

Spanish B1 Review Sub Plans Week

Week-long sub plans: five days of print and go work for Spanish 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 (11 pages)
- Spanish B1 review sets for five days (15 pages)
- Calm vocab blocks: learn 8 Spanish words, then a quiet self-test (10 pages)
- Spanish team tasks (10 pages)
- Spanish 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 Spanish review set per period (a lesson with worked examples, practice and a challenge), a calm vocab 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 Spanish. 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 Spanish 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 65 pages.



Every B1 review set of the week, with its page and what it goes over. Nothing new is taught. Any set works on any day and in every Spanish 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. 10 · 15 min
B1 review 1	Advice and Wellbeing Reviews: present subjunctive after advice, wishes and value judgments, deberías and podrías, sleep, stress and healthy habits.	p. 13 · 50 min
Calm vocab	Learn and Test: Wellbeing Words Eight Spanish words to learn alone, then a quiet self-test: match each English meaning to its Spanish word.	p. 16 · 20 min
Team task	The Sleep Report Groups of four decode a Spanish sleep report full of relative clauses, rank twelve students from most to least sleep and give advice.	p. 18 · 40 min
Game (optional)	Whiteboard Quiz Game Optional fun to end the class.	p. 20 · 15 min

TUESDAY (DAY 2)

B1 review 2	Work and the Future Reviews: future tense with irregular stems, cuando + present subjunctive, the conditional for polite requests, jobs and applications.	p. 22 · 50 min
Calm vocab	Learn and Test: Work Words Eight Spanish words to learn alone, then a quiet self-test: write each word from its English meaning and find it in a word grid.	p. 25 · 20 min
Team task	The Career Day Fund Groups of four read nine Spanish workshop proposals and fund the ones with the most votes inside a peso budget and a volunteer limit.	p. 27 · 40 min
Game (optional)	Paper Password Optional fun to end the class.	p. 29 · 15 min

WEDNESDAY (DAY 3)

B1 review 3	Environment and the City Reviews: the passive with se and impersonal se, para que + subjunctive, negative commands for rules, recycling, transportation and city life.	p. 31 · 50 min
Calm vocab	Learn and Test: Environment Words Eight Spanish words to learn alone, then a quiet self-test: a short new Spanish text with eight gaps.	p. 34 · 20 min
Team task	The Recycled Tower Groups of four decode a Spanish rulebook, then build the tallest tower they can from used paper and present it in Spanish.	p. 36 · 40 min
Game (optional)	Class Feud Optional fun to end the class.	p. 38 · 15 min

THURSDAY (DAY 4)

B1 review 4	Stories and Legends Reviews: preterite, imperfect and pluperfect in one narrative, narrative connectors, legends and storytelling.	p. 40 · 50 min
Calm vocab	Learn and Test: Story Words Eight Spanish words 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 Front Page Four editors, each holding Spanish facts nobody else has, decide which Spanish headlines fill sixty column inches of a town paper.	p. 45 · 40 min
Game (optional)	Classroom Millionaire Optional fun to end the class.	p. 47 · 15 min

FRIDAY (DAY 5)

B1 review 5	Technology and Opinions Reviews: creo que versus no creo que + subjunctive, relative words, double object pronouns, technology and social media.	p. 49 · 50 min
Calm vocab	Learn and Test: Technology Words Eight Spanish words to learn alone, then a quiet self-test: write the words in a grid to find a Spanish mystery word.	p. 52 · 20 min
Team task	Phones Off All Day? Groups of four debate a school phone ban two against two, from twelve Spanish evidence cards, opening every speech with a Spanish phrase.	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 vocab 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 Spanish.



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. 10 · 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)	Spanish B1 Review 1 Advice and Wellbeing p. 13 · 50 min	Spanish B1 Review 2 Work and the Future p. 22 · 50 min	Spanish B1 Review 3 Environment and the City p. 31 · 50 min	Spanish B1 Review 4 Stories and Legends p. 40 · 50 min	Spanish B1 Review 5 Technology and Opinions p. 49 · 50 min
If a class finishes early or gets loud	Learn and Test: Wellbeing Words p. 16 · 20 min	Learn and Test: Work Words p. 25 · 20 min	Learn and Test: Environment Words p. 34 · 20 min	Learn and Test: Story Words p. 43 · 20 min	Learn and Test: Technology Words p. 52 · 20 min
Block period (90 minutes) only	The Sleep Report p. 18 · 40 min	The Career Day Fund p. 27 · 40 min	The Recycled Tower p. 36 · 40 min	The Front Page p. 45 · 40 min	Phones Off All Day? 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

Spanish 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: **Spanish 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 know the subject. 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 subject 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 Spanish B1 set (one period, with a challenge to stretch it)
- A calm and quiet block: learn 8 Spanish 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.

You do not need any Spanish

Every instruction is in English. The Spanish on the pages is for the students, and it is all review of level B1: nothing new is taught this week. Every answer, including the Spanish ones, is in the key at the back, so you can read the answers out or let students check their own work. Where an answer can vary, the key gives a model answer and tells you what to accept.

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 introduction sheet** on the next page, once, for the whole day. Keep it short and honest. A class reads a sub in about ten seconds, so give them something real to read.
2. **Introduce yourself from the sheet** in two minutes. Then hold up the Ask the Sub list and take three questions from raised hands. Three, not ten. Say when you are done taking questions.
3. **Read the class agreement out loud** 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 at the bottom of the sheet. Say which level today's set needs, 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 Common Ground in groups of four. Six minutes of work, four minutes of reading out.
- Or hand out the calm block (learn 8 Spanish words, then a quiet self-test) and let the room go quiet early.
- Or have each student write one question they would ask the teacher 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.



Spanish B1 Review 1: Advice and Wellbeing

Read the letter to the advice column and Elena's answer, then do Parts A and B.

B1 Review · Day 1

This set reviews: present subjunctive after advice, wishes and value judgments, deberías and podrías, sleep, stress and healthy habits

Pregúntale a Elena

Querida Elena:

Tengo dieciséis años y siempre estoy cansado. Me acuesto a la una de la mañana porque veo videos en el celular, y en clase no puedo concentrarme. Además, estoy muy nervioso por los exámenes de junio. Mis padres quieren que deje el celular en la cocina por la noche, pero no sé si es una buena idea. ¿Qué me recomiendas?

Diego, Guadalajara (México)

Querido Diego:

Tus padres tienen razón. Es importante que duermas por lo menos ocho horas, y es mejor que apagues el celular una hora antes de dormir. Te recomiendo que hagas ejercicio por la tarde y que no tomes refrescos con cafeína después de las cinco. No estudies en la cama: la cama es para dormir. Para el estrés, podrías hacer un plan de estudio con pausas cortas. También deberías hablar con tu profesor. Ojalá que tengas mucha suerte en los exámenes.

Elena

Palabras clave: key words

concentrarse to concentrate
recomendar to recommend

apagar to turn off
la cafeína caffeine
el estrés stress
el plan plan

la pausa break, pause
ojalá I hope, let's hope
además also, besides
la idea idea

el ejercicio exercise
cierto true
falso false

Part A. ¿Cierto o falso?

Write C (cierto, true) or F (falso, false) in each box. The key gives the correct information for every F.

☐

1. Diego se acuesta muy tarde.

☐

4. Elena cree que los padres de Diego no tienen razón.

☐

2. Diego está tranquilo y se concentra bien en clase.

☐

5. Elena le recomienda hacer ejercicio por la mañana.

☐

3. Los padres de Diego quieren que deje el celular en la cocina.

☐

6. Según Elena, Diego no debería estudiar en la cama.

Part B. Find the subjunctive

Find these words in the texts. Copy the verb that comes right after them (it is in the present subjunctive) and write its infinitive.

WORDS IN THE TEXT

VERB IN THE SUBJUNCTIVE

INFINITIVE

1. Mis padres quieren que ...

2. Es importante que ...

3. es mejor que ...

4. Te recomiendo que ...

5. y que no ...

6. Ojalá que ...



Spanish B1 Review 1: Subjunctive Practice

Use the chart. Write the verbs in the subjunctive, then make the advice softer.

B1 Review · Day 1

The present subjunctive

	HABLAR	APRENDER	PEDIR	TENER
yo	hable	aprenda	pida	tenga
tú	hables	aprendas	pidas	tengas
él, ella, usted	hable	aprenda	pida	tenga
nosotros	hablemos	aprendamos	pidamos	tengamos
vosotros (Spain)	habléis	aprendáis	pidáis	tengáis
ellos, ustedes	hablen	aprendan	pidan	tengan

How it works

Take the yo form of the present and drop the o: -ar verbs add e, -er and -ir verbs add a. Irregular: ser, estar, ir, saber, haber, dar (sepa, haya, dé).

Use it after quiero que, espero que, te recomiendo que, es importante que, es mejor que, me alegra que, ojalá when the second verb has its own subject.

Palabras clave: key words

recomendar to recommend
apagar to turn off

la pausa break, pause
ojalá I hope, let's hope
aconsejar to advise

alegrar to make happy
(me alegra: I am glad)

el entrenador, la entrenadora coach
paciente patient

a tiempo on time
el desayuno breakfast

Part C. Write the subjunctive

Write the verb in parentheses in the present subjunctive. Look at the subject of the second verb.

1. Mi médica quiere que yo _____ (beber) más agua.
2. Es necesario que los estudiantes _____ (dormir) bien antes de un examen.
3. Te aconsejo que _____ (salir) a caminar después de clase.
4. Es mejor que nosotros no _____ (comer) comida rápida todos los días.
5. Mis padres esperan que mi hermano _____ (ser) más paciente.
6. Ojalá que ustedes _____ (poder) descansar este fin de semana.
7. Me alegra que tú _____ (estar) más tranquila ahora.
8. El entrenador nos pide que _____ (llegar) a tiempo al partido.
9. Es importante que usted _____ (ir) al médico si tiene fiebre.
10. Te recomiendo que _____ (empezar) el día con un buen desayuno.

Part D. Softer advice

Write the advice again with the words given: lines 1 to 4 need the subjunctive, 5 and 6 the conditional + infinitive.

1. Tienes que apagar la tele a las diez.

Es mejor que ...

3. Tienes que hacer una pausa cada hora.

Te aconsejo que ...

5. Acuéstate más temprano.

Deberías ...

2. Ustedes tienen que tomar más agua.

Es necesario que ...

4. Usted tiene que caminar treinta minutos al día.

Le recomiendo que ...

6. Pídele ayuda a un amigo.

Podrías ...



Spanish B1 Review 1: A Reply Letter

Valentina asked Elena for help. Fill in the gaps, then correct four sentences.

B1 Review · Day 1

Part E. La respuesta de Elena

Write each verb in the present subjunctive, except gap 3 (the conditional of deber).

Querida Valentina:

Entiendo que estás muy estresada: juegas al fútbol, tocas el piano y trabajas en la tienda de tu tía los sábados. Es normal que no ¹ _____ (tener) tiempo para descansar. Primero, te recomiendo que ² _____ (escribir) una lista de todas tus actividades. Después, ³ _____ (deber, conditional) elegir las dos más importantes. Es mejor que ⁴ _____ (hablar) con tu entrenadora si necesitas un descanso. También es necesario que ⁵ _____ (dormir) bien y que ⁶ _____ (comer) con calma. Tus amigas quieren que ⁷ _____ (ir) con ellas al cine el viernes, ¿verdad? ¡Ve! Divertirte también es bueno para la salud. Ojalá que la próxima semana ⁸ _____ (ser) más tranquila.

Un abrazo, Elena

Palabras clave: key words

recomendar to
recommend
ojalá I hope, let's hope

**el entrenador, la
entrenadora** coach
a tiempo on time

estresado stressed
la actividad activity
la calma calm

el piano piano
un abrazo a hug (letter
ending)

la lista list
la tía aunt

Part F. Correct the sentences

Each sentence has one mistake: an indicative verb where Spanish needs the subjunctive. Write the sentence again correctly.

1. Es importante que duermes ocho horas.

2. Mi madre quiere que yo como más fruta.

3. Te recomiendo que no tomas café por la noche.

4. Ojalá que mañana hace buen tiempo.

Challenge

A friend writes to you: "No puedo dormir antes de los exámenes." Write an answer of five or six Spanish sentences. Use *es importante que*, *te recomiendo que* and the conditional of *deber* and *poder*.



Calm Block, Day 1: Learn 8 Words

Work alone and quietly. Learn 8 Spanish wellbeing words, then test yourself on page 2.

Calm • Day 1

How to learn them

- 1 Read the Spanish word and its meaning.
- 2 Read the example sentence.
- 3 Cover the word. Say it in Spanish from the meaning.
- 4 Write it once on the line.

Know all eight, with their accent marks? Turn this page face down and take the test on page 2.

WORD	MEANING AND EXAMPLE	WRITE IT
1 agotado ADJECTIVE	so tired that you have no energy left <i>Después del partido, Lucía estaba agotada y se durmió en el sofá.</i>	_____
2 almohada FEMININE NOUN	the soft thing you put your head on in bed <i>Te recomiendo que uses una almohada más baja.</i>	_____
3 hábito MASCULINE NOUN	something you do again and again, often without thinking <i>Leer un rato antes de dormir es un buen hábito.</i>	_____
4 agobiado ADJECTIVE	feeling that you have too much to do and cannot cope <i>Cuando me siento agobiado, hago una lista de mis tareas.</i>	_____
5 estirarse VERB	to make your arms and legs long to loosen your muscles <i>El entrenador quiere que nos estiremos antes de correr.</i>	_____
6 trasmochar VERB	to stay awake until very late at night <i>Te aconsejo que no trasmoches antes del examen.</i>	_____
7 bienestar MASCULINE NOUN	feeling healthy, calm and happy in body and mind <i>Para tu bienestar, es mejor que comas fruta todos los días.</i>	_____
8 roncar VERB	to make a loud noise through your nose while you sleep <i>Mi hermano ronca tanto que no puedo dormir.</i>	_____

Check your test here (only after the test) Turn the page upside down to read.

1 agobiado 2 estirarse 3 agotado 4 bienestar 5 almohada 6 roncar 7 trasmochar 8 hábito



Calm Block, Day 1: Test Yourself

Calm • Day 1

Turn page 1 face down and do not peek. When you finish, check your answers at the bottom of page 1.

Match each meaning to its Spanish word

Read each English meaning. Write the matching Spanish word from the box on the line.

agobiado

agotado

almohada

bienestar

estirarse

hábito

roncar

trasmochar

- 1 feeling that you have too much to do and cannot cope
- 2 to make your arms and legs long to loosen your muscles
- 3 so tired that you have no energy left
- 4 feeling healthy, calm and happy in body and mind
- 5 the soft thing you put your head on in bed
- 6 to make a loud noise through your nose while you sleep
- 7 to stay awake until very late at night
- 8 something you do again and again, often without thinking

My score: _____ / 8 Words to review again: _____

Finished early?

Pick three of the words. Write your own Spanish sentence with each one.

- 1 _____
- 2 _____
- 3 _____



Team Task, Day 1: The Sleep Report

Groups of four. Voice level 2. No phones or dictionaries. One sheet per group, one person writes, and no rank goes down until all four agree.

Team • Day 1

The challenge

Doce estudiantes de una escuela de Monterrey usaron un reloj inteligente para medir cuánto durmieron la noche del domingo. Este es el informe de la clase de salud.

The report gives six sleep times directly. The other six students slept **more** or **less** than another student, and that student is never named: you only get a relative clause about them (the girl *who leaves her phone in the kitchen*). **Your job:** work out every sleep time in minutes (7 horas y 5 minutos = $7 \times 60 + 5 = 425$) and write it in the Minutes column (page 2 helps with the six hard ones). Then rank the students from **1 (most sleep)** to **12 (least sleep)**. Work alone for five minutes ("My rank"), then agree on one set of group ranks, each rank used once. The sub then reads out the true order.

THE REPORT	MINUTES	MY RANK	GROUP RANK	TRUE RANK	DIFFERENCE
A Valentina, que toma café después de la cena, durmió 6 horas y 20 minutos.					
B Andrés, que había estudiado hasta muy tarde, durmió 25 minutos menos que el chico que lee una novela antes de dormir.					
C Lucía, que deja el celular en la cocina, durmió 8 horas y 40 minutos.					
D Paula, a quien su hermano despertó a las cinco, durmió 20 minutos menos que el chico que juega videojuegos hasta la medianoche.					
E Mateo, que lee una novela antes de dormir, durmió 8 horas y 10 minutos.					
F Sofía, que escucha música tranquila en la cama, durmió 40 minutos más que el chico que había estudiado hasta muy tarde.					
G Diego, que juega videojuegos hasta la medianoche, durmió 5 horas y 50 minutos.					
H Tomás, que se ducha con agua caliente por la noche, durmió 30 minutos más que el chico que vive en una calle donde hay mucho tráfico.					
I Camila, que había corrido cinco kilómetros esa tarde, durmió 15 minutos más que la chica que deja el celular en la cocina.					
J Javier, que duerme con la ventana abierta, durmió 7 horas y 35 minutos.					
K Daniela, que había cenado muy tarde, durmió 10 minutos menos que la chica que toma café después de la cena.					
L Emilio, que vive en una calle donde hay mucho tráfico, durmió 6 horas y 40 minutos.					
Total difference (lower is better)					

Palabras clave: key words

el reloj inteligente smart watch medir (e to i) to measure el informe report la novela novel la medianoche midnight
el videojuego video game cenar to have dinner el tráfico traffic



Team Task, Day 1: Decode Sheet

Use this page for the six students whose time depends on someone else. The relative clause tells you who that someone is.

Team • Day 1

ROW	WHO IS THIS STUDENT? (THE CLUE FROM THE REPORT)	LETTER	THEIR MINUTES	PLUS OR MINUS	SO THIS ROW IS
B	el chico que lee una novela antes de dormir				
D	el chico que juega videojuegos hasta la medianoche				
F	el chico que había estudiado hasta muy tarde				
H	el chico que vive en una calle donde hay mucho tráfico				
I	la chica que deja el celular en la cocina				
K	la chica que toma café después de la cena				

Scoring

For each row on page 1: group rank minus true rank, and drop the minus sign. Add the twelve numbers.

- **0 to 8:** excellent (sleep scientist level)
- **9 to 18:** good
- **19 to 30:** fair
- **Over 30:** check which way más and menos move a time.

Defend one call

Pick the student your group argued about longest. Copy the relative clause that gave the answer away, and say in English what it means.

.....

.....

.....

Advice for the student who slept least

Review: after *te recomiendo que*, *es importante que* and *quiero que* the verb goes into the present subjunctive. After *deberías* and *podrías* it stays in the infinitive.

Infinitive	dormir to sleep	acostarse to go to bed	dejar to leave	apagar to turn off	leer to read
que tú ...	duermas	te acuestes	dejes	apagues	leas

Write three pieces of advice in Spanish for the student in last place: one with *te recomiendo que*, one with *es importante que* and one with *deberías*.

- 1 Te recomiendo que
- 2 Es importante que
- 3 Deberías

Palabras clave: key words

la novela novel la medianoche midnight el videojuego video game el tráfico traffic recomendar (e to ie) to recommend



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 voice per team: pick a captain who says the final answer. Shouted answers do not count and the square is dead. Team 1, choose a category and a value."

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 (sueldo or salario, Peru or Perú).

Wellbeing

100 What does 'descansar' mean in English?

To rest

200 What is the Spanish word for 'stress'?

el estrés

300 What does 'Te aconsejo que duermas más' mean?

I advise you to sleep more

400 What does 'madrugar' mean in English?

To get up very early

500 Which form completes 'Es importante que tú ____ ocho horas' (dormir)?

duermas

Grammar

100 What is the yo form of 'ser' in the present subjunctive?

sea

200 What is the él form of 'salir' in the pluperfect?

había salido

300 What is the tú form of 'poder' in the conditional?

podrías

400 How do you say 'Le doy el libro' with two pronouns?

Se lo doy.

500 Which mood follows 'Creo que'?

The indicative

Work

100 What does 'la entrevista de trabajo' mean?

The job interview

200 What is the Spanish word for 'the salary'?

el sueldo (el salario)

300 What does 'el currículum' mean in English?

The resume

400 What is the yo form of 'tener' in the future tense?

tendré

500 How do you say 'I would like to work here' in Spanish?

Me gustaría trabajar aquí

Culture

100 Which very long, narrow country lies between the Andes and the Pacific?

Chile

200 What is the Day of the Dead altar with photos and flowers called?

La ofrenda (el altar)

300 Which Andean country has two capitals, La Paz and Sucre?

Bolivia

400 Which Colombian writer wrote One Hundred Years of Solitude?

Gabriel García Márquez

500 Which Chilean poet was the first Latin American Nobel winner in literature?

Gabriela Mistral

Environment

100 What does 'reciclar' mean in English?

To recycle

200 What is the Spanish word for 'the trash'?

la basura

300 What does 'la sequía' mean?

The drought

400 What does 'Se reciclan las botellas' mean?

The bottles are recycled

500 What is the negative ustedes command of 'tirar'?

No tiren

Final Wager: Geography

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 Venezuelan waterfall is the highest in the world?

Angel Falls (el Salto Ángel)

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



Game, Day 1: The Board

Tape this to the whiteboard or copy it. Cross squares off as they are played.

Game • Day 1

WELLBEING	WORK	ENVIRONMENT	GRAMMAR	CULTURE
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

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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: Geography

Write your wager before you hear the question. A team may bet any amount up to the points it already has. Right answer: add the wager. Wrong answer: subtract it.

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.

Spanish B1 Review 1: Advice and Wellbeing

Part A: 1. C; 2. F: Está nervioso y no puede concentrarse en clase; 3. C; 4. F: Elena dice que sus padres tienen razón; 5. F: Le recomienda hacer ejercicio por la tarde; 6. C

Part B: 1. deje, dejar; 2. duermas, dormir; 3. apagues, apagar; 4. hagas, hacer; 5. tomes, tomar; 6. tengas, tener

Part C: 1. beba; 2. duerman; 3. salgas; 4. comamos; 5. sea; 6. puedan; 7. estés; 8. lleguemos; 9. vaya; 10. empieces

Part D: 1. Es mejor que apagues la tele a las diez. 2. Es necesario que tomen más agua. (also Es necesario que ustedes tomen más agua.) 3. Te aconsejo que hagas una pausa cada hora. 4. Le recomiendo que camine treinta minutos al día. 5. Deberías acostarte más temprano. (also Te deberías acostar más temprano.) 6. Podrías pedirle ayuda a un amigo. (also Le podrías pedir ayuda a un amigo.) Accept a subject pronoun before the subjunctive in lines 1 to 4 (Es mejor que tú apagues ...).

Part E: 1. tengas; 2. escribas; 3. deberías; 4. hables; 5. duermas; 6. comas; 7. vayas; 8. sea

Part F: 1. Es importante que duermas ocho horas. 2. Mi madre quiere que yo coma más fruta. 3. Te recomiendo que no tomes café por la noche. 4. Ojalá que mañana haga buen tiempo.

Challenge: answers vary. Accept five or six sentences of advice with at least two correct subjunctive forms after the trigger words and deberías or podrías + infinitive. Model: Querida Sofía: Es importante que te acuestes temprano antes de un examen. Te recomiendo que prepares tus cosas por la tarde y que no mires el celular en la cama. Deberías tomar un té caliente sin caféina. También podrías leer un libro aburrido. ¡Ojalá que duermas bien! Un abrazo, Tomás

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

Match: 1. agobiado; 2. estirarse; 3. agotado; 4. bienestar; 5. almohada; 6. roncar; 7. trasnochar; 8. hábito.

Students check their own test with the upside-down answers at the bottom of page 1 and write a score out of 8. A missing accent mark is worth noting but still counts. Own sentences: answers vary; accept any Spanish sentence that uses the word with its page 1 meaning.

Spanish B1 Review 2: Work and the Future

Part A: 1. F: Piensan que habrá muchos cambios; 2. C; 3. F: Cree que muchas personas podrán trabajar desde casa; 4. C; 5. F: Cree que serán más necesarios que nunca; 6. C

Part B: 1. haber; 2. hacer; 3. tener; 4. poder; 5. salir; 6. buscar; 7. ser; 8. valer

Part C: 1. tendrán; 2. diré; 3. haremos; 4. saldré; 5. podrán; 6. vendrá; 7. sabrán; 8. pondré

Part D: 1. Cuando termine el colegio, buscaré trabajo. 2. Cuando Lucía cobre su primer sueldo, comprará una computadora nueva. 3. Cuando cumplamos dieciocho años, viajaremos solos por Sudamérica. 4. Cuando sepas más inglés, podrás trabajar en un hotel. 5. Cuando mis padres salgan del trabajo, vendrán a buscarnos. Also accept the cuando clause second, without the comma.

Part E: 1. gustaría; 2. termine; 3. estudiaré; 4. será; 5. podré; 6. podría; 7. agradecería

Part F: 1. ¿Podría usted enviarme más información? 2. ¿Me darías tu número de teléfono? 3. ¿Tendrían ustedes un momento para mí? 4. ¿Le importaría cerrar la ventana? 5. Me gustaría hablar con la directora. Also accept: Querría hablar con la directora. Quisiera hablar con la directora.

Challenge: answers vary. Accept five or six sentences with correct future forms and at least two cuando + subjunctive clauses. Model: En 2040 tendré treinta años y viviré en Buenos Aires. Trabajaré como ingeniera en una empresa de energía verde. Cuando tenga vacaciones, viajaré con mis amigos por Sudamérica. Mi trabajo será interesante, pero no será fácil. Cuando vuelva a casa por la noche, cocinaré algo rico y descansaré.



Spanish B1 Review 1: Subjunctive Practice

Use the chart. Write the verbs in the subjunctive, then make the advice softer.

B1 Review • Day 1

The present subjunctive

	HABLAR	APRENDER	PEDIR	TENER
yo	hable	aprenda	pida	tenga
tú	hables	aprendas	pidas	tengas
él, ella, usted	hable	aprenda	pida	tenga
nosotros	hablemos	aprendamos	pidamos	tengamos
vosotros (Spain)	habléis	aprendáis	pidáis	tengáis
ellos, ustedes	hablen	aprendan	pidan	tengan

How it works

Take the yo form of the present and drop the o: -ar verbs add e, -er and -ir verbs add a. Irregular: ser, estar, ir, saber, haber, dar (sepa, haya, dé).

Use it after quiero que, espero que, te recomiendo que, es importante que, es mejor que, me alegra que, ojalá when the second verb has its own subject.

Palabras clave: key words

recomendar to recommend
apagar to turn off

la pausa break, pause
ojalá I hope, let's hope
aconsejar to advise

alegrar to make happy
(me alegra: I am glad)

el entrenador, la entrenadora coach
paciente patient

a tiempo on time
el desayuno breakfast

Part C. Write the subjunctive

Write the verb in parentheses in the present subjunctive. Look at the subject of the second verb.

1. Mi médica quiere que yo _____ (beber) más agua.
2. Es necesario que los estudiantes _____ (dormir) bien antes de un examen.
3. Te aconsejo que _____ (salir) a caminar después de clase.
4. Es mejor que nosotros no _____ (comer) comida rápida todos los días.
5. Mis padres esperan que mi hermano _____ (ser) más paciente.
6. Ojalá que ustedes _____ (poder) descansar este fin de semana.
7. Me alegra que tú _____ (estar) más tranquila ahora.
8. El entrenador nos pide que _____ (llegar) a tiempo al partido.
9. Es importante que usted _____ (ir) al médico si tiene fiebre.
10. Te recomiendo que _____ (empezar) el día con un buen desayuno.

Part D. Softer advice

Write the advice again with the words given: lines 1 to 4 need the subjunctive, 5 and 6 the conditional + infinitive.

1. Tienes que apagar la tele a las diez.

Es mejor que ...

3. Tienes que hacer una pausa cada hora.

Te aconsejo que ...

5. Acuéstate más temprano.

Deberías ...

2. Ustedes tienen que tomar más agua.

Es necesario que ...

4. Usted tiene que caminar treinta minutos al día.

Le recomiendo que ...

6. Pídele ayuda a un amigo.

Podrías ...

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Five days, planned and ready to print.

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optional game

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worked examples

8 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.

