

Spanish C1 Review Sub Plans Week

Week-long sub plans: five days of print and go work for Spanish 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 (11 pages)
- Spanish C1 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 (10 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 67 pages.



Every C1 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
C1 review 1	Style and Register Reviews: nominal and verbal style rewrites both ways, formal and colloquial register, how an opinion column is built, idioms.	p. 13 · 50 min
Calm vocab	Learn and Test: Register 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 Idiom Count Groups of four decode a Spanish newspaper report on how often twelve idioms occur and rank them by frequency, then score the gap.	p. 18 · 40 min
Game (optional)	Whiteboard Quiz Game Optional fun to end the class.	p. 20 · 15 min

TUESDAY (DAY 2)

C1 review 2	Language in Society Reviews: word formation with prefixes and suffixes, the nuance of diminutives and augmentatives, voseo and vosotros, regional vocabulary.	p. 22 · 50 min
Calm vocab	Learn and Test: Language 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 Culture Budget Groups of four decode nine Spanish funding proposals and back the culture week plan with the most visitors inside a budget and a staff limit.	p. 27 · 40 min
Game (optional)	Paper Password Optional fun to end the class.	p. 29 · 15 min

WEDNESDAY (DAY 3)

C1 review 3	Science Journalism Reviews: academic impersonal and passive forms, hedging, the future and conditional of probability, summary writing.	p. 31 · 50 min
Calm vocab	Learn and Test: Science Journalism 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 Cantilever Groups of four decode a Spanish competition brief full of double negatives, build a paper arm that reaches past a table edge and report in Spanish.	p. 36 · 40 min
Game (optional)	Class Feud Optional fun to end the class.	p. 38 · 15 min

THURSDAY (DAY 4)

C1 review 4	Literature and Voice Reviews: the imperfect subjunctive in -ra and -se, como si, narrative tenses, idioms and figurative language, narrator, tone and imagery.	p. 40 · 50 min
Calm vocab	Learn and Test: Literary 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 Culture Page Four culture editors, each holding Spanish facts nobody else has, decide in Spanish which pieces fill 180 lines of the culture front page.	p. 45 · 40 min
Game (optional)	Classroom Millionaire Optional fun to end the class.	p. 47 · 15 min

FRIDAY (DAY 5)

C1 review 5	Ethics and the Future Reviews: concessive and conditional connectors with the subjunctive, discourse markers, essay structure, ethics vocabulary.	p. 49 · 50 min
Calm vocab	Learn and Test: Ethics 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 Data Debate Groups of four debate in Spanish whether a town should use anonymized phone data to plan its buses, two against two, from Spanish evidence cards.	p. 54 · 40 min
Game (optional)	Mystery Box Optional fun to end the class.	p. 56 · 15 min

How the sets work

- Every set reviews what the class has already covered. Nothing is taught for the first time.
- Every set stands alone. Swap sets between days, or use one with another class when it fits.
- Each set opens with a line that says what it reviews, so you can match it to what your class covered.
- The calm 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 C1 Review 1 Style and Register p. 13 · 50 min	Spanish C1 Review 2 Language in Society p. 22 · 50 min	Spanish C1 Review 3 Science Journalism p. 31 · 50 min	Spanish C1 Review 4 Literature and Voice p. 40 · 50 min	Spanish C1 Review 5 Ethics and the Future p. 49 · 50 min
If a class finishes early or gets loud	Learn and Test: Register Words p. 16 · 20 min	Learn and Test: Language Words p. 25 · 20 min	Learn and Test: Science Journalism Words p. 34 · 20 min	Learn and Test: Literary Words p. 43 · 20 min	Learn and Test: Ethics Words p. 52 · 20 min
Block period (90 minutes) only	The Idiom Count p. 18 · 40 min	The Culture Budget p. 27 · 40 min	The Paper Cantilever p. 36 · 40 min	The Culture Page p. 45 · 40 min	The Data 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 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: **Spanish 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 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 C1 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 C1: 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 C1 Review 1: Style and Register

Read the opinion column, then answer Part A. Every answer is in the key.

C1 Review • Day 1

This set reviews: nominal and verbal style rewrites both ways, formal and colloquial register, how an opinion column is built, idioms

Saber cambiar de traje Columna de opinión de Lucía Ferrando

Hace unas semanas, una profesora me enseñó dos textos del mismo alumno. El primero era un correo a la directora de la escuela: "Oye, ¿me pasas las notas? Besos". El segundo, una redacción que empezaba así: "Se procederá a la realización de un análisis de la problemática de la contaminación". Ninguno tenía faltas de ortografía, pero los dos se equivocaban de traje.

Hablar bien no consiste en usar palabras difíciles, sino en elegir el registro adecuado para cada situación. Igual que nadie va a una boda en pijama ni a la playa con corbata, nadie debería escribirle a una directora como le escribe a su mejor amigo. Dicho de otro modo: la lengua es un armario lleno de ropa, y la elegancia consiste en saber qué ponerse.

Hay quien sostiene que el lenguaje coloquial empobrece el idioma. Es cierto que un mensaje lleno de abreviaturas no sirve para un examen. Ahora bien, el registro coloquial tiene una riqueza enorme: expresiones como "estar hecho polvo" o "ponerse las pilas" dicen en tres palabras lo que la lengua formal tardaría una frase entera en explicar.

Lo mismo ocurre con el estilo nominal. En un artículo científico, convertir verbos en sustantivos permite condensar mucha información. Sin embargo, abusar de él oscurece el mensaje: detrás de "se procederá a la revisión de las normas" se esconde una idea muy sencilla, "vamos a revisar las normas", y además desaparece quién actúa.

En definitiva, la escuela no debería castigar el lenguaje coloquial ni premiar la palabrería, sino enseñar a cambiar de registro con soltura. A fin de cuentas, aquel alumno no necesitaba más vocabulario: necesitaba mirarse al espejo antes de salir de casa.

Palabras clave: key words

la redacción school essay

la problemática set of problems, issue

la corbata necktie

estar hecho polvo to be worn out (idiom)

ponerse las pilas to get your act together (idiom)

condensar to pack, to condense

oscurecer to obscure

la palabrería empty wordiness

la soltura ease, fluency

el armario closet

Part A. Preguntas sobre el texto Circle the letter of the best answer.

- ¿Cuál es la tesis principal de la autora?
 - El lenguaje coloquial empobrece el idioma.
 - Hablar bien es adaptar el registro a cada situación.
 - Los alumnos deben usar palabras más difíciles.
 - El estilo nominal debe desaparecer de la escuela.
- ¿Qué tienen en común los dos textos del alumno?
 - Los dos tienen faltas de ortografía.
 - Los dos son demasiado largos.
 - Los dos usan un registro inadecuado para su situación.
 - Los dos van dirigidos a la directora.
- ¿Qué función cumple la imagen del armario?
 - Ilustra que hay que elegir el registro según la ocasión.
 - Critica que los jóvenes se visten mal.
 - Demuestra que el vocabulario formal es más elegante.
 - Introduce un argumento en contra de la tesis.
- En el tercer párrafo, la frase "Es cierto que un mensaje lleno de abreviaturas no sirve para un examen" es...
 - una refutación de la tesis.
 - un ejemplo de estilo nominal.
 - una cita de la directora.
 - una concesión a la postura contraria.
- ¿Cómo valora la autora el estilo nominal?
 - Lo rechaza en todos los casos.
 - Lo considera útil en textos científicos, pero no en exceso.
 - Lo recomienda para los correos personales.
 - No lo menciona.



Spanish C1 Review 1: Nominal Style

Part B is about the column on page 1. Part C practices nominal style.

C1 Review • Day 1

Palabras clave: key words

el ámbito area, field

la ampliación extension

contratar to hire

Part B. How is the column built?

Write the letter of each paragraph's function in its box. Use each letter once.

Paragraph 1 ☐

Paragraph 2 ☐

Paragraph 3 ☐

Paragraph 4 ☐

Paragraph 5 ☐

(A) ampliación: el mismo principio en otro ámbito

(B) introducción: una anécdota lleva al tema

(C) conclusión y llamada a la acción

(D) tesis ilustrada con una comparación

(E) objeción, concesión y refutación

Verbal style (conjunction + clause) and nominal style (preposition + noun)

Clause	Noun phrase	Meaning	Clause	Noun phrase	Meaning
porque, como	debido a, por, a causa de	cause	después de (+ inf.)	tras, después de (+ noun)	time: after
aunque	a pesar de, pese a	concession	para (+ inf.)	para, con vistas a (+ noun)	purpose
cuando	con, a, tras	time	si	en caso de	condition

Verb to noun: construir: la construcción, mejorar: la mejora, salir: la salida, pagar: el pago, vender: la venta. The subject becomes a de phrase: los precios suben: la subida de los precios.

Part C. Verbal to nominal style

Turn the first clause into a preposition + noun phrase. Keep the meaning and the main clause.

1. Cuando la directora llegó, comenzó la reunión.

2. Como el número de estudiantes aumentó, la escuela contrató a más profesores.

3. Aunque llovía con fuerza, el partido se jugó.

4. Para reducir el consumo de energía, la universidad instaló sensores en las aulas.

5. Después de analizar los datos, los investigadores publicaron un informe.

6. Si no se cumplen las normas, la competencia se suspenderá.



Spanish C1 Review 1: Register

Rewrite in verbal style, match the registers, then rewrite two messages.

C1 Review • Day 1

Palabras clave: key words

el consejo escolar school board
el presupuesto budget

las obras construction work
el deshielo melting (of ice)

rogar to request (formal)

Part D. Nominal to verbal style

Use a clause (como, porque, cuando, después de que) or an active verb with a subject.

1. La toma de decisiones corresponde al consejo escolar.

2. Tras la aprobación del presupuesto, comenzaron las obras.

3. El aumento de la temperatura provoca el deshielo de los glaciares.

Part E. Colloquial or formal?

Match each colloquial expression with its formal equivalent. Write the letter in the box.

☐

1. meter la pata

☐

2. costar un ojo de la cara

☐

3. echar una mano

☐

4. no pegar ojo

☐

5. estar en las nubes

☐

6. tirar la toalla

☐

7. dar en el clavo

☐

8. hablar por los codos

☐

A desistir

☐

B hablar en exceso

☐

C tener un precio muy elevado

☐

D acertar

☐

E cometer un error

☐

F no conciliar el sueño

☐

G prestar ayuda

☐

H estar distraído

Part F. Change the register

1. Rewrite this message as a formal email to the teacher: formal greeting and closing, usted forms, no colloquial words.

¡Hola, profe! Oye, mañana no voy a poder ir a la reunión porque tengo que ir al médico. ¿La pasamos al jueves? Avísame cuando puedas. Un abrazo, Valeria

2. Now the other way: say this notice casually to a friend. Se ruega a los asistentes que apaguen sus teléfonos durante la función.

Challenge

On a separate sheet, write an opinion column (columna de opinión) of 150 to 200 words: ¿Deberían las escuelas enseñar a escribir correos formales? Follow the five steps of Part B, with two nominal and two verbal constructions.



Calm Block, Day 1: Learn 8 Words

Work alone and quietly. Learn 8 Spanish register 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 tutear VERB	to speak to someone with the familiar form of you, not the polite one <i>En esta empresa todos se tutear, incluso con la directora.</i>	_____
2 suavizar VERB	to make a remark gentler so that it sounds less harsh <i>Intentó suavizar la crítica con un elogio sincero.</i>	_____
3 jerga FEMININE NOUN	the special words used by one group, trade or age group <i>La jerga de los médicos resulta difícil para los pacientes.</i>	_____
4 muletilla FEMININE NOUN	a filler word that a speaker repeats out of habit <i>Usa "o sea" como muletilla en casi todas sus frases.</i>	_____
5 matiz MASCULINE NOUN	a fine shade of meaning or tone that is easy to miss <i>Entre "molestar" e "incomodar" hay un matiz importante.</i>	_____
6 rebuscado ADJECTIVE	twisted and unnatural, so convoluted that it is hard to follow <i>Su estilo es tan rebuscado que cuesta seguir el argumento.</i>	_____
7 tajante ADJECTIVE	sharp and final, leaving no room for discussion <i>La respuesta de la ministra fue tajante; no habrá prórroga.</i>	_____
8 rimbombante ADJECTIVE	showy and pompous, full of grand words that sound important <i>Evita las frases rimbombantes en una carta de presentación.</i>	_____

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

1 jerga 2 rimbombante 3 muletilla 4 suavizar 5 rebuscado 6 tajante 7 tutear 8 matiz



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.

jerga

matiz

muletilla

rebuscado

rimbombante

suavizar

tajante

tutear

- 1 the special words used by one group, trade or age group _____
- 2 showy and pompous, full of grand words that sound important _____
- 3 a filler word that a speaker repeats out of habit _____
- 4 to make a remark gentler so that it sounds less harsh _____
- 5 twisted and unnatural, so convoluted that it is hard to follow _____
- 6 sharp and final, leaving no room for discussion _____
- 7 to speak to someone with the familiar form of you, not the polite one _____
- 8 a fine shade of meaning or tone that is easy to miss _____

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 Idiom Count

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

¿Con qué frecuencia recurre la prensa a las expresiones idiomáticas? El Observatorio de la Lengua de Aguacalera ha contado doce modismos en cien millones de palabras de prensa. Nuestra sección de Cultura resume los resultados, aunque no siempre con cifras absolutas.

Six idioms get their count directly. The other six are only **more** or **less frequent** than another idiom, and that idiom is never named: the report refers to it by a **new paraphrase of its meaning**, never the gloss in its own row. **Your job:** find every count and write it in the Count column (page 2 helps with the six hard rows), then rank the idioms from **1 (most frequent)** to **12 (least frequent)**. 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	COUNT	MY RANK	GROUP RANK	TRUE RANK	DIFFERENCE
A "estar en las nubes" (estar distraído, sin prestar atención) aparece 23 veces.					
B "tomar el pelo" (burlarse de alguien con bromas o engaños) es tres veces más frecuente que la expresión para un precio desorbitado.					
C "costar un ojo de la cara" (ser carísimo) aparece 15 veces.					
D "consultar con la almohada" (pensar algo con calma antes de decidir) es la mitad de frecuente que la expresión para quien tolera en silencio lo que debería impedir.					
E "estar entre la espada y la pared" (tener que elegir entre dos opciones malas) es una cuarta parte menos frecuente que la expresión para quien abandona una lucha a medio camino.					
F "no tener pelos en la lengua" (decir lo que se piensa sin rodeos) aparece 57 veces.					
G "tirar la toalla" (rendirse ante una dificultad) aparece 84 veces.					
H "meter la pata" (cometer una indiscreción o un error) es el doble de frecuente que la expresión para una mente que divaga lejos de la conversación.					
I "ser pan comido" (ser muy fácil de hacer) aparece 36 veces.					
J "hacer la vista gorda" (fingir que no se ha visto una falta) es un tercio más frecuente que la expresión para una franqueza que no suaviza nada.					
K "echar de menos" (sentir la falta de alguien o de algo) aparece 48 veces.					
L "ahogarse en un vaso de agua" (preocuparse en exceso por un problema pequeño) tiene 9 apariciones menos que la expresión para una torpeza que deja a alguien en evidencia.					
Total difference (lower is better)					

Palabras clave: key words

recurrir a to turn to, to use **el modismo** idiom **la cifra** figure, number **absoluto** absolute, actual **frecuente** frequent, common
distraído absent-minded **divagar** to wander, to ramble **burlarse de** to make fun of **el engaño** trick, deceit **carísimo** very expensive
desorbitado outrageous, sky-high **sin rodeos** bluntly **la franqueza** frankness **suavizar** to soften **rendirse** to give up
a medio camino halfway **la indiscreción** tactless remark **la torpeza** blunder **dejar en evidencia** to show someone up **fingir** to pretend
la falta fault, lack **impedir** to prevent **ahogarse** to drown **la mitad** half **el tercio** third **la cuarta parte** quarter



Team Task, Day 1: Decode Sheet

Team • Day 1

For the six rows that depend on another idiom: match each paraphrase to a gloss on page 1.

ROW	THE PARAPHRASE: WHICH IDIOM?	LETTER	ITS COUNT	OPERATION	SO THIS ROW IS
B	la expresión para un precio desorbitado				
D	la expresión para quien tolera en silencio lo que debería impedir				
E	la expresión para quien abandona una lucha a medio camino				
H	la expresión para una mente que divaga lejos de la conversación				
J	la expresión para una franqueza que no suaviza nada				
L	la expresión para una torpeza que deja a alguien en evidencia				

The operations in the report

es el doble de frecuente que	times 2
es tres veces más frecuente que	times 3
es la mitad de frecuente que	divided by 2
es un tercio más frecuente que	plus a third
es una cuarta parte menos frecuente que	minus a quarter
tiene 9 apariciones menos que	minus 9

Two rows point at an idiom whose own count is relative too. Solve that one first.

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: corpus linguist level
- **9 to 18:** good
- **19 to 30:** fair
- **Over 30:** check which paraphrase belongs to which gloss.

Summarize it in Spanish

Write one Spanish sentence for the culture section that names the most frequent idiom and contrasts it with the least frequent one. Use a relative clause with que and the connector mientras que.

Defend one call

Pick the paraphrase your group argued about longest. Which two glosses did it seem to fit, and which Spanish word settled it?

Palabras clave: key words

divagar to wander, to ramble desorbitado outrageous, sky-high la franqueza frankness suavizar to soften a medio camino halfway
la torpeza blunder dejar en evidencia to show someone up impedir to prevent



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 (a clear gloss in English, or either listed answer).

Idioms

- 100 What does 'estar como pez en el agua' mean?
To be in your element
- 200 What does 'dar en el clavo' mean?
To hit the nail on the head
- 300 What does 'ponerse las pilas' mean?
To get your act together
- 400 What does 'no tener ni pies ni cabeza' mean?
To make no sense at all
- 500 What does 'buscarle tres pies al gato' mean?
To overcomplicate things

Regions

- 100 Which pronoun replaces 'vosotros' in Latin America?
Ustedes
- 200 In Spain, what is a 'computadora' called?
Ordenador
- 300 In Argentina, what is a car usually called?
Auto
- 400 In Cuba and Puerto Rico, what is a bus called?
La guagua
- 500 What is 'el seseo'?
Saying soft c and z as s

Register

- 100 Which is the formal choice: 'empezar' or 'dar comienzo'?
Dar comienzo
- 200 In Mexico, what does the colloquial 'lana' mean?
Money
- 300 Which register uses 'cabe destacar que'?
Formal, academic
- 400 What is 'chévere' in neutral Spanish?
Estupendo or genial (great)
- 500 Which formal phrase replaces 'o sea' in an essay?
Es decir or en otras palabras

Letters

- 100 Who wrote Don Quixote?
Miguel de Cervantes
- 200 Which Mexican writer wrote 'Pedro Páramo'?
Juan Rulfo
- 300 Which Colombian author wrote 'Cien años de soledad'?
Gabriel García Márquez
- 400 What style mixes the magical with everyday life?
Realismo mágico
- 500 Who was the first Latin American Nobel winner in literature?
Gabriela Mistral

Word Parts

- 100 What does '-ito' add in 'cafecito'?
Small size or affection
- 200 Which noun comes from the verb 'reducir'?
la reducción
- 300 Which noun comes from the adjective 'sencillo'?
la sencillez (simplicity)
- 400 What does '-azo' mean in 'portazo'?
A blow (a door slam)
- 500 What does 'contra-' mean in 'contraataque'?
Against (counterattack)

Final Wager: Art

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 Spanish painter created Guernica in 1937, after the bombing of a Basque town?

Pablo Picasso

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

IDIOMS	REGISTER	WORD PARTS	REGIONS	LETTERS
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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Team 5

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Team 6

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.....
.....

Final Wager: Art

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 10)

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

Spanish C1 Review 1: Style and Register

Part A: 1. B (speaking well means fitting the register to the situation); 2. C (both use the wrong register for their situation); 3. A (it shows that you choose the register for the occasion); 4. D (a concession to the opposing view); 5. B (useful in scientific texts, harmful in excess)

Part B: paragraph 1: B (opening: an anecdote leads into the topic); paragraph 2: D (thesis, illustrated with a comparison); paragraph 3: E (objection, concession and refutation); paragraph 4: A (extension: the same idea in another area); paragraph 5: C (conclusion and call to action)

Part C (accept any version with a preposition + noun phrase, the same meaning and the main clause unchanged; the comma is optional): 1. Con la llegada de la directora comenzó la reunión. (also accept Tras la llegada de la directora, ...; A la llegada de la directora, ...; Después de la llegada de la directora, ...) 2. Debido al aumento del número de estudiantes, la escuela contrató a más profesores. (also accept Por el aumento del número de estudiantes, ...; A causa del aumento del número de estudiantes, ...; Ante el aumento del número de estudiantes, ...) 3. A pesar de la fuerte lluvia, el partido se jugó. (also accept Pese a la fuerte lluvia, ...; A pesar de la intensa lluvia, ...; Pese a la intensa lluvia, ...) 4. Para la reducción del consumo de energía, la universidad instaló sensores en las aulas. (also accept Con vistas a la reducción del consumo de energía, ...; Con miras a la reducción del consumo de energía, ...) 5. Tras el análisis de los datos, los investigadores publicaron un informe. (also accept Después del análisis de los datos, ...) 6. En caso de incumplimiento de las normas, la competencia se suspenderá. (also accept Ante el incumplimiento de las normas, ...; Por incumplimiento de las normas, ...)

Part D (accept any version with a conjugated verb in a clause and the same meaning): 1. El consejo escolar toma las decisiones. (also accept El consejo escolar decide; Es el consejo escolar quien toma las decisiones; Quien decide es el consejo escolar) 2. Después de que se aprobó el presupuesto, comenzaron las obras. (also accept Después de que se aprobara el presupuesto, ...; Después de que se aprobase el presupuesto, ...; Cuando se aprobó el presupuesto, ...; Una vez que se aprobó el presupuesto, ...) 3. Como la temperatura aumenta, los glaciares se derriten. (also accept Los glaciares se derriten porque la temperatura aumenta; Cuando la temperatura aumenta, ...; Como sube la temperatura, ...)

Part E: 1. E, meter la pata: cometer un error (to put your foot in it; to make a mistake); 2. C, costar un ojo de la cara: tener un precio muy elevado (to cost an arm and a leg; to be very expensive); 3. G, echar una mano: prestar ayuda (to lend a hand; to provide help); 4. F, no pegar ojo: no conciliar el sueño (not to sleep a wink; to be unable to fall asleep); 5. H, estar en las nubes: estar distraído (to have your head in the clouds; to be distracted); 6. A, tirar la toalla: desistir (to throw in the towel; to give up); 7. D, dar en el clavo: acertar (to hit the nail on the head; to get it right); 8. B, hablar por los codos: hablar en exceso (to talk nonstop; to talk too much)

Part F: answers vary. 1. Accept a formal greeting (Estimada profesora) and closing (Atentamente, Saludos cordiales), usted forms and no colloquial words (profe, oye, un abrazo). Model: Estimada profesora Ríos: Le escribo para comunicarle que mañana no podré asistir a la reunión, ya que tengo una cita médica. ¿Sería posible trasladarla al jueves? Quedo a la espera de su respuesta. Atentamente, Valeria Montes 2. Accept a short tú command with a casual opener. Model: Oye, apaga el teléfono, que ya empieza la función.

Challenge: answers vary. Accept 150 to 200 words with an opening example, a clear thesis, an objection that is conceded and answered, a conclusion with a call to action, and two nominal and two verbal constructions. Model: Escribir para que te tomen en serio. Muchos estudiantes escriben a diario decenas de mensajes, pero pocos saben redactar un correo formal. Lo comprobé el año pasado, cuando un compañero pidió una beca con un "Hola, ¿qué tal?" y nunca recibió respuesta. A mi juicio, la escuela debería enseñar este tipo de escritura de forma explícita. Hay quien piensa que se aprende sola con la práctica. Es cierto que la experiencia ayuda; ahora bien, nadie aprende las fórmulas de cortesía si nunca se las han explicado. Además, la redacción de un buen correo exige elegir el registro, ordenar las ideas y pensar en el lector, tres habilidades útiles en cualquier ámbito. No se trata de prohibir el estilo coloquial, que tiene su lugar entre amigos, sino de ampliar el armario. En definitiva, si queremos que los jóvenes consigan becas y empleos, conviene que la escuela les dé las herramientas para escribir como profesionales.



Spanish C1 Review 1: Nominal Style

Part B is about the column on page 1. Part C practices nominal style.

C1 Review • Day 1

Palabras clave: key words

el ámbito area, field

la ampliación extension

contratar to hire

Part B. How is the column built?

Write the letter of each paragraph's function in its box. Use each letter once.

Paragraph 1 ☐

Paragraph 2 ☐

Paragraph 3 ☐

Paragraph 4 ☐

Paragraph 5 ☐

(A) ampliación: el mismo principio en otro ámbito

(B) introducción: una anécdota lleva al tema

(C) conclusión y llamada a la acción

(D) tesis ilustrada con una comparación

(E) objeción, concesión y refutación

Verbal style (conjunction + clause) and nominal style (preposition + noun)

Clause	Noun phrase	Meaning	Clause	Noun phrase	Meaning
porque, como	debido a, por, a causa de	cause	después de (+ inf.)	tras, después de (+ noun)	time: after
aunque	a pesar de, pese a	concession	para (+ inf.)	para, con vistas a (+ noun)	purpose
cuando	con, a, tras	time	si	en caso de	condition

Verb to noun: construir: la construcción, mejorar: la mejora, salir: la salida, pagar: el pago, vender: la venta. The subject becomes a de phrase: los precios suben: la subida de los precios.

Part C. Verbal to nominal style

Turn the first clause into a preposition + noun phrase. Keep the meaning and the main clause.

1. Cuando la directora llegó, comenzó la reunión.

.....

2. Como el número de estudiantes aumentó, la escuela contrató a más profesores.

.....

3. Aunque llovía con fuerza, el partido se jugó.

.....

4. Para reducir el consumo de energía, la universidad instaló sensores en las aulas.

.....

5. Después de analizar los datos, los investigadores publicaron un informe.

.....

6. Si no se cumplen las normas, la competencia se suspenderá.

.....

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

