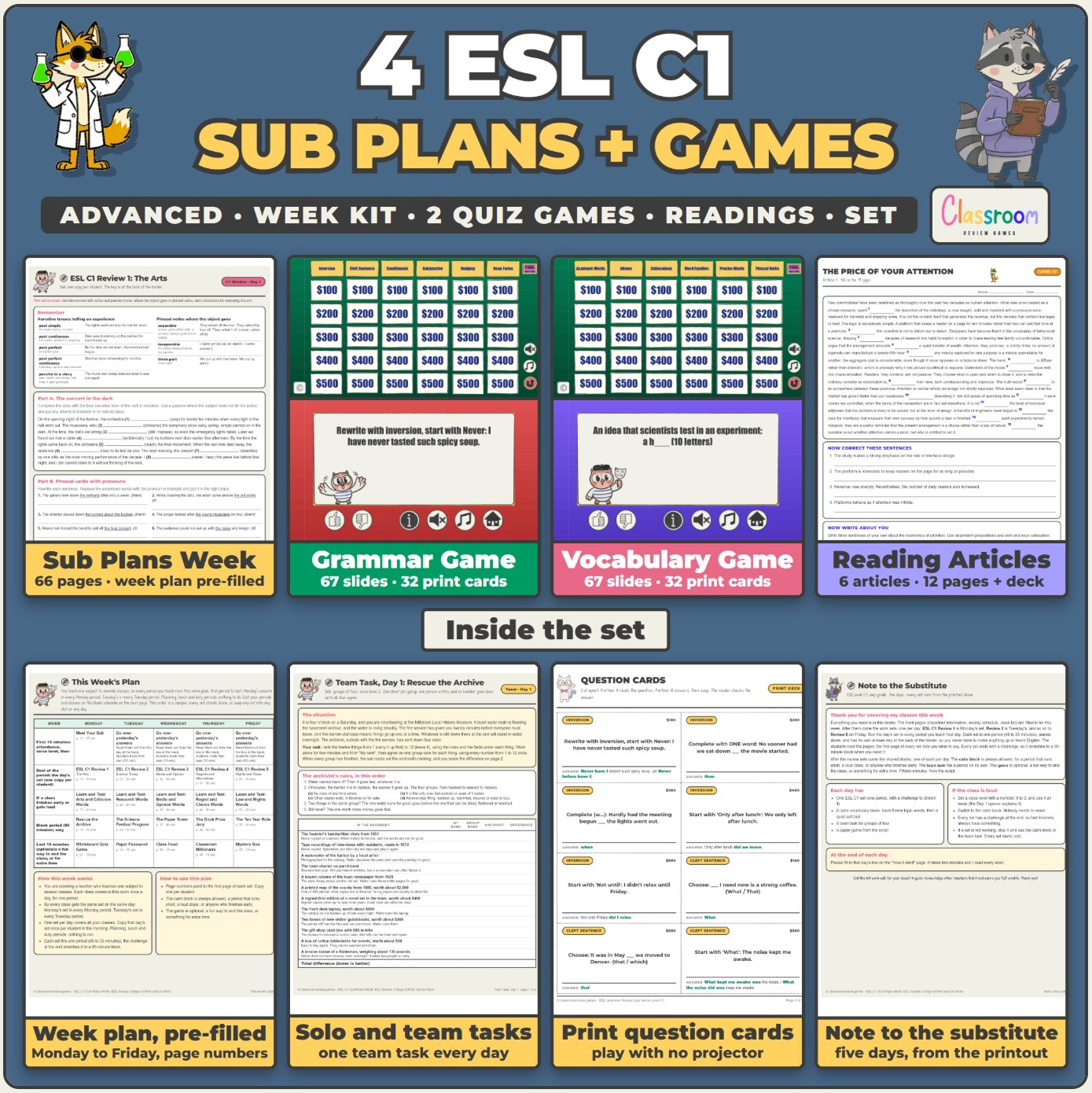
4 ESL C1 Advanced Set: Sub Plans Week, Grammar Game, Vocabulary Game, Readings

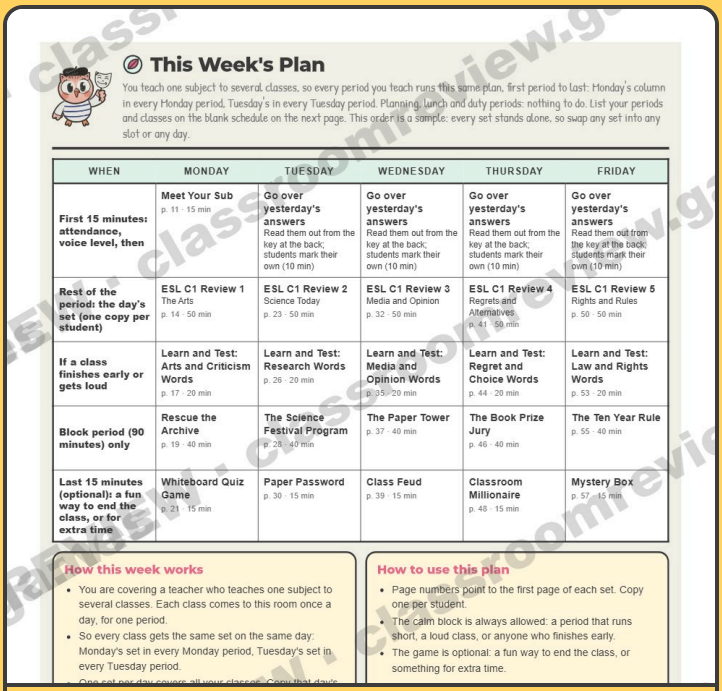
BUNDLE PREVIEW Everything in this bundle, on one page. Sample pages of each product follow.

WHAT'S INCLUDED: 4 PRODUCTS



PRODUCT 1 OF 4 66 pages · week plan pre-filled · level C1

ESL Sub Plans Week Level C1



This Week's Plan

You teach one subject to several classes, so every period you teach runs this same plan, first period to last: Monday's column in every Monday period, Tuesday's in every Tuesday period. Planning, lunch and duty periods: nothing to do. List your periods and classes on the blank schedule on the next page. This order is a sample: every set stands alone, so swap any set into any slot or any day.

WHEN	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
First 15 minutes: attendance, voice level, then	Meet Your Sub p. 11 · 15 min	Go over yesterday's answers Read them out from the key at the back; students mark their own (10 min)	Go over yesterday's answers Read them out from the key at the back; students mark their own (10 min)	Go over yesterday's answers Read them out from the key at the back; students mark their own (10 min)	Go over yesterday's answers Read them out from the key at the back; students mark their own (10 min)
Rest of the period: the day's set (one copy per student)	ESL C1 Review 1 The Arts p. 14 · 50 min	ESL C1 Review 2 Science Today p. 23 · 50 min	ESL C1 Review 3 Media and Opinion p. 32 · 50 min	ESL C1 Review 4 Regrets and Alternatives p. 41 · 50 min	ESL C1 Review 5 Rights and Rules p. 50 · 50 min
If a class finishes early or gets loud	Learn and Test: Arts and Criticism Words p. 17 · 20 min	Learn and Test: Research Words p. 26 · 20 min	Learn and Test: Media and Opinion Words p. 35 · 20 min	Learn and Test: Regret and Choice Words p. 44 · 20 min	Learn and Test: Law and Rights Words p. 53 · 20 min
Block period (90 minutes) only	Rescue the Archive p. 19 · 40 min	The Science Festival Program p. 28 · 40 min	The Paper Tower p. 37 · 40 min	The Book Prize Jury p. 46 · 40 min	The Ten Year Rule p. 55 · 40 min
Last 15 minutes (optional): a fun way to end the class, or for extra time	Whiteboard Quiz Game p. 21 · 15 min	Paper Password p. 30 · 15 min	Class Feud p. 39 · 15 min	Classroom Millionaire p. 48 · 15 min	Mystery Box p. 57 · 15 min

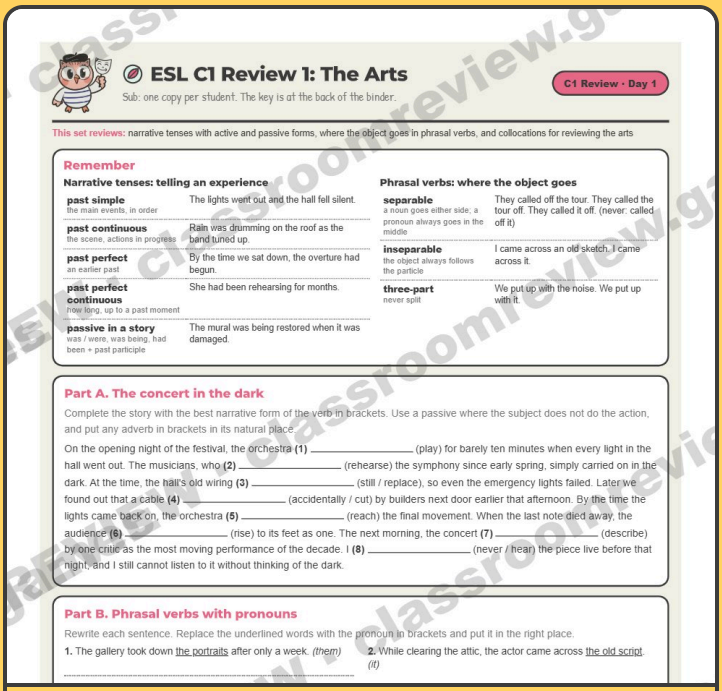
How this week works

- You are covering a teacher who teaches one subject to several classes. Each class comes to this room once a day, for one period.
- So every class gets the same set on the same day: Monday's set in every Monday period, Tuesday's set in every Tuesday period.
- One set per day covers all your classes. Copy that day's

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.

Week plan, pre-filled



ESL C1 Review 1: The Arts

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

C1 Review · Day 1

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

Remember

Narrative tenses: telling an experience

past simple the main events, in order	The lights went out and the hall fell silent.
past continuous the scene, actions in progress	Rain was drumming on the roof as the band tuned up.
past perfect an earlier past	By the time we sat down, the overture had begun.
past perfect continuous how long, up to a past moment	She had been rehearsing for months.
passive in a story was / were, was being, had been + past participle	The mural was being restored when it was damaged.

Phrasal verbs: where the object goes

separable a noun goes either side; a pronoun always goes in the middle	They called off the tour. They called the tour off. They called it off. (never: called off it)
inseparable the object always follows the particle	I came across an old sketch. I came across it.
three-part never split	We put up with the noise. We put up with it.

Part A. The concert in the dark

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

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

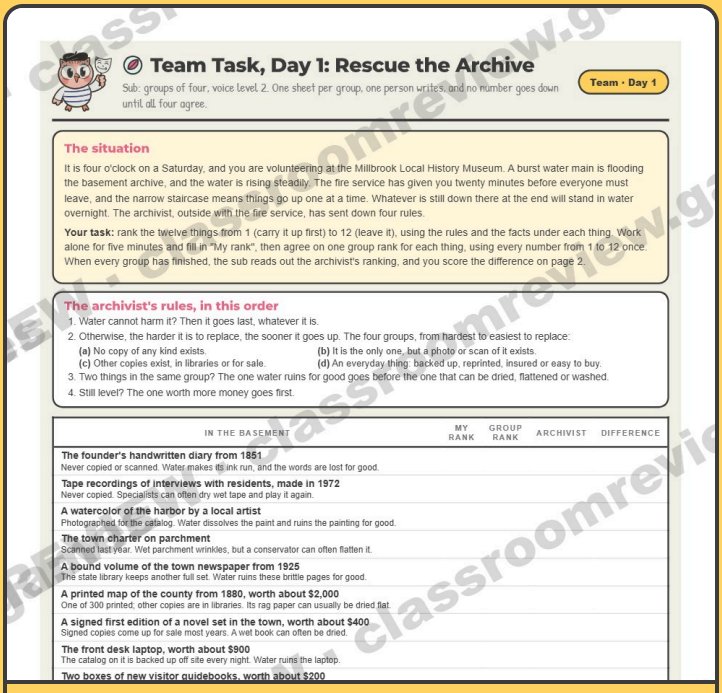
Part B. Phrasal verbs with pronouns

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

1. The gallery took down the portraits after only a week. *(them)*

2. While clearing the attic, the actor came across the old script. *(it)*

A daily set



Team Task, Day 1: Rescue the Archive

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

Team · Day 1

The situation

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

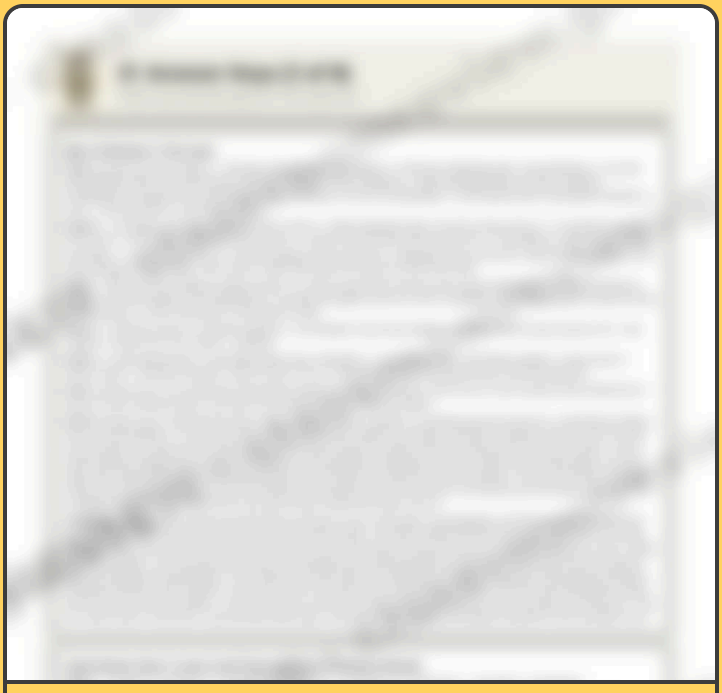
Your task: rank the twelve things from 1 (carry it up first) to 12 (leave it), using the rules and the facts under each thing. Work alone for five minutes and fill in "My rank", then agree on one group rank for each thing, using every number from 1 to 12 once. When every group has finished, the sub reads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

The archivist's rules, in this order

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

IN THE BASEMENT	MY RANK	GROUP RANK	ARCHIVIST	DIFFERENCE
The founder's handwritten diary from 1851 Never copied or scanned. Water makes its ink run, and the words are lost for good.				
Tape recordings of interviews with residents, made in 1972 Never copied. Specialists can often dry wet tape and play it again.				
A watercolor of the harbor by a local artist Photographed for the catalog. Water dissolves the paint and ruins the painting for good.				
The town charter on parchment Scanned last year. Wet parchment wrinkles, but a conservator can often flatten it.				
A bound volume of the town newspaper from 1925 The state library keeps another full set. Water ruins these brittle pages for good.				
A printed map of the county from 1880, worth about $2,000 One of 300 printed; other copies are in libraries. Its rag paper can usually be dried flat.				
A signed first edition of a novel set in the town, worth about $400 Signed copies come up for sale most years. A wet book can often be dried.				
The front desk laptop, worth about $900 The catalog on it is backed up off site every night. Water ruins the laptop.				
Two boxes of new visitor guidebooks, worth about $200				

Solo and team tasks



Answer keys

© classroomreview.games

ESL C1 Review Sub Plans Week

Week-long sub plans: five days of print and go work for ESL level C1, any grade, planned Monday to Friday.

PREVIEW

What is included

- Sub binder: notes, the filled-in week plan, a blank schedule, class list, Monday opener (12 pages)
- ESL C1 review sets for five days (15 pages)
- Calm vocabulary blocks: 8 new words a day, then a quiet self-test (10 pages)
- ESL C1 team tasks (10 pages)
- ESL C1 games (10 pages)
- Answer keys (8 pages)

How it works

1. Open the week plan. Every set already has its day and page number.
2. Each day: one ESL review set per period (a lesson with worked examples, practice and a challenge), a calm vocabulary block, a team task and an optional game for the last 15 minutes.
3. Every set stands alone: swap sets between days, or use one with another class when it fits.
4. No prep, no tech: print and go. The sub needs no ESL training. Every answer is in the key.
5. Print in color or ink-saver black and white, US Letter or A4.

What this preview shows: the week at a glance, the filled-in week plan, the note to the substitute, the Monday opener, and all of Day 1 (the ESL set, the calm block, the team task and the game), one answer-key page and one ink-saver page. Every product page is watermarked. The full kit has 66 pages.





© classroomreview.games

YOUR WEEK AT A GLANCE (1 OF 2)

Every C1 review set of the week, with its page and what it goes over. Nothing new is taught. Every page is written at level C1. Any set works on any day and in every ESL class you teach.

MONDAY (DAY 1)

Opener	**Meet Your Sub** Fifteen minutes at the top of every period on Monday: the sub sheet, three questions, the class agreement and the voice levels.	p. 11 · 15 min
C1 review 1	**The Arts** Reviews: narrative tenses with active and passive forms, where the object goes in phrasal verbs, and collocations for reviewing the arts.	p. 14 · 50 min
Calm vocabulary	**Learn and Test: Arts and Criticism Words** Eight new words of the day's topic to learn alone, then a quiet self-test: match each word to its meaning.	p. 17 · 20 min
Team task	**Rescue the Archive** Groups of four use an archivist's four rules to rank twelve things to save from a flooding museum archive, then score the gap and report on it.	p. 19 · 40 min
Game (optional)	**Whiteboard Quiz Game** Optional fun to end the class.	p. 21 · 15 min

TUESDAY (DAY 2)

C1 review 2	**Science Today** Reviews: every passive form, from continuous and perfect to modal, infinitive and reporting passives, the full range of futures, and hedging.	p. 23 · 50 min
Calm vocabulary	**Learn and Test: Research Words** Eight new words of the day's topic to learn alone, then a quiet self-test: write each word from its meaning and find it in a word grid.	p. 26 · 20 min
Team task	**The Science Festival Program** Groups of four plan the science festival program that draws the most visitors inside a budget, a hall clock and five slots, then present it.	p. 28 · 40 min
Game (optional)	**Paper Password** Optional fun to end the class.	p. 30 · 15 min

WEDNESDAY (DAY 3)

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

THURSDAY (DAY 4)

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

© classroomreview.games



ESL C1 Review 1: The Arts

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

C1 Review · Day 1

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

Remember

Narrative tenses: telling an experience

past simple the main events, in order	The lights went out and the hall fell silent.
past continuous the scene, actions in progress	Rain was drumming on the roof as the band tuned up.
past perfect an earlier past	By the time we sat down, the overture had begun.
past perfect continuous how long, up to a past moment	She had been rehearsing for months.
passive in a story was / were, was being, had been + past participle	The mural was being restored when it was damaged.

Phrasal verbs: where the object goes

separable a noun goes either side; a pronoun always goes in the middle	They called off the tour. They called the tour off. They called it off. (never: called off it)
inseparable the object always follows the particle	I came across an old sketch. I came across it.
three-part never split	We put up with the noise. We put up with it.

Part A. The concert in the dark

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

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

Part B. Phrasal verbs with pronouns

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

1. The gallery took down the portraits after only a week. *(them)*

.....

2. While clearing the attic, the actor came across the old script. *(it)*

.....

3. The director played down the rumors about the budget. *(them)*

.....

4. The singer looked after the young musicians on tour. *(them)*

.....

5. Heavy rain forced the band to call off the final concert. *(it)*

.....

6. The audience could not put up with the noise any longer. *(it)*

.....

7. The editor cut out the weakest chapter. *(it)*

.....

8. It took the pianist years to get over her stage fright. *(it)*

.....

REVIEW · classroomreview.games



Calm Block, Day 1: Learn 8 Words

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

Calm · Day 1

How to learn

1. Read the word and the meaning.
2. Read the example.
3. Cover the word. Say it.
4. Write it on the line.

Do you know the words? Turn this page over. Do the test on page 2.

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

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

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

REVIEW · classroomreview.games



Game, Day 1: Whiteboard Quiz Game

Sub script and questions. 15 minutes at the end of the period, or for extra time. Optional.

Game · Day 1

Set up (2 minutes)

1. Draw a 5 by 5 grid on the board, or tape up the board sheet. Write the five category names across the top and the values 100 to 500 down each column.
2. Teams of four to six. Team 1 picks a category and a value.
3. Read the question. The team gets 15 seconds and one answer. Right: they take the points and pick again. Wrong: the next team may steal, then play moves on.
4. Cross the square off. Highest total when time is up wins.

Read this out

"One team, one answer. Choose a captain. The captain says the answer. Do not shout. Team 1, choose a category and a number."

Keep the running score in a corner of the board. If a team argues a call, the script wins and the game moves on. The bold answer is the one to accept, but take a clear equivalent too (idiom meanings in other words; fixes as sentences).

Idioms

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

200 Complete the idiom for revealing a secret: let the cat out of the ___?
The bag

300 What do you do when you bite off more than you can chew?
Take on too much

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

500 What is a double-edged sword?
Both good and bad

Word Forms

100 What is the noun form of decide?
Decision

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

300 What is the noun form of able?
Ability

400 What is the adjective form of controversy?
Controversial

500 What is the plural of phenomenon?
Phenomena

Collocations

100 Do you make a mistake or do a mistake?
Make

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

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

400 Is heavy rain or strong rain the usual collocation?
Heavy rain

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

Fix It

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

200 What should replace 'would be' in 'If I would be you, I would apologize'?
were (or was)

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

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

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

Formal Words

100 Which formal verb starting with P means buy?
Purchase

200 Which formal adjective starting with S means enough?
Sufficient

300 Which formal verb starting with R means ask for?
Request

400 Which formal verb starting with C means begin?
Commence

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

Final Wager: Idioms

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

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

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

© classroomreview.games · ESL C1 Sub Plans Week: ESL Review, 5 Days of Print and Go Work

© classroomreview.games

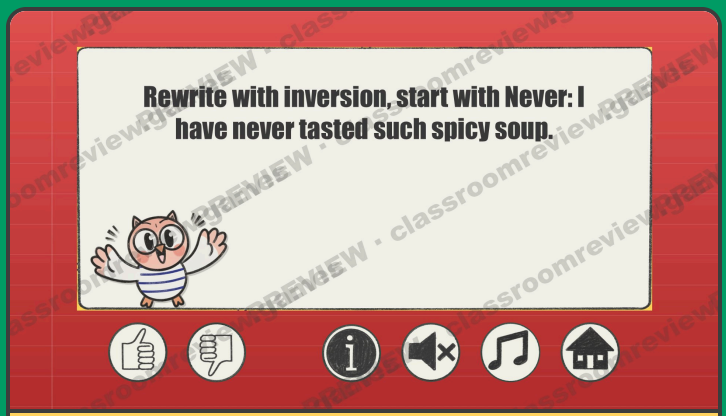
PRODUCT 2 OF 4

67 slides · 30 questions · 32 print cards · level C1

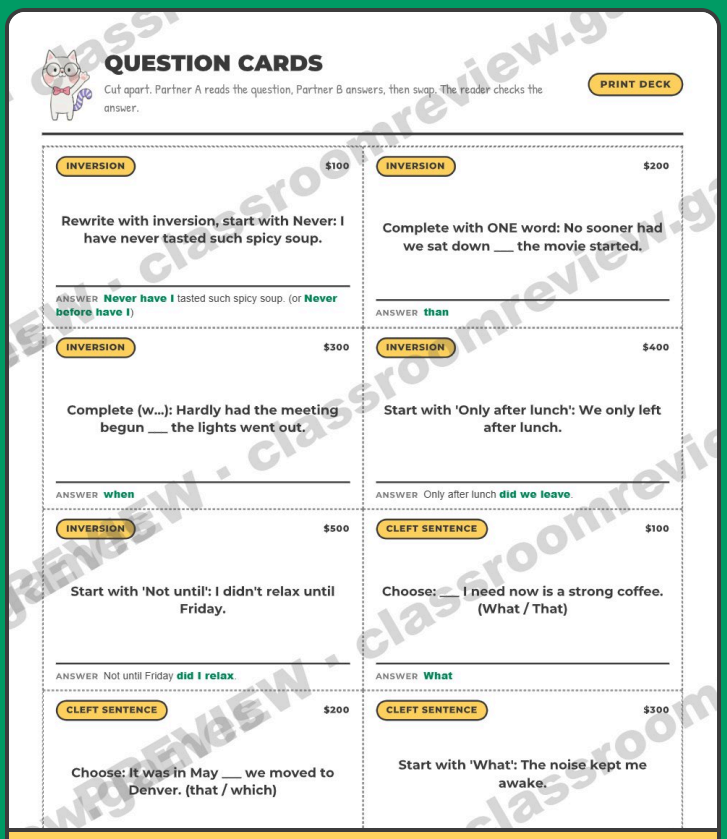
ESL Grammar Review Quiz Game Level C1



The quiz board



A question slide



QUESTION CARDS

Cut apart. Partner A reads the question, Partner B answers, then swap. The reader checks the answer.

PRINT DECK

INVERSION $100
Rewrite with inversion, start with Never: I have never tasted such spicy soup.
ANSWER Never have I tasted such spicy soup. (or Never before have I)

INVERSION $200
Complete with ONE word: No sooner had we sat down ___ the movie started.
ANSWER than

INVERSION $300
Complete (w...): Hardly had the meeting begun ___ the lights went out.
ANSWER when

INVERSION $400
Start with 'Only after lunch': We only left after lunch.
ANSWER Only after lunch did we leave.

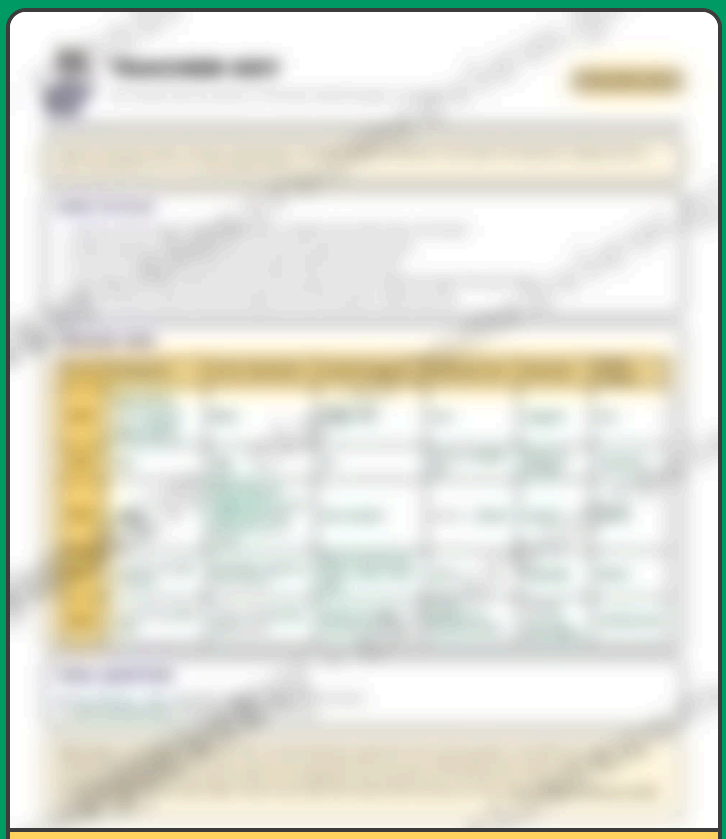
INVERSION $500
Start with 'Not until': I didn't relax until Friday.
ANSWER Not until Friday did I relax.

CLEFT SENTENCE $100
Choose: ___ I need now is a strong coffee. (What / That)
ANSWER What

CLEFT SENTENCE $200
Choose: It was in May ___ we moved to Denver. (that / which)

CLEFT SENTENCE $300
Start with 'What': The noise kept me awake.

Print question cards

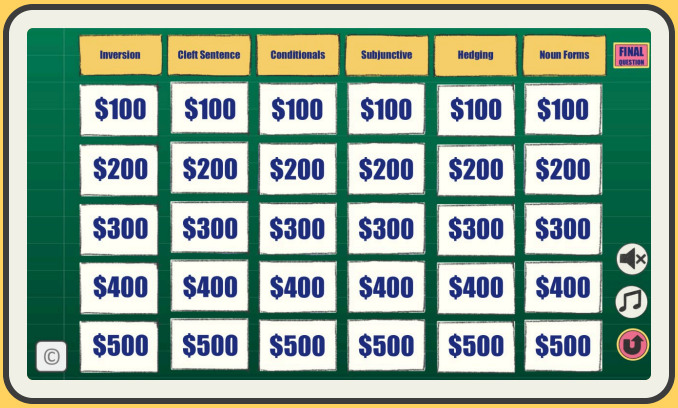


Teacher key

ESL GRAMMAR REVIEW
LEVEL C1

ADVANCED • ESL AND ELL **PREVIEW**





WHAT IS INSIDE

- The game in **Google Slides**. It also opens in **PowerPoint**.
- **6 categories:** Inversion, Cleft Sentence, Conditionals, Subjunctive, Hedging, Noun Forms. 30 question slides from $100 to $500, each with its answer slide
- A **Daily Double** and a **Final Question**
- **Answers show what changed:** new words in green, wrong words crossed out
- **Every question is editable.** Click the text and type your own.
- Printable **question cards with backs**, a **team score sheet** and a **teacher key**, in color and ink-saver B&W, US Letter and A4

HOW IT PLAYS

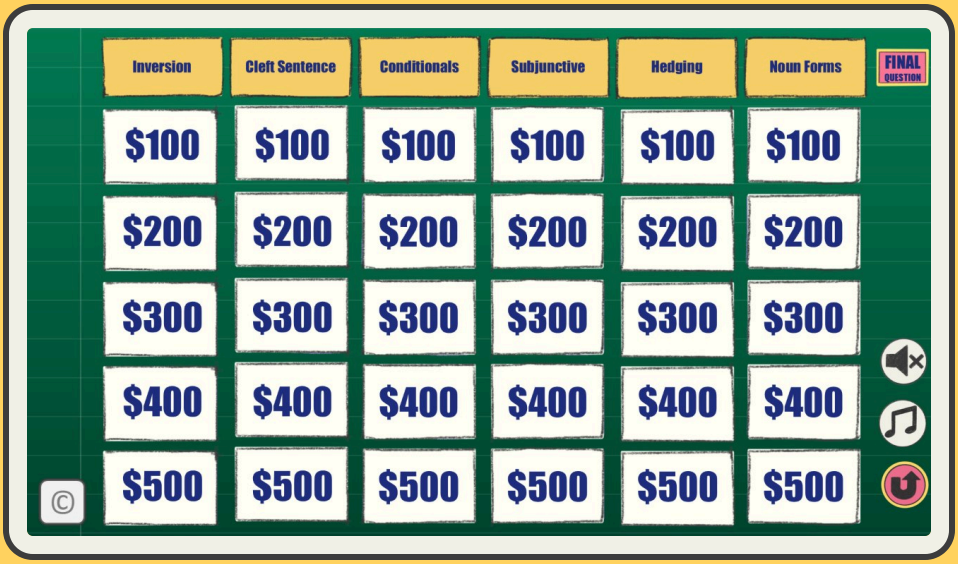
1. Split the class into teams. A team picks a category and a dollar value.
2. Read the question. Click the answer button to check. Correct wins the value.
3. One cell hides the Daily Double. Last, every team wagers on the Final Question.

This preview shows: one whole turn (board, question, answer), the Daily Double and Final Question slides, the six categories, the score sheet and the card backs.

© classroomreview.games
About 30 to 45 minutes for the full board

ONE WHOLE TURN

Click a dollar value. The answer shows what changed.



STEP 1

Pick a category

A team chooses a category and a dollar value on the board.



STEP 2

Read the question

Inversion for $400. The question fills the screen for the whole class.



STEP 3

Reveal the answer

One click shows the answer, with what changed in green. The house button goes back to the board.

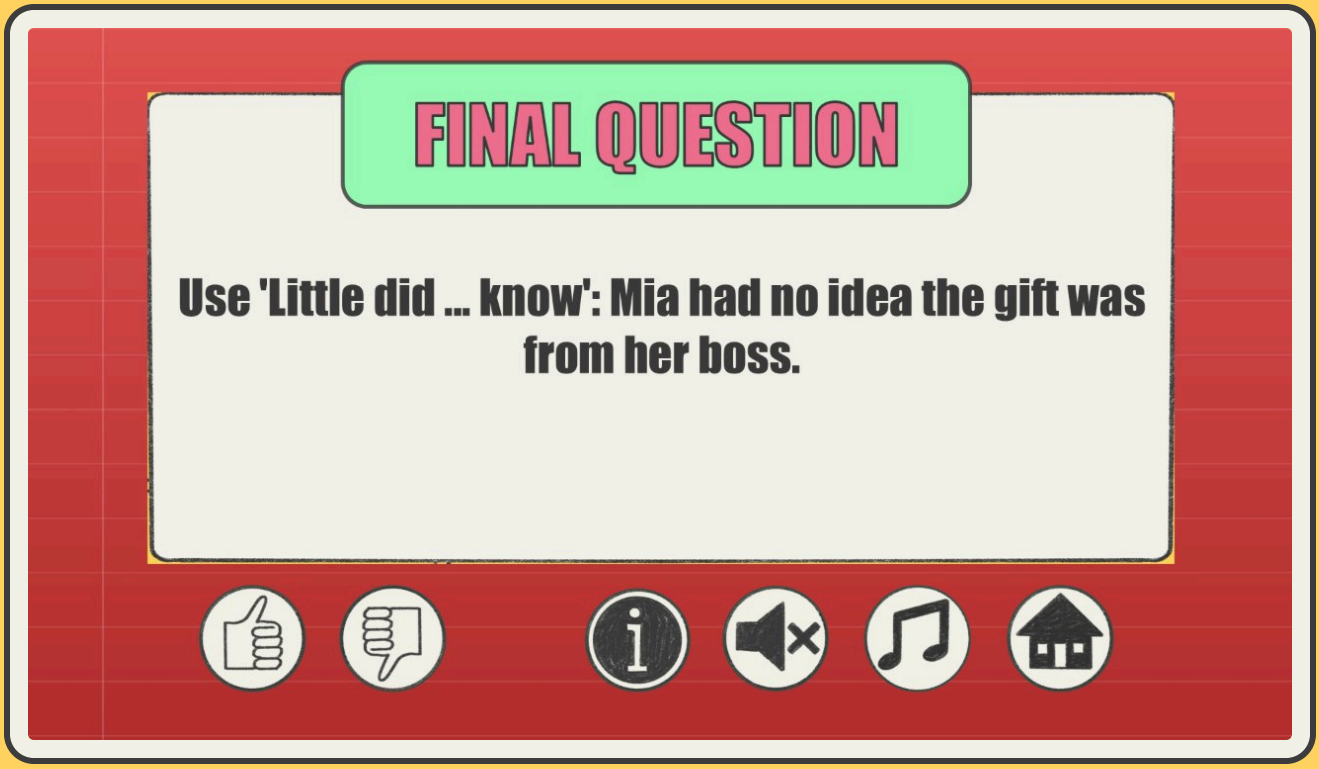
Sound buttons work in the PowerPoint version only. Email me for the PowerPoint version with working sounds at no extra charge.

DAILY DOUBLE + FINAL QUESTION

The two moments the whole class waits for.



One cell on the board hides the Daily Double. Get it right and the value doubles.



After the board is cleared, every team wagers on the Final Question.

6 WAYS TO PRACTICE

Inversion, cleft sentences, conditionals, hedging and more. One question and its answer from each:

INVERSION **$300**

Complete (w...): Hardly had the meeting begun ___ the lights went out.

---

when

CLEFT SENTENCE **$200**

Choose: It was in May ___ we moved to Denver. (that / which)

---

that

CONDITIONALS **$300**

Choose: Were I braver, I'd ___ up yesterday. (speak / have spoken)

---

have spoken

SUBJUNCTIVE **$100**

Choose: The doctor suggested that he ___ for a week. (rest / rests)

---

rest

HEDGING **$400**

Most tentative: ___, it is her best book. (Clearly / Arguably / Surely)

Arguably

NOUN FORMS **$200**

Use the noun of reduce: The plan led to a 20% ___ in costs.

---

reduction

Every question is editable. Click any question, answer or category name and type your own, so the same board works for your own grammar unit.

© classroomreview.games

5 questions in every category, from $100 to $500

SCORE SHEET + PRINT CARDS

Four teams on one sheet. All 30 questions as cards.



TEAM SCORE SHEET

ESL Grammar Review Quiz Game Level C1. One line per pick: the category, the value, and which team won it.

SCORE SHEET

#	CATEGORY	VALUE	TEAM 1	TEAM 2	TEAM 3	TEAM 4
1						
2						
3						
4						
5						
6						
7						
8						
9						
10						
11						
12						
13						
14						
15						
16						
17						
18						
19						
20						
21						
22						
23						
24						
25						
26						
27						
28						
29						
30						
	DAILY DOUBLE WAGER (X2 IF CORRECT)					
	FINAL QUESTION WAGER					
	TOTAL					

Write the dollar value in the winning team's column. A wrong Final Question answer loses the wager.

PREVIEW · PREVIEW · PREVIEW



Teacher key
Every answer on one page. Included in the full game.



30 question cards
Category and value on the back. Play with no projector.

10 printable pages
Color and ink-saver B&W, US Letter and A4

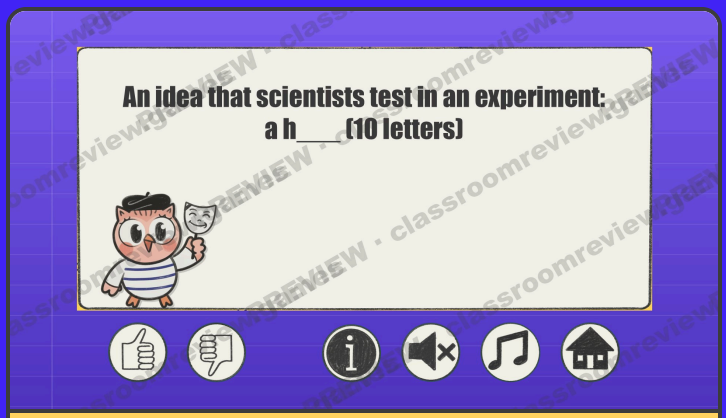
PRODUCT 3 OF 4

67 slides · 30 questions · 32 print cards · level C1

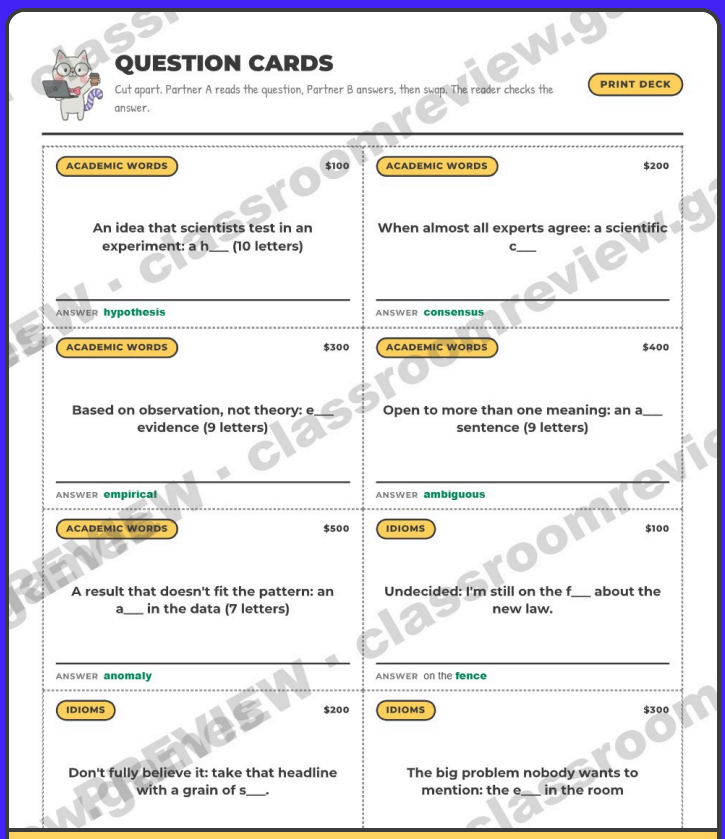
ESL Vocabulary Review Quiz Game Level C1



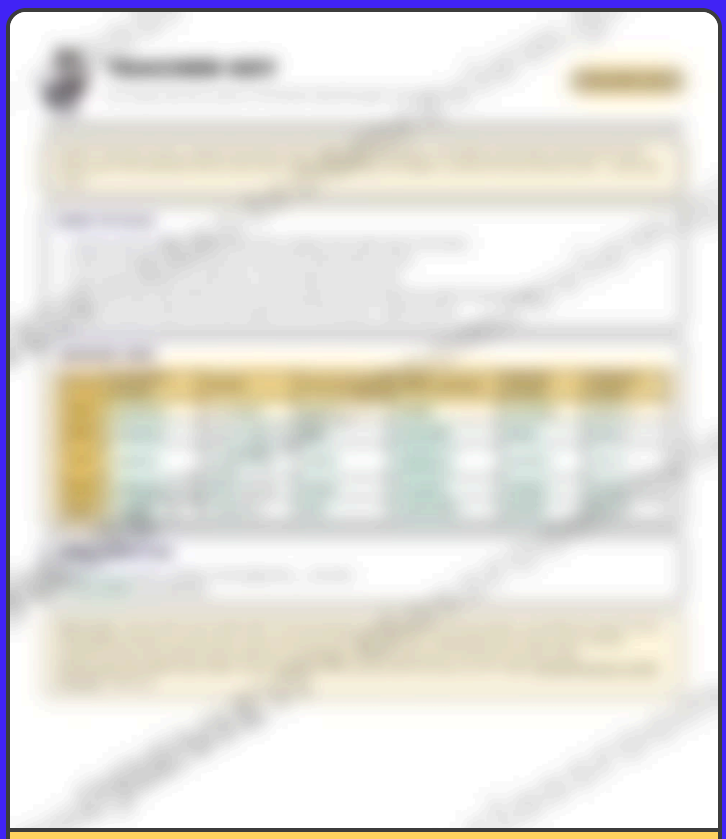
The quiz board



A question slide



Print question cards

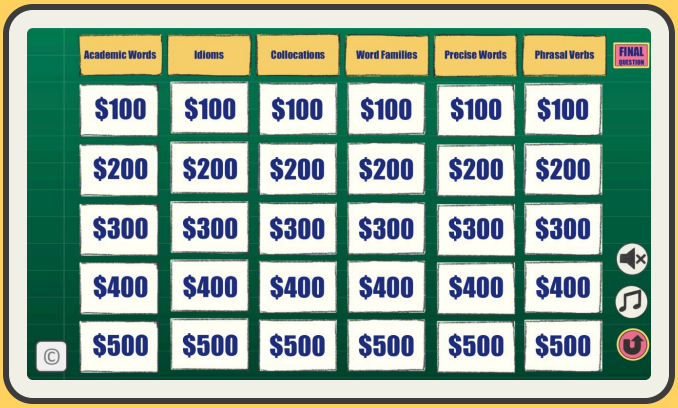


Teacher key

ESL VOCABULARY REVIEW
LEVEL C1

ADVANCED • ESL AND ELL **PREVIEW**





WHAT IS INSIDE

- The game in **Google Slides**. It also opens in **PowerPoint**.
- **6 question types:** Academic Words, Idioms, Collocations, Word Families, Precise Words, Phrasal Verbs. 30 question slides from $100 to $500, each with its answer slide
- A **Daily Double** and a **Final Question**
- **Clear answers:** the answer word in green, plus any other answer that also counts
- **Every question is editable.** Click the text and type your own.
- Printable **question cards with backs**, a **team score sheet** and a **teacher key**, in color and ink-saver B&W, US Letter and A4

HOW IT PLAYS

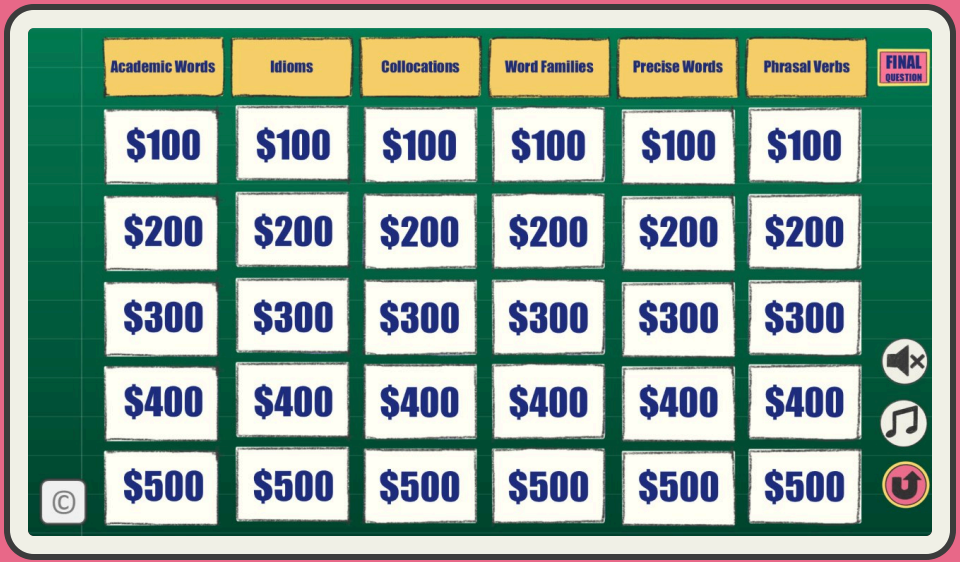
1. Split the class into teams. A team picks a category and a dollar value.
2. Read the question. Click the answer button to check. Correct wins the value.
3. One cell hides the Daily Double. Last, every team wagers on the Final Question.

This preview shows: one whole turn (board, question, answer), the Daily Double and Final Question slides, the six question types, the score sheet and the card backs.

© classroomreview.games About 30 to 45 minutes for the full board

ONE WHOLE TURN

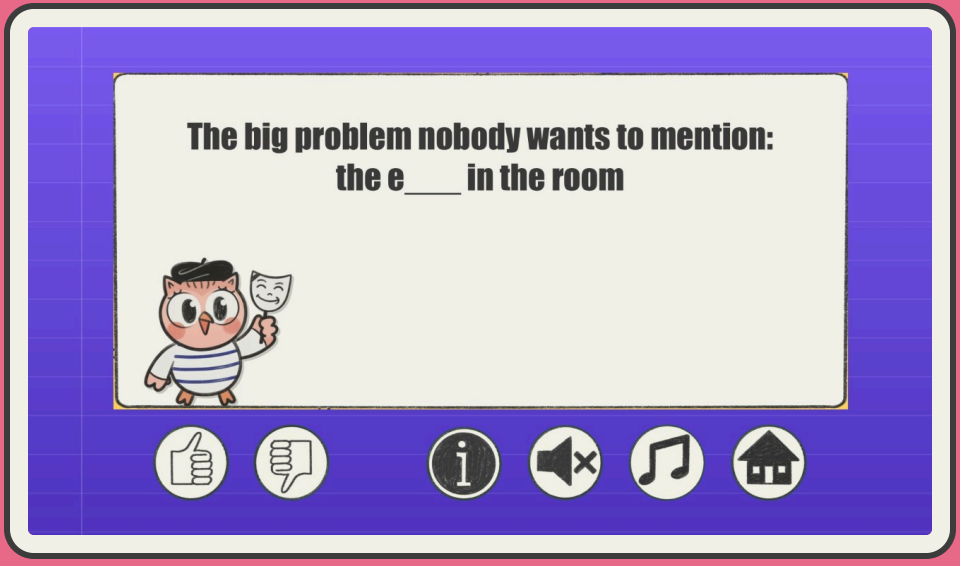
Click a dollar value. One more click shows the answer.



STEP 1

Pick a category

A team chooses a category and a dollar value on the board.



STEP 2

Read the question

Idioms for $300. The question fills the screen for the whole class.



STEP 3

Reveal the answer

One click shows the answer word in green. The house button goes back to the board.

Sound buttons work in the PowerPoint version only. Email me for the PowerPoint version with working sounds at no extra charge.

© classroomreview.games

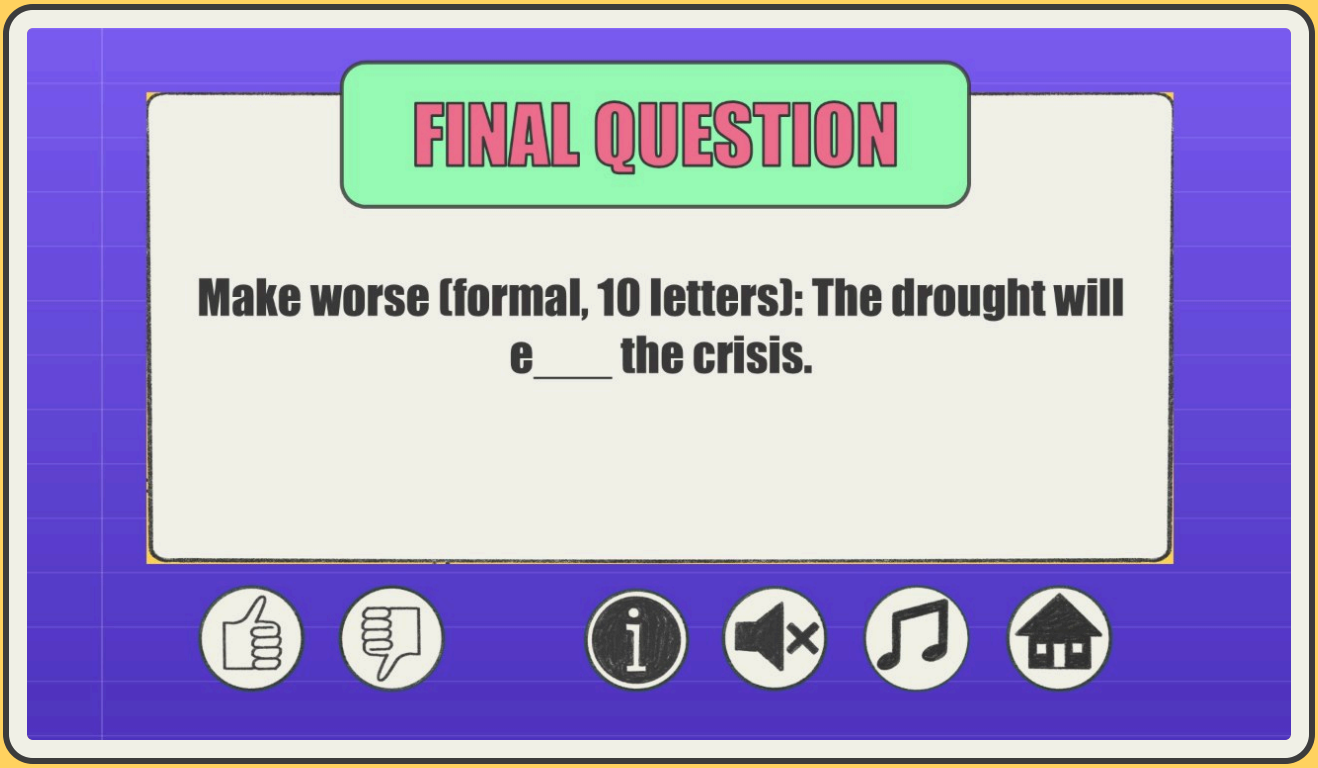
30 questions, every one editable

DAILY DOUBLE + FINAL QUESTION

The two moments the whole class waits for.



One cell on the board hides the Daily Double. Get it right and the value doubles.



After the board is cleared, every team wagers on the Final Question.

6 WAYS TO PRACTICE

Academic, legal, media and arts words. One question and its answer from each:

ACADEMIC WORDS **$200**

When almost all experts agree: a scientific c___

---

consensus

IDIOMS **$500**

It no longer matters, so why argue? It's a m___ point now.

---

a **moot** point

COLLOCATIONS **$100**

It's too early to d___ firm conclusions from one study. (4 letters)

---

draw

WORD FAMILIES **$100**

These results aren't ___ enough to publish yet. (RELY)

---

reliable

PRECISE WORDS **$200**

Formal for get (6 letters): Visitors must o___ a permit first.

---

obtain

PHRASAL VERBS **$300**

We still need to i___ out a few problems in the contract.

---

iron out

Every question is editable. Click any question, answer or category name and type your own, so the same board works for your own word list or topic.

© classroomreview.games

5 questions in every category, from $100 to $500

SCORE SHEET + PRINT CARDS

Four teams on one sheet. All 30 questions as cards.



TEAM SCORE SHEET

ESL Vocabulary Review Quiz Game Level C1. One line per pick: the category, the value, and which team won it.

SCORE SHEET

#	CATEGORY	VALUE	TEAM 1	TEAM 2	TEAM 3	TEAM 4
1						
2						
3						
4						
5						
6						
7						
8						
9						
10						
11						
12						
13						
14						
15						
16						
17						
18						
19						
20						
21						
22						
23						
24						
25						
26						
27						
28						
29						
30						
	DAILY DOUBLE WAGER (X2 IF CORRECT)					
	FINAL QUESTION WAGER					
	TOTAL					

Write the dollar value in the winning team's column. A wrong Final Question answer loses the wager.

PREVIEW · PREVIEW · PREVIEW



Teacher key
Every answer on one page. Included in the full game.



30 question cards
Category and value on the back. Play with no projector.

10 printable pages
Color and ink-saver B&W, US Letter and A4

PRODUCT 4 OF 4

6 articles · 12 pages + answer deck · C1

ESL Reading Articles: Level C1



THE PRICE OF YOUR ATTENTION

LEVEL C1

Article 1 · fill in the 15 gaps

Name _____ Date _____

Few commodities have been redefined as thoroughly over the past two decades as human attention. What was once treated as a private resource, spent [1] _____ the discretion of the individual, is now bought, sold and modeled with a precision once reserved for harvests and shipping lanes. It is not the content itself that generates the revenue, but the minutes that content manages to hold. The logic is deceptively simple. A platform that keeps a reader on a page for ten minutes rather than two can sell that time at a premium. [2] _____, the incentive is not to inform but to detain. Designers have become fluent in the vocabulary of behavioral science, drawing [3] _____ decades of research into habit formation in order to make leaving feel faintly uncomfortable. Critics argue that the arrangement amounts [4] _____ a quiet transfer of wealth. Attention, they point out, is strictly finite; no amount of ingenuity can manufacture a twenty-fifth hour. [5] _____ any minute captured for one purpose is a minute unavailable for another, the aggregate cost is considerable, even though it never appears on a balance sheet. The harm, [6] _____, is diffuse rather than dramatic, which is precisely why it has proved so difficult to regulate. Defenders of the model [7] _____ issue with this characterization. Readers, they contend, are not passive. They choose what to open and when to close it, and to describe ordinary curiosity as exploitation is, [8] _____ their view, both condescending and imprecise. The truth would [9] _____ to lie somewhere between these positions. Attention is neither wholly sovereign nor wholly captured. What does seem clear is that the market has grown faster than our vocabulary [10] _____ describing it. We still speak of spending time as [11] _____ it were money we controlled, when the terms of the transaction are in fact set elsewhere. It is not [12] _____ the level of individual willpower that the problem is likely to be solved, but at the level of design. A handful of engineers have begun to [13] _____ the case for interfaces that measure their own success by how quickly a task is finished. [14] _____ such experiments remain marginal, they are a useful reminder that the present arrangement is a choice rather than a law of nature. [15] _____, the question is not whether attention carries a price, but who is entitled to set it.

NOW CORRECT THESE SENTENCES

1. The study makes a strong emphasis on the role of interface design.

_____

2. The platform is interested to keep readers on the page for as long as possible.

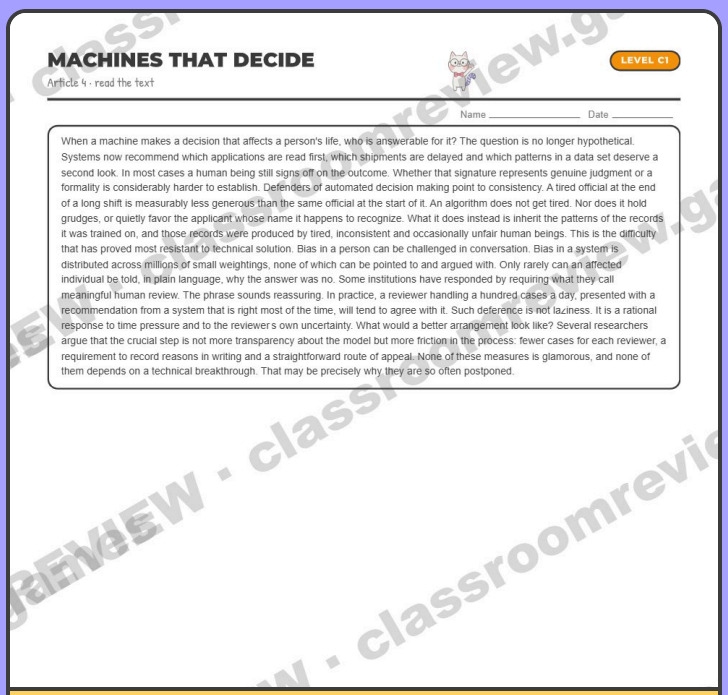
_____

3. Revenue rose sharply. Nevertheless, the number of daily readers also increased.

_____

4. Platforms behave as if attention was infinite.

Gap fill article



MACHINES THAT DECIDE

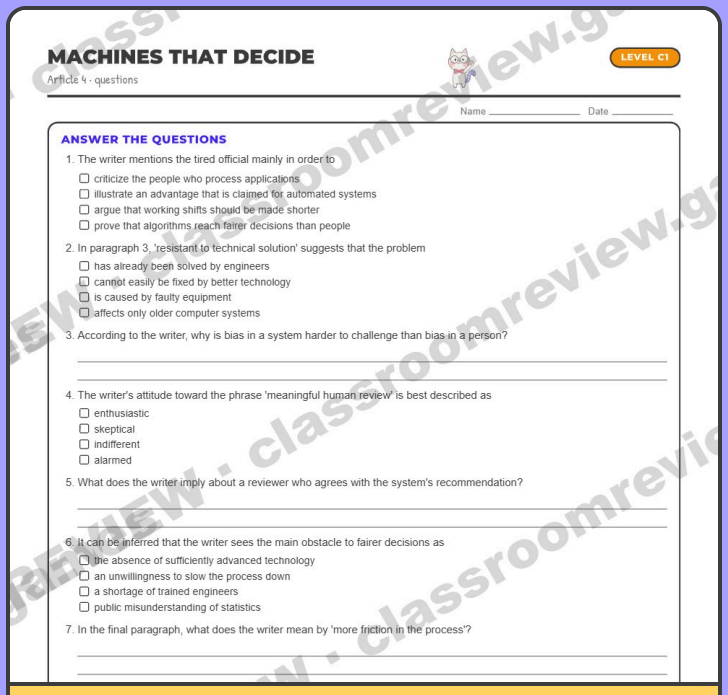
LEVEL C1

Article 4 · read the text

Name _____ Date _____

When a machine makes a decision that affects a person's life, who is answerable for it? The question is no longer hypothetical. Systems now recommend which applications are read first, which shipments are delayed and which patterns in a data set deserve a second look. In most cases a human being still signs off on the outcome. Whether that signature represents genuine judgment or a formality is considerably harder to establish. Defenders of automated decision making point to consistency. A tired official at the end of a long shift is measurably less generous than the same official at the start of it. An algorithm does not get tired. Nor does it hold grudges, or quietly favor the applicant whose name it happens to recognize. What it does instead is inherit the patterns of the records it was trained on, and those records were produced by tired, inconsistent and occasionally unfair human beings. This is the difficulty that has proved most resistant to technical solution. Bias in a person can be challenged in conversation. Bias in a system is distributed across millions of small weightings, none of which can be pointed to and argued with. Only rarely can an affected individual be told, in plain language, why the answer was no. Some institutions have responded by requiring what they call meaningful human review. The phrase sounds reassuring. In practice, a reviewer handling a hundred cases a day, presented with a recommendation from a system that is right most of the time, will tend to agree with it. Such deference is not laziness. It is a rational response to time pressure and to the reviewer s own uncertainty. What would a better arrangement look like? Several researchers argue that the crucial step is not more transparency about the model but more friction in the process: fewer cases for each reviewer, a requirement to record reasons in writing and a straightforward route of appeal. None of these measures is glamorous, and none of them depends on a technical breakthrough. That may be precisely why they are so often postponed.

Reading article



MACHINES THAT DECIDE

LEVEL C1

Article 4 · questions

Name _____ Date _____

ANSWER THE QUESTIONS

1. The writer mentions the tired official mainly in order to
   - ☐ criticize the people who process applications
   - ☐ illustrate an advantage that is claimed for automated systems
   - ☐ argue that working shifts should be made shorter
   - ☐ prove that algorithms reach fairer decisions than people
2. In paragraph 3, 'resistant to technical solution' suggests that the problem
   - ☐ has already been solved by engineers
   - ☐ cannot easily be fixed by better technology
   - ☐ is caused by faulty equipment
   - ☐ affects only older computer systems
3. According to the writer, why is bias in a system harder to challenge than bias in a person?

   _____

   _____
4. The writer's attitude toward the phrase 'meaningful human review' is best described as
   - ☐ enthusiastic
   - ☐ skeptical
   - ☐ indifferent
   - ☐ alarmed
5. What does the writer imply about a reviewer who agrees with the system's recommendation?

   _____

   _____
6. It can be inferred that the writer sees the main obstacle to fairer decisions as
   - ☐ the absence of sufficiently advanced technology
   - ☐ an unwillingness to slow the process down
   - ☐ a shortage of trained engineers
   - ☐ public misunderstanding of statistics
7. In the final paragraph, what does the writer mean by 'more friction in the process'?

   _____

   _____

The questions



Answer key

© classroomreview.games

ESL Reading Articles

Level C1 · 6 articles, printable and on screen

PREVIEW

What is included

- **3 grammar articles** with numbered gaps and sentences to correct
- **3 reading articles** with comprehension questions
- A **slide deck** that fills the gaps in one at a time
- Teacher page with a **coverage map** and a full **answer key**
- Color **and** ink-saver B&W · US Letter **and** A4
- Google Slides and PowerPoint

How it runs

- Pick an article from the coverage map and print it.
- Students read it once, then fill the gaps alone or in pairs.
- Open the deck and click through the answers together.
- The answer key is there if you would rather mark it yourself.

Levels in this pack

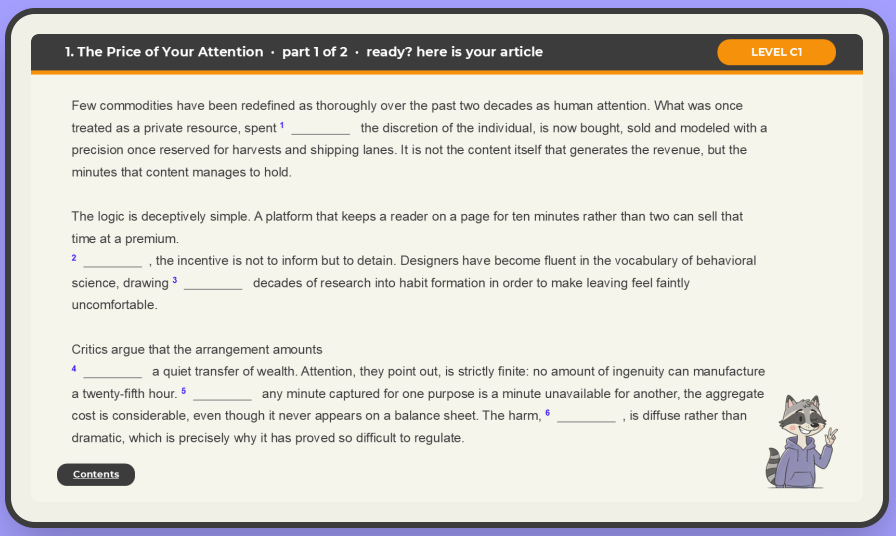
Every text is written to its level, not cut down from a harder one: **C1**. The teacher page spells out what a student at each level can read and which grammar the texts use, so you can hand the right article to the right group.

What this preview shows: a sample of everything in the pack: the deck in action, a student article page, the teacher page, a reading page and the ink-saver version. The full pack has all 6 articles, every answer, and no watermarks.

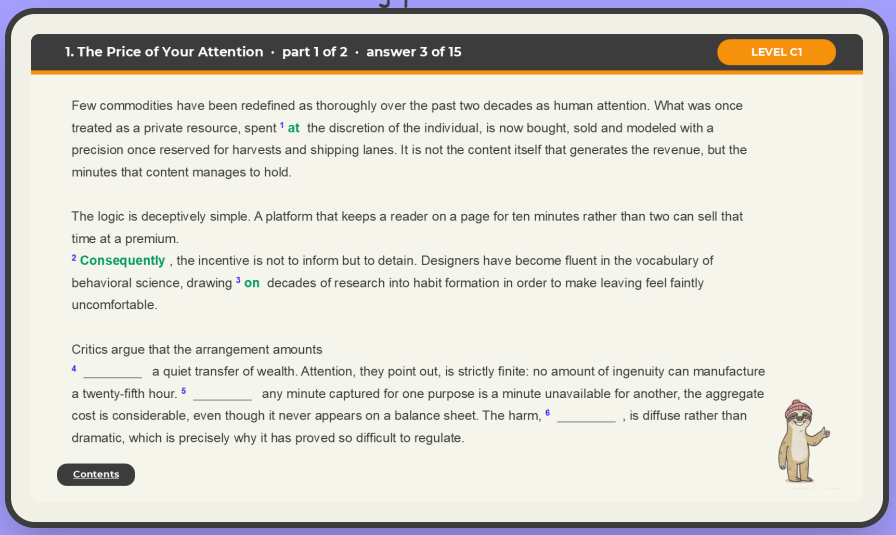




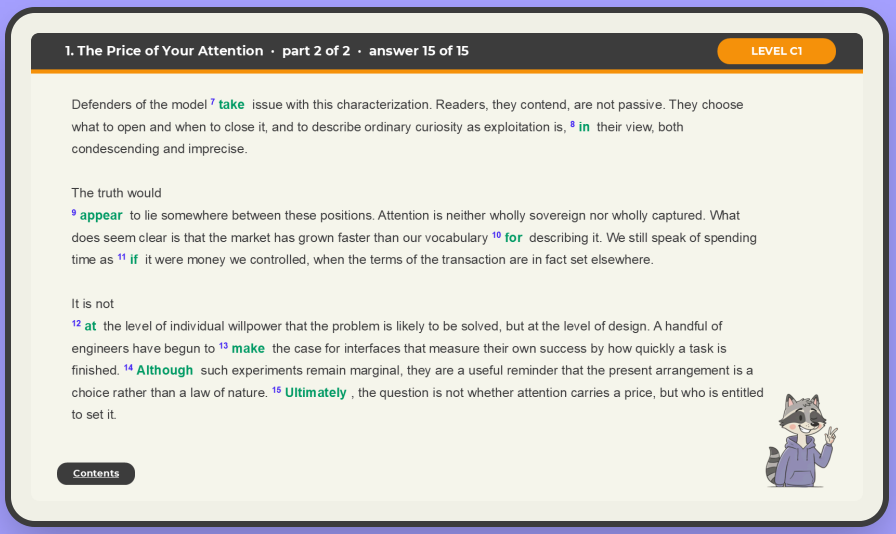
THE SLIDE DECK: CHECKING ONE ARTICLE TOGETHER



1. Students have the article on paper. The same text goes on the screen, gaps and all.



2. One click fills in one answer, in green, so the class checks them one at a time.



3. The finished text stays on screen for anyone who needs to catch up.

© classroomreview.games

THE PRICE OF YOUR ATTENTION



LEVEL C1

Article 1 · fill in the 15 gaps

Name _____ Date _____

Few commodities have been redefined as thoroughly over the past two decades as human attention. What was once treated as a private resource, spent [1] _____ the discretion of the individual, is now bought, sold and modeled with a precision once reserved for harvests and shipping lanes. It is not the content itself that generates the revenue, but the minutes that content manages to hold. The logic is deceptively simple. A platform that keeps a reader on a page for ten minutes rather than two can sell that time at a premium. [2] _____, the incentive is not to inform but to detain. Designers have become fluent in the vocabulary of behavioral science, drawing [3] _____ decades of research into habit formation in order to make leaving feel faintly uncomfortable. Critics argue that the arrangement amounts [4] _____ a quiet transfer of wealth. Attention, they point out, is strictly finite: no amount of ingenuity can manufacture a twenty-fifth hour. [5] _____ any minute captured for one purpose is a minute unavailable for another, the aggregate cost is considerable, even though it never appears on a balance sheet. The harm, [6] _____, is diffuse rather than dramatic, which is precisely why it has proved so difficult to regulate. Defenders of the model [7] _____ issue with this characterization. Readers, they contend, are not passive. They choose what to open and when to close it, and to describe ordinary curiosity as exploitation is, [8] _____ their view, both condescending and imprecise. The truth would [9] _____ to lie somewhere between these positions. Attention is neither wholly sovereign nor wholly captured. What does seem clear is that the market has grown faster than our vocabulary [10] _____ describing it. We still speak of spending time as [11] _____ it were money we controlled, when the terms of the transaction are in fact set elsewhere. It is not [12] _____ the level of individual willpower that the problem is likely to be solved, but at the level of design. A handful of engineers have begun to [13] _____ the case for interfaces that measure their own success by how quickly a task is finished. [14] _____ such experiments remain marginal, they are a useful reminder that the present arrangement is a choice rather than a law of nature. [15] _____, the question is not whether attention carries a price, but who is entitled to set it.

NOW CORRECT THESE SENTENCES

1. The study makes a strong emphasis on the role of interface design.

_____

2. The platform is interested to keep readers on the page for as long as possible.

_____

3. Revenue rose sharply. Nevertheless, the number of daily readers also increased.

_____

4. Platforms behave as if attention was infinite.

_____

NOW WRITE ABOUT YOU

Write three sentences of your own about the economics of attention. Use dependent prepositions and verb and noun collocation.

_____

_____

_____

EVIEW • classroomrev

MACHINES THAT DECIDE



LEVEL C1

Article 4 · read the text

Name _____ Date _____

When a machine makes a decision that affects a person's life, who is answerable for it? The question is no longer hypothetical. Systems now recommend which applications are read first, which shipments are delayed and which patterns in a data set deserve a second look. In most cases a human being still signs off on the outcome. Whether that signature represents genuine judgment or a formality is considerably harder to establish. Defenders of automated decision making point to consistency. A tired official at the end of a long shift is measurably less generous than the same official at the start of it. An algorithm does not get tired. Nor does it hold grudges, or quietly favor the applicant whose name it happens to recognize. What it does instead is inherit the patterns of the records it was trained on, and those records were produced by tired, inconsistent and occasionally unfair human beings. This is the difficulty that has proved most resistant to technical solution. Bias in a person can be challenged in conversation. Bias in a system is distributed across millions of small weightings, none of which can be pointed to and argued with. Only rarely can an affected individual be told, in plain language, why the answer was no. Some institutions have responded by requiring what they call meaningful human review. The phrase sounds reassuring. In practice, a reviewer handling a hundred cases a day, presented with a recommendation from a system that is right most of the time, will tend to agree with it. Such deference is not laziness. It is a rational response to time pressure and to the reviewer's own uncertainty. What would a better arrangement look like? Several researchers argue that the crucial step is not more transparency about the model but more friction in the process: fewer cases for each reviewer, a requirement to record reasons in writing and a straightforward route of appeal. None of these measures is glamorous, and none of them depends on a technical breakthrough. That may be precisely why they are so often postponed.

EVIEW • classroomrev
EVIEW • classroomrev

MACHINES THAT DECIDE



LEVEL C1

Article 4 · questions

Name _____ Date _____

ANSWER THE QUESTIONS

1. The writer mentions the tired official mainly in order to
   - ☐ criticize the people who process applications
   - ☐ illustrate an advantage that is claimed for automated systems
   - ☐ argue that working shifts should be made shorter
   - ☐ prove that algorithms reach fairer decisions than people
2. In paragraph 3, 'resistant to technical solution' suggests that the problem
   - ☐ has already been solved by engineers
   - ☐ cannot easily be fixed by better technology
   - ☐ is caused by faulty equipment
   - ☐ affects only older computer systems
3. According to the writer, why is bias in a system harder to challenge than bias in a person?

   _____

   _____
4. The writer's attitude toward the phrase 'meaningful human review' is best described as
   - ☐ enthusiastic
   - ☐ skeptical
   - ☐ indifferent
   - ☐ alarmed
5. What does the writer imply about a reviewer who agrees with the system's recommendation?

   _____

   _____
6. It can be inferred that the writer sees the main obstacle to fairer decisions as
   - ☐ the absence of sufficiently advanced technology
   - ☐ an unwillingness to slow the process down
   - ☐ a shortage of trained engineers
   - ☐ public misunderstanding of statistics
7. In the final paragraph, what does the writer mean by 'more friction in the process'?

   _____

   _____
8. The closing sentence implies that the proposed measures are ignored because they
   - ☐ are far too expensive for most institutions
   - ☐ are unexciting and require no new technology
   - ☐ have been rejected by researchers
   - ☐ have already been adopted everywhere

EVIEW · classroomrev

In the full bundle

Every product above, instant download, yours to keep.

After purchasing

Each product downloads separately with everything its own listing includes. Nothing is left out of the bundle version.

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

