her great-nephew was clearing out the house before it was sold.

What he found up there has turned out to be one of the most remarkable finds of the decade. Vasquez had been painting for at least twenty years, mostly harbor scenes and portraits of the fishing families she lived among, yet she never exhibited a single canvas. Letters found alongside the paintings suggest that she sent her work to several galleries in the 1950s and that every one of them turned it down.

The gallery has not tried to dress up this story, and it does not need to. The forty paintings on display are hung simply, in the order in which they are thought to have been painted, so that visitors can watch a talented amateur turn into a painter of real distinction. The early harbor scenes are competent but cautious. By the late 1940s, however, something had changed. The colors grow bolder, the brushwork looser, and the faces of her neighbors take on an intensity that stops you in your tracks.

If the exhibition has a weakness, it is the lighting, which leaves several of the darker portraits hard to make out. The wall texts, too, occasionally slip into the kind of gushing praise that the paintings themselves have no need of. These are minor complaints, though, and they should not put anyone off.

Other critics have rightly given the show rave reviews, and the lines outside the door on the weekend suggest that it will be a sell-out. Go early, take your time, and do not miss the small self-portrait by the exit. It was painted, the curators believe, in the year she stopped sending out her work, and her expression is impossible to read.

Part C. Understanding the review

1. Why had most visitors never heard of Elena Vasquez?

- (A) She painted under a different name.
- (B) Her work had never been shown in public.
- (C) The gallery had kept her paintings secret.
- (D) She destroyed most of her early work.

2. What does the writer imply about the galleries of the 1950s?

- (A) They lost the paintings she sent.
- (B) They probably misjudged her work.
- (C) They were right to reject her early scenes.
- (D) They never replied to her letters.

3. Why are the paintings hung in the order in which they were painted?

- (A) to save space in a small gallery
- (B) to show how her painting developed
- (C) because the curators could not agree
- (D) to keep the weakest works out of sight

4. Which phrase best describes the writer's attitude to the exhibition?

- (A) enthusiastic, with minor reservations
- (B) disappointed, despite the praise
- (C) neutral and purely factual
- (D) critical of the painter, not the gallery

5. In paragraph 4, what does "put anyone off" mean?

- (A) delay anyone's visit
- (B) discourage anyone from going
- (C) make anyone angry
- (D) confuse anyone

6. Why does the writer end with the self-portrait?

- (A) It is the most valuable painting on display.
- (B) It leaves the reader with a sense of mystery.
- (C) It proves she stopped painting in the 1950s.
- (D) It was the last painting she ever finished.

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optional game

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examples

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checked

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

