Brightway

B1 English Practice

CEFR B1 | 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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More than a job title

CEFR B1 | Unit 1: Identity | Reading

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

Name _____ Date _____

When people ask Daniel what he does, he used to answer with his job title: assistant in a small shop. Now he also mentions the community photography group he joined two years ago. He has been taking photographs since his first group walk, and the activity has changed the way he notices his neighborhood.

At first, Daniel photographed buildings because he felt uncomfortable asking people for permission. A more experienced member helped him practice introducing himself. After several months, he began making portraits of local shopkeepers who agreed to take part. He still checks how each person wants the image used.

His job has contributed to the project too. He knows when the street is quiet and can arrange visits without interrupting customers. Last month, the library displayed six of his photographs. Daniel says the display mattered, but the conversations mattered more: people he had served for years began telling him stories about the area.

Daniel does not describe himself as an expert. He sees himself as a learner who has found a useful way to contribute. The group has given him a new interest without replacing the other parts of his life.

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

Read and respond

CEFR B1 | Unit 1: Identity | Reading

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

Name _____ Date _____

1. What is the main point of the profile?

2. Which experience increased his confidence?

3. How does his job support the project?

4. What evidence supports his view that conversations mattered?

Words in context

CEFR B1 | Unit 1: Identity | Vocabulary

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

Name _____ Date _____

identity

the qualities and connections that shape a person

interest

an activity or subject that attracts attention

confidence

belief in your ability to do something

experience

knowledge gained through doing things

belong

feel accepted as part of a group

develop

grow or improve over time

background

past experiences and circumstances

contribute

give something useful to a shared activity

Meaning and use

CEFR B1 | Unit 1: Identity | Vocabulary

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

Name _____ Date _____

Word bank: confidence, identity, experience, interest

1. the qualities and connections that shape a person

2. an activity or subject that attracts attention

3. belief in your ability to do something

4. knowledge gained through doing things

5. Use belong and develop in a sentence about identity.

6. Explain the difference in meaning between background and contribute.

7. Choose two words from page 1. Explain how they connect to this context: Daniel joined a photography group two years ago, practiced introductions with support and recently exhibited six portraits. He values the local conversations that followed. People consented to the photographs.

Word cards

CEFR B1 | Unit 1: Identity | Vocabulary

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

Name _____ Date _____

identity the qualities and connections that shape a person	**interest** an activity or subject that attracts attention
confidence belief in your ability to do something	**experience** knowledge gained through doing things
belong feel accepted as part of a group	**develop** grow or improve over time
background past experiences and circumstances	**contribute** give something useful to a shared activity

Study the word forms

CEFR B1 | Unit 1: Identity | Spelling

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

Name _____ Date _____

identity

the qualities and connections that shape a person

_____

Write from memory. Check every letter.

interest

an activity or subject that attracts attention

_____

Write from memory. Check every letter.

confidence

belief in your ability to do something

_____

Write from memory. Check every letter.

experience

knowledge gained through doing things

_____

Write from memory. Check every letter.

belong

feel accepted as part of a group

_____

Write from memory. Check every letter.

develop

grow or improve over time

_____

Write from memory. Check every letter.

background

past experiences and circumstances

_____

Write from memory. Check every letter.

contribute

give something useful to a shared activity

_____

Write from memory. Check every letter.

Recall the spelling

CEFR B1 | Unit 1: Identity | Spelling

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

Name _____ Date _____

1. the qualities and connections that shape a person

2. an activity or subject that attracts attention

3. belief in your ability to do something

4. knowledge gained through doing things

5. feel accepted as part of a group

6. grow or improve over time

7. past experiences and circumstances

8. give something useful to a shared activity

Proofread and correct

CEFR B1 | Unit 1: Identity | Spelling

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

Name _____ Date _____

1. iedntity

the qualities and connections that shape a person _____

2. itnerest

an activity or subject that attracts attention _____

3. cnofidence

belief in your ability to do something _____

4. epxerience

knowledge gained through doing things _____

5. bleong

feel accepted as part of a group _____

6. dveelop

grow or improve over time _____

7. bcakground

past experiences and circumstances _____

8. cnotribute

give something useful to a shared activity _____

Grammar focus

CEFR B1 | Unit 1: Identity | Grammar

Read the explanation, then complete or revise each item.

Name _____ Date _____

Notice the form and meaning

Use the present perfect simple for experience or a result and the continuous for an ongoing activity. Since introduces a starting point; for introduces duration. Indirect questions use statement word order.

1. Complete: He has ___ the group for two years. (know)

2. Complete: He has been ___ photographs since joining. (take)

3. Choose: He has attended for / since 2024.

Apply and edit

CEFR B1 | Unit 1: Identity | Grammar

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

Name _____ Date _____

4. Choose: He has attended for / since two years.

5. Make indirect: Where does the group meet? Begin Do you know...

6. Correct: Can you tell me how did he start?

Plan your writing

CEFR B1 | Unit 1: Identity | Writing

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

Name _____ Date _____

Your task

Write a 140-180-word profile showing how an invented person's interests developed. Support the main point with two timeline details. End with what the person values now.

Context

Daniel joined a photography group two years ago, practiced introductions with support and recently exhibited six portraits. He values the local conversations that followed. People consented to the photographs.

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 B1 | Unit 1: Identity | 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.

Experience that transfers

CEFR B1 | Unit 2: Careers | Reading

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

Name _____ Date _____

The community centre needs a paid weekend coordinator. The role involves welcoming visitors, keeping booking records and resolving simple scheduling problems. Applicants need experience of dealing with people and organizing information. A formal management qualification is not required.

Priya has worked in a cafe for three years. Before she became a shift assistant, she had spent a year helping a sports club with its bookings. At the cafe, she used to record orders on paper; now she checks a shared digital system. Last month, two groups arrived with bookings for the same room. She was able to arrange a second space and explain the change calmly.

Her application does not claim that cafe work and community coordination are identical. Instead, she gives examples of transferable experience. She mentions checking records, explaining changes and meeting opening deadlines. She asks a supervisor to provide a reference about her reliability.

Priya also identifies a gap: she has not used the centre's booking software. In her email, she asks whether training is provided and offers to attend an introductory session. The specific examples make her suitability easier to assess than a list of unsupported adjectives.

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

Read and respond

CEFR B1 | Unit 2: Careers | Reading

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

Name _____ Date _____

1. Which requirements does Priya's experience address?

2. What happened before she became a shift assistant?

3. What was a specific successful response to a problem?

4. What limitation does she acknowledge?

Words in context

CEFR B1 | Unit 2: Careers | Vocabulary

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

Name _____ Date _____

candidate

a person being considered for a role

responsibility

a duty attached to a role

suitable

meeting the needs of a situation

transfer

use something in a different setting

reliable

able to be depended on

deadline

the latest time for completing work

achievement

something successfully completed

reference

a person or statement supporting an application

Meaning and use

CEFR B1 | Unit 2: Careers | Vocabulary

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

Name _____ Date _____

Word bank: suitable, candidate, transfer, responsibility

1. a person being considered for a role

2. a duty attached to a role

3. meeting the needs of a situation

4. use something in a different setting

5. Use reliable and deadline in a sentence about careers.

6. Explain the difference in meaning between achievement and reference.

7. Choose two words from page 1. Explain how they connect to this context: Role: visitor welcome, booking records, schedule problems. Candidate: cafe shift work and sports club bookings, calm double-booking solution. Gap: unfamiliar centre software.

Word cards

CEFR B1 | Unit 2: Careers | Vocabulary

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

Name _____ Date _____

candidate a person being considered for a role	**responsibility** a duty attached to a role
suitable meeting the needs of a situation	**transfer** use something in a different setting
reliable able to be depended on	**deadline** the latest time for completing work
achievement something successfully completed	**reference** a person or statement supporting an application

Study the word forms

CEFR B1 | Unit 2: Careers | Spelling

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

Name _____ Date _____

candidate

a person being considered for a role

_____

Write from memory. Check every letter.

responsibility

a duty attached to a role

_____

Write from memory. Check every letter.

suitable

meeting the needs of a situation

_____

Write from memory. Check every letter.

transfer

use something in a different setting

_____

Write from memory. Check every letter.

reliable

able to be depended on

_____

Write from memory. Check every letter.

deadline

the latest time for completing work

_____

Write from memory. Check every letter.

achievement

something successfully completed

_____

Write from memory. Check every letter.

reference

a person or statement supporting an application

_____

Write from memory. Check every letter.

Recall the spelling

CEFR B1 | Unit 2: Careers | Spelling

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

Name _____ Date _____

1. a person being considered for a role

2. a duty attached to a role

3. meeting the needs of a situation

4. use something in a different setting

5. able to be depended on

6. the latest time for completing work

7. something successfully completed

8. a person or statement supporting an application

Proofread and correct

CEFR B1 | Unit 2: Careers | Spelling

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

Name _____ Date _____

1. cnadidate

a person being considered for a role _____

2. rseponsibility

a duty attached to a role _____

3. siutable

meeting the needs of a situation _____

4. tarnsfer

use something in a different setting _____

5. rleiable

able to be depended on _____

6. daedline

the latest time for completing work _____

7. ahcievement

something successfully completed _____

8. rfeerence

a person or statement supporting an application _____

Grammar focus

CEFR B1 | Unit 2: Careers | Grammar

Read the explanation, then complete or revise each item.

Name _____ Date _____

Notice the form and meaning

Use the past perfect to place an event before another past event. Used to plus a verb describes a past habit or state. Was able to can emphasize success on one particular occasion.

1. Complete: She ___ helped a club before taking the cafe role.

2. Complete: She used ___ record orders on paper.

3. Correct: She used to worked weekends.

Apply and edit

CEFR B1 | Unit 2: Careers | Grammar

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

Name _____ Date _____

4. Complete: She was able __ arrange another room.

5. Choose for a past state: She used to / would know every visitor.

6. Join using before: She learned the system. She became an assistant.

Plan your writing

CEFR B1 | Unit 2: Careers | Writing

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

Name _____ Date _____

Your task

Write a 140-180-word experience summary and a brief follow-up question. Match examples to two requirements and acknowledge one training need.

Context

Role: visitor welcome, booking records, schedule problems. Candidate: cafe shift work and sports club bookings, calm double-booking solution. Gap: unfamiliar centre software.

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 B1 | Unit 2: Careers | 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.

Passing on course guidance

CEFR B1 | Unit 3: Education | Reading

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

Name _____ Date _____

A tutor gives the class three instructions for the project. Students must submit a 600-word report by Friday at noon, use at least two sources and include a short note explaining each person's contribution. The tutor says that an extension must be requested before the deadline and is not automatic.

Later, Hana summarizes the guidance for an absent classmate. She writes, "The tutor said we had to submit by Friday at noon. She asked us to use two or more sources and explain our contributions." Hana also includes the extension rule.

Her classmate asks whether the contribution note counts towards the word limit. Hana cannot find an answer in the written guidance. She does not guess. She sends a clarification question to the tutor and tells her classmate which point remains uncertain.

When the reply arrives, it confirms that the note is separate from the 600 words. Hana updates her summary and labels the new information clearly. She keeps the original deadline visible so the update cannot be mistaken for extra time.

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

Read and respond

CEFR B1 | Unit 3: Education | Reading

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

Name _____ Date _____

1. List the three main requirements.

2. Which detail was unclear initially?

3. How did Hana avoid passing on a guess?

4. What did the tutor's reply change?

Words in context

CEFR B1 | Unit 3: Education | Vocabulary

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

Name _____ Date _____

requirement

something a course or task demands

guidance

advice about what to do

clarify

make unclear information easier to understand

submission

work handed in for consideration

source

where information comes from

summary

a short account of main points

extension

extra time allowed for a task

feedback

comments intended to help improvement

Meaning and use

CEFR B1 | Unit 3: Education | Vocabulary

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

Name _____ Date _____

Word bank: clarify, requirement, submission, guidance

1. something a course or task demands

2. advice about what to do

3. make unclear information easier to understand

4. work handed in for consideration

5. Use source and summary in a sentence about education.

6. Explain the difference in meaning between extension and feedback.

7. Choose two words from page 1. Explain how they connect to this context: Report: 600 words, Friday noon, two sources, contribution note. Extensions require a prior request. Initially it is unclear whether the contribution note counts towards the word limit.

Word cards

CEFR B1 | Unit 3: Education | Vocabulary

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

Name _____ Date _____

requirement something a course or task demands	**guidance** advice about what to do
clarify make unclear information easier to understand	**submission** work handed in for consideration
source where information comes from	**summary** a short account of main points
extension extra time allowed for a task	**feedback** comments intended to help improvement

Study the word forms

CEFR B1 | Unit 3: Education | Spelling

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

Name _____ Date _____

requirement

something a course or task demands

_____

Write from memory. Check every letter.

guidance

advice about what to do

_____

Write from memory. Check every letter.

clarify

make unclear information easier to understand

_____

Write from memory. Check every letter.

submission

work handed in for consideration

_____

Write from memory. Check every letter.

source

where information comes from

_____

Write from memory. Check every letter.

summary

a short account of main points

_____

Write from memory. Check every letter.

extension

extra time allowed for a task

_____

Write from memory. Check every letter.

feedback

comments intended to help improvement

_____

Write from memory. Check every letter.

Recall the spelling

CEFR B1 | Unit 3: Education | Spelling

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

Name _____ Date _____

1. something a course or task demands

2. advice about what to do

3. make unclear information easier to understand

4. work handed in for consideration

5. where information comes from

6. a short account of main points

7. extra time allowed for a task

8. comments intended to help improvement

Proofread and correct

CEFR B1 | Unit 3: Education | Spelling

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

Name _____ Date _____

1. rqeuirement

something a course or task demands _____

2. giudance

advice about what to do _____

3. calrify

make unclear information easier to understand _____

4. sbumission

work handed in for consideration _____

5. suorce

where information comes from _____

6. smumary

a short account of main points _____

7. etxension

extra time allowed for a task _____

8. fedeback

comments intended to help improvement _____

Grammar focus

CEFR B1 | Unit 3: Education | Grammar

Read the explanation, then complete or revise each item.

Name _____ Date _____

Notice the form and meaning

Reported instructions often use ask/tell plus a person plus to. Reported questions use statement order. Use if/whether for yes/no questions and preserve the original meaning and conditions.

1. Report: "Use two sources." Begin She asked us...

2. Report: "Do not miss the deadline." Begin She told us...

3. Correct: Hana asked whether did the note count.

Apply and edit

CEFR B1 | Unit 3: Education | Grammar

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

Name _____ Date _____

4. Report: "When is it due?" Begin He asked...

5. Choose: She said / told us that the note was separate.

6. Complete: I asked ___ an extension was possible.

Plan your writing

CEFR B1 | Unit 3: Education | Writing

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

Name _____ Date _____

Your task

Write a guidance summary and a clarification email. Separate confirmed instructions from the question that remains open.

Context

Report: 600 words, Friday noon, two sources, contribution note. Extensions require a prior request. Initially it is unclear whether the contribution note counts towards the word limit.

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 B1 | Unit 3: Education | 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 plan for wet weather

CEFR B1 | Unit 4: Decisions | Reading

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

Name _____ Date _____

A walking group plans a two-hour trip on Sunday. Several members are new, and one cannot walk quickly. The leader compares two suggestions. The first is to continue in all weather because the route is familiar. The second is to check the forecast and use a shorter sheltered route if heavy rain is likely.

The leader chooses the second plan. A familiar route can still become unsuitable, and the slower walker needs enough time. If the forecast predicts heavy rain, the group will meet at the community hall and take the short route. If conditions are worse than expected, they will stay indoors for a map-reading session.

Members must confirm attendance by Saturday evening. The leader will send the final plan after checking the forecast. Nobody should leave for the original meeting point until that message arrives.

The decision gives everyone a useful activity while recognizing the group's limits. It also makes the conditions explicit. Members do not have to guess whether "bad weather" means a light shower or heavy rain.

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

Read and respond

CEFR B1 | Unit 4: Decisions | Reading

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

Name _____ Date _____

1. Why is continuing in all weather unsuitable?

2. What happens if heavy rain is forecast?

3. What must happen before members leave?

4. Why is a specific weather condition useful?

Words in context

CEFR B1 | Unit 4: Decisions | Vocabulary

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

Name _____ Date _____

consequence

a result of an action or condition

alternative

another possible choice

condition

something that must be true for an action

forecast

a prediction of future conditions

shelter

a place protected from weather

unless

except if

confirm

make an arrangement definite

practical

suited to real needs and limits

Meaning and use

CEFR B1 | Unit 4: Decisions | Vocabulary

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

Name _____ Date _____

Word bank: condition, consequence, forecast, alternative

1. a result of an action or condition

2. another possible choice

3. something that must be true for an action

4. a prediction of future conditions

5. Use shelter and unless in a sentence about decisions.

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

7. Choose two words from page 1. Explain how they connect to this context: Two-hour walk; a slower walker needs time. Heavy rain means a shorter route from the hall. Worse conditions mean an indoor session. Confirm by Saturday; wait for the final message.

Word cards

CEFR B1 | Unit 4: Decisions | Vocabulary

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

Name _____ Date _____

consequence a result of an action or condition	**alternative** another possible choice
condition something that must be true for an action	**forecast** a prediction of future conditions
shelter a place protected from weather	**unless** except if
confirm make an arrangement definite	**practical** suited to real needs and limits

Study the word forms

CEFR B1 | Unit 4: Decisions | Spelling

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

Name _____ Date _____

consequence

a result of an action or condition

_____

Write from memory. Check every letter.

alternative

another possible choice

_____

Write from memory. Check every letter.

condition

something that must be true for an action

_____

Write from memory. Check every letter.

forecast

a prediction of future conditions

_____

Write from memory. Check every letter.

shelter

a place protected from weather

_____

Write from memory. Check every letter.

unless

except if

_____

Write from memory. Check every letter.

confirm

make an arrangement definite

_____

Write from memory. Check every letter.

practical

suited to real needs and limits

_____

Write from memory. Check every letter.

Recall the spelling

CEFR B1 | Unit 4: Decisions | Spelling

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

Name _____ Date _____

1. a result of an action or condition

2. another possible choice

3. something that must be true for an action

4. a prediction of future conditions

5. a place protected from weather

6. except if

7. make an arrangement definite

8. suited to real needs and limits

Proofread and correct

CEFR B1 | Unit 4: Decisions | Spelling

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

Name _____ Date _____

1. cnosequence

a result of an action or condition _____

2. atlernative

another possible choice _____

3. cnodition

something that must be true for an action _____

4. froecast

a prediction of future conditions _____

5. sehlter

a place protected from weather _____

6. ulness

except if _____

7. cnofirm

make an arrangement definite _____

8. parctical

suited to real needs and limits _____

Grammar focus

CEFR B1 | Unit 4: Decisions | Grammar

Read the explanation, then complete or revise each item.

Name _____ Date _____

Notice the form and meaning

Use present simple after if, when, before and until for a future condition. The main clause can use will. Unless means if not. A zero conditional describes a general relationship.

1. Complete: If it ___ heavily, we will use the short route. (rain)

2. Correct: We will wait until the message will arrive.

3. Complete: We will walk unless conditions ___ unsafe. (be)

Apply and edit

CEFR B1 | Unit 4: Decisions | Grammar

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

Name _____ Date _____

4. Rewrite with if not: Unless you confirm, we cannot reserve a place.

5. Complete: After she ___ the forecast, she will send the plan. (check)

6. Choose: If water freezes, it expands / will expanded.

Plan your writing

CEFR B1 | Unit 4: Decisions | Writing

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

Name _____ Date _____

Your task

Write a conditional action plan for a group activity. State the decision point, two alternatives and how participants will receive confirmation.

Context

Two-hour walk; a slower walker needs time. Heavy rain means a shorter route from the hall. Worse conditions mean an indoor session. Confirm by Saturday; wait for the final message.

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 B1 | Unit 4: Decisions | 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.

One practice, two accounts

CEFR B1 | Unit 5: Traditions | Reading

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

Name _____ Date _____

Two residents describe the neighborhood's annual seed exchange. In Salma's account, families brought seeds from their gardens, labeled each packet and placed it on a shared table. Visitors chose packets and left others in return. A volunteer explained how the labels were used.

Tom remembers the same event differently. He says the most useful part was a short demonstration for new gardeners. Last year, the demonstration was held before the exchange opened. This year, it will be repeated twice during the afternoon so late arrivals can join.

The accounts emphasize different parts of a shared practice. They do not necessarily contradict each other. Both mention labeled packets and help for beginners. A guide for newcomers should combine these useful details without claiming that every family follows the same gardening tradition.

The organizer asks participants to label seeds clearly and share only what they can identify. Visitors may watch before deciding to exchange anything. For Salma, the day is mainly about meeting neighbors; for Tom, it is about learning. The guide can acknowledge both purposes.

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

Read and respond

CEFR B1 | Unit 5: Traditions | Reading

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

Name _____ Date _____

1. What process do both accounts support?

2. What changes this year?

3. Do different emphases prove a contradiction?

4. What should a newcomer guide avoid assuming?

Words in context

CEFR B1 | Unit 5: Traditions | Vocabulary

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

Name _____ Date _____

tradition

a practice passed between people over time

process

a series of steps

account

a description of what happened

version

a particular form of an account or thing

participation

the act of taking part

respectful

showing care for other people

prepare

make ready

variation

a difference within a shared pattern

Meaning and use

CEFR B1 | Unit 5: Traditions | Vocabulary

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

Name _____ Date _____

Word bank: account, tradition, version, process

1. a practice passed between people over time

2. a series of steps

3. a description of what happened

4. a particular form of an account or thing

5. Use participation and respectful in a sentence about traditions.

6. Explain the difference in meaning between prepare and variation.

7. Choose two words from page 1. Explain how they connect to this context: Packets are labeled and exchanged at a table. Beginners can watch or ask for help. The demonstration runs twice this year. Participation in the exchange is optional.

Word cards

CEFR B1 | Unit 5: Traditions | Vocabulary

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

Name _____ Date _____

tradition a practice passed between people over time	**process** a series of steps
account a description of what happened	**version** a particular form of an account or thing
participation the act of taking part	**respectful** showing care for other people
prepare make ready	**variation** a difference within a shared pattern

Study the word forms

CEFR B1 | Unit 5: Traditions | Spelling

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

Name _____ Date _____

tradition

a practice passed between people over time

_____

Write from memory. Check every letter.

process

a series of steps

_____

Write from memory. Check every letter.

account

a description of what happened

_____

Write from memory. Check every letter.

version

a particular form of an account or thing

_____

Write from memory. Check every letter.

participation

the act of taking part

_____

Write from memory. Check every letter.

respectful

showing care for other people

_____

Write from memory. Check every letter.

prepare

make ready

_____

Write from memory. Check every letter.

variation

a difference within a shared pattern

_____

Write from memory. Check every letter.

Recall the spelling

CEFR B1 | Unit 5: Traditions | Spelling

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

Name _____ Date _____

1. a practice passed between people over time

2. a series of steps

3. a description of what happened

4. a particular form of an account or thing

5. the act of taking part

6. showing care for other people

7. make ready

8. a difference within a shared pattern

Proofread and correct

CEFR B1 | Unit 5: Traditions | Spelling

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

Name _____ Date _____

1. tardition

a practice passed between people over time _____

2. porcess

a series of steps _____

3. acocunt

a description of what happened _____

4. vresion

a particular form of an account or thing _____

5. praticipation

the act of taking part _____

6. rsepectful

showing care for other people _____

7. perpare

make ready _____

8. vraiation

a difference within a shared pattern _____

Grammar focus

CEFR B1 | Unit 5: Traditions | Grammar

Read the explanation, then complete or revise each item.

Name _____ Date _____

Notice the form and meaning

Use an active clause to foreground an actor and a passive to foreground a process or item. Keep time clear: are labeled for a usual process, were labeled for a past event.

1. Change to passive: Volunteers label the packets.

2. Change to passive: They held the demonstration before opening.

3. Change to active: The guide was checked by Salma.

Apply and edit

CEFR B1 | Unit 5: Traditions | Grammar

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

Name _____ Date _____

4. Complete: This is the most useful guide I ___ ever read.

5. Choose: The second account is slightly / absolutely longer.

6. Correct: The packets was placed on a table.

Plan your writing

CEFR B1 | Unit 5: Traditions | Writing

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

Name _____ Date _____

Your task

Write a newcomer guide that combines both accounts. Explain the steps and acknowledge that participants may value different parts of the event.

Context

Packets are labeled and exchanged at a table. Beginners can watch or ask for help. The demonstration runs twice this year. Participation in the exchange is optional.

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 B1 | Unit 5: Traditions | 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.

Reviewing a local news podcast

CEFR B1 | Unit 6: Media | Reading

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

Name _____ Date _____

The local podcast's latest episode discusses a new evening bus. It states that the service runs until ten and quotes the published timetable. It also includes two passenger interviews. One passenger says the later bus makes study easier; the other says the route does not reach her area.

A listener posts, "This is the best transport change the town has ever made." That is a judgment, not a fact established by the timetable. Another listener says nobody uses the bus, although the episode supplies no passenger totals. That statement cannot be checked from the information given.

In a review, Farah praises the clear explanation of the timetable and the inclusion of different experiences. However, she notes that two interviews cannot represent every passenger. She would like a later episode to include usage figures and responses from areas without a stop.

Farah still recommends the episode to new residents because it provides a useful introduction. Her review distinguishes what the podcast documents from what listeners conclude. She can enjoy the episode while identifying a limitation.

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

Read and respond

CEFR B1 | Unit 6: Media | Reading

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

Name _____ Date _____

1. Which fact is supported by a named source?

2. Why is "the best change" an opinion?

3. What limitation does Farah identify?

4. Why does she recommend the episode despite the limitation?

Words in context

CEFR B1 | Unit 6: Media | Vocabulary

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

Name _____ Date _____

claim

a statement presented as true

evidence

information used to support a claim

opinion

a personal judgment or belief

review

an evaluation of something

source

the origin of information

balanced

considering relevant perspectives fairly

episode

one part of a continuing series

contrast

a noticeable difference

Meaning and use

CEFR B1 | Unit 6: Media | Vocabulary

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

Name _____ Date _____

Word bank: opinion, claim, review, evidence

1. a statement presented as true

2. information used to support a claim

3. a personal judgment or belief

4. an evaluation of something

5. Use source and balanced in a sentence about media.

6. Explain the difference in meaning between episode and contrast.

7. Choose two words from page 1. Explain how they connect to this context: Episode includes a published timetable and two interviews with different experiences. No usage figures are supplied. Audience: residents learning how to use the new evening bus.

Word cards

CEFR B1 | Unit 6: Media | Vocabulary

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

Name _____ Date _____

claim a statement presented as true	**evidence** information used to support a claim
opinion a personal judgment or belief	**review** an evaluation of something
source the origin of information	**balanced** considering relevant perspectives fairly
episode one part of a continuing series	**contrast** a noticeable difference

Study the word forms

CEFR B1 | Unit 6: Media | Spelling

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

Name _____ Date _____

claim

a statement presented as true

_____

Write from memory. Check every letter.

evidence

information used to support a claim

_____

Write from memory. Check every letter.

opinion

a personal judgment or belief

_____

Write from memory. Check every letter.

review

an evaluation of something

_____

Write from memory. Check every letter.

source

the origin of information

_____

Write from memory. Check every letter.

balanced

considering relevant perspectives fairly

_____

Write from memory. Check every letter.

episode

one part of a continuing series

_____

Write from memory. Check every letter.

contrast

a noticeable difference

_____

Write from memory. Check every letter.

Recall the spelling

CEFR B1 | Unit 6: Media | Spelling

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

Name _____ Date _____

1. a statement presented as true

2. information used to support a claim

3. a personal judgment or belief

4. an evaluation of something

5. the origin of information

6. considering relevant perspectives fairly

7. one part of a continuing series

8. a noticeable difference

Proofread and correct

CEFR B1 | Unit 6: Media | Spelling

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

Name _____ Date _____

1. calim

a statement presented as true _____

2. eivdence

information used to support a claim _____

3. oipnion

a personal judgment or belief _____

4. rveiew

an evaluation of something _____

5. suorce

the origin of information _____

6. blaanced

considering relevant perspectives fairly _____

7. eipsode

one part of a continuing series _____

8. cnotrast

a noticeable difference _____

Grammar focus

CEFR B1 | Unit 6: Media | Grammar

Read the explanation, then complete or revise each item.

Name _____ Date _____

Notice the form and meaning

Use although/even though plus a clause. Despite is followed by a noun or -ing form. Non-defining relative clauses add extra information and are separated by commas.

1. Complete: ___ the episode is useful, it has limits.

2. Complete: ___ its limits, I recommend it.

3. Add commas: Farah who reviews local media recommends it.

Apply and edit

CEFR B1 | Unit 6: Media | Grammar

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

Name _____ Date _____

4. Correct: Despite it was short, it was clear.

5. Join with however: The timetable is clear. Passenger totals are missing.

6. Choose: The passenger which / who was interviewed studies at night.

Plan your writing

CEFR B1 | Unit 6: Media | Writing

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

Name _____ Date _____

Your task

Write a supported review of the supplied episode. Include a useful feature, a limitation and a recommendation for a named audience.

Context

Episode includes a published timetable and two interviews with different experiences. No usage figures are supplied. Audience: residents learning how to use the new evening bus.

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 B1 | Unit 6: Media | 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.

What the bin count shows

CEFR B1 | Unit 7: Sustainability | Reading

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

Name _____ Date _____

A learning centre counts disposable cups in its general-waste bins for one week. Staff find 120 cups. They put reusable cups beside the water station and repeat the count the following week. This time, they find 75.

The reduction is encouraging, but the counts do not show every part of the situation. Attendance was lower in the second week, and staff did not count cups in the outdoor bins. A learner suggests that the reusable cups might have helped, but says they cannot be the only possible explanation.

The group recommends keeping the reusable cups available and repeating the count for a longer period. They will record attendance and include the same bins each time. This will make the comparison more useful.

Their report avoids claiming that the change reduced all waste by a fixed percentage. The data concerns disposable cups in selected bins during two weeks. A careful recommendation can use the encouraging observation while preserving those limits. The group also asks cleaners which counting method would fit their normal work.

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

Read and respond

CEFR B1 | Unit 7: Sustainability | Reading

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

Name _____ Date _____

1. What changed between the two counts?

2. Give two limits of the comparison.

3. What does the group recommend measuring next?

4. Why would "all waste fell" be inaccurate?

Words in context

CEFR B1 | Unit 7: Sustainability | Vocabulary

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

Name _____ Date _____

observation

something noticed or measured

waste

material that is thrown away

reduce

make smaller in amount

result

what follows an action

cause

something producing an effect

recommendation

a suggested course of action

survey

a structured way of collecting information

estimate

an approximate calculation

Meaning and use

CEFR B1 | Unit 7: Sustainability | Vocabulary

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

Name _____ Date _____

Word bank: reduce, observation, result, waste

1. something noticed or measured

2. material that is thrown away

3. make smaller in amount

4. what follows an action

5. Use cause and recommendation in a sentence about sustainability.

6. Explain the difference in meaning between survey and estimate.

7. Choose two words from page 1. Explain how they connect to this context: General-bin cups: week 1, 120; week 2, 75. Reusable cups introduced in week 2. Attendance fell; outdoor bins excluded. No claim about total waste can be made.

Word cards

CEFR B1 | Unit 7: Sustainability | Vocabulary

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

Name _____ Date _____

observation something noticed or measured	**waste** material that is thrown away
reduce make smaller in amount	**result** what follows an action
cause something producing an effect	**recommendation** a suggested course of action
survey a structured way of collecting information	**estimate** an approximate calculation

Study the word forms

CEFR B1 | Unit 7: Sustainability | Spelling

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

Name _____ Date _____

observation

something noticed or measured

_____

Write from memory. Check every letter.

waste

material that is thrown away

_____

Write from memory. Check every letter.

reduce

make smaller in amount

_____

Write from memory. Check every letter.

result

what follows an action

_____

Write from memory. Check every letter.

cause

something producing an effect

_____

Write from memory. Check every letter.

recommendation

a suggested course of action

_____

Write from memory. Check every letter.

survey

a structured way of collecting information

_____

Write from memory. Check every letter.

estimate

an approximate calculation

_____

Write from memory. Check every letter.

Recall the spelling

CEFR B1 | Unit 7: Sustainability | Spelling

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

Name _____ Date _____

1. something noticed or measured

2. material that is thrown away

3. make smaller in amount

4. what follows an action

5. something producing an effect

6. a suggested course of action

7. a structured way of collecting information

8. an approximate calculation

Proofread and correct

CEFR B1 | Unit 7: Sustainability | Spelling

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

Name _____ Date _____

1. osbervation

something noticed or measured _____

2. wsate

material that is thrown away _____

3. rdeuce

make smaller in amount _____

4. rseult

what follows an action _____

5. cuase

something producing an effect _____

6. rceommendation

a suggested course of action _____

7. sruvey

a structured way of collecting information _____

8. etsimate

an approximate calculation _____

Grammar focus

CEFR B1 | Unit 7: Sustainability | Grammar

Read the explanation, then complete or revise each item.

Name _____ Date _____

Notice the form and meaning

Use might for a possible explanation, must for a strong evidence-based deduction and cannot for something ruled out by the evidence. Therefore/as a result show consequences; however introduces a contrast.

1. Choose: The cups might / must have helped, but other causes are possible.

2. Complete: Attendance changed; ___, the comparison needs care.

3. Join using so...that: The sample was small. It could not represent the year.

Apply and edit

CEFR B1 | Unit 7: Sustainability | Grammar

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

Name _____ Date _____

4. Join using such...that: It was a limited count. We needed more data.

5. Correct: This might explains the reduction.

6. Rewrite cautiously: The new cups caused the whole reduction.

Plan your writing

CEFR B1 | Unit 7: Sustainability | Writing

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

Name _____ Date _____

Your task

Write an evidence-based recommendation. State the figures, explain two limits and propose a practical next measurement.

Context

General-bin cups: week 1, 120; week 2, 75. Reusable cups introduced in week 2. Attendance fell; outdoor bins excluded. No claim about total waste can be made.

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 B1 | Unit 7: Sustainability | 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 budget with room to adjust

CEFR B1 | Unit 8: Finance | Reading

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

Name _____ Date _____

A class has $200 for a welcome event. Its first plan allocates $80 to food, $70 to room hire, $40 to printing and $30 to decorations. The total is $220, so the plan exceeds the limit.

The group agrees that an accessible room is essential. It keeps the $70 room cost. If it reduced printing to $20 and decorations to $10, the total would become $180. That would leave a $20 reserve. Food would stay at $80.

One member suggests cutting food instead, but the group expects forty guests and does not yet know their needs. Another suggests using an unsuitable free room. The group rejects that option because saving money would not justify excluding guests.

The final plan is conditional on the room quote remaining valid. If the price changes before booking, the group will review the figures again. Its explanation shows the calculations and the priorities behind them. The cheapest possible event is not automatically the most suitable one.

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

Read and respond

CEFR B1 | Unit 8: Finance | Reading

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

Name _____ Date _____

1. How much does the original plan exceed the budget?

2. What changes produce the revised $180 total?

3. Why is the free room rejected?

4. What condition may trigger another review?

Words in context

CEFR B1 | Unit 8: Finance | Vocabulary

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

Name _____ Date _____

budget

a plan for money available and needed

expense

a cost

priority

something considered more important

reserve

an amount kept for later need

afford

have enough money for something

constraint

a limit on a decision

adjust

change to fit a need

justify

give a reason for a decision

Meaning and use

CEFR B1 | Unit 8: Finance | Vocabulary

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

Name _____ Date _____

Word bank: priority, budget, reserve, expense

1. a plan for money available and needed

2. a cost

3. something considered more important

4. an amount kept for later need

5. Use afford and constraint in a sentence about finance.

6. Explain the difference in meaning between adjust and justify.

7. Choose two words from page 1. Explain how they connect to this context: Limit $200. Original: food 80, room 70, printing 40, decorations 30. Revised: 80, 70, 20, 10. Reserve 20. Room must remain accessible and its quote valid.

Word cards

CEFR B1 | Unit 8: Finance | Vocabulary

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

Name _____ Date _____

budget a plan for money available and needed	**expense** a cost
priority something considered more important	**reserve** an amount kept for later need
afford have enough money for something	**constraint** a limit on a decision
adjust change to fit a need	**justify** give a reason for a decision

Study the word forms

CEFR B1 | Unit 8: Finance | Spelling

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

Name _____ Date _____

budget

a plan for money available and needed

_____

Write from memory. Check every letter.

expense

a cost

_____

Write from memory. Check every letter.

priority

something considered more important

_____

Write from memory. Check every letter.

reserve

an amount kept for later need

_____

Write from memory. Check every letter.

afford

have enough money for something

_____

Write from memory. Check every letter.

constraint

a limit on a decision

_____

Write from memory. Check every letter.

adjust

change to fit a need

_____

Write from memory. Check every letter.

justify

give a reason for a decision

_____

Write from memory. Check every letter.

Recall the spelling

CEFR B1 | Unit 8: Finance | Spelling

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

Name _____ Date _____

1. a plan for money available and needed

2. a cost

3. something considered more important

4. an amount kept for later need

5. have enough money for something

6. a limit on a decision

7. change to fit a need

8. give a reason for a decision

Proofread and correct

CEFR B1 | Unit 8: Finance | Spelling

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

Name _____ Date _____

1. bduget

a plan for money available and needed _____

2. epxense

a cost _____

3. pirority

something considered more important _____

4. rseerve

an amount kept for later need _____

5. afofrd

have enough money for something _____

6. cnostraint

a limit on a decision _____

7. ajdust

change to fit a need _____

8. jsutify

give a reason for a decision _____

Grammar focus

CEFR B1 | Unit 8: Finance | Grammar

Read the explanation, then complete or revise each item.

Name _____ Date _____

Notice the form and meaning

Use if plus past and would plus base verb for an imagined alternative. Use if plus present and will for a real future condition. Check that a question tag matches the statement.

1. Complete: If we reduced printing, we ___ save $20.

2. Complete: If the quote changes, we ___ review the budget.

3. Correct: If we would choose the free room, some guests could not come.

Apply and edit

CEFR B1 | Unit 8: Finance | Grammar

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

Name _____ Date _____

4. Add a tag: The reserve is $20, __?

5. Complete: If we ___ more money, we could print more. (have)

6. Choose: If the booking is confirmed tomorrow, we will / would tell everyone.

Plan your writing

CEFR B1 | Unit 8: Finance | Writing

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

Name _____ Date _____

Your task

Write a justified budget plan. Show the revised costs, explain two priorities and state the condition for reviewing the plan.

Context

Limit $200. Original: food 80, room 70, printing 40, decorations 30. Revised: 80, 70, 20, 10. Reserve 20. Room must remain accessible and its quote valid.

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 B1 | Unit 8: Finance | 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 proposal after the trial

CEFR B1 | Unit 9: Participation | Reading

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

Name _____ Date _____

The library tested a Saturday study club for four weeks. Twenty places were offered each week. The first two sessions were full, but only twelve learners attended the last session. A notice describes the trial as "successful" without explaining what success means.

The learner group gathers comments. Some people liked the quiet workspace. Others could not attend because the session overlapped with a bus timetable. Two people thought registration had closed because an old message remained on the website.

The group proposes a later start and a clearer registration notice. It does not claim these changes will solve every attendance problem. Instead, it recommends another four-week trial, recording attendance and asking people who did not attend about their reasons.

In its discussion, the group says the old notice should have been removed sooner. It also recognizes what has been achieved: a room has been made available and several learners have used it regularly. The proposal connects the suggested changes to the specific barriers reported, while leaving room for further feedback.

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

Read and respond

CEFR B1 | Unit 9: Participation | Reading

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

Name _____ Date _____

1. Why is the word successful unclear here?

2. Which two practical barriers are reported?

3. What does the group propose?

4. Why ask people who did not attend?

Words in context

CEFR B1 | Unit 9: Participation | Vocabulary

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

Name _____ Date _____

proposal

a suggested plan for consideration

participation

taking part in an activity

barrier

something that makes participation difficult

improvement

a change that makes something better

feedback

comments about an experience

accessible

usable by people with different needs

evaluate

judge using relevant information

resolve

find a way to deal with a problem

Meaning and use

CEFR B1 | Unit 9: Participation | Vocabulary

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

Name _____ Date _____

Word bank: barrier, proposal, improvement, participation

1. a suggested plan for consideration

2. taking part in an activity

3. something that makes participation difficult

4. a change that makes something better

5. Use feedback and accessible in a sentence about participation.

6. Explain the difference in meaning between evaluate and resolve.

7. Choose two words from page 1. Explain how they connect to this context: Four-week study club: first two sessions full (20); last session 12. Reported barriers: bus time and old registration message. Proposed change: later start and clearer notice.

Word cards

CEFR B1 | Unit 9: Participation | Vocabulary

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

Name _____ Date _____

proposal a suggested plan for consideration	**participation** taking part in an activity
barrier something that makes participation difficult	**improvement** a change that makes something better
feedback comments about an experience	**accessible** usable by people with different needs
evaluate judge using relevant information	**resolve** find a way to deal with a problem

Study the word forms

CEFR B1 | Unit 9: Participation | Spelling

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

Name _____ Date _____

proposal

a suggested plan for consideration

_____

Write from memory. Check every letter.

participation

taking part in an activity

_____

Write from memory. Check every letter.

barrier

something that makes participation difficult

_____

Write from memory. Check every letter.

improvement

a change that makes something better

_____

Write from memory. Check every letter.

feedback

comments about an experience

_____

Write from memory. Check every letter.

accessible

usable by people with different needs

_____

Write from memory. Check every letter.

evaluate

judge using relevant information

_____

Write from memory. Check every letter.

resolve

find a way to deal with a problem

_____

Write from memory. Check every letter.

Recall the spelling

CEFR B1 | Unit 9: Participation | Spelling

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

Name _____ Date _____

1. a suggested plan for consideration

2. taking part in an activity

3. something that makes participation difficult

4. a change that makes something better

5. comments about an experience

6. usable by people with different needs

7. judge using relevant information

8. find a way to deal with a problem

Proofread and correct

CEFR B1 | Unit 9: Participation | Spelling

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

Name _____ Date _____

1. porposal

a suggested plan for consideration _____

2. praticipation

taking part in an activity _____

3. brarier

something that makes participation difficult _____

4. ipmrovement

a change that makes something better _____

5. fedeback

comments about an experience _____

6. acecssible

usable by people with different needs _____

7. eavluate

judge using relevant information _____

8. rseolve

find a way to deal with a problem _____

Grammar focus

CEFR B1 | Unit 9: Participation | Grammar

Read the explanation, then complete or revise each item.

Name _____ Date _____

Notice the form and meaning

Should have plus a past participle expresses a criticism or better past action. Present perfect passive uses has/have been plus a past participle. So that introduces purpose with a clause.

1. Complete: The notice should have been ___. (remove)

2. Complete: A room has ___ made available.

3. Change to passive: The library has made twenty places available.

Apply and edit

CEFR B1 | Unit 9: Participation | Grammar

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

Name _____ Date _____

4. Join with so that: Update the notice. People can register.

5. Complete: Move the start in order __ fit the bus time.

6. Rewrite as a past possibility: Perhaps the old notice confused people.

Plan your writing

CEFR B1 | Unit 9: Participation | Writing

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

Name _____ Date _____

Your task

Write a short improvement proposal with a reason, one possible objection and a way to evaluate the change.

Context

Four-week study club: first two sessions full (20); last session 12. Reported barriers: bus time and old registration message. Proposed change: later start and clearer notice.

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 B1 | Unit 9: Participation | 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.

Settling into a new timetable

CEFR B1 | Unit 10: Transitions | Reading

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

Name _____ Date _____

When Eva moved to an evening course, she expected the work to be harder. The bigger challenge was the timetable. She used to study in the morning, but now she was getting used to reading after a full day at work.

For the first week, she tried to keep every part of her old routine. She became frustrated when this failed. A tutor suggested choosing one short study period before class and leaving longer tasks for a quieter day. Eva wished she had more free time, but she could change how she used the time available.

Then her usual bus service changed. She checked an alternative route and wrote to the course office to ask about the procedure for arriving late. The office explained how to enter quietly and catch up with instructions.

Eva's guide for new students includes a practical point: identify the specific difficulty before asking for support. "Everything is impossible" did not help her plan. A question about a bus, an arrival procedure or a study slot gave someone else a clear way to help. She is still adjusting, and the guide allows for that.

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

Read and respond

CEFR B1 | Unit 10: Transitions | Reading

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

Name _____ Date _____

1. What challenge was greater than Eva expected?

2. How did she change her study plan?

3. Why did she contact the course office?

4. What principle does her guide recommend?

Words in context

CEFR B1 | Unit 10: Transitions | Vocabulary

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

Name _____ Date _____

transition

a change from one situation to another

adjustment

a change made to fit a new situation

familiar

known through experience

concern

a worry or issue needing attention

support

help given to someone

disruption

an interruption to normal activity

alternative

another possible option

procedure

an agreed way of doing something

Meaning and use

CEFR B1 | Unit 10: Transitions | Vocabulary

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

Name _____ Date _____

Word bank: familiar, transition, concern, adjustment

1. a change from one situation to another

2. a change made to fit a new situation

3. known through experience

4. a worry or issue needing attention

5. Use support and disruption in a sentence about transitions.

6. Explain the difference in meaning between alternative and procedure.

7. Choose two words from page 1. Explain how they connect to this context: A learner moves from mornings to evenings while working. The bus time changes. Support includes a short study slot, an alternative route and clear late-arrival instructions.

Word cards

CEFR B1 | Unit 10: Transitions | Vocabulary

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

Name _____ Date _____

transition a change from one situation to another	**adjustment** a change made to fit a new situation
familiar known through experience	**concern** a worry or issue needing attention
support help given to someone	**disruption** an interruption to normal activity
alternative another possible option	**procedure** an agreed way of doing something

Study the word forms

CEFR B1 | Unit 10: Transitions | Spelling

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

Name _____ Date _____

transition

a change from one situation to another

Write from memory. Check every letter.

adjustment

a change made to fit a new situation

Write from memory. Check every letter.

familiar

known through experience

Write from memory. Check every letter.

concern

a worry or issue needing attention

Write from memory. Check every letter.

support

help given to someone

Write from memory. Check every letter.

disruption

an interruption to normal activity

Write from memory. Check every letter.

alternative

another possible option

Write from memory. Check every letter.

procedure

an agreed way of doing something

Write from memory. Check every letter.

Recall the spelling

CEFR B1 | Unit 10: Transitions | Spelling

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

Name _____ Date _____

1. a change from one situation to another

2. a change made to fit a new situation

3. known through experience

4. a worry or issue needing attention

5. help given to someone

6. an interruption to normal activity

7. another possible option

8. an agreed way of doing something

Proofread and correct

CEFR B1 | Unit 10: Transitions | Spelling

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

Name _____ Date _____

1. tarnsition

a change from one situation to another _____

2. ajdustment

a change made to fit a new situation _____

3. fmailiar

known through experience _____

4. cnocern

a worry or issue needing attention _____

5. spuport

help given to someone _____

6. dsiruption

an interruption to normal activity _____

7. atlernative

another possible option _____

8. porcedure

an agreed way of doing something _____

Grammar focus

CEFR B1 | Unit 10: Transitions | Grammar

Read the explanation, then complete or revise each item.

Name _____ Date _____

Notice the form and meaning

Used to plus a verb describes a past habit. Be/get used to takes a noun or -ing form and means be/become familiar. Wish plus past expresses a different desired present situation.

1. Complete: She used to ___ in the morning. (study)

2. Complete: She is getting used to ___ at night. (read)

3. Complete: She wishes she ___ more time. (have)

Apply and edit

CEFR B1 | Unit 10: Transitions | Grammar

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

Name _____ Date _____

4. Correct: She is used to study after work.

5. Choose: She used to / is used to the new route now.

6. Write a polite conditional request for late-arrival instructions.

Plan your writing

CEFR B1 | Unit 10: Transitions | Writing

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

Name _____ Date _____

Your task

Write a practical guide for an invented learner facing a schedule change. Describe the difficulty, suggest manageable adjustments and explain how to request help.

Context

A learner moves from mornings to evenings while working. The bus time changes. Support includes a short study slot, an alternative route and clear late-arrival instructions.

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 B1 | Unit 10: Transitions | 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 B1 | Unit 1: Identity | Reading

Keep this page separate during independent practice.

1. A new interest has broadened Daniel's identity and community connections.
2. An experienced member helped him practice introductions.
3. He knows quiet times and can avoid interrupting customers.
4. Long-standing customers began sharing stories about the area.

Review notes

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

Placement

B1-U01 / ESL.RED. Original supplementary practice. Skill links are proposed for review. Completion does not establish CEFR proficiency.

Teacher vocabulary guide

CEFR B1 | Unit 1: Identity | Vocabulary

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

1. identity: the qualities and connections that shape a person
2. interest: an activity or subject that attracts attention
3. confidence: belief in your ability to do something
4. experience: knowledge gained through doing things
5. Sentence answers vary. Both words must be used in the taught senses and fit the context.
6. background means past experiences and circumstances; contribute means give something useful to a shared activity.
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

B1-U01 / ESL.VOC. Original supplementary practice. Skill links are proposed for review. Completion does not establish CEFR proficiency.

Teacher spelling key

CEFR B1 | Unit 1: Identity | Spelling

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

1. identity (corrects iedntity)
2. interest (corrects itnerest)
3. confidence (corrects cnofidence)
4. experience (corrects epxerience)
5. belong (corrects bleong)
6. develop (corrects dveelop)
7. background (corrects bcakground)
8. contribute (corrects cnotribute)

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

B1-U01 / ESL.WRT. Original supplementary practice. Skill links are proposed for review. Completion does not establish CEFR proficiency.

Teacher grammar guide

CEFR B1 | Unit 1: Identity | Grammar

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

1. known
2. taking
3. since
4. for
5. Do you know where the group meets?
6. Can you tell me how he started?

Review notes

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

Placement

B1-U01 / ESL.GRM. Original supplementary practice. Skill links are proposed for review. Completion does not establish CEFR proficiency.

Teacher writing review

CEFR B1 | Unit 1: Identity | Writing

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

Task and audience

Write a 140-180-word profile showing how an invented person's interests developed. Support the main point with two timeline details. End with what the person values now.

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 present perfect simple for experience or a result and the continuous for an ongoing activity. Since introduces a starting point; for introduces duration. Indirect questions use statement word 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 B1 | Unit 2: Careers | Reading

Keep this page separate during independent practice.

1. Dealing with people, organizing information and handling schedules.
2. She had helped a sports club with bookings for a year.
3. She arranged another space for a double booking and explained the change.
4. She has not used the centre's booking software.

Review notes

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

Placement

B1-U02 / ESL.RED. Original supplementary practice. Skill links are proposed for review. Completion does not establish CEFR proficiency.

Teacher vocabulary guide

CEFR B1 | Unit 2: Careers | Vocabulary

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

1. candidate: a person being considered for a role
2. responsibility: a duty attached to a role
3. suitable: meeting the needs of a situation
4. transfer: use something in a different setting
5. Sentence answers vary. Both words must be used in the taught senses and fit the context.
6. achievement means something successfully completed; reference means a person or statement supporting an application.
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

B1-U02 / ESL.VOC. Original supplementary practice. Skill links are proposed for review. Completion does not establish CEFR proficiency.

Teacher spelling key

CEFR B1 | Unit 2: Careers | Spelling

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

1. candidate (corrects cnadidate)
2. responsibility (corrects rseponsibility)
3. suitable (corrects siutable)
4. transfer (corrects tarnsfer)
5. reliable (corrects rleiable)
6. deadline (corrects daedline)
7. achievement (corrects ahcievement)
8. reference (corrects rfeerence)

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

B1-U02 / ESL.WRT. Original supplementary practice. Skill links are proposed for review. Completion does not establish CEFR proficiency.

Teacher grammar guide

CEFR B1 | Unit 2: Careers | Grammar

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

1. had
2. to
3. She used to work weekends.
4. to
5. used to
6. She had learned the system before she became an assistant.

Review notes

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

Placement

B1-U02 / ESL.GRM. Original supplementary practice. Skill links are proposed for review. Completion does not establish CEFR proficiency.

Teacher writing review

CEFR B1 | Unit 2: Careers | Writing

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

Task and audience

Write a 140-180-word experience summary and a brief follow-up question. Match examples to two requirements and acknowledge one training need.

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 perfect to place an event before another past event. Used to plus a verb describes a past habit or state. Was able to can emphasize success on one particular occasion.

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 B1 | Unit 3: Education | Reading

Keep this page separate during independent practice.

1. 600 words by Friday noon; at least two sources; a contribution note.
2. Whether the contribution note counted towards the word limit.
3. She asked the tutor and marked the point as uncertain.
4. It clarified the word count; it did not change the deadline.

Review notes

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

Placement

B1-U03 / ESL.RED. Original supplementary practice. Skill links are proposed for review. Completion does not establish CEFR proficiency.

Teacher vocabulary guide

CEFR B1 | Unit 3: Education | Vocabulary

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

1. requirement: something a course or task demands
2. guidance: advice about what to do
3. clarify: make unclear information easier to understand
4. submission: work handed in for consideration
5. Sentence answers vary. Both words must be used in the taught senses and fit the context.
6. extension means extra time allowed for a task; feedback means comments intended to help improvement.
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

B1-U03 / ESL.VOC. Original supplementary practice. Skill links are proposed for review. Completion does not establish CEFR proficiency.

Teacher spelling key

CEFR B1 | Unit 3: Education | Spelling

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

1. requirement (corrects rqeuirement)
2. guidance (corrects giudance)
3. clarify (corrects calrify)
4. submission (corrects sbumission)
5. source (corrects suorce)
6. summary (corrects smumary)
7. extension (corrects etxension)
8. feedback (corrects fedeback)

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

B1-U03 / ESL.WRT. Original supplementary practice. Skill links are proposed for review. Completion does not establish CEFR proficiency.

Teacher grammar guide

CEFR B1 | Unit 3: Education | Grammar

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

1. She asked us to use two sources.
2. She told us not to miss the deadline.
3. Hana asked whether the note counted.
4. He asked when it was due.
5. told
6. if / whether

Review notes

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

Placement

B1-U03 / ESL.GRM. Original supplementary practice. Skill links are proposed for review. Completion does not establish CEFR proficiency.

Teacher writing review

CEFR B1 | Unit 3: Education | Writing

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

Task and audience

Write a guidance summary and a clarification email. Separate confirmed instructions from the question that remains open.

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: Reported instructions often use ask/tell plus a person plus to. Reported questions use statement order. Use if/whether for yes/no questions and preserve the original meaning and conditions.

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 B1 | Unit 4: Decisions | Reading

Keep this page separate during independent practice.

1. A familiar route can become unsuitable, and the group includes a slower walker.
2. They meet at the hall and use the short route.
3. They must receive the final plan.
4. It removes ambiguity about when the alternative applies.

Review notes

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

Placement

B1-U04 / ESL.RED. Original supplementary practice. Skill links are proposed for review. Completion does not establish CEFR proficiency.

Teacher vocabulary guide

CEFR B1 | Unit 4: Decisions | Vocabulary

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

1. consequence: a result of an action or condition
2. alternative: another possible choice
3. condition: something that must be true for an action
4. forecast: a prediction of future conditions
5. Sentence answers vary. Both words must be used in the taught senses and fit the context.
6. confirm means make an arrangement definite; practical means suited to real needs and limits.
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

B1-U04 / ESL.VOC. Original supplementary practice. Skill links are proposed for review. Completion does not establish CEFR proficiency.

Teacher spelling key

CEFR B1 | Unit 4: Decisions | Spelling

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

1. consequence (corrects cnosequence)
2. alternative (corrects atlernative)
3. condition (corrects cnodition)
4. forecast (corrects froecast)
5. shelter (corrects sehlter)
6. unless (corrects ulness)
7. confirm (corrects cnofirm)
8. practical (corrects parctical)

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

B1-U04 / ESL.WRT. Original supplementary practice. Skill links are proposed for review. Completion does not establish CEFR proficiency.

Teacher grammar guide

CEFR B1 | Unit 4: Decisions | Grammar

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

1. rains
2. We will wait until the message arrives.
3. are
4. If you do not confirm, we cannot reserve a place.
5. checks
6. expands

Review notes

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

Placement

B1-U04 / ESL.GRM. Original supplementary practice. Skill links are proposed for review. Completion does not establish CEFR proficiency.

Teacher writing review

CEFR B1 | Unit 4: Decisions | Writing

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

Task and audience

Write a conditional action plan for a group activity. State the decision point, two alternatives and how participants will receive confirmation.

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 present simple after if, when, before and until for a future condition. The main clause can use will. Unless means if not. A zero conditional describes a general relationship.

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 B1 | Unit 5: Traditions | Reading

Keep this page separate during independent practice.

1. Clearly labeled seed packets are exchanged, with help for beginners.
2. The demonstration will run twice during the afternoon.
3. No; the accounts can describe different aspects of the same event.
4. That all families share the same tradition or must exchange seeds.

Review notes

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

Placement

B1-U05 / ESL.RED. Original supplementary practice. Skill links are proposed for review. Completion does not establish CEFR proficiency.

Teacher vocabulary guide

CEFR B1 | Unit 5: Traditions | Vocabulary

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

1. tradition: a practice passed between people over time
2. process: a series of steps
3. account: a description of what happened
4. version: a particular form of an account or thing
5. Sentence answers vary. Both words must be used in the taught senses and fit the context.
6. prepare means make ready; variation means a difference within a shared pattern.
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

B1-U05 / ESL.VOC. Original supplementary practice. Skill links are proposed for review. Completion does not establish CEFR proficiency.

Teacher spelling key

CEFR B1 | Unit 5: Traditions | Spelling

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

1. tradition (corrects tardition)
2. process (corrects porcess)
3. account (corrects acocunt)
4. version (corrects vresion)
5. participation (corrects praticipation)
6. respectful (corrects rsepectful)
7. prepare (corrects perpare)
8. variation (corrects vraiation)

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

B1-U05 / ESL.WRT. Original supplementary practice. Skill links are proposed for review. Completion does not establish CEFR proficiency.

Teacher grammar guide

CEFR B1 | Unit 5: Traditions | Grammar

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

1. The packets are labeled by volunteers.
2. The demonstration was held before opening.
3. Salma checked the guide.
4. have
5. slightly
6. The packets were placed on a table.

Review notes

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

Placement

B1-U05 / ESL.GRM. Original supplementary practice. Skill links are proposed for review. Completion does not establish CEFR proficiency.

Teacher writing review

CEFR B1 | Unit 5: Traditions | Writing

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

Task and audience

Write a newcomer guide that combines both accounts. Explain the steps and acknowledge that participants may value different parts of the event.

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 an active clause to foreground an actor and a passive to foreground a process or item. Keep time clear: are labeled for a usual process, were labeled for a past event.

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 B1 | Unit 6: Media | Reading

Keep this page separate during independent practice.

1. The service runs until ten, supported by the published timetable.
2. It expresses an evaluation that the timetable cannot establish.
3. Two interviews cannot represent all passengers.
4. It clearly introduces useful timetable information for new residents.

Review notes

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

Placement

B1-U06 / ESL.RED. Original supplementary practice. Skill links are proposed for review. Completion does not establish CEFR proficiency.

Teacher vocabulary guide

CEFR B1 | Unit 6: Media | Vocabulary

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

1. claim: a statement presented as true
2. evidence: information used to support a claim
3. opinion: a personal judgment or belief
4. review: an evaluation of something
5. Sentence answers vary. Both words must be used in the taught senses and fit the context.
6. episode means one part of a continuing series; contrast means a noticeable difference.
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

B1-U06 / ESL.VOC. Original supplementary practice. Skill links are proposed for review. Completion does not establish CEFR proficiency.

Teacher spelling key

CEFR B1 | Unit 6: Media | Spelling

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

1. claim (corrects calim)
2. evidence (corrects eivdence)
3. opinion (corrects oipnion)
4. review (corrects rveiew)
5. source (corrects suorce)
6. balanced (corrects blaanced)
7. episode (corrects eipsode)
8. contrast (corrects cnotrast)

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

B1-U06 / ESL.WRT. Original supplementary practice. Skill links are proposed for review. Completion does not establish CEFR proficiency.

Teacher grammar guide

CEFR B1 | Unit 6: Media | Grammar

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

1. Although / Even though
2. Despite
3. Farah, who reviews local media, recommends it.
4. Although it was short, it was clear. / Despite being short, it was clear.
5. The timetable is clear; however, passenger totals are missing.
6. who

Review notes

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

Placement

B1-U06 / ESL.GRM. Original supplementary practice. Skill links are proposed for review. Completion does not establish CEFR proficiency.

Teacher writing review

CEFR B1 | Unit 6: Media | Writing

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

Task and audience

Write a supported review of the supplied episode. Include a useful feature, a limitation and a recommendation for a named audience.

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 although/even though plus a clause. Despite is followed by a noun or -ing form. Non-defining relative clauses add extra information and are separated by commas.

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 B1 | Unit 7: Sustainability | Reading

Keep this page separate during independent practice.

1. The counted cups fell from 120 to 75.
2. Attendance differed and outdoor bins were excluded.
3. Attendance and cup counts from a consistent set of bins over longer time.
4. Only disposable cups in selected bins were counted.

Review notes

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

Placement

B1-U07 / ESL.RED. Original supplementary practice. Skill links are proposed for review. Completion does not establish CEFR proficiency.

Teacher vocabulary guide

CEFR B1 | Unit 7: Sustainability | Vocabulary

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

1. observation: something noticed or measured
2. waste: material that is thrown away
3. reduce: make smaller in amount
4. result: what follows an action
5. Sentence answers vary. Both words must be used in the taught senses and fit the context.
6. survey means a structured way of collecting information; estimate means an approximate calculation.
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

B1-U07 / ESL.VOC. Original supplementary practice. Skill links are proposed for review. Completion does not establish CEFR proficiency.

Teacher spelling key

CEFR B1 | Unit 7: Sustainability | Spelling

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

1. observation (corrects osbervation)
2. waste (corrects wsate)
3. reduce (corrects rdeuce)
4. result (corrects rseult)
5. cause (corrects cuase)
6. recommendation (corrects rceommendation)
7. survey (corrects sruvey)
8. estimate (corrects etsimate)

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

B1-U07 / ESL.WRT. Original supplementary practice. Skill links are proposed for review. Completion does not establish CEFR proficiency.

Teacher grammar guide

CEFR B1 | Unit 7: Sustainability | Grammar

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

1. might
2. therefore
3. The sample was so small that it could not represent the year.
4. It was such a limited count that we needed more data.
5. This might explain the reduction.
6. The new cups might have contributed to the reduction.

Review notes

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

Placement

B1-U07 / ESL.GRM. Original supplementary practice. Skill links are proposed for review. Completion does not establish CEFR proficiency.

Teacher writing review

CEFR B1 | Unit 7: Sustainability | Writing

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

Task and audience

Write an evidence-based recommendation. State the figures, explain two limits and propose a practical next measurement.

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 might for a possible explanation, must for a strong evidence-based deduction and cannot for something ruled out by the evidence. Therefore/as a result show consequences; however introduces a contrast.

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 B1 | Unit 8: Finance | Reading

Keep this page separate during independent practice.

1. $20.
2. Printing falls to $20 and decorations to $10.
3. It is unsuitable/inaccessible and could exclude guests.
4. A change to the room quote.

Review notes

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

Placement

B1-U08 / ESL.RED. Original supplementary practice. Skill links are proposed for review. Completion does not establish CEFR proficiency.

Teacher vocabulary guide

CEFR B1 | Unit 8: Finance | Vocabulary

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

1. budget: a plan for money available and needed
2. expense: a cost
3. priority: something considered more important
4. reserve: an amount kept for later need
5. Sentence answers vary. Both words must be used in the taught senses and fit the context.
6. adjust means change to fit a need; justify means give a reason for a decision.
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

B1-U08 / ESL.VOC. Original supplementary practice. Skill links are proposed for review. Completion does not establish CEFR proficiency.

Teacher spelling key

CEFR B1 | Unit 8: Finance | Spelling

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

1. budget (corrects bduget)
2. expense (corrects epxense)
3. priority (corrects pirority)
4. reserve (corrects rseerve)
5. afford (corrects afofrd)
6. constraint (corrects cnostraint)
7. adjust (corrects ajdust)
8. justify (corrects jsutify)

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

B1-U08 / ESL.WRT. Original supplementary practice. Skill links are proposed for review. Completion does not establish CEFR proficiency.

Teacher grammar guide

CEFR B1 | Unit 8: Finance | Grammar

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

1. would
2. will
3. If we chose the free room, some guests could not come.
4. isn't it
5. had
6. will

Review notes

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

Placement

B1-U08 / ESL.GRM. Original supplementary practice. Skill links are proposed for review. Completion does not establish CEFR proficiency.

Teacher writing review

CEFR B1 | Unit 8: Finance | Writing

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

Task and audience

Write a justified budget plan. Show the revised costs, explain two priorities and state the condition for reviewing the plan.

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 if plus past and would plus base verb for an imagined alternative. Use if plus present and will for a real future condition. Check that a question tag matches the statement.

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 B1 | Unit 9: Participation | Reading

Keep this page separate during independent practice.

1. No criterion for success is stated.
2. Bus timing and an outdated registration message.
3. A later start, clearer notice and another measured trial.
4. To learn about barriers missing from current participants' feedback.

Review notes

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

Placement

B1-U09 / ESL.RED. Original supplementary practice. Skill links are proposed for review. Completion does not establish CEFR proficiency.

Teacher vocabulary guide

CEFR B1 | Unit 9: Participation | Vocabulary

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

1. proposal: a suggested plan for consideration
2. participation: taking part in an activity
3. barrier: something that makes participation difficult
4. improvement: a change that makes something better
5. Sentence answers vary. Both words must be used in the taught senses and fit the context.
6. evaluate means judge using relevant information; resolve means find a way to deal with a problem.
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

B1-U09 / ESL.VOC. Original supplementary practice. Skill links are proposed for review. Completion does not establish CEFR proficiency.

Teacher spelling key

CEFR B1 | Unit 9: Participation | Spelling

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

1. proposal (corrects porposal)
2. participation (corrects praticipation)
3. barrier (corrects brarier)
4. improvement (corrects ipmrovement)
5. feedback (corrects fedeback)
6. accessible (corrects acecssible)
7. evaluate (corrects eavluate)
8. resolve (corrects rseolve)

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

B1-U09 / ESL.WRT. Original supplementary practice. Skill links are proposed for review. Completion does not establish CEFR proficiency.

Teacher grammar guide

CEFR B1 | Unit 9: Participation | Grammar

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

1. removed
2. been
3. Twenty places have been made available by the library.
4. Update the notice so that people can register.
5. to
6. The old notice might have confused people.

Review notes

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

Placement

B1-U09 / ESL.GRM. Original supplementary practice. Skill links are proposed for review. Completion does not establish CEFR proficiency.

Teacher writing review

CEFR B1 | Unit 9: Participation | Writing

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

Task and audience

Write a short improvement proposal with a reason, one possible objection and a way to evaluate the change.

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 have plus a past participle expresses a criticism or better past action. Present perfect passive uses has/have been plus a past participle. So that introduces purpose with a clause.

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 B1 | Unit 10: Transitions | Reading

Keep this page separate during independent practice.

1. Adjusting to the evening timetable.
2. A short period before class and longer tasks on a quieter day.
3. To ask about late-arrival procedures after a bus change.
4. Identify a specific difficulty so support can address it.

Review notes

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

Placement

B1-U10 / ESL.RED. Original supplementary practice. Skill links are proposed for review. Completion does not establish CEFR proficiency.

Teacher vocabulary guide

CEFR B1 | Unit 10: Transitions | Vocabulary

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

1. transition: a change from one situation to another
2. adjustment: a change made to fit a new situation
3. familiar: known through experience
4. concern: a worry or issue needing attention
5. Sentence answers vary. Both words must be used in the taught senses and fit the context.
6. alternative means another possible option; procedure means an agreed way of doing 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

B1-U10 / ESL.VOC. Original supplementary practice. Skill links are proposed for review. Completion does not establish CEFR proficiency.

Teacher spelling key

CEFR B1 | Unit 10: Transitions | Spelling

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

1. transition (corrects tarnsition)
2. adjustment (corrects ajdustment)
3. familiar (corrects fmailiar)
4. concern (corrects cnocern)
5. support (corrects spuport)
6. disruption (corrects dsiruption)
7. alternative (corrects atlernative)
8. procedure (corrects porcedure)

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

B1-U10 / ESL.WRT. Original supplementary practice. Skill links are proposed for review. Completion does not establish CEFR proficiency.

Teacher grammar guide

CEFR B1 | Unit 10: Transitions | Grammar

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

1. study
2. reading
3. had
4. She is used to studying after work.
5. is used to
6. Could you explain what I should do if I arrive late?

Review notes

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

Placement

B1-U10 / ESL.GRM. Original supplementary practice. Skill links are proposed for review. Completion does not establish CEFR proficiency.

Teacher writing review

CEFR B1 | Unit 10: Transitions | Writing

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

Task and audience

Write a practical guide for an invented learner facing a schedule change. Describe the difficulty, suggest manageable adjustments and explain how to request help.

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: Used to plus a verb describes a past habit. Be/get used to takes a noun or -ing form and means be/become familiar. Wish plus past expresses a different desired present situation.

Review status

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