Brightway

A2 English Practice

CEFR A2 | Local review edition

Use a page or a book

Every activity is also available as a separate pack. Download individual pages to match the practice you have taught.

Print with care

Use actual size for A4, or Fit for US Letter. Print only the pages you need. Keep answer guides with the adult supporting practice.

Practice with support

Introduce the skill first. Allow discussion, objects, drawings or a scribe. A finished page does not establish mastery.

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The wrong bus, a good afternoon

CEFR A2 | Unit 1: Experiences | Reading

Read the original text. You may underline evidence and reread as needed.

Name _____ Date _____

Last Saturday, I planned to visit my cousin. I left home at ten and took a bus outside the market. I did not check its number. After twenty minutes, I saw the sea. My cousin lives near the hills, so I knew I was on the wrong bus.

I asked the driver for help. He told me to get off at the next stop and take bus 14 back. There was a small museum beside the stop. I called my cousin and explained the problem. She laughed and said, "Wait there. I can meet you at the museum."

She arrived at twelve. We visited the museum together and ate lunch nearby. Finally, we took the correct bus to her home. I was embarrassed at first, but we had an interesting afternoon. Next time, I will check the bus number before I get on.

Original Ilmiya practice text. Scenarios and research examples are fictional.

Read and respond

CEFR A2 | Unit 1: Experiences | Reading

Use the text on page 1. Explain your answer when the question asks for a reason.

Name _____ Date _____

1. What was the original plan?

2. What showed the writer that the bus was wrong?

3. What happened between the phone call and lunch?

4. How did the writer's feelings change?

Words in context

CEFR A2 | Unit 1: Experiences | Vocabulary

Read the meanings. Use each word in the sense given here.

Name _____ Date _____

experience

something that happens to you

arrive

reach a place

discover

find something for the first time

return

come or go back

surprised

feeling that something was unexpected

finally

after everything else

museum

a place displaying objects of interest

journey

travel from one place to another

Meaning and use

CEFR A2 | Unit 1: Experiences | Vocabulary

Match the first four meanings to the word bank. Then apply words to the unit context.

Name _____ Date _____

Word bank: discover, experience, return, arrive

1. something that happens to you

2. reach a place

3. find something for the first time

4. come or go back

5. Use surprised and finally in a sentence about experiences.

6. Explain the difference in meaning between museum and journey.

7. Choose two words from page 1. Explain how they connect to this context: A visitor takes the wrong bus, calls a cousin, waits at a museum and meets the cousin there. They visit the museum and then travel home together.

Word cards

CEFR A2 | Unit 1: Experiences | Vocabulary

Cut along the lines. Cover the meaning and recall it, then check and use the word.

Name _____ Date _____

experience something that happens to you	**arrive** reach a place
discover find something for the first time	**return** come or go back
surprised feeling that something was unexpected	**finally** after everything else
museum a place displaying objects of interest	**journey** travel from one place to another

Study the word forms

CEFR A2 | Unit 1: Experiences | Spelling

Read each word and meaning. Cover the word, write it, then uncover it and check.

Name _____ Date _____

experience

something that happens to you

_____

Write from memory. Check every letter.

arrive

reach a place

_____

Write from memory. Check every letter.

discover

find something for the first time

_____

Write from memory. Check every letter.

return

come or go back

_____

Write from memory. Check every letter.

surprised

feeling that something was unexpected

_____

Write from memory. Check every letter.

finally

after everything else

_____

Write from memory. Check every letter.

museum

a place displaying objects of interest

_____

Write from memory. Check every letter.

journey

travel from one place to another

_____

Write from memory. Check every letter.

Recall the spelling

CEFR A2 | Unit 1: Experiences | Spelling

Write the word that matches each meaning. Use page 1 to check after you finish.

Name _____ Date _____

1. something that happens to you

2. reach a place

3. find something for the first time

4. come or go back

5. feeling that something was unexpected

6. after everything else

7. a place displaying objects of interest

8. travel from one place to another

Proofread and correct

CEFR A2 | Unit 1: Experiences | Spelling

Each entry has one deliberate spelling error. Rewrite it correctly. Use the meaning as a clue.

Name _____ Date _____

1. epxerience

something that happens to you _____

2. arirve

reach a place _____

3. dsicover

find something for the first time _____

4. rteurn

come or go back _____

5. sruprised

feeling that something was unexpected _____

6. fnially

after everything else _____

7. msueum

a place displaying objects of interest _____

8. juorney

travel from one place to another _____

Grammar focus

CEFR A2 | Unit 1: Experiences | Grammar

Read the explanation, then complete or revise each item.

Name _____ Date _____

Notice the form and meaning

Use the past simple for completed past events. Regular verbs often end in -ed; common verbs have irregular forms. After did or did not, use the base verb. Then, after that and finally show order.

1. Complete: I ___ home at ten. (leave)

2. Complete: She ___ at twelve. (arrive)

3. Correct: I did not checked the number.

Apply and edit

CEFR A2 | Unit 1: Experiences | Grammar

Keep the intended meaning. More than one accurate wording may be possible.

Name _____ Date _____

4. Ask when the cousin arrived.

5. Join with because: I asked for help. I was on the wrong bus.

6. Correct: We taked the correct bus home.

Plan your writing

CEFR A2 | Unit 1: Experiences | Writing

Use the supplied context. Invent personal details if needed; do not include private information.

Name _____ Date _____

Your task

Write an 80-100-word account of a small change to a plan. State what happened first, describe the problem and explain the outcome. Use invented events if you prefer.

Context

A visitor takes the wrong bus, calls a cousin, waits at a museum and meets the cousin there. They visit the museum and then travel home together.

Who is the reader, and what do they need to know?

Which details will you include, and in what order?

Which words or forms will help you make the meaning clear?

Draft and revise

CEFR A2 | Unit 1: Experiences | Writing

Use your plan. Keep the reader, the facts and any conditions clear. Continue on another sheet if needed.

Name _____ Date _____

Reread for meaning, then check grammar, spelling and punctuation.

Changing the meeting place

CEFR A2 | Unit 2: Plans | Reading

Read the original text. You may underline evidence and reread as needed.

Name _____ Date _____

MESSAGE: TUESDAY
Hi Dana, we are visiting the photography exhibition on Saturday. We are meeting at the library entrance at ten. Are you available? Tickets cost $4. Bus 8 stops opposite the library. Walk across the square and the entrance is on the left.

REPLY
Yes, I am going to come. I will bring the tickets. I finish work at nine, so ten is fine.

UPDATE: FRIDAY
The library entrance is closed for repairs. Please meet at the museum cafe instead. Bus 8 also stops outside the museum, one stop after the library. The time is still ten. The exhibition opens at eleven.

CONFIRMATION
Thanks. I understand: museum cafe, Saturday at ten. I am going to take bus 8. I will send you a message when I arrive.

Original Ilmiya practice text. Scenarios and research examples are fictional.

Read and respond

CEFR A2 | Unit 2: Plans | Reading

Use the text on page 1. Explain your answer when the question asks for a reason.

Name _____ Date _____

1. Why was the first message sent?

2. What changes in the update?

3. Which bus stop should Dana use now?

4. What details stay the same?

Words in context

CEFR A2 | Unit 2: Plans | Vocabulary

Read the meanings. Use each word in the sense given here.

Name _____ Date _____

arrangement

a plan agreed with other people

available

free to do something

confirm

say that a plan is definite

cancel

decide that a planned event will not happen

entrance

the way into a building

route

the way taken to a place

offer

say you are willing to do something

instead

in place of something else

Meaning and use

CEFR A2 | Unit 2: Plans | Vocabulary

Match the first four meanings to the word bank. Then apply words to the unit context.

Name _____ Date _____

Word bank: confirm, arrangement, cancel, available

1. a plan agreed with other people

2. free to do something

3. say that a plan is definite

4. decide that a planned event will not happen

5. Use entrance and route in a sentence about plans.

6. Explain the difference in meaning between offer and instead.

7. Choose two words from page 1. Explain how they connect to this context: Original plan: library entrance, Saturday at 10: 00. New place: museum cafe. Bus 8 stops outside it. Exhibition opens at 11: 00. Tickets cost $4.

Word cards

CEFR A2 | Unit 2: Plans | Vocabulary

Cut along the lines. Cover the meaning and recall it, then check and use the word.

Name _____ Date _____

arrangement a plan agreed with other people	**available** free to do something
confirm say that a plan is definite	**cancel** decide that a planned event will not happen
entrance the way into a building	**route** the way taken to a place
offer say you are willing to do something	**instead** in place of something else

Study the word forms

CEFR A2 | Unit 2: Plans | Spelling

Read each word and meaning. Cover the word, write it, then uncover it and check.

Name _____ Date _____

arrangement

a plan agreed with other people

_____

Write from memory. Check every letter.

available

free to do something

_____

Write from memory. Check every letter.

confirm

say that a plan is definite

_____

Write from memory. Check every letter.

cancel

decide that a planned event will not happen

_____

Write from memory. Check every letter.

entrance

the way into a building

_____

Write from memory. Check every letter.

route

the way taken to a place

_____

Write from memory. Check every letter.

offer

say you are willing to do something

_____

Write from memory. Check every letter.

instead

in place of something else

_____

Write from memory. Check every letter.

Recall the spelling

CEFR A2 | Unit 2: Plans | Spelling

Write the word that matches each meaning. Use page 1 to check after you finish.

Name _____ Date _____

1. a plan agreed with other people

2. free to do something

3. say that a plan is definite

4. decide that a planned event will not happen

5. the way into a building

6. the way taken to a place

7. say you are willing to do something

8. in place of something else

Proofread and correct

CEFR A2 | Unit 2: Plans | Spelling

Each entry has one deliberate spelling error. Rewrite it correctly. Use the meaning as a clue.

Name _____ Date _____

1. ararngement

a plan agreed with other people _____

2. aavilable

free to do something _____

3. cnofirm

say that a plan is definite _____

4. cnacel

decide that a planned event will not happen _____

5. etnrance

the way into a building _____

6. ruote

the way taken to a place _____

7. ofefr

say you are willing to do something _____

8. isntead

in place of something else _____

Grammar focus

CEFR A2 | Unit 2: Plans | Grammar

Read the explanation, then complete or revise each item.

Name _____ Date _____

Notice the form and meaning

Use going to for an intention and the present continuous for an agreed arrangement. Will can express an offer made now. Keep the day, time and place clear when confirming a plan.

1. Complete: We are ___ at ten. (meet)

2. Complete: I am going ___ take bus 8.

3. Choose an offer: I will / I was bring the tickets.

Apply and edit

CEFR A2 | Unit 2: Plans | Grammar

Keep the intended meaning. More than one accurate wording may be possible.

Name _____ Date _____

4. Correct: We meeting on Saturday.

5. Complete: The cafe is opposite __ museum entrance.

6. Write a question asking whether Dana is available on Saturday.

Plan your writing

CEFR A2 | Unit 2: Plans | Writing

Use the supplied context. Invent personal details if needed; do not include private information.

Name _____ Date _____

Your task

Write an invitation and a short confirmation after one detail changes. Include travel information and check the final time and place.

Context

Original plan: library entrance, Saturday at 10: 00. New place: museum cafe. Bus 8 stops outside it. Exhibition opens at 11: 00. Tickets cost $4.

Who is the reader, and what do they need to know?

Which details will you include, and in what order?

Which words or forms will help you make the meaning clear?

Draft and revise

CEFR A2 | Unit 2: Plans | Writing

Use your plan. Keep the reader, the facts and any conditions clear. Continue on another sheet if needed.

Name _____ Date _____

Reread for meaning, then check grammar, spelling and punctuation.

Choosing a volunteer role

CEFR A2 | Unit 3: Responsibilities | Reading

Read the original text. You may underline evidence and reread as needed.

Name _____ Date _____

COMMUNITY BOOK SALE
Welcome desk: Volunteers have to arrive at nine. They must check names and explain where to put books. They do not have to lift boxes.

Room team: Volunteers have to move light boxes and put signs on tables. They must not block the doors. A supervisor must approve changes to the room layout.

Zara can speak clearly to visitors, but she cannot lift boxes because her wrist is injured. She could lift them before the injury. She chooses the welcome desk.

At the desk, Zara follows this checklist: first, check the visitor list; next, give each volunteer a badge; then explain the assigned task. If a name is missing, she asks the supervisor. She does not add people to the list without permission.

Original Ilmiya practice text. Scenarios and research examples are fictional.

Read and respond

CEFR A2 | Unit 3: Responsibilities | Reading

Use the text on page 1. Explain your answer when the question asks for a reason.

Name _____ Date _____

1. Which role fits Zara now, and why?

2. What is prohibited for the room team?

3. Does the welcome role require lifting?

4. What should Zara do if a name is missing?

Words in context

CEFR A2 | Unit 3: Responsibilities | Vocabulary

Read the meanings. Use each word in the sense given here.

Name _____ Date _____

duty

a task someone is expected to do

volunteer

a person who helps without payment

requirement

something that is necessary

equipment

things needed for an activity

checklist

a list used to check tasks

safe

not likely to cause harm

explain

make something clear

permission

agreement that someone may do something

Meaning and use

CEFR A2 | Unit 3: Responsibilities | Vocabulary

Match the first four meanings to the word bank. Then apply words to the unit context.

Name _____ Date _____

Word bank: requirement, duty, equipment, volunteer

1. a task someone is expected to do

2. a person who helps without payment

3. something that is necessary

4. things needed for an activity

5. Use checklist and safe in a sentence about responsibilities.

6. Explain the difference in meaning between explain and permission.

7. Choose two words from page 1. Explain how they connect to this context: Welcome desk: arrive at nine, check names, no lifting required. Room team: move light boxes, keep doors clear. Volunteer: confident with visitors, cannot lift boxes.

Word cards

CEFR A2 | Unit 3: Responsibilities | Vocabulary

Cut along the lines. Cover the meaning and recall it, then check and use the word.

Name _____ Date _____

duty a task someone is expected to do	**volunteer** a person who helps without payment
requirement something that is necessary	**equipment** things needed for an activity
checklist a list used to check tasks	**safe** not likely to cause harm
explain make something clear	**permission** agreement that someone may do something

Study the word forms

CEFR A2 | Unit 3: Responsibilities | Spelling

Read each word and meaning. Cover the word, write it, then uncover it and check.

Name _____ Date _____

duty

a task someone is expected to do

_____

Write from memory. Check every letter.

volunteer

a person who helps without payment

_____

Write from memory. Check every letter.

requirement

something that is necessary

_____

Write from memory. Check every letter.

equipment

things needed for an activity

_____

Write from memory. Check every letter.

checklist

a list used to check tasks

_____

Write from memory. Check every letter.

safe

not likely to cause harm

_____

Write from memory. Check every letter.

explain

make something clear

_____

Write from memory. Check every letter.

permission

agreement that someone may do something

_____

Write from memory. Check every letter.

Recall the spelling

CEFR A2 | Unit 3: Responsibilities | Spelling

Write the word that matches each meaning. Use page 1 to check after you finish.

Name _____ Date _____

1. a task someone is expected to do

2. a person who helps without payment

3. something that is necessary

4. things needed for an activity

5. a list used to check tasks

6. not likely to cause harm

7. make something clear

8. agreement that someone may do something

Proofread and correct

CEFR A2 | Unit 3: Responsibilities | Spelling

Each entry has one deliberate spelling error. Rewrite it correctly. Use the meaning as a clue.

Name _____ Date _____

1. dtuy

a task someone is expected to do _____

2. vlounteer

a person who helps without payment _____

3. rqeuirement

something that is necessary _____

4. euqipment

things needed for an activity _____

5. cehcklist

a list used to check tasks _____

6. sfae

not likely to cause harm _____

7. epxlain

make something clear _____

8. premission

agreement that someone may do something _____

Grammar focus

CEFR A2 | Unit 3: Responsibilities | Grammar

Read the explanation, then complete or revise each item.

Name _____ Date _____

Notice the form and meaning

Have to expresses a requirement. Do not have to means something is optional. Must not expresses a prohibition. Could can describe a general past ability.

1. Complete: Desk volunteers ___ arrive at nine. (requirement)

2. Complete: They ___ lift boxes. (not required)

3. Complete: The team ___ block doors. (prohibited)

Apply and edit

CEFR A2 | Unit 3: Responsibilities | Grammar

Keep the intended meaning. More than one accurate wording may be possible.

Name _____ Date _____

4. Complete: Before her injury, Zara ___ lift boxes.

5. Correct: Zara can to explain the task.

6. Make a polite request for help checking a name.

Plan your writing

CEFR A2 | Unit 3: Responsibilities | Writing

Use the supplied context. Invent personal details if needed; do not include private information.

Name _____ Date _____

Your task

Write a duties checklist and a short message explaining which role suits an invented volunteer. Distinguish optional work from prohibited actions.

Context

Welcome desk: arrive at nine, check names, no lifting required. Room team: move light boxes, keep doors clear. Volunteer: confident with visitors, cannot lift boxes.

Who is the reader, and what do they need to know?

Which details will you include, and in what order?

Which words or forms will help you make the meaning clear?

Draft and revise

CEFR A2 | Unit 3: Responsibilities | Writing

Use your plan. Keep the reader, the facts and any conditions clear. Continue on another sheet if needed.

Name _____ Date _____

Reread for meaning, then check grammar, spelling and punctuation.

A practical learning goal

CEFR A2 | Unit 4: Goals | Reading

Read the original text. You may underline evidence and reread as needed.

Name _____ Date _____

LEARNING RECORD

In September, Mariam started a computer course. On the first day, she learned to open a document. Last week, she saved her first report.

She has already learned to create folders and name files clearly. She has not learned to attach a file to an email yet. She wants to practice this before applying for a volunteer role.

Her next goal has three steps. First, she will watch a short demonstration. Next, she will send a practice message with a file attached. Finally, she will ask a partner to check that the file opens.

Mariam writes, "I have made progress, but I still need help. I practiced for twenty minutes yesterday. I enjoy learning with a partner because we can check each other's work."

Original Ilmiya practice text. Scenarios and research examples are fictional.

Read and respond

CEFR A2 | Unit 4: Goals | Reading

Use the text on page 1. Explain your answer when the question asks for a reason.

Name _____ Date _____

1. Which skill is still a goal?

2. Which event has a finished past time? Give one.

3. What is the last step in the plan?

4. Why does Mariam like a partner?

Words in context

CEFR A2 | Unit 4: Goals | Vocabulary

Read the meanings. Use each word in the sense given here.

Name _____ Date _____

goal

something you want to achieve

progress

movement towards a goal

practice

repeating an activity to improve

already

before now or sooner than expected

yet

up to now, often in questions or negatives

improve

become better

record

information kept for later use

step

one part of a process

Meaning and use

CEFR A2 | Unit 4: Goals | Vocabulary

Match the first four meanings to the word bank. Then apply words to the unit context.

Name _____ Date _____

Word bank: practice, goal, already, progress

1. something you want to achieve

2. movement towards a goal

3. repeating an activity to improve

4. before now or sooner than expected

5. Use yet and improve in a sentence about goals.

6. Explain the difference in meaning between record and step.

7. Choose two words from page 1. Explain how they connect to this context: Completed: open documents and create folders. Next goal: send an attachment. Plan: watch, try, ask a partner to check. Finished practice session: yesterday.

Word cards

CEFR A2 | Unit 4: Goals | Vocabulary

Cut along the lines. Cover the meaning and recall it, then check and use the word.

Name _____ Date _____

goal something you want to achieve	**progress** movement towards a goal
practice repeating an activity to improve	**already** before now or sooner than expected
yet up to now, often in questions or negatives	**improve** become better
record information kept for later use	**step** one part of a process

Study the word forms

CEFR A2 | Unit 4: Goals | Spelling

Read each word and meaning. Cover the word, write it, then uncover it and check.

Name _____ Date _____

goal

something you want to achieve

_____

Write from memory. Check every letter.

progress

movement towards a goal

_____

Write from memory. Check every letter.

practice

repeating an activity to improve

_____

Write from memory. Check every letter.

already

before now or sooner than expected

_____

Write from memory. Check every letter.

yet

up to now, often in questions or negatives

_____

Write from memory. Check every letter.

improve

become better

_____

Write from memory. Check every letter.

record

information kept for later use

_____

Write from memory. Check every letter.

step

one part of a process

_____

Write from memory. Check every letter.

Recall the spelling

CEFR A2 | Unit 4: Goals | Spelling

Write the word that matches each meaning. Use page 1 to check after you finish.

Name _____ Date _____

1. something you want to achieve

2. movement towards a goal

3. repeating an activity to improve

4. before now or sooner than expected

5. up to now, often in questions or negatives

6. become better

7. information kept for later use

8. one part of a process

Proofread and correct

CEFR A2 | Unit 4: Goals | Spelling

Each entry has one deliberate spelling error. Rewrite it correctly. Use the meaning as a clue.

Name _____ Date _____

1. gaol

something you want to achieve _____

2. porgress

movement towards a goal _____

3. parctice

repeating an activity to improve _____

4. arleady

before now or sooner than expected _____

5. yett

up to now, often in questions or negatives _____

6. ipmrove

become better _____

7. rceord

information kept for later use _____

8. setp

one part of a process _____

Grammar focus

CEFR A2 | Unit 4: Goals | Grammar

Read the explanation, then complete or revise each item.

Name _____ Date _____

Notice the form and meaning

Use have/has plus a past participle for progress connected to now. Use the past simple with a finished time such as yesterday. Want is followed by to plus a verb; enjoy is followed by verb-ing.

1. Complete: She has ___ a folder. (create)

2. Choose: She saved / has saved it yesterday.

3. Complete: She has not attached a file ___.

Apply and edit

CEFR A2 | Unit 4: Goals | Grammar

Keep the intended meaning. More than one accurate wording may be possible.

Name _____ Date _____

4. Complete: She wants ___ practice.

5. Complete: She enjoys ___ with a partner. (learn)

6. Make a question with ever: you / send / an attachment.

Plan your writing

CEFR A2 | Unit 4: Goals | Writing

Use the supplied context. Invent personal details if needed; do not include private information.

Name _____ Date _____

Your task

Write a progress email with two completed steps and one next goal. Add an action plan and explain how you will check the result.

Context

Completed: open documents and create folders. Next goal: send an attachment. Plan: watch, try, ask a partner to check. Finished practice session: yesterday.

Who is the reader, and what do they need to know?

Which details will you include, and in what order?

Which words or forms will help you make the meaning clear?

Draft and revise

CEFR A2 | Unit 4: Goals | Writing

Use your plan. Keep the reader, the facts and any conditions clear. Continue on another sheet if needed.

Name _____ Date _____

Reread for meaning, then check grammar, spelling and punctuation.

A room near the centre

CEFR A2 | Unit 5: Housing | Reading

Read the original text. You may underline evidence and reread as needed.

Name _____ Date _____

ROOM A
Rent: $420 a month. Electricity included. Furnished. Ten minutes on foot from the learning centre. Shared kitchen. Available 1 June. "The best room in town!"

ROOM B
Rent: $390 a month. Electricity is extra. Furnished. Twenty minutes by bus from the centre. Private kitchen. Available 1 June.

Nadia needs a furnished room near her course. Her maximum rent is $450, including electricity. She prefers a quiet street but neither listing gives information about noise.

Room A is more expensive before bills, but Nadia cannot compare the total costs yet because Room B's electricity cost is missing. She writes to ask about noise, the deposit and whether the window closes properly. She does not treat "the best room" as a fact she can check.

Original Ilmiya practice text. Scenarios and research examples are fictional.

Read and respond

CEFR A2 | Unit 5: Housing | Reading

Use the text on page 1. Explain your answer when the question asks for a reason.

Name _____ Date _____

1. Which room has a private kitchen?

2. Why can Nadia not compare total monthly costs?

3. Which statement is promotional opinion?

4. What important preference is not answered by either listing?

Words in context

CEFR A2 | Unit 5: Housing | Vocabulary

Read the meanings. Use each word in the sense given here.

Name _____ Date _____

rent

money paid to use a home or room

deposit

money held as security at the start of an agreement

included

part of the stated price or offer

quiet

with little noise

repair

work that fixes something

available

ready to be used or obtained

listing

an advertisement with details

furnished

containing furniture

Meaning and use

CEFR A2 | Unit 5: Housing | Vocabulary

Match the first four meanings to the word bank. Then apply words to the unit context.

Name _____ Date _____

Word bank: included, rent, quiet, deposit

1. money paid to use a home or room

2. money held as security at the start of an agreement

3. part of the stated price or offer

4. with little noise

5. Use repair and available in a sentence about housing.

6. Explain the difference in meaning between listing and furnished.

7. Choose two words from page 1. Explain how they connect to this context: A: $420 with electricity, ten minutes on foot, shared kitchen. B: $390 plus electricity, twenty minutes by bus, private kitchen. Both furnished. Noise and deposit are unknown.

Word cards

CEFR A2 | Unit 5: Housing | Vocabulary

Cut along the lines. Cover the meaning and recall it, then check and use the word.

Name _____ Date _____

rent money paid to use a home or room	**deposit** money held as security at the start of an agreement
included part of the stated price or offer	**quiet** with little noise
repair work that fixes something	**available** ready to be used or obtained
listing an advertisement with details	**furnished** containing furniture

Study the word forms

CEFR A2 | Unit 5: Housing | Spelling

Read each word and meaning. Cover the word, write it, then uncover it and check.

Name _____ Date _____

rent

money paid to use a home or room

_____

Write from memory. Check every letter.

deposit

money held as security at the start of an agreement

_____

Write from memory. Check every letter.

included

part of the stated price or offer

_____

Write from memory. Check every letter.

quiet

with little noise

_____

Write from memory. Check every letter.

repair

work that fixes something

_____

Write from memory. Check every letter.

available

ready to be used or obtained

_____

Write from memory. Check every letter.

listing

an advertisement with details

_____

Write from memory. Check every letter.

furnished

containing furniture

_____

Write from memory. Check every letter.

Recall the spelling

CEFR A2 | Unit 5: Housing | Spelling

Write the word that matches each meaning. Use page 1 to check after you finish.

Name _____ Date _____

1. money paid to use a home or room

2. money held as security at the start of an agreement

3. part of the stated price or offer

4. with little noise

5. work that fixes something

6. ready to be used or obtained

7. an advertisement with details

8. containing furniture

Proofread and correct

CEFR A2 | Unit 5: Housing | Spelling

Each entry has one deliberate spelling error. Rewrite it correctly. Use the meaning as a clue.

Name _____ Date _____

1. rnet

money paid to use a home or room _____

2. dpeosit

money held as security at the start of an agreement _____

3. icnluded

part of the stated price or offer _____

4. qiuet

with little noise _____

5. rpeair

work that fixes something _____

6. aavilable

ready to be used or obtained _____

7. lsiting

an advertisement with details _____

8. frunished

containing furniture _____

Grammar focus

CEFR A2 | Unit 5: Housing | Grammar

Read the explanation, then complete or revise each item.

Name _____ Date _____

Notice the form and meaning

Use more/less or -er to compare. As...as expresses equal degree. Use the when the reader knows which item you mean, and a/an when introducing one.

1. Complete: A is ___ expensive than B before bills.

2. Complete: A is ___ to the centre than B. (close)

3. Complete: B is not as close ___ A.

Apply and edit

CEFR A2 | Unit 5: Housing | Grammar

Keep the intended meaning. More than one accurate wording may be possible.

Name _____ Date _____

4. Choose: I need a / the furnished room. (first mention)

5. Choose: Does a / the window in Room A close?

6. Complete: Which room is the ___? (quiet)

Plan your writing

CEFR A2 | Unit 5: Housing | Writing

Use the supplied context. Invent personal details if needed; do not include private information.

Name _____ Date _____

Your task

Write a housing inquiry of 80-100 words. Ask for facts that would help compare the rooms. Include one question about a possible repair.

Context

A: $420 with electricity, ten minutes on foot, shared kitchen. B: $390 plus electricity, twenty minutes by bus, private kitchen. Both furnished. Noise and deposit are unknown.

Who is the reader, and what do they need to know?

Which details will you include, and in what order?

Which words or forms will help you make the meaning clear?

Draft and revise

CEFR A2 | Unit 5: Housing | Writing

Use your plan. Keep the reader, the facts and any conditions clear. Continue on another sheet if needed.

Name _____ Date _____

Reread for meaning, then check grammar, spelling and punctuation.

A useful purchase

CEFR A2 | Unit 6: Choices | Reading

Read the original text. You may underline evidence and reread as needed.

Name _____ Date _____

Two learners need a kettle for their shared kitchen. They have $35. Kettle A costs $28, holds one liter and can be collected today. Kettle B costs $32, holds two liters and has a $5 delivery charge.

They usually make only two cups of tea, so one liter is enough. They need the kettle tomorrow. The shop says delivery for B takes three days. Both kettles have a one-year warranty.

Ben recommends A because B costs too much after delivery and will arrive too late. His partner agrees, but asks whether A is available in the shop. Ben sends an inquiry. The reply confirms that two are in stock and explains that they must keep the receipt if they need to use the warranty.

Original Ilmiya practice text. Scenarios and research examples are fictional.

Read and respond

CEFR A2 | Unit 6: Choices | Reading

Use the text on page 1. Explain your answer when the question asks for a reason.

Name _____ Date _____

1. What is the total cost of B?

2. Give two reasons B does not fit their needs.

3. What does the reply confirm?

4. Why must they keep the receipt?

Words in context

CEFR A2 | Unit 6: Choices | Vocabulary

Read the meanings. Use each word in the sense given here.

Name _____ Date _____

feature

a characteristic of a product

delivery

bringing goods to a customer

warranty

a promise about repairing or replacing a product

amount

a quantity of something

enough

as much as is needed

recommend

suggest a suitable choice

compare

look at similarities and differences

receipt

a document showing that payment was made

Meaning and use

CEFR A2 | Unit 6: Choices | Vocabulary

Match the first four meanings to the word bank. Then apply words to the unit context.

Name _____ Date _____

Word bank: warranty, feature, amount, delivery

1. a characteristic of a product

2. bringing goods to a customer

3. a promise about repairing or replacing a product

4. a quantity of something

5. Use enough and recommend in a sentence about choices.

6. Explain the difference in meaning between compare and receipt.

7. Choose two words from page 1. Explain how they connect to this context: Budget $35; needed tomorrow. A costs $28, collection today, one liter. B costs $32 plus $5 delivery, arrives in three days, two liters. One liter is enough.

Word cards

CEFR A2 | Unit 6: Choices | Vocabulary

Cut along the lines. Cover the meaning and recall it, then check and use the word.

Name _____ Date _____

feature a characteristic of a product	**delivery** bringing goods to a customer
warranty a promise about repairing or replacing a product	**amount** a quantity of something
enough as much as is needed	**recommend** suggest a suitable choice
compare look at similarities and differences	**receipt** a document showing that payment was made

Study the word forms

CEFR A2 | Unit 6: Choices | Spelling

Read each word and meaning. Cover the word, write it, then uncover it and check.

Name _____ Date _____

feature

a characteristic of a product

_____

Write from memory. Check every letter.

delivery

bringing goods to a customer

_____

Write from memory. Check every letter.

warranty

a promise about repairing or replacing a product

_____

Write from memory. Check every letter.

amount

a quantity of something

_____

Write from memory. Check every letter.

enough

as much as is needed

_____

Write from memory. Check every letter.

recommend

suggest a suitable choice

_____

Write from memory. Check every letter.

compare

look at similarities and differences

_____

Write from memory. Check every letter.

receipt

a document showing that payment was made

_____

Write from memory. Check every letter.

Recall the spelling

CEFR A2 | Unit 6: Choices | Spelling

Write the word that matches each meaning. Use page 1 to check after you finish.

Name _____ Date _____

1. a characteristic of a product

2. bringing goods to a customer

3. a promise about repairing or replacing a product

4. a quantity of something

5. as much as is needed

6. suggest a suitable choice

7. look at similarities and differences

8. a document showing that payment was made

Proofread and correct

CEFR A2 | Unit 6: Choices | Spelling

Each entry has one deliberate spelling error. Rewrite it correctly. Use the meaning as a clue.

Name _____ Date _____

1. faeture

a characteristic of a product _____

2. dleivery

bringing goods to a customer _____

3. wraranty

a promise about repairing or replacing a product _____

4. aomunt

a quantity of something _____

5. eonugh

as much as is needed _____

6. rceommend

suggest a suitable choice _____

7. cmopare

look at similarities and differences _____

8. rceeipt

a document showing that payment was made _____

Grammar focus

CEFR A2 | Unit 6: Choices | Grammar

Read the explanation, then complete or revise each item.

Name _____ Date _____

Notice the form and meaning

Use many/a few with countable nouns and much/a little with uncountable nouns. Too means more than suitable; enough means sufficient. Mine/yours replace a possessive phrase.

1. Choose: How much / many water does it hold?

2. Choose: There are a few / a little kettles in stock.

3. Complete: $37 is ___ expensive for a $35 budget.

Apply and edit

CEFR A2 | Unit 6: Choices | Grammar

Keep the intended meaning. More than one accurate wording may be possible.

Name _____ Date _____

4. Complete: One liter is ___. (sufficient)

5. Replace: This receipt is my receipt.

6. Ask about ownership using whose: receipt / this.

Plan your writing

CEFR A2 | Unit 6: Choices | Writing

Use the supplied context. Invent personal details if needed; do not include private information.

Name _____ Date _____

Your task

Write a short recommendation comparing two products. Add an inquiry about availability or delivery. Use the stated budget and timing.

Context

Budget $35; needed tomorrow. A costs $28, collection today, one liter. B costs $32 plus $5 delivery, arrives in three days, two liters. One liter is enough.

Who is the reader, and what do they need to know?

Which details will you include, and in what order?

Which words or forms will help you make the meaning clear?

Draft and revise

CEFR A2 | Unit 6: Choices | Writing

Use your plan. Keep the reader, the facts and any conditions clear. Continue on another sheet if needed.

Name _____ Date _____

Reread for meaning, then check grammar, spelling and punctuation.

Sending the right file

CEFR A2 | Unit 7: Technology | Reading

Read the original text. You may underline evidence and reread as needed.

Name _____ Date _____

TASK: SHARE YOUR POSTER
First, save the poster in your course folder. Give it a clear name. Next, open the class message page and select Attach. Choose your poster file. Wait until its name appears below the message. Finally, add a short note and send it.

Rami follows the instructions, but he sends the wrong file. He notices the error when a partner replies, "This is your timetable." Rami checks the folder carefully and finds the poster. He sends a new message: "Sorry. Please use this poster instead. The earlier file was my timetable."

He keeps his password private. When he later needs help with an upload, he describes the error message without sharing his password or any private account details.

Original Ilmiya practice text. Scenarios and research examples are fictional.

Read and respond

CEFR A2 | Unit 7: Technology | Reading

Use the text on page 1. Explain your answer when the question asks for a reason.

Name _____ Date _____

1. Why should the file have a clear name?

2. What must appear before sending?

3. How does Rami learn about his mistake?

4. What does he keep private?

Words in context

CEFR A2 | Unit 7: Technology | Vocabulary

Read the meanings. Use each word in the sense given here.

Name _____ Date _____

attach

add a file to a message

upload

send a file to an online service

folder

a place used to organize digital files

password

a secret code used to access an account

connection

a link to a network or service

select

choose an item

save

store work so it can be used later

error

a mistake or a sign that something has failed

Meaning and use

CEFR A2 | Unit 7: Technology | Vocabulary

Match the first four meanings to the word bank. Then apply words to the unit context.

Name _____ Date _____

Word bank: folder, attach, password, upload

1. add a file to a message

2. send a file to an online service

3. a place used to organize digital files

4. a secret code used to access an account

5. Use connection and select in a sentence about technology.

6. Explain the difference in meaning between save and error.

7. Choose two words from page 1. Explain how they connect to this context: Task: save a poster, choose Attach, select the file, wait for its name, add a note, send. Problem: the selected file is the timetable, not the poster.

Word cards

CEFR A2 | Unit 7: Technology | Vocabulary

Cut along the lines. Cover the meaning and recall it, then check and use the word.

Name _____ Date _____

attach add a file to a message	**upload** send a file to an online service
folder a place used to organize digital files	**password** a secret code used to access an account
connection a link to a network or service	**select** choose an item
save store work so it can be used later	**error** a mistake or a sign that something has failed

Study the word forms

CEFR A2 | Unit 7: Technology | Spelling

Read each word and meaning. Cover the word, write it, then uncover it and check.

Name _____ Date _____

attach

add a file to a message

_____

Write from memory. Check every letter.

upload

send a file to an online service

_____

Write from memory. Check every letter.

folder

a place used to organize digital files

_____

Write from memory. Check every letter.

password

a secret code used to access an account

_____

Write from memory. Check every letter.

connection

a link to a network or service

_____

Write from memory. Check every letter.

select

choose an item

_____

Write from memory. Check every letter.

save

store work so it can be used later

_____

Write from memory. Check every letter.

error

a mistake or a sign that something has failed

_____

Write from memory. Check every letter.

Recall the spelling

CEFR A2 | Unit 7: Technology | Spelling

Write the word that matches each meaning. Use page 1 to check after you finish.

Name _____ Date _____

1. add a file to a message

2. send a file to an online service

3. a place used to organize digital files

4. a secret code used to access an account

5. a link to a network or service

6. choose an item

7. store work so it can be used later

8. a mistake or a sign that something has failed

Proofread and correct

CEFR A2 | Unit 7: Technology | Spelling

Each entry has one deliberate spelling error. Rewrite it correctly. Use the meaning as a clue.

Name _____ Date _____

1. atatch

add a file to a message _____

2. ulpoad

send a file to an online service _____

3. floder

a place used to organize digital files _____

4. psasword

a secret code used to access an account _____

5. cnonection

a link to a network or service _____

6. sleect

choose an item _____

7. svae

store work so it can be used later _____

8. erorr

a mistake or a sign that something has failed _____

Grammar focus

CEFR A2 | Unit 7: Technology | Grammar

Read the explanation, then complete or revise each item.

Name _____ Date _____

Notice the form and meaning

Use to plus a verb to explain purpose: Save it to keep a copy. An adverb can describe how an action happens: Check carefully. After want use to; after enjoy use -ing.

1. Complete: Save the file ___ keep a copy.

2. Change the adjective: Check the name ___. (careful)

3. Complete: I want ___ upload my poster.

Apply and edit

CEFR A2 | Unit 7: Technology | Grammar

Keep the intended meaning. More than one accurate wording may be possible.

Name _____ Date _____

4. Complete: I enjoy ___ posters. (make)

5. Correct: He sends carefully it.

6. Make a question: you / save / the right file / yesterday?

Plan your writing

CEFR A2 | Unit 7: Technology | Writing

Use the supplied context. Invent personal details if needed; do not include private information.

Name _____ Date _____

Your task

Write numbered instructions for a simple digital task. Then write a support request describing a problem without including a password or private details.

Context

Task: save a poster, choose Attach, select the file, wait for its name, add a note, send. Problem: the selected file is the timetable, not the poster.

Who is the reader, and what do they need to know?

Which details will you include, and in what order?

Which words or forms will help you make the meaning clear?

Draft and revise

CEFR A2 | Unit 7: Technology | Writing

Use your plan. Keep the reader, the facts and any conditions clear. Continue on another sheet if needed.

Name _____ Date _____

Reread for meaning, then check grammar, spelling and punctuation.

A break that fits the day

CEFR A2 | Unit 8: Wellbeing | Reading

Read the original text. You may underline evidence and reread as needed.

Name _____ Date _____

LEARNING ROOM NOTICE
Keep drinks away from the computers. Do not block the exit. You may use the quiet room during a break. You do not have to stay inside at lunchtime.

A STUDENT NOTE
I usually study for a long time without stopping. By the end, I feel tired. My classmate suggests a short break between tasks. I decide to try a simple plan: after finishing one task, I will stand up, look away from the screen and choose whether to rest or walk outside.

The room rules and my plan are different. Keeping the exit clear is required. Using the quiet room is a choice. I will review my plan after a week and decide whether it helps me organize my day.

Original Ilmiya practice text. Scenarios and research examples are fictional.

Read and respond

CEFR A2 | Unit 8: Wellbeing | Reading

Use the text on page 1. Explain your answer when the question asks for a reason.

Name _____ Date _____

1. Which action is prohibited? Give one.

2. Must learners stay inside at lunch?

3. Why does the student try a change?

4. How is the quiet room different from the exit rule?

Words in context

CEFR A2 | Unit 8: Wellbeing | Vocabulary

Read the meanings. Use each word in the sense given here.

Name _____ Date _____

habit

something you do regularly

routine

the usual order of activities

rest

time spent relaxing or sleeping

screen

a surface displaying digital information

advice

a suggestion about what to do

rule

an instruction that must be followed

reason

why something happens or is done

choice

an option selected from several

Meaning and use

CEFR A2 | Unit 8: Wellbeing | Vocabulary

Match the first four meanings to the word bank. Then apply words to the unit context.

Name _____ Date _____

Word bank: rest, habit, screen, routine

1. something you do regularly

2. the usual order of activities

3. time spent relaxing or sleeping

4. a surface displaying digital information

5. Use advice and rule in a sentence about wellbeing.

6. Explain the difference in meaning between reason and choice.

7. Choose two words from page 1. Explain how they connect to this context: A learner feels tired after long study sessions. The exit must stay clear. The quiet room is optional. A classmate suggests breaks between tasks. The learner will review the plan in a week.

Word cards

CEFR A2 | Unit 8: Wellbeing | Vocabulary

Cut along the lines. Cover the meaning and recall it, then check and use the word.

Name _____ Date _____

habit something you do regularly	**routine** the usual order of activities
rest time spent relaxing or sleeping	**screen** a surface displaying digital information
advice a suggestion about what to do	**rule** an instruction that must be followed
reason why something happens or is done	**choice** an option selected from several

Study the word forms

CEFR A2 | Unit 8: Wellbeing | Spelling

Read each word and meaning. Cover the word, write it, then uncover it and check.

Name _____ Date _____

habit

something you do regularly

_____

Write from memory. Check every letter.

routine

the usual order of activities

_____

Write from memory. Check every letter.

rest

time spent relaxing or sleeping

_____

Write from memory. Check every letter.

screen

a surface displaying digital information

_____

Write from memory. Check every letter.

advice

a suggestion about what to do

_____

Write from memory. Check every letter.

rule

an instruction that must be followed

_____

Write from memory. Check every letter.

reason

why something happens or is done

_____

Write from memory. Check every letter.

choice

an option selected from several

_____

Write from memory. Check every letter.

Recall the spelling

CEFR A2 | Unit 8: Wellbeing | Spelling

Write the word that matches each meaning. Use page 1 to check after you finish.

Name _____ Date _____

1. something you do regularly

2. the usual order of activities

3. time spent relaxing or sleeping

4. a surface displaying digital information

5. a suggestion about what to do

6. an instruction that must be followed

7. why something happens or is done

8. an option selected from several

Proofread and correct

CEFR A2 | Unit 8: Wellbeing | Spelling

Each entry has one deliberate spelling error. Rewrite it correctly. Use the meaning as a clue.

Name _____ Date _____

1. hbait

something you do regularly _____

2. ruotine

the usual order of activities _____

3. rset

time spent relaxing or sleeping _____

4. srceen

a surface displaying digital information _____

5. avdice

a suggestion about what to do _____

6. rlue

an instruction that must be followed _____

7. raeson

why something happens or is done _____

8. cohice

an option selected from several _____

Grammar focus

CEFR A2 | Unit 8: Wellbeing | Grammar

Read the explanation, then complete or revise each item.

Name _____ Date _____

Notice the form and meaning

Should gives advice. Must/must not states a strong requirement or prohibition. Do not have to means there is no requirement. Because gives a reason; so introduces a result.

1. Choose: You must not / do not have to block the exit.

2. Choose: You must not / do not have to use the quiet room. (optional)

3. Give advice using should: take a break between tasks.

Apply and edit

CEFR A2 | Unit 8: Wellbeing | Grammar

Keep the intended meaning. More than one accurate wording may be possible.

Name _____ Date _____

4. Join with because: I changed my routine. I felt tired.

5. Join with so: I finished the task. I took a break.

6. Make negative advice: Study without a break all day.

Plan your writing

CEFR A2 | Unit 8: Wellbeing | Writing

Use the supplied context. Invent personal details if needed; do not include private information.

Name _____ Date _____

Your task

Write a short routine plan and distinguish one room rule from one personal choice. Give reasons for the changes. Use the supplied scenario.

Context

A learner feels tired after long study sessions. The exit must stay clear. The quiet room is optional. A classmate suggests breaks between tasks. The learner will review the plan in a week.

Who is the reader, and what do they need to know?

Which details will you include, and in what order?

Which words or forms will help you make the meaning clear?

Draft and revise

CEFR A2 | Unit 8: Wellbeing | Writing

Use your plan. Keep the reader, the facts and any conditions clear. Continue on another sheet if needed.

Name _____ Date _____

Reread for meaning, then check grammar, spelling and punctuation.

A community repair afternoon

CEFR A2 | Unit 9: Community | Reading

Read the original text. You may underline evidence and reread as needed.

Name _____ Date _____

REPAIR AFTERNOON
Saturday, 14: 00-17: 00, Hall 2. Bring one small item that needs a simple repair. Volunteers can help with bags and clothing. Electrical items are not accepted. Children must come with an adult. Register by Thursday.

Tools are provided. Items are checked by a volunteer before work begins. This activity is for people who want to learn basic repair skills. You keep responsibility for your belongings.

A learner writes: "Hello. I would like to join the session. I have a bag that has a broken strap. Do I need to bring any material? I can arrive at two, but I have to leave at four. Is that possible?"

The organizer replies that the bag is suitable and asks for a photo of the strap before the session.

Original Ilmiya practice text. Scenarios and research examples are fictional.

Read and respond

CEFR A2 | Unit 9: Community | Reading

Use the text on page 1. Explain your answer when the question asks for a reason.

Name _____ Date _____

1. Who is the activity for?

2. Can someone bring an electrical item?

3. What is provided?

4. What does the learner ask about?

Words in context

CEFR A2 | Unit 9: Community | Vocabulary

Read the meanings. Use each word in the sense given here.

Name _____ Date _____

community

people connected by a place or shared interest

participate

take part

repair

fix something that is damaged

notice

a short public message

register

put your name on a list for an activity

tool

an object used to do practical work

session

a period set aside for an activity

inquiry

a request for information

Meaning and use

CEFR A2 | Unit 9: Community | Vocabulary

Match the first four meanings to the word bank. Then apply words to the unit context.

Name _____ Date _____

Word bank: repair, community, notice, participate

1. people connected by a place or shared interest

2. take part

3. fix something that is damaged

4. a short public message

5. Use register and tool in a sentence about community.

6. Explain the difference in meaning between session and inquiry.

7. Choose two words from page 1. Explain how they connect to this context: Repair session: Saturday 14: 00-17: 00, Hall 2. Bags and clothing accepted; electrical items excluded. Tools provided. Register by Thursday. You can stay only until 16: 00.

Word cards

CEFR A2 | Unit 9: Community | Vocabulary

Cut along the lines. Cover the meaning and recall it, then check and use the word.

Name _____ Date _____

community people connected by a place or shared interest	**participate** take part
repair fix something that is damaged	**notice** a short public message
register put your name on a list for an activity	**tool** an object used to do practical work
session a period set aside for an activity	**inquiry** a request for information

Study the word forms

CEFR A2 | Unit 9: Community | Spelling

Read each word and meaning. Cover the word, write it, then uncover it and check.

Name _____ Date _____

community

people connected by a place or shared interest

_____

Write from memory. Check every letter.

participate

take part

_____

Write from memory. Check every letter.

repair

fix something that is damaged

_____

Write from memory. Check every letter.

notice

a short public message

_____

Write from memory. Check every letter.

register

put your name on a list for an activity

_____

Write from memory. Check every letter.

tool

an object used to do practical work

_____

Write from memory. Check every letter.

session

a period set aside for an activity

_____

Write from memory. Check every letter.

inquiry

a request for information

_____

Write from memory. Check every letter.

Recall the spelling

CEFR A2 | Unit 9: Community | Spelling

Write the word that matches each meaning. Use page 1 to check after you finish.

Name _____ Date _____

1. people connected by a place or shared interest

2. take part

3. fix something that is damaged

4. a short public message

5. put your name on a list for an activity

6. an object used to do practical work

7. a period set aside for an activity

8. a request for information

Proofread and correct

CEFR A2 | Unit 9: Community | Spelling

Each entry has one deliberate spelling error. Rewrite it correctly. Use the meaning as a clue.

Name _____ Date _____

1. cmomunity

people connected by a place or shared interest _____

2. praticipate

take part _____

3. rpeair

fix something that is damaged _____

4. ntoice

a short public message _____

5. rgeister

put your name on a list for an activity _____

6. tolo

an object used to do practical work _____

7. ssesion

a period set aside for an activity _____

8. iqnuiry

a request for information _____

Grammar focus

CEFR A2 | Unit 9: Community | Grammar

Read the explanation, then complete or revise each item.

Name _____ Date _____

Notice the form and meaning

Who describes a person; which/that can describe a thing. A present passive uses am/is/are plus a past participle: Tools are provided. The focus is on the thing or action.

1. Complete: A volunteer is a person ___ helps.

2. Complete: I have a bag ___ needs a repair.

3. Complete: Tools ___ provided.

Apply and edit

CEFR A2 | Unit 9: Community | Grammar

Keep the intended meaning. More than one accurate wording may be possible.

Name _____ Date _____

4. Complete: Each item is __ first. (check)

5. Change to passive: Volunteers check the items.

6. Correct: Electrical items is not accepted.

Plan your writing

CEFR A2 | Unit 9: Community | Writing

Use the supplied context. Invent personal details if needed; do not include private information.

Name _____ Date _____

Your task

Write an inquiry about a community activity. Include what you want to bring, a question about requirements and a question about timing.

Context

Repair session: Saturday 14: 00-17: 00, Hall 2. Bags and clothing accepted; electrical items excluded. Tools provided. Register by Thursday. You can stay only until 16: 00.

Who is the reader, and what do they need to know?

Which details will you include, and in what order?

Which words or forms will help you make the meaning clear?

Draft and revise

CEFR A2 | Unit 9: Community | Writing

Use your plan. Keep the reader, the facts and any conditions clear. Continue on another sheet if needed.

Name _____ Date _____

Reread for meaning, then check grammar, spelling and punctuation.

The event moves indoors

CEFR A2 | Unit 10: Events | Reading

Read the original text. You may underline evidence and reread as needed.

Name _____ Date _____

ORIGINAL PLAN
Community stories, Friday, garden, 18: 00. Three speakers. Bring a chair.

At five o'clock, the organizers were setting out chairs when heavy rain began. They moved the event into Hall 1. The speakers were waiting in the cafe while the team checked the sound. The event could not begin at six because the room was not ready.

UPDATED MESSAGE
Tonight's stories will begin at 18: 30 in Hall 1. Please use the side entrance. Chairs are provided, so you do not need to bring one. All three speakers are still taking part.

A volunteer asks, "Is the garden entrance open?" The organizer says it is closed and tells the volunteer to guide people to the side entrance. The volunteer replies with the new time and place to check the details.

Original Ilmiya practice text. Scenarios and research examples are fictional.

Read and respond

CEFR A2 | Unit 10: Events | Reading

Use the text on page 1. Explain your answer when the question asks for a reason.

Name _____ Date _____

1. What interrupted the preparations?

2. What are the new time and place?

3. What should visitors stop bringing?

4. What stays unchanged?

Words in context

CEFR A2 | Unit 10: Events | Vocabulary

Read the meanings. Use each word in the sense given here.

Name _____ Date _____

announcement

a public statement giving information

update

new information about a situation

schedule

a plan showing times and activities

interrupt

stop an activity for a time

organizer

a person who plans an event

indoors

inside a building

delay

make something happen later

confirm

state that something is definite

Meaning and use

CEFR A2 | Unit 10: Events | Vocabulary

Match the first four meanings to the word bank. Then apply words to the unit context.

Name _____ Date _____

Word bank: schedule, announcement, interrupt, update

1. a public statement giving information

2. new information about a situation

3. a plan showing times and activities

4. stop an activity for a time

5. Use organizer and indoors in a sentence about events.

6. Explain the difference in meaning between delay and confirm.

7. Choose two words from page 1. Explain how they connect to this context: Original: garden, Friday 18: 00, bring a chair. Revised: Hall 1, Friday 18: 30, side entrance, chairs provided. The same three speakers will attend.

Word cards

CEFR A2 | Unit 10: Events | Vocabulary

Cut along the lines. Cover the meaning and recall it, then check and use the word.

Name _____ Date _____

announcement a public statement giving information	**update** new information about a situation
schedule a plan showing times and activities	**interrupt** stop an activity for a time
organizer a person who plans an event	**indoors** inside a building
delay make something happen later	**confirm** state that something is definite

Study the word forms

CEFR A2 | Unit 10: Events | Spelling

Read each word and meaning. Cover the word, write it, then uncover it and check.

Name _____ Date _____

announcement

a public statement giving information

_____

Write from memory. Check every letter.

update

new information about a situation

_____

Write from memory. Check every letter.

schedule

a plan showing times and activities

_____

Write from memory. Check every letter.

interrupt

stop an activity for a time

_____

Write from memory. Check every letter.

organizer

a person who plans an event

_____

Write from memory. Check every letter.

indoors

inside a building

_____

Write from memory. Check every letter.

delay

make something happen later

_____

Write from memory. Check every letter.

confirm

state that something is definite

_____

Write from memory. Check every letter.

Recall the spelling

CEFR A2 | Unit 10: Events | Spelling

Write the word that matches each meaning. Use page 1 to check after you finish.

Name _____ Date _____

1. a public statement giving information

2. new information about a situation

3. a plan showing times and activities

4. stop an activity for a time

5. a person who plans an event

6. inside a building

7. make something happen later

8. state that something is definite

Proofread and correct

CEFR A2 | Unit 10: Events | Spelling

Each entry has one deliberate spelling error. Rewrite it correctly. Use the meaning as a clue.

Name _____ Date _____

1. anonuncement

a public statement giving information _____

2. udpate

new information about a situation _____

3. shcedule

a plan showing times and activities _____

4. itnerrupt

stop an activity for a time _____

5. ogranizer

a person who plans an event _____

6. idnoors

inside a building _____

7. dleay

make something happen later _____

8. cnofirm

state that something is definite _____

Grammar focus

CEFR A2 | Unit 10: Events | Grammar

Read the explanation, then complete or revise each item.

Name _____ Date _____

Notice the form and meaning

Use the past continuous for an action in progress and the past simple for an event that interrupts it. Say is followed by a message; tell normally needs a person: tell the volunteer.

1. Complete: They were ___ chairs when rain began. (move)

2. Complete: The rain ___ at five. (begin)

3. Choose: The organizer said / told the volunteer to wait.

Apply and edit

CEFR A2 | Unit 10: Events | Grammar

Keep the intended meaning. More than one accurate wording may be possible.

Name _____ Date _____

4. Choose: She said / told the entrance was closed.

5. Join with when: We were setting up. The rain started.

6. Write a confirmation question about the new time.

Plan your writing

CEFR A2 | Unit 10: Events | Writing

Use the supplied context. Invent personal details if needed; do not include private information.

Name _____ Date _____

Your task

Write a revised event announcement and a short reply confirming the details. Make the new time, place and entrance clear.

Context

Original: garden, Friday 18: 00, bring a chair. Revised: Hall 1, Friday 18: 30, side entrance, chairs provided. The same three speakers will attend.

Who is the reader, and what do they need to know?

Which details will you include, and in what order?

Which words or forms will help you make the meaning clear?

Draft and revise

CEFR A2 | Unit 10: Events | Writing

Use your plan. Keep the reader, the facts and any conditions clear. Continue on another sheet if needed.

Name _____ Date _____

Reread for meaning, then check grammar, spelling and punctuation.

Teacher reading guide

CEFR A2 | Unit 1: Experiences | Reading

Keep this page separate during independent practice.

1. To visit the writer's cousin.
2. The writer saw the sea; the cousin lived near the hills.
3. The cousin arrived and they visited the museum.
4. From embarrassed to positive about the interesting afternoon.

Review notes

Equivalent wording is acceptable when meaning and scope are preserved. Ask learners to point to evidence or explain a choice.

Placement

A2-U01 / ESL.RED. Original supplementary practice. Skill links are proposed for review. Completion does not establish CEFR proficiency.

Teacher vocabulary guide

CEFR A2 | Unit 1: Experiences | Vocabulary

Use the meanings to check sense, then review the learner's own examples.

1. experience: something that happens to you
2. arrive: reach a place
3. discover: find something for the first time
4. return: come or go back
5. Sentence answers vary. Both words must be used in the taught senses and fit the context.
6. museum means a place displaying objects of interest; journey means travel from one place to another.
7. Accept supported connections to the supplied context. Ask which detail justifies each choice.

Review notes

The eight-card page supports retrieval. Concrete pictures illustrate only the sense defined here. Accept other accurate examples; a familiar spelling alone does not establish the right sense.

Placement

A2-U01 / ESL.VOC. Original supplementary practice. Skill links are proposed for review. Completion does not establish CEFR proficiency.

Teacher spelling key

CEFR A2 | Unit 1: Experiences | Spelling

These are orthographic practice targets for this unit, not a separate canonical spelling topic.

1. experience (corrects epxerience)
2. arrive (corrects arirve)
3. discover (corrects dsicover)
4. return (corrects rteurn)
5. surprised (corrects sruprised)
6. finally (corrects fnially)
7. museum (corrects msueum)
8. journey (corrects juorney)

Review notes

The same sequence is used on the recall and proofreading pages. Check omissions, reversals and repeated letters. Let learners mark the part they corrected. American spelling is used; accept a consistent standard regional variant when it preserves the same word.

Placement

A2-U01 / ESL.WRT. Original supplementary practice. Skill links are proposed for review. Completion does not establish CEFR proficiency.

Teacher grammar guide

CEFR A2 | Unit 1: Experiences | Grammar

Check the target form and the meaning retained by the learner's answer.

1. left
2. arrived
3. I did not check the number.
4. When did the cousin arrive?
5. I asked for help because I was on the wrong bus.
6. We took the correct bus home.

Review notes

Equivalent wording is acceptable when meaning and scope are preserved. Ask learners to point to evidence or explain a choice.

Placement

A2-U01 / ESL.GRM. Original supplementary practice. Skill links are proposed for review. Completion does not establish CEFR proficiency.

Teacher writing review

CEFR A2 | Unit 1: Experiences | Writing

Open responses need qualified review. Use this guide to discuss a useful next revision.

Task and audience

Write an 80-100-word account of a small change to a plan. State what happened first, describe the problem and explain the outcome. Use invented events if you prefer.

Meaning and evidence

Check the supplied context. The response should preserve relevant facts, conditions and uncertainty. Do not reward an invented claim as evidence.

Organization

Look for an order that helps the intended reader. At early levels, clear linked information is enough; advanced responses need controlled development and cohesion.

Language choices

Discuss one effective word choice and one form to revise. Consider the unit focus: Use the past simple for completed past events. Regular verbs often end in -ed; common verbs have irregular forms. After did or did not, use the base verb. Then, after that and finally show order.

Review status

Record feedback as teacher review. A completed draft or self-check does not verify correctness, skill mastery or a CEFR level.

Teacher reading guide

CEFR A2 | Unit 2: Plans | Reading

Keep this page separate during independent practice.

1. To invite Dana and explain the plan.
2. The meeting place changes to the museum cafe.
3. The museum stop, one stop after the library.
4. Saturday at ten; the bus is still bus 8.

Review notes

Equivalent wording is acceptable when meaning and scope are preserved. Ask learners to point to evidence or explain a choice.

Placement

A2-U02 / ESL.RED. Original supplementary practice. Skill links are proposed for review. Completion does not establish CEFR proficiency.

Teacher vocabulary guide

CEFR A2 | Unit 2: Plans | Vocabulary

Use the meanings to check sense, then review the learner's own examples.

1. arrangement: a plan agreed with other people
2. available: free to do something
3. confirm: say that a plan is definite
4. cancel: decide that a planned event will not happen
5. Sentence answers vary. Both words must be used in the taught senses and fit the context.
6. offer means say you are willing to do something; instead means in place of something else.
7. Accept supported connections to the supplied context. Ask which detail justifies each choice.

Review notes

The eight-card page supports retrieval. Concrete pictures illustrate only the sense defined here. Accept other accurate examples; a familiar spelling alone does not establish the right sense.

Placement

A2-U02 / ESL.VOC. Original supplementary practice. Skill links are proposed for review. Completion does not establish CEFR proficiency.

Teacher spelling key

CEFR A2 | Unit 2: Plans | Spelling

These are orthographic practice targets for this unit, not a separate canonical spelling topic.

1. arrangement (corrects ararngement)
2. available (corrects aavilable)
3. confirm (corrects cnofirm)
4. cancel (corrects cnacel)
5. entrance (corrects etnrance)
6. route (corrects ruote)
7. offer (corrects ofefr)
8. instead (corrects isntead)

Review notes

The same sequence is used on the recall and proofreading pages. Check omissions, reversals and repeated letters. Let learners mark the part they corrected. American spelling is used; accept a consistent standard regional variant when it preserves the same word.

Placement

A2-U02 / ESL.WRT. Original supplementary practice. Skill links are proposed for review. Completion does not establish CEFR proficiency.

Teacher grammar guide

CEFR A2 | Unit 2: Plans | Grammar

Check the target form and the meaning retained by the learner's answer.

1. meeting
2. to
3. I will bring the tickets.
4. We are meeting on Saturday.
5. the
6. Are you available on Saturday?

Review notes

Equivalent wording is acceptable when meaning and scope are preserved. Ask learners to point to evidence or explain a choice.

Placement

A2-U02 / ESL.GRM. Original supplementary practice. Skill links are proposed for review. Completion does not establish CEFR proficiency.

Teacher writing review

CEFR A2 | Unit 2: Plans | Writing

Open responses need qualified review. Use this guide to discuss a useful next revision.

Task and audience

Write an invitation and a short confirmation after one detail changes. Include travel information and check the final time and place.

Meaning and evidence

Check the supplied context. The response should preserve relevant facts, conditions and uncertainty. Do not reward an invented claim as evidence.

Organization

Look for an order that helps the intended reader. At early levels, clear linked information is enough; advanced responses need controlled development and cohesion.

Language choices

Discuss one effective word choice and one form to revise. Consider the unit focus: Use going to for an intention and the present continuous for an agreed arrangement. Will can express an offer made now. Keep the day, time and place clear when confirming a plan.

Review status

Record feedback as teacher review. A completed draft or self-check does not verify correctness, skill mastery or a CEFR level.

Teacher reading guide

CEFR A2 | Unit 3: Responsibilities | Reading

Keep this page separate during independent practice.

1. The welcome desk; it uses her speaking ability and requires no lifting.
2. Blocking the doors.
3. No.
4. Ask the supervisor.

Review notes

Equivalent wording is acceptable when meaning and scope are preserved. Ask learners to point to evidence or explain a choice.

Placement

A2-U03 / ESL.RED. Original supplementary practice. Skill links are proposed for review. Completion does not establish CEFR proficiency.

Teacher vocabulary guide

CEFR A2 | Unit 3: Responsibilities | Vocabulary

Use the meanings to check sense, then review the learner's own examples.

1. duty: a task someone is expected to do
2. volunteer: a person who helps without payment
3. requirement: something that is necessary
4. equipment: things needed for an activity
5. Sentence answers vary. Both words must be used in the taught senses and fit the context.
6. explain means make something clear; permission means agreement that someone may do something.
7. Accept supported connections to the supplied context. Ask which detail justifies each choice.

Review notes

The eight-card page supports retrieval. Concrete pictures illustrate only the sense defined here. Accept other accurate examples; a familiar spelling alone does not establish the right sense.

Placement

A2-U03 / ESL.VOC. Original supplementary practice. Skill links are proposed for review. Completion does not establish CEFR proficiency.

Teacher spelling key

CEFR A2 | Unit 3: Responsibilities | Spelling

These are orthographic practice targets for this unit, not a separate canonical spelling topic.

1. duty (corrects dtuy)
2. volunteer (corrects vlounteer)
3. requirement (corrects rqeuirement)
4. equipment (corrects euqipment)
5. checklist (corrects cehcklist)
6. safe (corrects sfae)
7. explain (corrects epxlain)
8. permission (corrects premission)

Review notes

The same sequence is used on the recall and proofreading pages. Check omissions, reversals and repeated letters. Let learners mark the part they corrected. American spelling is used; accept a consistent standard regional variant when it preserves the same word.

Placement

A2-U03 / ESL.WRT. Original supplementary practice. Skill links are proposed for review. Completion does not establish CEFR proficiency.

Teacher grammar guide

CEFR A2 | Unit 3: Responsibilities | Grammar

Check the target form and the meaning retained by the learner's answer.

1. have to
2. do not have to
3. must not
4. could
5. Zara can explain the task.
6. Can you help me check this name, please?

Review notes

Equivalent wording is acceptable when meaning and scope are preserved. Ask learners to point to evidence or explain a choice.

Placement

A2-U03 / ESL.GRM. Original supplementary practice. Skill links are proposed for review. Completion does not establish CEFR proficiency.

Teacher writing review

CEFR A2 | Unit 3: Responsibilities | Writing

Open responses need qualified review. Use this guide to discuss a useful next revision.

Task and audience

Write a duties checklist and a short message explaining which role suits an invented volunteer. Distinguish optional work from prohibited actions.

Meaning and evidence

Check the supplied context. The response should preserve relevant facts, conditions and uncertainty. Do not reward an invented claim as evidence.

Organization

Look for an order that helps the intended reader. At early levels, clear linked information is enough; advanced responses need controlled development and cohesion.

Language choices

Discuss one effective word choice and one form to revise. Consider the unit focus: Have to expresses a requirement. Do not have to means something is optional. Must not expresses a prohibition. Could can describe a general past ability.

Review status

Record feedback as teacher review. A completed draft or self-check does not verify correctness, skill mastery or a CEFR level.

Teacher reading guide

CEFR A2 | Unit 4: Goals | Reading

Keep this page separate during independent practice.

1. Attaching a file to an email.
2. She saved her first report last week; or practiced yesterday.
3. Ask a partner to check that the file opens.
4. They can check each other's work.

Review notes

Equivalent wording is acceptable when meaning and scope are preserved. Ask learners to point to evidence or explain a choice.

Placement

A2-U04 / ESL.RED. Original supplementary practice. Skill links are proposed for review. Completion does not establish CEFR proficiency.

Teacher vocabulary guide

CEFR A2 | Unit 4: Goals | Vocabulary

Use the meanings to check sense, then review the learner's own examples.

1. goal: something you want to achieve
2. progress: movement towards a goal
3. practice: repeating an activity to improve
4. already: before now or sooner than expected
5. Sentence answers vary. Both words must be used in the taught senses and fit the context.
6. record means information kept for later use; step means one part of a process.
7. Accept supported connections to the supplied context. Ask which detail justifies each choice.

Review notes

The eight-card page supports retrieval. Concrete pictures illustrate only the sense defined here. Accept other accurate examples; a familiar spelling alone does not establish the right sense.

Placement

A2-U04 / ESL.VOC. Original supplementary practice. Skill links are proposed for review. Completion does not establish CEFR proficiency.

Teacher spelling key

CEFR A2 | Unit 4: Goals | Spelling

These are orthographic practice targets for this unit, not a separate canonical spelling topic.

1. goal (corrects gaol)
2. progress (corrects porgress)
3. practice (corrects parctice)
4. already (corrects arleady)
5. yet (corrects yett)
6. improve (corrects ipmrove)
7. record (corrects rceord)
8. step (corrects setp)

Review notes

The same sequence is used on the recall and proofreading pages. Check omissions, reversals and repeated letters. Let learners mark the part they corrected. American spelling is used; accept a consistent standard regional variant when it preserves the same word.

Placement

A2-U04 / ESL.WRT. Original supplementary practice. Skill links are proposed for review. Completion does not establish CEFR proficiency.

Teacher grammar guide

CEFR A2 | Unit 4: Goals | Grammar

Check the target form and the meaning retained by the learner's answer.

1. created
2. saved
3. yet
4. to
5. learning
6. Have you ever sent an attachment?

Review notes

Equivalent wording is acceptable when meaning and scope are preserved. Ask learners to point to evidence or explain a choice.

Placement

A2-U04 / ESL.GRM. Original supplementary practice. Skill links are proposed for review. Completion does not establish CEFR proficiency.

Teacher writing review

CEFR A2 | Unit 4: Goals | Writing

Open responses need qualified review. Use this guide to discuss a useful next revision.

Task and audience

Write a progress email with two completed steps and one next goal. Add an action plan and explain how you will check the result.

Meaning and evidence

Check the supplied context. The response should preserve relevant facts, conditions and uncertainty. Do not reward an invented claim as evidence.

Organization

Look for an order that helps the intended reader. At early levels, clear linked information is enough; advanced responses need controlled development and cohesion.

Language choices

Discuss one effective word choice and one form to revise. Consider the unit focus: Use have/has plus a past participle for progress connected to now. Use the past simple with a finished time such as yesterday. Want is followed by to plus a verb; enjoy is followed by verb-ing.

Review status

Record feedback as teacher review. A completed draft or self-check does not verify correctness, skill mastery or a CEFR level.

Teacher reading guide

CEFR A2 | Unit 5: Housing | Reading

Keep this page separate during independent practice.

1. Room B.
2. Room B's electricity cost is missing.
3. The best room in town!
4. Whether the street/room is quiet.

Review notes

Equivalent wording is acceptable when meaning and scope are preserved. Ask learners to point to evidence or explain a choice.

Placement

A2-U05 / ESL.RED. Original supplementary practice. Skill links are proposed for review. Completion does not establish CEFR proficiency.

Teacher vocabulary guide

CEFR A2 | Unit 5: Housing | Vocabulary

Use the meanings to check sense, then review the learner's own examples.

1. rent: money paid to use a home or room
2. deposit: money held as security at the start of an agreement
3. included: part of the stated price or offer
4. quiet: with little noise
5. Sentence answers vary. Both words must be used in the taught senses and fit the context.
6. listing means an advertisement with details; furnished means containing furniture.
7. Accept supported connections to the supplied context. Ask which detail justifies each choice.

Review notes

The eight-card page supports retrieval. Concrete pictures illustrate only the sense defined here. Accept other accurate examples; a familiar spelling alone does not establish the right sense.

Placement

A2-U05 / ESL.VOC. Original supplementary practice. Skill links are proposed for review. Completion does not establish CEFR proficiency.

Teacher spelling key

CEFR A2 | Unit 5: Housing | Spelling

These are orthographic practice targets for this unit, not a separate canonical spelling topic.

1. rent (corrects rnet)
2. deposit (corrects dpeosit)
3. included (corrects icnluded)
4. quiet (corrects qiuet)
5. repair (corrects rpeair)
6. available (corrects aavilable)
7. listing (corrects lsiting)
8. furnished (corrects frunished)

Review notes

The same sequence is used on the recall and proofreading pages. Check omissions, reversals and repeated letters. Let learners mark the part they corrected. American spelling is used; accept a consistent standard regional variant when it preserves the same word.

Placement

A2-U05 / ESL.WRT. Original supplementary practice. Skill links are proposed for review. Completion does not establish CEFR proficiency.

Teacher grammar guide

CEFR A2 | Unit 5: Housing | Grammar

Check the target form and the meaning retained by the learner's answer.

1. more
2. closer
3. as
4. a
5. the
6. quietest

Review notes

Equivalent wording is acceptable when meaning and scope are preserved. Ask learners to point to evidence or explain a choice.

Placement

A2-U05 / ESL.GRM. Original supplementary practice. Skill links are proposed for review. Completion does not establish CEFR proficiency.

Teacher writing review

CEFR A2 | Unit 5: Housing | Writing

Open responses need qualified review. Use this guide to discuss a useful next revision.

Task and audience

Write a housing inquiry of 80-100 words. Ask for facts that would help compare the rooms. Include one question about a possible repair.

Meaning and evidence

Check the supplied context. The response should preserve relevant facts, conditions and uncertainty. Do not reward an invented claim as evidence.

Organization

Look for an order that helps the intended reader. At early levels, clear linked information is enough; advanced responses need controlled development and cohesion.

Language choices

Discuss one effective word choice and one form to revise. Consider the unit focus: Use more/less or -er to compare. As...as expresses equal degree. Use the when the reader knows which item you mean, and a/an when introducing one.

Review status

Record feedback as teacher review. A completed draft or self-check does not verify correctness, skill mastery or a CEFR level.

Teacher reading guide

CEFR A2 | Unit 6: Choices | Reading

Keep this page separate during independent practice.

1. $37.
2. It is over their $35 budget and delivery takes too long.
3. Two Kettle A units are in stock.
4. For a possible warranty claim.

Review notes

Equivalent wording is acceptable when meaning and scope are preserved. Ask learners to point to evidence or explain a choice.

Placement

A2-U06 / ESL.RED. Original supplementary practice. Skill links are proposed for review. Completion does not establish CEFR proficiency.

Teacher vocabulary guide

CEFR A2 | Unit 6: Choices | Vocabulary

Use the meanings to check sense, then review the learner's own examples.

1. feature: a characteristic of a product
2. delivery: bringing goods to a customer
3. warranty: a promise about repairing or replacing a product
4. amount: a quantity of something
5. Sentence answers vary. Both words must be used in the taught senses and fit the context.
6. compare means look at similarities and differences; receipt means a document showing that payment was made.
7. Accept supported connections to the supplied context. Ask which detail justifies each choice.

Review notes

The eight-card page supports retrieval. Concrete pictures illustrate only the sense defined here. Accept other accurate examples; a familiar spelling alone does not establish the right sense.

Placement

A2-U06 / ESL.VOC. Original supplementary practice. Skill links are proposed for review. Completion does not establish CEFR proficiency.

Teacher spelling key

CEFR A2 | Unit 6: Choices | Spelling

These are orthographic practice targets for this unit, not a separate canonical spelling topic.

1. feature (corrects faeture)
2. delivery (corrects dleivery)
3. warranty (corrects wraranty)
4. amount (corrects aomunt)
5. enough (corrects eonugh)
6. recommend (corrects rceommend)
7. compare (corrects cmopare)
8. receipt (corrects rceeipt)

Review notes

The same sequence is used on the recall and proofreading pages. Check omissions, reversals and repeated letters. Let learners mark the part they corrected. American spelling is used; accept a consistent standard regional variant when it preserves the same word.

Placement

A2-U06 / ESL.WRT. Original supplementary practice. Skill links are proposed for review. Completion does not establish CEFR proficiency.

Teacher grammar guide

CEFR A2 | Unit 6: Choices | Grammar

Check the target form and the meaning retained by the learner's answer.

1. much
2. a few
3. too
4. enough
5. This receipt is mine.
6. Whose receipt is this?

Review notes

Equivalent wording is acceptable when meaning and scope are preserved. Ask learners to point to evidence or explain a choice.

Placement

A2-U06 / ESL.GRM. Original supplementary practice. Skill links are proposed for review. Completion does not establish CEFR proficiency.

Teacher writing review

CEFR A2 | Unit 6: Choices | Writing

Open responses need qualified review. Use this guide to discuss a useful next revision.

Task and audience

Write a short recommendation comparing two products. Add an inquiry about availability or delivery. Use the stated budget and timing.

Meaning and evidence

Check the supplied context. The response should preserve relevant facts, conditions and uncertainty. Do not reward an invented claim as evidence.

Organization

Look for an order that helps the intended reader. At early levels, clear linked information is enough; advanced responses need controlled development and cohesion.

Language choices

Discuss one effective word choice and one form to revise. Consider the unit focus: Use many/a few with countable nouns and much/a little with uncountable nouns. Too means more than suitable; enough means sufficient. Mine/yours replace a possessive phrase.

Review status

Record feedback as teacher review. A completed draft or self-check does not verify correctness, skill mastery or a CEFR level.

Teacher reading guide

CEFR A2 | Unit 7: Technology | Reading

Keep this page separate during independent practice.

1. To help identify and choose the right file.
2. The file name below the message.
3. A partner replies that the file is a timetable.
4. His password/private account details.

Review notes

Equivalent wording is acceptable when meaning and scope are preserved. Ask learners to point to evidence or explain a choice.

Placement

A2-U07 / ESL.RED. Original supplementary practice. Skill links are proposed for review. Completion does not establish CEFR proficiency.

Teacher vocabulary guide

CEFR A2 | Unit 7: Technology | Vocabulary

Use the meanings to check sense, then review the learner's own examples.

1. attach: add a file to a message
2. upload: send a file to an online service
3. folder: a place used to organize digital files
4. password: a secret code used to access an account
5. Sentence answers vary. Both words must be used in the taught senses and fit the context.
6. save means store work so it can be used later; error means a mistake or a sign that something has failed.
7. Accept supported connections to the supplied context. Ask which detail justifies each choice.

Review notes

The eight-card page supports retrieval. Concrete pictures illustrate only the sense defined here. Accept other accurate examples; a familiar spelling alone does not establish the right sense.

Placement

A2-U07 / ESL.VOC. Original supplementary practice. Skill links are proposed for review. Completion does not establish CEFR proficiency.

Teacher spelling key

CEFR A2 | Unit 7: Technology | Spelling

These are orthographic practice targets for this unit, not a separate canonical spelling topic.

1. attach (corrects atatch)
2. upload (corrects ulpoad)
3. folder (corrects floder)
4. password (corrects psasword)
5. connection (corrects cnonection)
6. select (corrects sleect)
7. save (corrects svae)
8. error (corrects erorr)

Review notes

The same sequence is used on the recall and proofreading pages. Check omissions, reversals and repeated letters. Let learners mark the part they corrected. American spelling is used; accept a consistent standard regional variant when it preserves the same word.

Placement

A2-U07 / ESL.WRT. Original supplementary practice. Skill links are proposed for review. Completion does not establish CEFR proficiency.

Teacher grammar guide

CEFR A2 | Unit 7: Technology | Grammar

Check the target form and the meaning retained by the learner's answer.

1. to
2. carefully
3. to
4. making
5. He sends it carefully.
6. Did you save the right file yesterday?

Review notes

Equivalent wording is acceptable when meaning and scope are preserved. Ask learners to point to evidence or explain a choice.

Placement

A2-U07 / ESL.GRM. Original supplementary practice. Skill links are proposed for review. Completion does not establish CEFR proficiency.

Teacher writing review

CEFR A2 | Unit 7: Technology | Writing

Open responses need qualified review. Use this guide to discuss a useful next revision.

Task and audience

Write numbered instructions for a simple digital task. Then write a support request describing a problem without including a password or private details.

Meaning and evidence

Check the supplied context. The response should preserve relevant facts, conditions and uncertainty. Do not reward an invented claim as evidence.

Organization

Look for an order that helps the intended reader. At early levels, clear linked information is enough; advanced responses need controlled development and cohesion.

Language choices

Discuss one effective word choice and one form to revise. Consider the unit focus: Use to plus a verb to explain purpose: Save it to keep a copy. An adverb can describe how an action happens: Check carefully. After want use to; after enjoy use -ing.

Review status

Record feedback as teacher review. A completed draft or self-check does not verify correctness, skill mastery or a CEFR level.

Teacher reading guide

CEFR A2 | Unit 8: Wellbeing | Reading

Keep this page separate during independent practice.

1. Blocking the exit; or keeping drinks near the computers.
2. No.
3. The student feels tired after studying without stopping.
4. The quiet room is optional; keeping the exit clear is required.

Review notes

Equivalent wording is acceptable when meaning and scope are preserved. Ask learners to point to evidence or explain a choice.

Placement

A2-U08 / ESL.RED. Original supplementary practice. Skill links are proposed for review. Completion does not establish CEFR proficiency.

Teacher vocabulary guide

CEFR A2 | Unit 8: Wellbeing | Vocabulary

Use the meanings to check sense, then review the learner's own examples.

1. habit: something you do regularly
2. routine: the usual order of activities
3. rest: time spent relaxing or sleeping
4. screen: a surface displaying digital information
5. Sentence answers vary. Both words must be used in the taught senses and fit the context.
6. reason means why something happens or is done; choice means an option selected from several.
7. Accept supported connections to the supplied context. Ask which detail justifies each choice.

Review notes

The eight-card page supports retrieval. Concrete pictures illustrate only the sense defined here. Accept other accurate examples; a familiar spelling alone does not establish the right sense.

Placement

A2-U08 / ESL.VOC. Original supplementary practice. Skill links are proposed for review. Completion does not establish CEFR proficiency.

Teacher spelling key

CEFR A2 | Unit 8: Wellbeing | Spelling

These are orthographic practice targets for this unit, not a separate canonical spelling topic.

1. habit (corrects hbait)
2. routine (corrects ruotine)
3. rest (corrects rset)
4. screen (corrects srceen)
5. advice (corrects avdice)
6. rule (corrects rlue)
7. reason (corrects raeson)
8. choice (corrects cohice)

Review notes

The same sequence is used on the recall and proofreading pages. Check omissions, reversals and repeated letters. Let learners mark the part they corrected. American spelling is used; accept a consistent standard regional variant when it preserves the same word.

Placement

A2-U08 / ESL.WRT. Original supplementary practice. Skill links are proposed for review. Completion does not establish CEFR proficiency.

Teacher grammar guide

CEFR A2 | Unit 8: Wellbeing | Grammar

Check the target form and the meaning retained by the learner's answer.

1. must not
2. do not have to
3. You should take a break between tasks.
4. I changed my routine because I felt tired.
5. I finished the task, so I took a break.
6. You should not study without a break all day.

Review notes

Equivalent wording is acceptable when meaning and scope are preserved. Ask learners to point to evidence or explain a choice.

Placement

A2-U08 / ESL.GRM. Original supplementary practice. Skill links are proposed for review. Completion does not establish CEFR proficiency.

Teacher writing review

CEFR A2 | Unit 8: Wellbeing | Writing

Open responses need qualified review. Use this guide to discuss a useful next revision.

Task and audience

Write a short routine plan and distinguish one room rule from one personal choice. Give reasons for the changes. Use the supplied scenario.

Meaning and evidence

Check the supplied context. The response should preserve relevant facts, conditions and uncertainty. Do not reward an invented claim as evidence.

Organization

Look for an order that helps the intended reader. At early levels, clear linked information is enough; advanced responses need controlled development and cohesion.

Language choices

Discuss one effective word choice and one form to revise. Consider the unit focus: Should gives advice. Must/must not states a strong requirement or prohibition. Do not have to means there is no requirement. Because gives a reason; so introduces a result.

Review status

Record feedback as teacher review. A completed draft or self-check does not verify correctness, skill mastery or a CEFR level.

Teacher reading guide

CEFR A2 | Unit 9: Community | Reading

Keep this page separate during independent practice.

1. People who want to learn basic repair skills.
2. No.
3. Tools.
4. Materials and whether leaving at four is possible.

Review notes

Equivalent wording is acceptable when meaning and scope are preserved. Ask learners to point to evidence or explain a choice.

Placement

A2-U09 / ESL.RED. Original supplementary practice. Skill links are proposed for review. Completion does not establish CEFR proficiency.

Teacher vocabulary guide

CEFR A2 | Unit 9: Community | Vocabulary

Use the meanings to check sense, then review the learner's own examples.

1. community: people connected by a place or shared interest
2. participate: take part
3. repair: fix something that is damaged
4. notice: a short public message
5. Sentence answers vary. Both words must be used in the taught senses and fit the context.
6. session means a period set aside for an activity; inquiry means a request for information.
7. Accept supported connections to the supplied context. Ask which detail justifies each choice.

Review notes

The eight-card page supports retrieval. Concrete pictures illustrate only the sense defined here. Accept other accurate examples; a familiar spelling alone does not establish the right sense.

Placement

A2-U09 / ESL.VOC. Original supplementary practice. Skill links are proposed for review. Completion does not establish CEFR proficiency.

Teacher spelling key

CEFR A2 | Unit 9: Community | Spelling

These are orthographic practice targets for this unit, not a separate canonical spelling topic.

1. community (corrects cmomunity)
2. participate (corrects praticipate)
3. repair (corrects rpeair)
4. notice (corrects ntoice)
5. register (corrects rgeister)
6. tool (corrects tolo)
7. session (corrects ssesion)
8. inquiry (corrects iqnuiry)

Review notes

The same sequence is used on the recall and proofreading pages. Check omissions, reversals and repeated letters. Let learners mark the part they corrected. American spelling is used; accept a consistent standard regional variant when it preserves the same word.

Placement

A2-U09 / ESL.WRT. Original supplementary practice. Skill links are proposed for review. Completion does not establish CEFR proficiency.

Teacher grammar guide

CEFR A2 | Unit 9: Community | Grammar

Check the target form and the meaning retained by the learner's answer.

1. who
2. that / which
3. are
4. checked
5. The items are checked by volunteers.
6. Electrical items are not accepted.

Review notes

Equivalent wording is acceptable when meaning and scope are preserved. Ask learners to point to evidence or explain a choice.

Placement

A2-U09 / ESL.GRM. Original supplementary practice. Skill links are proposed for review. Completion does not establish CEFR proficiency.

Teacher writing review

CEFR A2 | Unit 9: Community | Writing

Open responses need qualified review. Use this guide to discuss a useful next revision.

Task and audience

Write an inquiry about a community activity. Include what you want to bring, a question about requirements and a question about timing.

Meaning and evidence

Check the supplied context. The response should preserve relevant facts, conditions and uncertainty. Do not reward an invented claim as evidence.

Organization

Look for an order that helps the intended reader. At early levels, clear linked information is enough; advanced responses need controlled development and cohesion.

Language choices

Discuss one effective word choice and one form to revise. Consider the unit focus: Who describes a person; which/that can describe a thing. A present passive uses am/is/are plus a past participle: Tools are provided. The focus is on the thing or action.

Review status

Record feedback as teacher review. A completed draft or self-check does not verify correctness, skill mastery or a CEFR level.

Teacher reading guide

CEFR A2 | Unit 10: Events | Reading

Keep this page separate during independent practice.

1. Heavy rain.
2. 18: 30 in Hall 1.
3. Their own chairs.
4. All three speakers are taking part.

Review notes

Equivalent wording is acceptable when meaning and scope are preserved. Ask learners to point to evidence or explain a choice.

Placement

A2-U10 / ESL.RED. Original supplementary practice. Skill links are proposed for review. Completion does not establish CEFR proficiency.

Teacher vocabulary guide

CEFR A2 | Unit 10: Events | Vocabulary

Use the meanings to check sense, then review the learner's own examples.

1. announcement: a public statement giving information
2. update: new information about a situation
3. schedule: a plan showing times and activities
4. interrupt: stop an activity for a time
5. Sentence answers vary. Both words must be used in the taught senses and fit the context.
6. delay means make something happen later; confirm means state that something is definite.
7. Accept supported connections to the supplied context. Ask which detail justifies each choice.

Review notes

The eight-card page supports retrieval. Concrete pictures illustrate only the sense defined here. Accept other accurate examples; a familiar spelling alone does not establish the right sense.

Placement

A2-U10 / ESL.VOC. Original supplementary practice. Skill links are proposed for review. Completion does not establish CEFR proficiency.

Teacher spelling key

CEFR A2 | Unit 10: Events | Spelling

These are orthographic practice targets for this unit, not a separate canonical spelling topic.

1. announcement (corrects anonuncement)
2. update (corrects udpate)
3. schedule (corrects shcedule)
4. interrupt (corrects itnerrupt)
5. organizer (corrects ogranizer)
6. indoors (corrects idnoors)
7. delay (corrects dleay)
8. confirm (corrects cnofirm)

Review notes

The same sequence is used on the recall and proofreading pages. Check omissions, reversals and repeated letters. Let learners mark the part they corrected. American spelling is used; accept a consistent standard regional variant when it preserves the same word.

Placement

A2-U10 / ESL.WRT. Original supplementary practice. Skill links are proposed for review. Completion does not establish CEFR proficiency.

Teacher grammar guide

CEFR A2 | Unit 10: Events | Grammar

Check the target form and the meaning retained by the learner's answer.

1. moving
2. began
3. told
4. said
5. We were setting up when the rain started.
6. Does the event begin at 18: 30?

Review notes

Equivalent wording is acceptable when meaning and scope are preserved. Ask learners to point to evidence or explain a choice.

Placement

A2-U10 / ESL.GRM. Original supplementary practice. Skill links are proposed for review. Completion does not establish CEFR proficiency.

Teacher writing review

CEFR A2 | Unit 10: Events | Writing

Open responses need qualified review. Use this guide to discuss a useful next revision.

Task and audience

Write a revised event announcement and a short reply confirming the details. Make the new time, place and entrance clear.

Meaning and evidence

Check the supplied context. The response should preserve relevant facts, conditions and uncertainty. Do not reward an invented claim as evidence.

Organization

Look for an order that helps the intended reader. At early levels, clear linked information is enough; advanced responses need controlled development and cohesion.

Language choices

Discuss one effective word choice and one form to revise. Consider the unit focus: Use the past continuous for an action in progress and the past simple for an event that interrupts it. Say is followed by a message; tell normally needs a person: tell the volunteer.

Review status

Record feedback as teacher review. A completed draft or self-check does not verify correctness, skill mastery or a CEFR level.