

Spanish B2 Review Sub Plans Week

Week-long sub plans: five days of print and go work for Spanish 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 (11 pages)
- Spanish B2 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 (9 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 66 pages.



Every B2 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
B2 review 1	Media and News Reviews: Reported speech with tense shifts, reported questions and commands, the passive with ser, news and media vocabulary.	p. 13 · 50 min
Calm vocab	Learn and Test: News and Media 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 Energy Saving Year Groups of four decode a Spanish newspaper report in reported speech and rank twelve businesses by the energy they really saved.	p. 18 · 40 min
Game (optional)	Whiteboard Quiz Game Optional fun to end the class.	p. 20 · 15 min

TUESDAY (DAY 2)

B2 review 2	Science and Technology Reviews: Si with the imperfect subjunctive and the conditional, ojalá and como si, science and technology vocabulary.	p. 22 · 50 min
Calm vocab	Learn and Test: Science 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 Innovation Fair Stall Groups of four read Spanish product plans with si-clauses and pick the most profitable fair stall inside a budget, working hours and four tables.	p. 27 · 40 min
Game (optional)	Paper Password Optional fun to end the class.	p. 29 · 15 min

WEDNESDAY (DAY 3)

B2 review 3	Work and Society Reviews: Subjunctive in relative clauses, past influence with the imperfect subjunctive, formal register with usted, work vocabulary.	p. 31 · 50 min
Calm vocab	Learn and Test: Work 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 Paper Arm Groups of four decode Spanish rules in the subjunctive, build a paper arm that reaches past the desk edge, test it and report formally in Spanish.	p. 36 · 40 min
Game (optional)	Class Feud Optional fun to end the class.	p. 38 · 15 min

THURSDAY (DAY 4)

B2 review 4	History and Memory Reviews: Pluperfect, si with the pluperfect subjunctive and the conditional perfect, future perfect of probability, history vocabulary.	p. 40 · 50 min
Calm vocab	Learn and Test: History 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 Press Desk Four editors, each holding Spanish facts in the pluperfect and unreal past, choose tomorrow's Spanish front page and write its lead.	p. 45 · 40 min
Game (optional)	Classroom Millionaire Optional fun to end the class.	p. 47 · 15 min

FRIDAY (DAY 5)

B2 review 5	Debate and Argument Reviews: Aunque with the indicative or the subjunctive, antes de que, sin que, a menos que, discourse connectors, debate vocabulary.	p. 49 · 50 min
Calm vocab	Learn and Test: Debate 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	The Cup Fee Debate Groups of four debate a Spanish town motion two against two, in Spanish, from a shared bank of Spanish evidence cards on a clock.	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 B2 Review 1 Media and News p. 13 · 50 min	Spanish B2 Review 2 Science and Technology p. 22 · 50 min	Spanish B2 Review 3 Work and Society p. 31 · 50 min	Spanish B2 Review 4 History and Memory p. 40 · 50 min	Spanish B2 Review 5 Debate and Argument p. 49 · 50 min
If a class finishes early or gets loud	Learn and Test: News and Media Words p. 16 · 20 min	Learn and Test: Science Words p. 25 · 20 min	Learn and Test: Work Words p. 34 · 20 min	Learn and Test: History Words p. 43 · 20 min	Learn and Test: Debate Words p. 52 · 20 min
Block period (90 minutes) only	The Energy Saving Year p. 18 · 40 min	The Innovation Fair Stall p. 27 · 40 min	The Paper Arm p. 36 · 40 min	The Press Desk p. 45 · 40 min	The Cup Fee 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

Spanish 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: **Spanish 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 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 B2 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 B2: 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 B2 Review 1: Media and News

Read the news report, then do Part A. The key words card explains the harder words.

B2 Review • Day 1

This set reviews: Reported speech with tense shifts, reported questions and commands, the passive with ser, news and media vocabulary

Reabre la biblioteca de Valle Escondido

Valle Escondido, 14 de marzo. La biblioteca municipal, que había sido dañada por una inundación hace dos años, fue reabierta ayer por la alcaldesa, Marta Quiroga. El nuevo edificio fue diseñado por un equipo de arquitectas de la universidad local y fue financiado en parte por los propios vecinos.

Durante la ceremonia, la alcaldesa dijo que aquel era un día histórico para el pueblo. Explicó que las obras habían durado casi dos años y que la biblioteca tendría una sala de estudio abierta hasta las diez de la noche. También anunció que el

mes siguiente se abriría un taller gratuito de periodismo para jóvenes.

La directora de la biblioteca, Rosa Echeverría, contó que muchos libros se habían perdido en la inundación, pero que los vecinos habían donado más de tres mil. Un periodista le preguntó si todavía faltaban libros infantiles. Ella respondió que sí y pidió a las familias que trajeran los libros que ya no usaran.

Al final, Tomás Rivas, un estudiante de quince años, comentó que antes estudiaba en la cocina de su casa y que por fin tendría un lugar tranquilo para preparar sus exámenes.

Palabras clave: key words

la inundación flood

dañar to damage

reabrir to reopen

la arquitecta architect (a woman)

financiar to fund, to pay for

las obras construction work

el taller workshop

gratuito free (no cost)

el periodismo journalism

donar to donate

infantil for children

por fin at last

histórico historic

la ceremonia ceremony

el periodista journalist

Part A. Verdadero or falso?

Write V (true) or F (false) in each box. For every F, write the correct information in Spanish on the line.

☐

1. La alcaldesa reabrió la biblioteca.

.....

☐

2. El edificio fue diseñado por estudiantes de periodismo.

.....

☐

3. Las obras duraron casi dos años.

.....

☐

4. La sala de estudio cerrará a las ocho de la noche.

.....

☐

5. El taller de periodismo va a costar dinero.

.....

☐

6. Los vecinos donaron más de tres mil libros.

.....

☐

7. Antes, Tomás estudiaba en la biblioteca.

.....

A news report rarely quotes every word. It reports what people said, and the verb moves one step into the past: "Es un día histórico" becomes dijo que era un día histórico. Time words change too: mañana becomes al día siguiente, hoy becomes aquel día.



Spanish B2 Review 1: Reported Speech

Use the chart for Parts B and C.

B2 Review • Day 1

The tense shift

They said	Direct speech	Reported speech
present to imperfect	Trabajo en un periódico.	Dijo que trabajaba en un periódico.
preterite to pluperfect	Ganamos el partido.	Contó que habían ganado el partido.
present perfect to pluperfect	He leído la noticia.	Explicó que había leído la noticia.
future to conditional	El museo cerrará en agosto.	Anunció que el museo cerraría en agosto.
command to que + imperfect subjunctive	Escriban sus nombres.	Pidió que escribieran sus nombres.
yes or no question to si + imperfect	¿Funciona la computadora?	Preguntó si funcionaba la computadora.

Part B. What did they really say?

These reported forms are from the news report. Write the verb exactly as the speaker said it (direct speech).

- | | | | |
|------------------|-----------|----------------------|---------------------------------------|
| 1. era | the mayor | 5. se habían perdido | the library director |
| 2. habían durado | the mayor | 6. faltaban | the journalist |
| 3. tendría | the mayor | 7. trajeran | the library director, to the families |
| 4. se abriría | the mayor | 8. tendría | Tomás, about himself |

Palabras clave: key words

entrevistar to interview la reportera reporter (a woman) la entrenadora coach (a woman) el periodista journalist

Part C. Report it

Complete the reported sentence with the verb from the quote in the right form.

- | | |
|---|---|
| 1. Luis: "Vivo en Rosario." | Luis dijo que _____ en Rosario. |
| 2. La reportera: "Mañana entrevistaré al director." | La reportera dijo que al día siguiente _____ al director. |
| 3. Los vecinos: "Hemos esperado mucho tiempo." | Los vecinos explicaron que _____ mucho tiempo. |
| 4. El profesor: "Entreguen el trabajo el viernes." | El profesor nos pidió que _____ el trabajo el viernes. |
| 5. Mi abuela: "¿Ya cenaste?" | Mi abuela me preguntó si ya _____. |
| 6. La periodista: "¿Dónde está el alcalde?" | La periodista preguntó dónde _____ el alcalde. |
| 7. Sofía: "No puedo venir a la reunión." | Sofía dijo que no _____ venir a la reunión. |
| 8. La entrenadora: "No lleguen tarde." | La entrenadora les pidió que no _____ tarde. |



Spanish B2 Review 1: Writing the News

Rewrite the sentences in the passive, match the headlines, then write your own report.

B2 Review • Day 1

Part D. The passive with ser

Rewrite each sentence in the passive, in the same tense. The participle agrees with the new subject: La alcaldesa abrió la sala. becomes La sala fue abierta por la alcaldesa.

- Una periodista joven escribió el artículo.
- La policía cerró las calles del centro.
- Millones de personas vieron el video.
- Una empresa chilena fabrica estos teléfonos.
- La alcaldía construirá dos puentes nuevos.

Palabras clave: key words

la alcaldía city hall, city government

fabricar to make, to manufacture

inaugurar to open officially

el árbitro referee

el encuentro game, match

el concurso contest

el glaciar glacier

el boleto ticket (Latin America)

el centavo cent

la autoridad authority, official

el bañista swimmer, beachgoer

la dueña owner (a woman)

dar un rodeo to take a detour

la bata lab coat

la química chemistry

suspender to call off, to postpone

Part E. Headlines

Write the letter of the summary that belongs to each headline.

- | | |
|---|--|
| ☐ 1. Inaugurado el nuevo puente sobre el río Claro | ☐ 2. Suspendido el partido final por la lluvia |
| ☐ 3. Una estudiante de Mendoza gana el concurso nacional de ciencias | ☐ 4. Sube el precio del transporte público |
| ☐ 5. Cerrada la playa municipal por la contaminación del agua | ☐ 6. Encontrado un perro perdido a cien kilómetros de su casa |

A. Según el gobierno regional, el boleto costará diez centavos más a partir de enero.

C. La dueña dijo que no sabía cómo el animal había llegado tan lejos.

E. La joven contó que había trabajado dos años en su proyecto sobre los glaciares de los Andes.

B. La alcaldesa dijo que los coches ya no tendrían que dar un rodeo de veinte minutos para cruzar el agua.

D. El árbitro explicó que el campo estaba lleno de agua y que el encuentro se jugaría una semana después.

F. Las autoridades pidieron a los bañistas que no entraran al mar durante una semana.

Challenge

Write a news report of five or six Spanish sentences about a new science lab (use the back if needed). Report all three quotes with three different reporting verbs and use one passive with ser.

La directora, Elena Paz: "El nuevo laboratorio abrirá en mayo."

Andrés Molina, estudiante: "Hemos esperado este laboratorio durante años."

La profesora de química: "Traigan sus batas el primer día."



Calm Block, Day 1: Learn 8 Words

Work alone and quietly. Learn 8 Spanish news and media 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 titular MASCULINE NOUN	the big line of words at the top of a news story <i>El titular decía que el museo había cerrado.</i>	_____
2 portada FEMININE NOUN	the first page of a newspaper or a magazine <i>La noticia del puente salió en la portada de todos los diarios.</i>	_____
3 corresponsal MASCULINE NOUN	a reporter who sends news from another country or city <i>El corresponsal explicó que la situación era tranquila.</i>	_____
4 emisora FEMININE NOUN	a company that sends out radio programs <i>La emisora anunció que el concierto había sido cancelado.</i>	_____
5 difundir VERB	to spread news or ideas so that many people learn them <i>Las redes sociales difundieron el rumor en pocas horas.</i>	_____
6 fuerce FEMININE NOUN	the person or paper a reporter gets the facts from <i>La periodista dijo que no iba a revelar su fuerce.</i>	_____
7 imparcial ADJECTIVE	not taking any side in a story or an argument <i>Un buen reportaje tiene que ser imparcial.</i>	_____
8 suceso MASCULINE NOUN	something that happens, often a crime or an accident in the news <i>Según la policía, el suceso ocurrió a medianoche.</i>	_____

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

1 suceso 2 corresponsal 3 portada 4 fuente 5 imparcial 6 difundir 7 emisora 8 titular



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.

corresponsal

difundir

emisora

fuentes

imparcial

portada

suceso

titular

- 1 something that happens, often a crime or an accident in the news
- 2 a reporter who sends news from another country or city
- 3 the first page of a newspaper or a magazine
- 4 the person or paper a reporter gets the facts from
- 5 not taking any side in a story or an argument
- 6 to spread news or ideas so that many people learn them
- 7 a company that sends out radio programs
- 8 the big line of words at the top of a news story

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 Energy Saving Year

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

La tarea

La empresa eléctrica de Puerto Almendro acompañó durante un año a doce negocios que querían ahorrar energía. El periódico local resume su informe final en estilo indirecto.

Ordenen los negocios según el ahorro que midió la compañía: el lugar 1 ahorró más; el lugar 12, menos. Lo que un negocio solo afirma no cuenta. Seis negocios se comparan con otro negocio que nunca se nombra: solo se describe.

In English: rank the twelve businesses by the saving the power company measured, 1 = saved the most. What a business only claims does not count. Six rows compare a business with another one that is only described, never named: page 2 helps with those. Five minutes alone ("My rank"), then one agreed group rank per row, each rank used once.

	EL INFORME (THE REPORT)	PERCENT	MY RANK	GROUP RANK	TRUE RANK	DIFFERENCE
A	La compañía informó que Ortega, la floristería dirigida por dos hermanas, había reducido su consumo en un 21 por ciento.					
B	Según el informe, Salinas, la pescadería que está junto al puerto, había ahorrado 9 puntos porcentuales menos que la floristería dirigida por dos hermanas.					
C	Nexo, la empresa de software que crece muy rápido, afirmó que había ahorrado un 30 por ciento, pero la compañía solo midió un 8 por ciento.					
D	Según el informe, Miga, la panadería que trabaja de noche, había ahorrado 5 puntos porcentuales más que la pescadería que está junto al puerto.					
E	La compañía informó que Mirador, el hotel renovado el año pasado, había disminuido su consumo en un 26 por ciento.					
F	Según el informe, Quiroga, la imprenta fundada en 1950, había ahorrado 3 puntos porcentuales más que la empresa de software que crece muy rápido.					
G	Se decía que Rivas, el taller mecánico inaugurado en mayo, casi no había ahorrado energía; sin embargo, la compañía midió un 19 por ciento.					
H	La compañía informó que Alameda, el cine convertido en centro cultural, había bajado su consumo en un 6 por ciento.					
I	Según el informe, Roble, la mueblería que vende sobre todo muebles de madera, había ahorrado 4 puntos porcentuales menos que el taller mecánico inaugurado en mayo.					
J	La compañía informó que Montes, la fábrica de chocolate creada en 1890, había reducido su consumo en un 9 por ciento.					
K	Según el informe, Frescura, el supermercado modernizado en 2020, había ahorrado 2 puntos porcentuales menos que el cine convertido en centro cultural.					
L	Según el informe, Marina, la piscina cubierta usada por muchas escuelas, había ahorrado un punto porcentual menos que la mueblería que vende sobre todo muebles de madera.					
Total difference (lower is better)						

Palabras clave: key words

la empresa eléctrica power company la compañía company acompañar to accompany, to follow ahorrar to save (energy, money)
 el negocio business resumir to summarize el informe report en estilo indirecto in reported speech medir (midió) to measure
 ordenar to put in order nombrar to name describir to describe el consumo consumption, use informar to report, to inform
 afirmar to claim, to state se decía que people said that el punto porcentual percentage point la floristería flower shop
 dirigir to run, to manage la pescadería fish shop junto a next to el puerto harbor crecer to grow la panadería bakery renovar to renovate
 la imprenta print shop fundar to found el taller mecánico car repair shop inaugurar to open (officially) convertir en to turn into
 el centro cultural culture center la mueblería furniture store los muebles de madera wooden furniture la fábrica factory crear to create
 modernizar to modernize la piscina cubierta indoor pool disminuir to decrease reducir to reduce bajar to lower casi no hardly
 sin embargo however



Team Task, Day 1: Decode Sheet

Use this page for the six rows whose saving depends on another business. The description tells you which one.

Team • Day 1

¿Quién es? Busquen la letra del negocio que se describe y calculen su ahorro.

In English: Who is it? For each description find the letter of that business, then work out the saving.

ROW	LA DESCRIPCIÓN (THE CLUE IN THE REPORT)	LETTER	THEIR PERCENT	PLUS OR MINUS	SO THIS ROW IS
B	la floristería dirigida por dos hermanas				
D	la pescadería que está junto al puerto				
F	la empresa de software que crece muy rápido				
I	el taller mecánico inaugurado en mayo				
K	el cine convertido en centro cultural				
L	la mueblería que vende sobre todo muebles de madera				

Descriptions (review)

A participle after the noun is a short passive with ser:
la fábrica creada en 1890 = la fábrica que fue creada en 1890
The participle agrees with the noun: el hotel renovado, la piscina usada.

Claim or measurement?

Afirmó que había ahorrado mucho. = It claimed it had saved a lot.
Se decía que no había ahorrado. = People said it had not saved.
Neither one is a fact. Only the measured figure counts for the ranking.

Díganlo de otra manera

In English: 1 to 3: rewrite each description as a full passive sentence with fue + participle. 4 and 5: put the quote into reported speech after the words given.

- 1 el hotel renovado el año pasado
- 2 la imprenta fundada en 1950
- 3 el cine convertido en centro cultural
- 4 "Hemos cambiado todas las lámparas." La dueña de la floristería dijo que
- 5 "El año que viene ahorraremos todavía más." El gerente del hotel explicó que

Palabras clave: key words

la empresa eléctrica power company ahorrar to save (energy, money) el ahorro saving el negocio business describir to describe
la floristería flower shop dirigir to run, to manage la pescadería fish shop junto a next to el puerto harbor crecer to grow
renovar to renovate la imprenta print shop fundar to found el taller mecánico car repair shop inaugurar to open (officially)
convertir en to turn into el centro cultural culture center la mueblería furniture store los muebles de madera wooden furniture
la dueña owner (a woman) el gerente manager la lámpara lamp el año que viene next year



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 (habría or hubiera, Bolívar without the accent).

Media

100 What does 'la rueda de prensa' mean in English?

The press conference

200 What does 'la cadena de televisión' mean?

The TV network

300 Report 'Estoy cansada': Ana dijo que ____ cansada?

estaba

400 Report 'Iré': Luis dijo que ____?

iría

500 Make it passive: 'El rey construyó el puente.' El puente ____ por el rey?

fue construido

History

100 Which liberator is called El Libertador in Venezuela?

Simón Bolívar

200 In what year did Mexico begin its war of independence?

1810

300 Complete: 'Cuando llegué, el tren ya ____ salido'?

había

400 Complete: 'Si hubiera estudiado, ____ aprobado'?

habría (or hubiera)

500 Which Maya city in Mexico has the pyramid called El Castillo?

Chichén Itzá

Science

100 What does 'el avance científico' mean?

The scientific advance

200 Complete with comprar: 'Si tuviera dinero, ____ un robot'?

compraría

300 Complete with poder: 'Ojalá yo ____ volar como un pájaro'?

podría

400 Complete with saber: 'Habla como si lo ____ todo'?

supiera

500 Which Spanish scientist shared the 1906 Nobel Prize in Medicine?

Santiago Ramón y Cajal

Connectors

100 What does 'por lo tanto' mean in English?

Therefore

200 What does 'es decir' mean in English?

That is, in other words

300 Which word completes 'en primer ____' (in the first place)?

lugar

400 What does 'asimismo' mean in English?

Likewise

500 Complete with llover: 'Saldremos a menos que ____'?

llueva

Work

100 What does 'la oferta de empleo' mean in English?

The job offer (opening)

200 In a formal email, which pronoun replaces 'tú'?

usted

300 Complete with saber: 'Busco a alguien que ____ inglés'?

sepa

400 Complete with poder: 'No hay nadie que ____ ayudar'?

pueda

500 Complete with llegar: 'Me pidió que (yo) ____ temprano'?

llegara

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.

Quito, one of the highest capital cities in the world, lies almost on the equator. Of which country is it the capital?

Ecuador

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

MEDIA	SCIENCE	WORK	HISTORY	CONNECTORS
100	100	100	100	100
200	200	200	200	200
300	300	300	300	300
400	400	400	400	400
500	500	500	500	500

Scores

Team 1

.....

.....

.....

Team 2

.....

.....

.....

Team 3

.....

.....

.....

Team 4

.....

.....

.....

Team 5

.....

.....

.....

Team 6

.....

.....

.....

Final Wager: 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 9)

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

Spanish B2 Review 1: Media and News

Part A: 1. V; 2. F. Fue diseñado por un equipo de arquitectas de la universidad; 3. V; 4. F. Estará abierta hasta las diez de la noche; 5. F. El taller será gratuito; 6. V; 7. F. Antes estudiaba en la cocina de su casa

Part B: 1. es; 2. han durado or duraron; 3. tendrá; 4. se abrirá; 5. se perdieron or se han perdido; 6. faltan; 7. traigan; 8. tendré. In 8 Tomás speaks about himself, so the form is yo; 7 was a command to the families.

Part C: 1. vivía; 2. entrevistaría; 3. habían esperado; 4. entregáramos or entregásemos; 5. había cenado or cené; 6. estaba; 7. podía or podría; 8. llegaran or llegasen. In 5 the pluperfect is the standard shift; the preterite is also heard and accepted. In 7 the conditional also fits, because the meeting is still to come.

Part D: 1. El artículo fue escrito por una periodista joven. 2. Las calles del centro fueron cerradas por la policía. 3. El video fue visto por millones de personas. 4. Estos teléfonos son fabricados por una empresa chilena. 5. Dos puentes nuevos serán construidos por la alcaldía.

Part E: 1. B; 2. D; 3. E; 4. A; 5. F; 6. C

Challenge: answers vary. Accept five or six sentences that report all three quotes with three different reporting verbs and the shifted forms (abrirla, habían esperado, trajeran or trajesen), plus one passive with ser. Model: El nuevo laboratorio de ciencias fue inaugurado ayer por la directora, Elena Paz. Ella anunció que el laboratorio abriría para todas las clases en mayo. Andrés Molina, un estudiante, comentó que los alumnos habían esperado ese laboratorio durante años. La profesora de química pidió a los estudiantes que trajeran sus batas el primer día. Muchos alumnos dijeron que estaban muy contentos.

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

Match: 1. suceso; 2. corresponsal; 3. portada; 4. fuente; 5. imparcial; 6. difundir; 7. emisora; 8. titular.

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.

Calm block, Day 3: Learn and Test: Work Words

Text gaps: 1. vacante; 2. plazo; 3. becario; 4. sueldo; 5. capacitación; 6. plantilla; 7. presupuesto; 8. puesto.

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 B2 Review 1: Reported Speech

Use the chart for Parts B and C.

B2 Review • Day 1

The tense shift

They said	Direct speech	Reported speech
present to imperfect	Trabajo en un periódico.	Dijo que trabajaba en un periódico.
preterite to pluperfect	Ganamos el partido.	Contó que habían ganado el partido.
present perfect to pluperfect	He leído la noticia.	Explicó que había leído la noticia.
future to conditional	El museo cerrará en agosto.	Anunció que el museo cerraría en agosto.
command to que + imperfect subjunctive	Escriban sus nombres.	Pidió que escribieran sus nombres.
yes or no question to si + imperfect	¿Funciona la computadora?	Preguntó si funcionaba la computadora.

Part B. What did they really say?

These reported forms are from the news report. Write the verb exactly as the speaker said it (direct speech).

- | | | | |
|------------------|-----------|----------------------|---------------------------------------|
| 1. era | the mayor | 5. se habían perdido | the library director |
| 2. habían durado | the mayor | 6. faltaban | the journalist |
| 3. tendría | the mayor | 7. trajeran | the library director, to the families |
| 4. se abriría | the mayor | 8. tendría | Tomás, about himself |

Palabras clave: key words

entrevistar to interview la reportera reporter (a woman) la entrenadora coach (a woman) el periodista journalist

Part C. Report it

Complete the reported sentence with the verb from the quote in the right form.

- | | |
|---|---|
| 1. Luis: "Vivo en Rosario." | Luis dijo que _____ en Rosario. |
| 2. La reportera: "Mañana entrevistaré al director." | La reportera dijo que al día siguiente _____ al director. |
| 3. Los vecinos: "Hemos esperado mucho tiempo." | Los vecinos explicaron que _____ mucho tiempo. |
| 4. El profesor: "Entreguen el trabajo el viernes." | El profesor nos pidió que _____ el trabajo el viernes. |
| 5. Mi abuela: "¿Ya cenaste?" | Mi abuela me preguntó si ya _____. |
| 6. La periodista: "¿Dónde está el alcalde?" | La periodista preguntó dónde _____ el alcalde. |
| 7. Sofía: "No puedo venir a la reunión." | Sofía dijo que no _____ venir a la reunión. |
| 8. La entrenadora: "No lleguen tarde." | La entrenadora les pidió que no _____ tarde. |

In the full kit

Five days, planned and ready to print.

66 pages in color and ink-saver
B&W, US Letter and A4

5 days, each with its own sets, calm
vocab block, team task and
optional game

15 pages of Spanish sets with
worked examples

9 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.

