Brightway

B2 English Practice

CEFR B2 | 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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B2 English Practice

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Choosing development that can be used

CEFR B2 | Unit 1: Development | Reading

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

Name _____ Date _____

A community organization can fund one development opportunity for its coordinator. Option A is a three-day conference with well-known speakers. Option B is a six-week workshop that requires participants to redesign an existing process and test it with colleagues. The coordinator has been trying to reduce repeated booking errors for several months.

At a planning meeting, she recommends B. Its practical assignment directly relates to the problem, whereas the conference programme offers broader inspiration. However, she acknowledges that the workshop requires two hours each week, plus time for the trial. The team has been covering an unfilled role, so that commitment matters.

The manager asks whether a short online course would be cheaper. The coordinator agrees that it would cost less, but points out that cost is only one criterion. She proposes judging the options by relevance, feedback, staff time and the opportunity to apply learning. She also suggests postponing the workshop if cover cannot be arranged.

Her plan defines an observable outcome: a revised booking process tested for four weeks, with error types recorded before and after. She does not promise that training alone will eliminate errors. Staffing, software and unclear responsibilities may also contribute. The recommendation remains useful because it connects learning to a bounded task and names the conditions under which the investment is feasible.

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

Read and respond

CEFR B2 | Unit 1: Development | Reading

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

Name _____ Date _____

1. Which criterion most strongly favors B?

2. Why does the staffing situation matter?

3. How would the proposed outcome be observed?

4. What prevents the plan from claiming too much?

Words in context

CEFR B2 | Unit 1: Development | Vocabulary

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

Name _____ Date _____

development

the process of improving capability

criterion

a standard used to judge options

relevance

how closely something relates to a need

commitment

a responsibility that requires time or effort

feasible

possible within real limits

expertise

developed knowledge in a field

priority

a need given greater importance

implementation

putting a plan into practice

Meaning and use

CEFR B2 | Unit 1: Development | Vocabulary

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

Name _____ Date _____

Word bank: relevance, development, commitment, criterion

1. the process of improving capability

2. a standard used to judge options

3. how closely something relates to a need

4. a responsibility that requires time or effort

5. Use feasible and expertise in a sentence about development.

6. Explain the difference in meaning between priority and implementation.

7. Choose two words from page 1. Explain how they connect to this context: A: three-day conference, broad ideas. B: six-week practical workshop, two hours a week plus a trial. Need: repeated booking errors. Constraint: an unfilled role. Evaluate relevance, feedback, time and application.

Word cards

CEFR B2 | Unit 1: Development | Vocabulary

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

Name _____ Date _____

development the process of improving capability	**criterion** a standard used to judge options
relevance how closely something relates to a need	**commitment** a responsibility that requires time or effort
feasible possible within real limits	**expertise** developed knowledge in a field
priority a need given greater importance	**implementation** putting a plan into practice

Study the word forms

CEFR B2 | Unit 1: Development | Spelling

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

Name _____ Date _____

development

the process of improving capability

_____

Write from memory. Check every letter.

criterion

a standard used to judge options

_____

Write from memory. Check every letter.

relevance

how closely something relates to a need

_____

Write from memory. Check every letter.

commitment

a responsibility that requires time or effort

_____

Write from memory. Check every letter.

feasible

possible within real limits

_____

Write from memory. Check every letter.

expertise

developed knowledge in a field

_____

Write from memory. Check every letter.

priority

a need given greater importance

_____

Write from memory. Check every letter.

implementation

putting a plan into practice

_____

Write from memory. Check every letter.

Recall the spelling

CEFR B2 | Unit 1: Development | Spelling

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

Name _____ Date _____

1. the process of improving capability

2. a standard used to judge options

3. how closely something relates to a need

4. a responsibility that requires time or effort

5. possible within real limits

6. developed knowledge in a field

7. a need given greater importance

8. putting a plan into practice

Proofread and correct

CEFR B2 | Unit 1: Development | Spelling

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

Name _____ Date _____

1. dveelopment

the process of improving capability _____

2. cirterion

a standard used to judge options _____

3. rleevance

how closely something relates to a need _____

4. cmomitment

a responsibility that requires time or effort _____

5. faesible

possible within real limits _____

6. epxertise

developed knowledge in a field _____

7. pirority

a need given greater importance _____

8. ipmlementation

putting a plan into practice _____

Grammar focus

CEFR B2 | Unit 1: Development | Grammar

Read the explanation, then complete or revise each item.

Name _____ Date _____

Notice the form and meaning

Choose aspect for meaning. Past perfect continuous emphasizes an activity continuing before a past point. Perfect simple can emphasize a result. State verbs such as know usually avoid continuous forms.

1. Complete: Before the meeting, she had been ___ options for weeks. (compare)

2. Choose a result: She has written / has been writing three completed plans.

3. Correct: She has been knowing the system for years.

Apply and edit

CEFR B2 | Unit 1: Development | Grammar

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

Name _____ Date _____

4. Complete: The team ___ been covering the vacancy before the trial began.

5. Explain the contrast: I have tested it / I have been testing it.

6. Rewrite to show a condition: We will join. Cover must be arranged.

Plan your writing

CEFR B2 | Unit 1: Development | Writing

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

Name _____ Date _____

Your task

Write a 180-230-word development plan comparing two options against clear criteria. Include a practical outcome and the condition that could delay implementation.

Context

A: three-day conference, broad ideas. B: six-week practical workshop, two hours a week plus a trial. Need: repeated booking errors. Constraint: an unfilled role. Evaluate relevance, feedback, time and application.

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 B2 | Unit 1: Development | 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.

Continue and refine

CEFR B2 | Unit 1: Development | 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 status report that changes the plan

CEFR B2 | Unit 2: Projects | Reading

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

Name _____ Date _____

The library team is preparing a neighborhood exhibition. The original schedule says that interviews will be complete by 6 May, captions by 13 May and installation by 20 May. Each stage depends on the previous one.

At the review meeting, the interview lead reports that two participants have requested more time to check their quotations. The design lead says the printing slot cannot move beyond 16 May. Simply asking everyone to work faster would not resolve the dependency: captions cannot be finalized before quotation approval.

The team agrees to print the approved material first and hold two spaces for later additions. By 13 May, the editor will have completed captions for the confirmed interviews. During the following week, the design team will be installing the first set. If approval is still pending on 16 May, the two spaces will show a clear note explaining that additional contributions are being prepared.

The revised report names an owner for each action and gives the next review date. It also records the trade-off: the opening display may contain fewer interviews, but it will preserve participants' opportunity to check their words. The report makes progress visible without presenting unfinished approvals as completed work.

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

Read and respond

CEFR B2 | Unit 2: Projects | Reading

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

Name _____ Date _____

1. What dependency creates the problem?

2. Why is working faster an incomplete solution?

3. What will be completed by 13 May?

4. What trade-off does the team accept?

Words in context

CEFR B2 | Unit 2: Projects | Vocabulary

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

Name _____ Date _____

milestone

an important stage in a project

dependency

a task or condition another task relies on

obstacle

something preventing progress

allocation

the assignment of resources or duties

commitment

an agreed responsibility

contingency

a planned response to a possible problem

revision

a change to an existing version

accountability

being answerable for decisions or work

Meaning and use

CEFR B2 | Unit 2: Projects | Vocabulary

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

Name _____ Date _____

Word bank: obstacle, milestone, allocation, dependency

1. an important stage in a project

2. a task or condition another task relies on

3. something preventing progress

4. the assignment of resources or duties

5. Use commitment and contingency in a sentence about projects.

6. Explain the difference in meaning between revision and accountability.

7. Choose two words from page 1. Explain how they connect to this context: Interviews due 6 May, captions 13 May, installation 20 May. Two approvals delayed; print slot ends 16 May. Print approved material first; reserve spaces for later additions.

Word cards

CEFR B2 | Unit 2: Projects | Vocabulary

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

Name _____ Date _____

milestone an important stage in a project	**dependency** a task or condition another task relies on
obstacle something preventing progress	**allocation** the assignment of resources or duties
commitment an agreed responsibility	**contingency** a planned response to a possible problem
revision a change to an existing version	**accountability** being answerable for decisions or work

Study the word forms

CEFR B2 | Unit 2: Projects | Spelling

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

Name _____ Date _____

milestone

an important stage in a project

_____

Write from memory. Check every letter.

dependency

a task or condition another task relies on

_____

Write from memory. Check every letter.

obstacle

something preventing progress

_____

Write from memory. Check every letter.

allocation

the assignment of resources or duties

_____

Write from memory. Check every letter.

commitment

an agreed responsibility

_____

Write from memory. Check every letter.

contingency

a planned response to a possible problem

_____

Write from memory. Check every letter.

revision

a change to an existing version

_____

Write from memory. Check every letter.

accountability

being answerable for decisions or work

_____

Write from memory. Check every letter.

Recall the spelling

CEFR B2 | Unit 2: Projects | Spelling

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

Name _____ Date _____

1. an important stage in a project

2. a task or condition another task relies on

3. something preventing progress

4. the assignment of resources or duties

5. an agreed responsibility

6. a planned response to a possible problem

7. a change to an existing version

8. being answerable for decisions or work

Proofread and correct

CEFR B2 | Unit 2: Projects | Spelling

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

Name _____ Date _____

1. mliestone

an important stage in a project _____

2. dpeendency

a task or condition another task relies on _____

3. osbtacle

something preventing progress _____

4. alolcation

the assignment of resources or duties _____

5. cmomitment

an agreed responsibility _____

6. cnotingency

a planned response to a possible problem _____

7. rveision

a change to an existing version _____

8. acocuntability

being answerable for decisions or work _____

Grammar focus

CEFR B2 | Unit 2: Projects | Grammar

Read the explanation, then complete or revise each item.

Name _____ Date _____

Notice the form and meaning

Future perfect describes completion by a future point: will have finished. Future continuous describes work in progress at a future time: will be installing. Use explicit dates to keep updates coherent.

1. Complete: By 13 May, we will have ___ the approved captions. (finish)

2. Complete: Next week, we will be ___ the display. (install)

3. Correct: By Friday, she will has approved it.

Apply and edit

CEFR B2 | Unit 2: Projects | Grammar

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

Name _____ Date _____

4. Choose: At ten tomorrow, we will be meeting / will have met to discuss the draft.

5. Join without losing the dependency: Approval comes first. Printing follows.

6. Rewrite as a contingent commitment: We will print the two interviews. Approval may arrive by 16 May.

Plan your writing

CEFR B2 | Unit 2: Projects | Writing

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

Name _____ Date _____

Your task

Write a revised status report with milestones, owners, a dependency and a contingency. Explain the trade-off in one short paragraph.

Context

Interviews due 6 May, captions 13 May, installation 20 May. Two approvals delayed; print slot ends 16 May. Print approved material first; reserve spaces for later additions.

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 B2 | Unit 2: Projects | 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.

Continue and refine

CEFR B2 | Unit 2: Projects | 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 a small investigation can tell us

CEFR B2 | Unit 3: Discovery | Reading

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

Name _____ Date _____

A fictional learning centre tests whether a quieter room helps learners finish a reading task. Twelve volunteers use the usual room on Monday and a quieter room on Wednesday. The average completion time falls from eighteen minutes to fifteen. The coordinator calls this a promising finding.

The report also lists limitations. The same task was used twice, so familiarity may have reduced the time. The volunteers chose to participate and may not represent everyone at the centre. In addition, completion time does not show how accurately they understood the text.

Reviewing the results, a tutor recommends a follow-up with comparable tasks and an understanding check. She also suggests changing the order of rooms for half the group. This would help separate the effect of the setting from the effect of doing a task for the second time.

The original result should not be discarded: it provides a reason to investigate further. Nor does it justify announcing that a quiet room makes every learner read faster. The useful distinction is between the measured difference and the explanation proposed for it. A briefing for colleagues should preserve that distinction, state the sample size and identify which questions the next trial is intended to answer.

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

Read and respond

CEFR B2 | Unit 3: Discovery | Reading

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

Name _____ Date _____

1. What was measured, and what was not?

2. Give an alternative explanation for the faster time.

3. Why change the order of rooms?

4. What conclusion is justified?

Words in context

CEFR B2 | Unit 3: Discovery | Vocabulary

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

Name _____ Date _____

finding

a result of an investigation

interpretation

an explanation of what information means

sample

the people or cases included in a study

comparison

considering things together to identify differences

limitation

a boundary on what can be concluded

variable

a factor that can differ or change

replicate

repeat a procedure to examine its result

inference

a conclusion reached from evidence

Meaning and use

CEFR B2 | Unit 3: Discovery | Vocabulary

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

Name _____ Date _____

Word bank: sample, finding, comparison, interpretation

1. a result of an investigation

2. an explanation of what information means

3. the people or cases included in a study

4. considering things together to identify differences

5. Use limitation and variable in a sentence about discovery.

6. Explain the difference in meaning between replicate and inference.

7. Choose two words from page 1. Explain how they connect to this context: Fictional trial: 12 volunteers; same task on Monday and Wednesday; average time 18 then 15 minutes; second room quieter. No comprehension scores. Follow-up can vary task/order and check understanding.

Word cards

CEFR B2 | Unit 3: Discovery | Vocabulary

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

Name _____ Date _____

finding a result of an investigation	**interpretation** an explanation of what information means
sample the people or cases included in a study	**comparison** considering things together to identify differences
limitation a boundary on what can be concluded	**variable** a factor that can differ or change
replicate repeat a procedure to examine its result	**inference** a conclusion reached from evidence

Study the word forms

CEFR B2 | Unit 3: Discovery | Spelling

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

Name _____ Date _____

finding

a result of an investigation

_____

Write from memory. Check every letter.

interpretation

an explanation of what information means

_____

Write from memory. Check every letter.

sample

the people or cases included in a study

_____

Write from memory. Check every letter.

comparison

considering things together to identify differences

_____

Write from memory. Check every letter.

limitation

a boundary on what can be concluded

_____

Write from memory. Check every letter.

variable

a factor that can differ or change

_____

Write from memory. Check every letter.

replicate

repeat a procedure to examine its result

_____

Write from memory. Check every letter.

inference

a conclusion reached from evidence

_____

Write from memory. Check every letter.

Recall the spelling

CEFR B2 | Unit 3: Discovery | Spelling

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

Name _____ Date _____

1. a result of an investigation

2. an explanation of what information means

3. the people or cases included in a study

4. considering things together to identify differences

5. a boundary on what can be concluded

6. a factor that can differ or change

7. repeat a procedure to examine its result

8. a conclusion reached from evidence

Proofread and correct

CEFR B2 | Unit 3: Discovery | Spelling

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

Name _____ Date _____

1. fniding

a result of an investigation _____

2. itnerpretation

an explanation of what information means _____

3. smaple

the people or cases included in a study _____

4. cmoparison

considering things together to identify differences _____

5. lmiitation

a boundary on what can be concluded _____

6. vraiable

a factor that can differ or change _____

7. rpelicate

repeat a procedure to examine its result _____

8. ifnerence

a conclusion reached from evidence _____

Grammar focus

CEFR B2 | Unit 3: Discovery | Grammar

Read the explanation, then complete or revise each item.

Name _____ Date _____

Notice the form and meaning

A participle clause should clearly share its subject with the main clause. Remember doing refers to a memory; remember to do refers to a required action. Stop doing ends an action; stop to do begins a purpose.

1. Repair the unclear subject: Reviewing the data, the result surprised the tutor.

2. Choose: Remember to record / recording the sample size tomorrow.

3. Choose: I remember to read / reading that report last week.

Apply and edit

CEFR B2 | Unit 3: Discovery | Grammar

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

Name _____ Date _____

4. Explain: They stopped measuring / stopped to measure.

5. Complete: ___ comparable tasks, the team reduced one source of bias. (use)

6. Rewrite cautiously: The room caused the improvement.

Plan your writing

CEFR B2 | Unit 3: Discovery | Writing

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

Name _____ Date _____

Your task

Write an evidence commentary separating findings, possible explanations and limitations. Recommend a follow-up that addresses one limitation.

Context

Fictional trial: 12 volunteers; same task on Monday and Wednesday; average time 18 then 15 minutes; second room quieter. No comprehension scores. Follow-up can vary task/order and check understanding.

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 B2 | Unit 3: Discovery | 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.

Continue and refine

CEFR B2 | Unit 3: Discovery | 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.

Reporting uncertainty responsibly

CEFR B2 | Unit 4: Prevention | Reading

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

Name _____ Date _____

In a fictional training exercise, a centre surveys 80 attendees about whether they read a handwashing notice. Forty-eight say yes. The notice had been displayed for one week. The survey did not observe behavior and did not measure illness.

A draft newsletter says, "Our new notice has improved hygiene by 60 percent." A reviewer removes this sentence. Sixty percent is the proportion of respondents who reported reading the notice. It is not a measured change in behavior, and there is no before-and-after hygiene measure.

The revised briefing states, "In this survey, 48 of 80 attendees said they had read the notice." It explains that self-reports may be imperfect and that the survey covers only those who responded. The centre may use the result to decide whether the notice is visible enough, but it cannot use it to claim a health outcome.

The reviewer also checks the source of each statement. A general explanation of handwashing should come from an appropriate health authority rather than from this small visibility survey. The exercise concerns how to communicate supplied information responsibly. It does not ask learners to recommend treatment or invent health advice.

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

Read and respond

CEFR B2 | Unit 4: Prevention | Reading

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

Name _____ Date _____

1. What does 60 percent represent?

2. Why is "improved hygiene by 60 percent" unsupported?

3. What limited decision could the survey inform?

4. Where should general health guidance come from?

Words in context

CEFR B2 | Unit 4: Prevention | Vocabulary

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

Name _____ Date _____

uncertainty

the extent to which something is not known

proportion

a part considered in relation to a whole

attribute

say where a claim or cause comes from

briefing

a concise explanation for a particular audience

estimate

an approximate figure

precaution

an action taken to reduce a possible problem

reliability

the degree to which information can be depended on

qualification

a statement limiting the force of a claim

Meaning and use

CEFR B2 | Unit 4: Prevention | Vocabulary

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

Name _____ Date _____

Word bank: attribute, uncertainty, briefing, proportion

1. the extent to which something is not known

2. a part considered in relation to a whole

3. say where a claim or cause comes from

4. a concise explanation for a particular audience

5. Use estimate and precaution in a sentence about prevention.

6. Explain the difference in meaning between reliability and qualification.

7. Choose two words from page 1. Explain how they connect to this context: Fictional survey: 80 respondents, 48 say they read a notice. No observation of behavior, no illness measure, no baseline. The task is responsible reporting, not health advice.

Word cards

CEFR B2 | Unit 4: Prevention | Vocabulary

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

Name _____ Date _____

uncertainty the extent to which something is not known	**proportion** a part considered in relation to a whole
attribute say where a claim or cause comes from	**briefing** a concise explanation for a particular audience
estimate an approximate figure	**precaution** an action taken to reduce a possible problem
reliability the degree to which information can be depended on	**qualification** a statement limiting the force of a claim

Study the word forms

CEFR B2 | Unit 4: Prevention | Spelling

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

Name _____ Date _____

uncertainty

the extent to which something is not known

_____

Write from memory. Check every letter.

proportion

a part considered in relation to a whole

_____

Write from memory. Check every letter.

attribute

say where a claim or cause comes from

_____

Write from memory. Check every letter.

briefing

a concise explanation for a particular audience

_____

Write from memory. Check every letter.

estimate

an approximate figure

_____

Write from memory. Check every letter.

precaution

an action taken to reduce a possible problem

_____

Write from memory. Check every letter.

reliability

the degree to which information can be depended on

_____

Write from memory. Check every letter.

qualification

a statement limiting the force of a claim

_____

Write from memory. Check every letter.

Recall the spelling

CEFR B2 | Unit 4: Prevention | Spelling

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

Name _____ Date _____

1. the extent to which something is not known

2. a part considered in relation to a whole

3. say where a claim or cause comes from

4. a concise explanation for a particular audience

5. an approximate figure

6. an action taken to reduce a possible problem

7. the degree to which information can be depended on

8. a statement limiting the force of a claim

Proofread and correct

CEFR B2 | Unit 4: Prevention | Spelling

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

Name _____ Date _____

1. ucnertainty

the extent to which something is not known _____

2. porportion

a part considered in relation to a whole _____

3. atrtibute

say where a claim or cause comes from _____

4. birefing

a concise explanation for a particular audience _____

5. etsimate

an approximate figure _____

6. percaution

an action taken to reduce a possible problem _____

7. rleiability

the degree to which information can be depended on _____

8. qaulification

a statement limiting the force of a claim _____

Grammar focus

CEFR B2 | Unit 4: Prevention | Grammar

Read the explanation, then complete or revise each item.

Name _____ Date _____

Notice the form and meaning

Reporting passives can attribute claims: It is reported that... Keep the source visible. Might have indicates a possible past explanation; must have expresses a strong deduction and needs adequate evidence.

1. Change to a reporting passive: The survey reports that 48 people read it.

2. Choose: They might / must have missed the notice; we do not know.

3. Correct: It is reported 60 percent improved.

Apply and edit

CEFR B2 | Unit 4: Prevention | Grammar

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

Name _____ Date _____

4. Complete: Some respondents may have ___ the question. (misunderstand)

5. Rewrite to preserve attribution: Everyone read the notice.

6. Explain the problem with must have improved hygiene.

Plan your writing

CEFR B2 | Unit 4: Prevention | Writing

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

Name _____ Date _____

Your task

Write a public briefing of 180-220 words using only the supplied fictional evidence. State the denominator and distinguish what was measured from what was not.

Context

Fictional survey: 80 respondents, 48 say they read a notice. No observation of behavior, no illness measure, no baseline. The task is responsible reporting, not health advice.

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 B2 | Unit 4: Prevention | 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.

Continue and refine

CEFR B2 | Unit 4: Prevention | 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 conditional recommendation

CEFR B2 | Unit 5: Risk | Reading

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

Name _____ Date _____

An event team must choose between an outdoor courtyard and a hired hall. The courtyard costs less and has more space, but heavy rain would force a cancellation. The hall is sheltered, though its booking is non-refundable after Thursday.

Last year, the team chose the courtyard without arranging an alternative. Rain caused a cancellation and several visitors had already paid for transport. If the team had reserved an indoor option, the event could have continued. This does not prove that every future event should be indoors; it shows a cost of the earlier decision.

This year, the team recommends the hall provided that the accessibility check is satisfactory. It will confirm the booking on Wednesday, while changes are still possible. The recommendation compares the consequence of cancellation with the extra hire cost, rather than treating the cheapest venue as automatically best.

A separate message to the previous supplier explains an incorrectly charged fee and requests a refund of that fee. It gives the receipt reference and states the desired outcome without claiming compensation for losses the supplier did not cause. Both documents show the same discipline: define the condition, identify the evidence and keep the requested response within its scope.

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

Read and respond

CEFR B2 | Unit 5: Risk | Reading

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

Name _____ Date _____

1. What evidence comes from last year?

2. What condition is attached to the hall recommendation?

3. Why confirm on Wednesday?

4. What makes the fee complaint appropriately scoped?

Words in context

CEFR B2 | Unit 5: Risk | Vocabulary

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

Name _____ Date _____

risk

the possibility and consequence of an unwanted event

likelihood

how probable an event is

impact

the effect of an event

contingency

a response prepared for a possible problem

compensation

something provided to make up for a loss

concession

something accepted during negotiation

condition

a requirement attached to an agreement

counterfactual

an imagined alternative to what happened

Meaning and use

CEFR B2 | Unit 5: Risk | Vocabulary

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

Name _____ Date _____

Word bank: impact, risk, contingency, likelihood

1. the possibility and consequence of an unwanted event

2. how probable an event is

3. the effect of an event

4. a response prepared for a possible problem

5. Use compensation and concession in a sentence about risk.

6. Explain the difference in meaning between condition and counterfactual.

7. Choose two words from page 1. Explain how they connect to this context: Courtyard: cheaper, exposed to rain, no backup last year. Hall: sheltered, access check pending, non-refundable after Thursday. Confirm Wednesday. Supplier charged an extra fee in error; receipt available.

Word cards

CEFR B2 | Unit 5: Risk | Vocabulary

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

Name _____ Date _____

risk the possibility and consequence of an unwanted event	**likelihood** how probable an event is
impact the effect of an event	**contingency** a response prepared for a possible problem
compensation something provided to make up for a loss	**concession** something accepted during negotiation
condition a requirement attached to an agreement	**counterfactual** an imagined alternative to what happened

Study the word forms

CEFR B2 | Unit 5: Risk | Spelling

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

Name _____ Date _____

risk

the possibility and consequence of an unwanted event

_____

Write from memory. Check every letter.

likelihood

how probable an event is

_____

Write from memory. Check every letter.

impact

the effect of an event

_____

Write from memory. Check every letter.

contingency

a response prepared for a possible problem

_____

Write from memory. Check every letter.

compensation

something provided to make up for a loss

_____

Write from memory. Check every letter.

concession

something accepted during negotiation

_____

Write from memory. Check every letter.

condition

a requirement attached to an agreement

_____

Write from memory. Check every letter.

counterfactual

an imagined alternative to what happened

_____

Write from memory. Check every letter.

Recall the spelling

CEFR B2 | Unit 5: Risk | Spelling

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

Name _____ Date _____

1. the possibility and consequence of an unwanted event

2. how probable an event is

3. the effect of an event

4. a response prepared for a possible problem

5. something provided to make up for a loss

6. something accepted during negotiation

7. a requirement attached to an agreement

8. an imagined alternative to what happened

Proofread and correct

CEFR B2 | Unit 5: Risk | Spelling

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

Name _____ Date _____

1. rsik

the possibility and consequence of an unwanted event _____

2. lkielihood

how probable an event is _____

3. ipmact

the effect of an event _____

4. cnotingency

a response prepared for a possible problem _____

5. cmopensation

something provided to make up for a loss _____

6. cnocession

something accepted during negotiation _____

7. cnodition

a requirement attached to an agreement _____

8. cuonterfactual

an imagined alternative to what happened _____

Grammar focus

CEFR B2 | Unit 5: Risk | Grammar

Read the explanation, then complete or revise each item.

Name _____ Date _____

Notice the form and meaning

Use if plus past perfect and would/could have plus participle for an unreal past. Provided that states a condition. In case introduces a precaution, which differs from if.

1. Complete: If we had booked a hall, we could have ___ indoors. (continue)

2. Correct: If it would rain tomorrow, we will cancel.

3. Join with provided that: Book the hall. It must pass the access check.

Apply and edit

CEFR B2 | Unit 5: Risk | Grammar

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

Name _____ Date _____

4. Choose: Take a copy in case / if the original is lost. (precaution)

5. Rewrite: Without earlier notice, we cannot change the booking. Use unless.

6. Complete: If the fee had been correct, we would not have ___ a refund. (request)

Plan your writing

CEFR B2 | Unit 5: Risk | Writing

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

Name _____ Date _____

Your task

Write a conditional recommendation with a risk comparison. Add a brief, evidence-based complaint about the wrongly charged fee.

Context

Courtyard: cheaper, exposed to rain, no backup last year. Hall: sheltered, access check pending, non-refundable after Thursday. Confirm Wednesday. Supplier charged an extra fee in error; receipt available.

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 B2 | Unit 5: Risk | 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.

Continue and refine

CEFR B2 | Unit 5: Risk | 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.

An improvement with a boundary

CEFR B2 | Unit 6: Innovation | Reading

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

Name _____ Date _____

A library tests two ways of reminding borrowers that books are due. The first sends an automatic text message. The second prints a larger due-date slip. Staff hope to reduce routine questions at the desk.

The text system sends messages consistently, but some borrowers share a phone or cannot receive texts. The larger slip is easy to understand when it is kept with the book, although it can be lost. In a two-week trial, staff record fewer reminder questions, but they do not record which method each borrower used.

The evaluation therefore cannot establish which option produced the change. It can describe how each option works and which access needs it may meet. Staff recommend offering both, checking phone details with permission and making a paper option easy to request.

Before expanding the system, the library will have the message settings checked and ask a small group to explain the reminder in their own words. This should reveal confusing wording. The report also includes maintenance: someone must update contact details and respond when messages fail. An innovation that looks efficient in a demonstration still needs an ordinary working process around it.

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

Read and respond

CEFR B2 | Unit 6: Innovation | Reading

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

Name _____ Date _____

1. Why can the trial not identify the better method?

2. What access limitation affects texts?

3. Why ask people to explain the reminder?

4. What ongoing work does the system require?

Words in context

CEFR B2 | Unit 6: Innovation | Vocabulary

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

Name _____ Date _____

innovation

a new approach or improvement

function

what something is designed to do

efficiency

using time or resources with little waste

limitation

a restriction on usefulness

maintenance

work needed to keep something working

adoption

the decision to begin using something

feedback

information about use or performance

evaluation

a judgment based on relevant criteria

Meaning and use

CEFR B2 | Unit 6: Innovation | Vocabulary

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

Name _____ Date _____

Word bank: efficiency, innovation, limitation, function

1. a new approach or improvement

2. what something is designed to do

3. using time or resources with little waste

4. a restriction on usefulness

5. Use maintenance and adoption in a sentence about innovation.

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

7. Choose two words from page 1. Explain how they connect to this context: Text reminder: consistent, needs usable phone access. Larger paper slip: clear, can be lost. Two-week question count falls, but users' reminder methods are unrecorded. Offer both and test wording.

Word cards

CEFR B2 | Unit 6: Innovation | Vocabulary

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

Name _____ Date _____

innovation a new approach or improvement	**function** what something is designed to do
efficiency using time or resources with little waste	**limitation** a restriction on usefulness
maintenance work needed to keep something working	**adoption** the decision to begin using something
feedback information about use or performance	**evaluation** a judgment based on relevant criteria

Study the word forms

CEFR B2 | Unit 6: Innovation | Spelling

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

Name _____ Date _____

innovation

a new approach or improvement

_____

Write from memory. Check every letter.

function

what something is designed to do

_____

Write from memory. Check every letter.

efficiency

using time or resources with little waste

_____

Write from memory. Check every letter.

limitation

a restriction on usefulness

_____

Write from memory. Check every letter.

maintenance

work needed to keep something working

_____

Write from memory. Check every letter.

adoption

the decision to begin using something

_____

Write from memory. Check every letter.

feedback

information about use or performance

_____

Write from memory. Check every letter.

evaluation

a judgment based on relevant criteria

_____

Write from memory. Check every letter.

Recall the spelling

CEFR B2 | Unit 6: Innovation | Spelling

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

Name _____ Date _____

1. a new approach or improvement

2. what something is designed to do

3. using time or resources with little waste

4. a restriction on usefulness

5. work needed to keep something working

6. the decision to begin using something

7. information about use or performance

8. a judgment based on relevant criteria

Proofread and correct

CEFR B2 | Unit 6: Innovation | Spelling

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

Name _____ Date _____

1. inonvation

a new approach or improvement _____

2. fnuction

what something is designed to do _____

3. efifciency

using time or resources with little waste _____

4. lmiitation

a restriction on usefulness _____

5. miantenance

work needed to keep something working _____

6. aodption

the decision to begin using something _____

7. fedeback

information about use or performance _____

8. eavluation

a judgment based on relevant criteria _____

Grammar focus

CEFR B2 | Unit 6: Innovation | Grammar

Read the explanation, then complete or revise each item.

Name _____ Date _____

Notice the form and meaning

Reduced relatives can make descriptions concise when the relationship stays clear: messages sent automatically. Have/get something done describes arranging a service. Ellipsis removes repeated words when the meaning remains recoverable.

1. Reduce: Messages that are sent automatically may fail.

2. Use have: A technician will check the settings for us.

3. Correct: We had checked the settings by a technician.

Apply and edit

CEFR B2 | Unit 6: Innovation | Grammar

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

Name _____ Date _____

4. Complete the ellipsis: Some borrowers use texts; others ___.

5. Reduce: Borrowers who need paper can request it.

6. Explain why this is unclear: They prefer it because it is better.

Plan your writing

CEFR B2 | Unit 6: Innovation | Writing

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

Name _____ Date _____

Your task

Write a balanced evaluation of the two reminders. Explain functions, access needs, evidence limits and ongoing maintenance.

Context

Text reminder: consistent, needs usable phone access. Larger paper slip: clear, can be lost. Two-week question count falls, but users' reminder methods are unrecorded. Offer both and test wording.

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 B2 | Unit 6: Innovation | 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.

Continue and refine

CEFR B2 | Unit 6: Innovation | 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.

Two reports, one uncertain number

CEFR B2 | Unit 7: Journalism | Reading

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

Name _____ Date _____

Two reports describe a public meeting about a new park. The first says 200 people attended, citing the organizer's early estimate. The second says 145 attended, citing the number of signed registration forms. Both figures have a source, but they measure different things. Some visitors may not have signed, and the early estimate may have been rounded.

A journalist preparing a follow-up contacts the organizer and checks the registration method. The organizer confirms that the estimate was made before counting forms. No door count was kept. The journalist therefore reports 145 registrations and explains that total attendance remains uncertain.

The reports also differ in emphasis. One leads with enthusiastic comments; the other highlights objections about parking. Neither selection alone shows the proportion of attendees holding either view. A transparent account can include the disagreement without inventing a balance or a majority.

The follow-up states what was checked, attributes the remaining claims and avoids silently replacing one uncertain figure with another. If a later verified count becomes available, the publication can add a dated correction. Readers are then able to distinguish an update in evidence from a change in the writer's preference.

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

Read and respond

CEFR B2 | Unit 7: Journalism | Reading

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

Name _____ Date _____

1. Why do 200 and 145 not necessarily contradict each other?

2. What can be reported with confidence?

3. Why do selected comments not establish a majority?

4. What should a later correction make clear?

Words in context

CEFR B2 | Unit 7: Journalism | Vocabulary

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

Name _____ Date _____

attribution

identifying the source of a statement

discrepancy

a difference between accounts

verification

checking whether information is accurate

estimate

an approximate figure

stance

the position taken by a writer

correction

a change that repairs an error

eyewitness

a person who directly saw an event

qualification

wording that limits certainty or scope

Meaning and use

CEFR B2 | Unit 7: Journalism | Vocabulary

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

Name _____ Date _____

Word bank: verification, attribution, estimate, discrepancy

1. identifying the source of a statement

2. a difference between accounts

3. checking whether information is accurate

4. an approximate figure

5. Use stance and correction in a sentence about journalism.

6. Explain the difference in meaning between eyewitness and qualification.

7. Choose two words from page 1. Explain how they connect to this context: Early estimate 200; signed forms 145; no door count. Some may not have signed. Reports select different comments. Follow-up confirms the sources of both numbers, not total attendance.

Word cards

CEFR B2 | Unit 7: Journalism | Vocabulary

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

Name _____ Date _____

attribution identifying the source of a statement	**discrepancy** a difference between accounts
verification checking whether information is accurate	**estimate** an approximate figure
stance the position taken by a writer	**correction** a change that repairs an error
eyewitness a person who directly saw an event	**qualification** wording that limits certainty or scope

Study the word forms

CEFR B2 | Unit 7: Journalism | Spelling

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

Name _____ Date _____

attribution

identifying the source of a statement

_____

Write from memory. Check every letter.

discrepancy

a difference between accounts

_____

Write from memory. Check every letter.

verification

checking whether information is accurate

_____

Write from memory. Check every letter.

estimate

an approximate figure

_____

Write from memory. Check every letter.

stance

the position taken by a writer

_____

Write from memory. Check every letter.

correction

a change that repairs an error

_____

Write from memory. Check every letter.

eyewitness

a person who directly saw an event

_____

Write from memory. Check every letter.

qualification

wording that limits certainty or scope

_____

Write from memory. Check every letter.

Recall the spelling

CEFR B2 | Unit 7: Journalism | Spelling

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

Name _____ Date _____

1. identifying the source of a statement

2. a difference between accounts

3. checking whether information is accurate

4. an approximate figure

5. the position taken by a writer

6. a change that repairs an error

7. a person who directly saw an event

8. wording that limits certainty or scope

Proofread and correct

CEFR B2 | Unit 7: Journalism | Spelling

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

Name _____ Date _____

1. atrtibution

identifying the source of a statement _____

2. dsicrepancy

a difference between accounts _____

3. vreification

checking whether information is accurate _____

4. etsimate

an approximate figure _____

5. satnce

the position taken by a writer _____

6. crorection

a change that repairs an error _____

7. eeywitness

a person who directly saw an event _____

8. qaulification

wording that limits certainty or scope _____

Grammar focus

CEFR B2 | Unit 7: Journalism | Grammar

Read the explanation, then complete or revise each item.

Name _____ Date _____

Notice the form and meaning

Reporting verbs differ in strength and pattern: confirm that, suggest that, deny doing. Appear to and tend to qualify claims. Keep a source's claim distinct from the writer's judgment.

1. Complete: The organizer confirmed ___ the estimate was early.

2. Complete: The article appears ___ use an estimate.

3. Correct: She denied to change the figure.

Apply and edit

CEFR B2 | Unit 7: Journalism | Grammar

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

Name _____ Date _____

4. Rewrite with attribution: Exactly 200 attended.

5. Complete: Early reports tend ___ use provisional figures.

6. Rewrite to separate fact and uncertainty: There were 145 attendees.

Plan your writing

CEFR B2 | Unit 7: Journalism | Writing

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

Name _____ Date _____

Your task

Write a sourced account reconciling the figures. Preserve the uncertainty and explain why quotations cannot establish the distribution of opinion.

Context

Early estimate 200; signed forms 145; no door count. Some may not have signed. Reports select different comments. Follow-up confirms the sources of both numbers, not total attendance.

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 B2 | Unit 7: Journalism | 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.

Continue and refine

CEFR B2 | Unit 7: Journalism | 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.

Allocating a shared room

CEFR B2 | Unit 8: Resources | Reading

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

Name _____ Date _____

A centre has ten evening room slots each week. Language groups request six, a repair group requests three and a community forum requests three. Demand exceeds capacity by two slots.

Last month, language sessions averaged eighteen attendees in a room holding twenty. Repair sessions averaged eight, but their work requires large tables and space for tools. The forum averaged fifteen, with attendance varying by topic. These figures are useful, but attendance alone does not capture the different space requirements.

The coordinator proposes five language slots, three repair slots and two forum slots for a four-week trial. One language session can use a partner room on an additional evening. The forum may combine two short meetings. Both arrangements require confirmation before the plan is adopted.

The recommendation reports the denominator whenever it compares proportions: five of the centre's ten slots are allocated to language groups. It does not describe repair as inefficient simply because its headcount is lower. The trial will record waiting lists, cancellations and whether the alternative room is suitable. The goal is an allocation that can be explained and revised using relevant evidence.

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

Read and respond

CEFR B2 | Unit 8: Resources | Reading

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

Name _____ Date _____

1. By how many slots does demand exceed capacity?

2. Why is headcount alone an incomplete criterion?

3. What share goes to language groups in the proposed centre allocation?

4. What must be confirmed before adoption?

Words in context

CEFR B2 | Unit 8: Resources | Vocabulary

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

Name _____ Date _____

allocation

the distribution of a limited resource

capacity

the amount a space or service can hold

utilization

the extent to which a resource is used

proportion

a share of a whole

demand

how much a service is wanted

assumption

something treated as true for planning

equitable

fair in relation to relevant needs

constraint

a limit affecting a choice

Meaning and use

CEFR B2 | Unit 8: Resources | Vocabulary

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

Name _____ Date _____

Word bank: utilization, allocation, proportion, capacity

1. the distribution of a limited resource

2. the amount a space or service can hold

3. the extent to which a resource is used

4. a share of a whole

5. Use demand and assumption in a sentence about resources.

6. Explain the difference in meaning between equitable and constraint.

7. Choose two words from page 1. Explain how they connect to this context: Ten slots; requests 6 language, 3 repair, 3 forum. Proposal 5, 3, 2. Language averages 18/20 seats; repair 8 with large table needs; forum 15 variable. Partner room and combined meetings await confirmation.

Word cards

CEFR B2 | Unit 8: Resources | Vocabulary

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

Name _____ Date _____

allocation the distribution of a limited resource	**capacity** the amount a space or service can hold
utilization the extent to which a resource is used	**proportion** a share of a whole
demand how much a service is wanted	**assumption** something treated as true for planning
equitable fair in relation to relevant needs	**constraint** a limit affecting a choice

Study the word forms

CEFR B2 | Unit 8: Resources | Spelling

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

Name _____ Date _____

allocation

the distribution of a limited resource

_____

Write from memory. Check every letter.

capacity

the amount a space or service can hold

_____

Write from memory. Check every letter.

utilization

the extent to which a resource is used

_____

Write from memory. Check every letter.

proportion

a share of a whole

_____

Write from memory. Check every letter.

demand

how much a service is wanted

_____

Write from memory. Check every letter.

assumption

something treated as true for planning

_____

Write from memory. Check every letter.

equitable

fair in relation to relevant needs

_____

Write from memory. Check every letter.

constraint

a limit affecting a choice

_____

Write from memory. Check every letter.

Recall the spelling

CEFR B2 | Unit 8: Resources | Spelling

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

Name _____ Date _____

1. the distribution of a limited resource

2. the amount a space or service can hold

3. the extent to which a resource is used

4. a share of a whole

5. how much a service is wanted

6. something treated as true for planning

7. fair in relation to relevant needs

8. a limit affecting a choice

Proofread and correct

CEFR B2 | Unit 8: Resources | Spelling

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

Name _____ Date _____

1. alolcation

the distribution of a limited resource _____

2. cpaacity

the amount a space or service can hold _____

3. uitlization

the extent to which a resource is used _____

4. porportion

a share of a whole _____

5. dmeand

how much a service is wanted _____

6. asusmption

something treated as true for planning _____

7. euqitable

fair in relation to relevant needs _____

8. cnostraint

a limit affecting a choice _____

Grammar focus

CEFR B2 | Unit 8: Resources | Grammar

Read the explanation, then complete or revise each item.

Name _____ Date _____

Notice the form and meaning

Match the verb to the head noun: a proportion is; several groups are. Partitives such as half of the slots refer to a specified whole. Make the comparison and its denominator explicit.

1. Choose: Half of the slots is / are assigned to language groups.

2. Choose: The number of requests is / are twelve.

3. Choose: A number of requests is / are still unmet.

Apply and edit

CEFR B2 | Unit 8: Resources | Grammar

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

Name _____ Date _____

4. Complete: Five ___ the ten slots are allocated.

5. Repair the comparison: Repair has fewer than language.

6. Correct: Each of the groups have a request.

Plan your writing

CEFR B2 | Unit 8: Resources | Writing

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

Name _____ Date _____

Your task

Write an analytical allocation recommendation. Show the figures, justify the criteria and identify conditions and review measures.

Context

Ten slots; requests 6 language, 3 repair, 3 forum. Proposal 5, 3, 2. Language averages 18/20 seats; repair 8 with large table needs; forum 15 variable. Partner room and combined meetings await confirmation.

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 B2 | Unit 8: Resources | 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.

Continue and refine

CEFR B2 | Unit 8: Resources | 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.

Permission and the public display

CEFR B2 | Unit 9: Ethics | Reading

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

Name _____ Date _____

A course team wants to display learner writing at an open event. The work includes personal stories. Some learners are proud to share; others agreed only to classroom review. A team member argues that a public display could help future learners understand the course.

The coordinator accepts that benefit but distinguishes it from permission. Writing for a class does not by itself establish consent to a public audience. She proposes inviting learners to choose a piece, remove details they do not want shared and decide whether their name should appear. Declining must not affect their course standing.

One objection is practical: asking again may leave gaps in the display. The coordinator responds that a smaller, clearly authorized collection is a workable outcome. Invented examples can fill explanatory gaps if they are identified as such.

The final proposal includes a deadline for withdrawal before printing and a contact for questions. It also explains the limits of withdrawal once printed copies have been distributed. The argument is stronger because it addresses a serious objection and makes the consequences visible. It does not treat an attractive display as sufficient reason to ignore the audience for which the writing was originally produced.

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

Read and respond

CEFR B2 | Unit 9: Ethics | Reading

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

Name _____ Date _____

1. What principle is at issue?

2. What valid benefit does the coordinator acknowledge?

3. How does the proposal address the practical objection?

4. Why explain withdrawal limits?

Words in context

CEFR B2 | Unit 9: Ethics | Vocabulary

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

Name _____ Date _____

principle

a belief guiding a decision

consent

permission given with understanding

objection

a reason for opposing something

confidential

restricted to authorized people

proportionate

appropriate in extent to a need

accountability

responsibility for explaining actions

concession

acknowledgment of a valid opposing point

safeguard

a measure intended to prevent harm

Meaning and use

CEFR B2 | Unit 9: Ethics | Vocabulary

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

Name _____ Date _____

Word bank: objection, principle, confidential, consent

1. a belief guiding a decision

2. permission given with understanding

3. a reason for opposing something

4. restricted to authorized people

5. Use proportionate and accountability in a sentence about ethics.

6. Explain the difference in meaning between concession and safeguard.

7. Choose two words from page 1. Explain how they connect to this context: Classroom writing contains personal stories. Public display may help recruitment, but some learners agreed only to class review. Offer choice, editing, naming options and clear withdrawal timing.

Word cards

CEFR B2 | Unit 9: Ethics | Vocabulary

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

Name _____ Date _____

principle a belief guiding a decision	**consent** permission given with understanding
objection a reason for opposing something	**confidential** restricted to authorized people
proportionate appropriate in extent to a need	**accountability** responsibility for explaining actions
concession acknowledgment of a valid opposing point	**safeguard** a measure intended to prevent harm

Study the word forms

CEFR B2 | Unit 9: Ethics | Spelling

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

Name _____ Date _____

principle

a belief guiding a decision

_____

Write from memory. Check every letter.

consent

permission given with understanding

_____

Write from memory. Check every letter.

objection

a reason for opposing something

_____

Write from memory. Check every letter.

confidential

restricted to authorized people

_____

Write from memory. Check every letter.

proportionate

appropriate in extent to a need

_____

Write from memory. Check every letter.

accountability

responsibility for explaining actions

_____

Write from memory. Check every letter.

concession

acknowledgment of a valid opposing point

_____

Write from memory. Check every letter.

safeguard

a measure intended to prevent harm

_____

Write from memory. Check every letter.

Recall the spelling

CEFR B2 | Unit 9: Ethics | Spelling

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

Name _____ Date _____

1. a belief guiding a decision

2. permission given with understanding

3. a reason for opposing something

4. restricted to authorized people

5. appropriate in extent to a need

6. responsibility for explaining actions

7. acknowledgment of a valid opposing point

8. a measure intended to prevent harm

Proofread and correct

CEFR B2 | Unit 9: Ethics | Spelling

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

Name _____ Date _____

1. pirnciple

a belief guiding a decision _____

2. cnosent

permission given with understanding _____

3. ojbection

a reason for opposing something _____

4. cnofidential

restricted to authorized people _____

5. porportionate

appropriate in extent to a need _____

6. acocuntability

responsibility for explaining actions _____

7. cnocession

acknowledgment of a valid opposing point _____

8. sfaeguard

a measure intended to prevent harm _____

Grammar focus

CEFR B2 | Unit 9: Ethics | Grammar

Read the explanation, then complete or revise each item.

Name _____ Date _____

Notice the form and meaning

Clefts focus attention: What matters is informed choice. Mixed conditionals connect an unreal past with a present result. Use concessions to acknowledge a point without surrendering the main claim.

1. Make a cleft: Informed choice matters.

2. Complete: If we had asked earlier, we ___ have permission now.

3. Correct: If they would have agreed, we could display it now.

Apply and edit

CEFR B2 | Unit 9: Ethics | Grammar

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

Name _____ Date _____

4. Join with although: The display is useful. Permission is still needed.

5. Use so...that: The story was personal. The writer preferred privacy.

6. Rewrite to emphasize the audience: The public audience changes the decision.

Plan your writing

CEFR B2 | Unit 9: Ethics | Writing

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

Name _____ Date _____

Your task

Write a position with a concession and response. Explain a workable permission process and one consequence the participants should understand.

Context

Classroom writing contains personal stories. Public display may help recruitment, but some learners agreed only to class review. Offer choice, editing, naming options and clear withdrawal timing.

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 B2 | Unit 9: Ethics | 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.

Continue and refine

CEFR B2 | Unit 9: Ethics | 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.

An agreement that can be followed

CEFR B2 | Unit 10: Cooperation | Reading

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

Name _____ Date _____

Two groups share a community room. The music group needs time to pack away instruments; the language group needs a quiet start for its evening class. Their draft agreement says, "Leave the room promptly and be considerate." Both groups support the sentiment, but neither knows exactly when the room must be ready.

At a joint meeting, each group explains its underlying need. The music group asks for fifteen minutes to clear equipment. The language group says learners arrive at 18: 45 and need access then. They agree that music will finish at 18: 25, packing will end by 18: 40 and a designated member will check the floor and return the key.

The language group accepts that occasional events may require a different arrangement, provided a request is made a week in advance and both coordinators confirm it. Silence does not count as agreement.

The revised document also states what to do if the room is not ready: contact the named coordinator rather than move someone else's equipment. The groups will review the arrangement after a month. They have not removed every possibility of conflict, but they have turned vague goodwill into obligations that people can follow and discuss.

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

Read and respond

CEFR B2 | Unit 10: Cooperation | Reading

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

Name _____ Date _____

1. What is inadequate about the draft wording?

2. How does the schedule meet both needs?

3. When is an exception accepted?

4. What should happen if the room is not ready?

Words in context

CEFR B2 | Unit 10: Cooperation | Vocabulary

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

Name _____ Date _____

interest

a concern or need underlying a position

concession

a change accepted to reach agreement

obligation

a duty under an agreement

reciprocal

given or expected by both sides

clarification

an explanation removing uncertainty

deadline

a latest agreed time

dispute

a disagreement

resolution

a way of settling a problem

Meaning and use

CEFR B2 | Unit 10: Cooperation | Vocabulary

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

Name _____ Date _____

Word bank: obligation, interest, reciprocal, concession

1. a concern or need underlying a position

2. a change accepted to reach agreement

3. a duty under an agreement

4. given or expected by both sides

5. Use clarification and deadline in a sentence about cooperation.

6. Explain the difference in meaning between dispute and resolution.

7. Choose two words from page 1. Explain how they connect to this context: Music finishes 18: 25, packing by 18: 40; learners arrive 18: 45. A named member checks the floor and returns the key. Exceptions require one week's notice and two confirmations. Review after a month.

Word cards

CEFR B2 | Unit 10: Cooperation | Vocabulary

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

Name _____ Date _____

interest a concern or need underlying a position	**concession** a change accepted to reach agreement
obligation a duty under an agreement	**reciprocal** given or expected by both sides
clarification an explanation removing uncertainty	**deadline** a latest agreed time
dispute a disagreement	**resolution** a way of settling a problem

Study the word forms

CEFR B2 | Unit 10: Cooperation | Spelling

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

Name _____ Date _____

interest

a concern or need underlying a position

_____

Write from memory. Check every letter.

concession

a change accepted to reach agreement

_____

Write from memory. Check every letter.

obligation

a duty under an agreement

_____

Write from memory. Check every letter.

reciprocal

given or expected by both sides

_____

Write from memory. Check every letter.

clarification

an explanation removing uncertainty

_____

Write from memory. Check every letter.

deadline

a latest agreed time

_____

Write from memory. Check every letter.

dispute

a disagreement

_____

Write from memory. Check every letter.

resolution

a way of settling a problem

_____

Write from memory. Check every letter.

Recall the spelling

CEFR B2 | Unit 10: Cooperation | Spelling

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

Name _____ Date _____

1. a concern or need underlying a position

2. a change accepted to reach agreement

3. a duty under an agreement

4. given or expected by both sides

5. an explanation removing uncertainty

6. a latest agreed time

7. a disagreement

8. a way of settling a problem

Proofread and correct

CEFR B2 | Unit 10: Cooperation | Spelling

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

Name _____ Date _____

1. itnerest

a concern or need underlying a position _____

2. cnocession

a change accepted to reach agreement _____

3. olbigation

a duty under an agreement _____

4. rceiprocal

given or expected by both sides _____

5. calrification

an explanation removing uncertainty _____

6. daedline

a latest agreed time _____

7. dsipute

a disagreement _____

8. rseolution

a way of settling a problem _____

Grammar focus

CEFR B2 | Unit 10: Cooperation | Grammar

Read the explanation, then complete or revise each item.

Name _____ Date _____

Notice the form and meaning

Would rather plus a subject uses a past form for a present preference. It is time plus a subject also uses a past form. Diplomatic requests can preserve clear conditions and responsibilities.

1. Complete: We would rather you ___ by 18:40. (finish)

2. Complete: It is time we ___ the agreement. (review)

3. Complete: I wish we had ___ the times earlier. (clarify)

Apply and edit

CEFR B2 | Unit 10: Cooperation | Grammar

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

Name _____ Date _____

4. Make diplomatic but clear: Finish packing by 18: 40.

5. Correct: We would rather you to ask first.

6. Rewrite without treating silence as consent: Unless you object, it is agreed.

Plan your writing

CEFR B2 | Unit 10: Cooperation | Writing

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

Name _____ Date _____

Your task

Write a short agreement stating duties, times, exceptions and a process for difficulties. Add a brief reflection on the concession made by each side.

Context

Music finishes 18: 25, packing by 18: 40; learners arrive 18: 45. A named member checks the floor and returns the key. Exceptions require one week's notice and two confirmations. Review after a month.

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 B2 | Unit 10: Cooperation | 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.

Continue and refine

CEFR B2 | Unit 10: Cooperation | 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 B2 | Unit 1: Development | Reading

Keep this page separate during independent practice.

1. Direct relevance to redesigning and testing the booking process.
2. The workshop and trial require time while the team is covering a vacant role.
3. Trial a revised process and compare recorded error types before and after.
4. It acknowledges other causes and makes participation conditional on cover.

Review notes

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

Placement

B2-U01 / ESL.RED. Original supplementary practice. Skill links are proposed for review. Completion does not establish CEFR proficiency.

Teacher vocabulary guide

CEFR B2 | Unit 1: Development | Vocabulary

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

1. development: the process of improving capability
2. criterion: a standard used to judge options
3. relevance: how closely something relates to a need
4. commitment: a responsibility that requires time or effort
5. Sentence answers vary. Both words must be used in the taught senses and fit the context.
6. priority means a need given greater importance; implementation means putting a plan into practice.
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

B2-U01 / ESL.VOC. Original supplementary practice. Skill links are proposed for review. Completion does not establish CEFR proficiency.

Teacher spelling key

CEFR B2 | Unit 1: Development | Spelling

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

1. development (corrects dveelopment)
2. criterion (corrects cirterion)
3. relevance (corrects rleevance)
4. commitment (corrects cmomitment)
5. feasible (corrects faesible)
6. expertise (corrects epxertise)
7. priority (corrects pirority)
8. implementation (corrects ipmlementation)

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

B2-U01 / ESL.WRT. Original supplementary practice. Skill links are proposed for review. Completion does not establish CEFR proficiency.

Teacher grammar guide

CEFR B2 | Unit 1: Development | Grammar

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

1. comparing
2. has written
3. She has known the system for years.
4. had
5. The first can emphasize a completed result; the second emphasizes the ongoing activity.
6. We will join if cover can be arranged.

Review notes

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

Placement

B2-U01 / ESL.GRM. Original supplementary practice. Skill links are proposed for review. Completion does not establish CEFR proficiency.

Teacher writing review

CEFR B2 | Unit 1: Development | Writing

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

Task and audience

Write a 180-230-word development plan comparing two options against clear criteria. Include a practical outcome and the condition that could delay implementation.

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: Choose aspect for meaning. Past perfect continuous emphasizes an activity continuing before a past point. Perfect simple can emphasize a result. State verbs such as know usually avoid continuous forms.

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 B2 | Unit 2: Projects | Reading

Keep this page separate during independent practice.

1. Captions require approved quotations before printing.
2. Participants still need time to approve their quotations.
3. Captions for confirmed interviews.
4. Fewer interviews at opening in order to preserve quotation approval.

Review notes

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

Placement

B2-U02 / ESL.RED. Original supplementary practice. Skill links are proposed for review. Completion does not establish CEFR proficiency.

Teacher vocabulary guide

CEFR B2 | Unit 2: Projects | Vocabulary

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

1. milestone: an important stage in a project
2. dependency: a task or condition another task relies on
3. obstacle: something preventing progress
4. allocation: the assignment of resources or duties
5. Sentence answers vary. Both words must be used in the taught senses and fit the context.
6. revision means a change to an existing version; accountability means being answerable for decisions or work.
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

B2-U02 / ESL.VOC. Original supplementary practice. Skill links are proposed for review. Completion does not establish CEFR proficiency.

Teacher spelling key

CEFR B2 | Unit 2: Projects | Spelling

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

1. milestone (corrects mliestone)
2. dependency (corrects dpeendency)
3. obstacle (corrects osbtacle)
4. allocation (corrects alolcation)
5. commitment (corrects cmomitment)
6. contingency (corrects cnotingency)
7. revision (corrects rveision)
8. accountability (corrects acocuntability)

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

B2-U02 / ESL.WRT. Original supplementary practice. Skill links are proposed for review. Completion does not establish CEFR proficiency.

Teacher grammar guide

CEFR B2 | Unit 2: Projects | Grammar

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

1. finished
2. installing
3. By Friday, she will have approved it.
4. will be meeting
5. Printing will follow once approval has been received.
6. We will print the two interviews if approval arrives by 16 May.

Review notes

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

Placement

B2-U02 / ESL.GRM. Original supplementary practice. Skill links are proposed for review. Completion does not establish CEFR proficiency.

Teacher writing review

CEFR B2 | Unit 2: Projects | Writing

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

Task and audience

Write a revised status report with milestones, owners, a dependency and a contingency. Explain the trade-off in one short paragraph.

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: Future perfect describes completion by a future point: will have finished. Future continuous describes work in progress at a future time: will be installing. Use explicit dates to keep updates coherent.

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 B2 | Unit 3: Discovery | Reading

Keep this page separate during independent practice.

1. Completion time was measured; understanding accuracy was not.
2. Learners had already seen the same task.
3. To help separate room effects from repeated-task effects.
4. A small difference was observed and merits further investigation; causation/generalization is unproven.

Review notes

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

Placement

B2-U03 / ESL.RED. Original supplementary practice. Skill links are proposed for review. Completion does not establish CEFR proficiency.

Teacher vocabulary guide

CEFR B2 | Unit 3: Discovery | Vocabulary

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

1. finding: a result of an investigation
2. interpretation: an explanation of what information means
3. sample: the people or cases included in a study
4. comparison: considering things together to identify differences
5. Sentence answers vary. Both words must be used in the taught senses and fit the context.
6. replicate means repeat a procedure to examine its result; inference means a conclusion reached from evidence.
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

B2-U03 / ESL.VOC. Original supplementary practice. Skill links are proposed for review. Completion does not establish CEFR proficiency.

Teacher spelling key

CEFR B2 | Unit 3: Discovery | Spelling

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

1. finding (corrects fniding)
2. interpretation (corrects itnerpretation)
3. sample (corrects smaple)
4. comparison (corrects cmoparison)
5. limitation (corrects lmiitation)
6. variable (corrects vraiable)
7. replicate (corrects rpelicate)
8. inference (corrects ifnerence)

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

B2-U03 / ESL.WRT. Original supplementary practice. Skill links are proposed for review. Completion does not establish CEFR proficiency.

Teacher grammar guide

CEFR B2 | Unit 3: Discovery | Grammar

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

1. Reviewing the data, the tutor was surprised by the result.
2. to record
3. reading
4. The first ends measuring; the second interrupts another activity in order to measure.
5. Using
6. The quieter room may have contributed to the observed improvement.

Review notes

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

Placement

B2-U03 / ESL.GRM. Original supplementary practice. Skill links are proposed for review. Completion does not establish CEFR proficiency.

Teacher writing review

CEFR B2 | Unit 3: Discovery | Writing

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

Task and audience

Write an evidence commentary separating findings, possible explanations and limitations. Recommend a follow-up that addresses one limitation.

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: A participle clause should clearly share its subject with the main clause. Remember doing refers to a memory; remember to do refers to a required action. Stop doing ends an action; stop to do begins a purpose.

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 B2 | Unit 4: Prevention | Reading

Keep this page separate during independent practice.

1. 48 out of 80 respondents said they read the notice.
2. No behavior change or illness outcome was measured, and no baseline exists.
3. Whether the notice is sufficiently visible/read by respondents.
4. An appropriate health authority, not the visibility survey.

Review notes

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

Placement

B2-U04 / ESL.RED. Original supplementary practice. Skill links are proposed for review. Completion does not establish CEFR proficiency.

Teacher vocabulary guide

CEFR B2 | Unit 4: Prevention | Vocabulary

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

1. uncertainty: the extent to which something is not known
2. proportion: a part considered in relation to a whole
3. attribute: say where a claim or cause comes from
4. briefing: a concise explanation for a particular audience
5. Sentence answers vary. Both words must be used in the taught senses and fit the context.
6. reliability means the degree to which information can be depended on; qualification means a statement limiting the force of a claim.
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

B2-U04 / ESL.VOC. Original supplementary practice. Skill links are proposed for review. Completion does not establish CEFR proficiency.

Teacher spelling key

CEFR B2 | Unit 4: Prevention | Spelling

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

1. uncertainty (corrects ucnertainty)
2. proportion (corrects porportion)
3. attribute (corrects atrtibute)
4. briefing (corrects birefing)
5. estimate (corrects etsimate)
6. precaution (corrects percaution)
7. reliability (corrects rleiability)
8. qualification (corrects qaulification)

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

B2-U04 / ESL.WRT. Original supplementary practice. Skill links are proposed for review. Completion does not establish CEFR proficiency.

Teacher grammar guide

CEFR B2 | Unit 4: Prevention | Grammar

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

1. It is reported in the survey that 48 people read it.
2. might
3. It is reported that 60 percent of respondents said they read the notice.
4. misunderstood
5. In the survey, 48 of 80 respondents said they had read the notice.
6. The strong deduction is unsupported by a survey about noticing a sign.

Review notes

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

Placement

B2-U04 / ESL.GRM. Original supplementary practice. Skill links are proposed for review. Completion does not establish CEFR proficiency.

Teacher writing review

CEFR B2 | Unit 4: Prevention | Writing

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

Task and audience

Write a public briefing of 180-220 words using only the supplied fictional evidence. State the denominator and distinguish what was measured from what was not.

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: Reporting passives can attribute claims: It is reported that... Keep the source visible. Might have indicates a possible past explanation; must have expresses a strong deduction and needs adequate evidence.

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 B2 | Unit 5: Risk | Reading

Keep this page separate during independent practice.

1. Cancellation without an indoor alternative caused disruption and some visitors had transport costs.
2. A satisfactory accessibility check.
3. Changes remain possible before the Thursday non-refundable point.
4. It requests the wrongly charged fee with evidence, without adding unrelated losses.

Review notes

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

Placement

B2-U05 / ESL.RED. Original supplementary practice. Skill links are proposed for review. Completion does not establish CEFR proficiency.

Teacher vocabulary guide

CEFR B2 | Unit 5: Risk | Vocabulary

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

1. risk: the possibility and consequence of an unwanted event
2. likelihood: how probable an event is
3. impact: the effect of an event
4. contingency: a response prepared for a possible problem
5. Sentence answers vary. Both words must be used in the taught senses and fit the context.
6. condition means a requirement attached to an agreement; counterfactual means an imagined alternative to what happened.
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

B2-U05 / ESL.VOC. Original supplementary practice. Skill links are proposed for review. Completion does not establish CEFR proficiency.

Teacher spelling key

CEFR B2 | Unit 5: Risk | Spelling

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

1. risk (corrects rsik)
2. likelihood (corrects lkielihood)
3. impact (corrects ipmact)
4. contingency (corrects cnotingency)
5. compensation (corrects cmopensation)
6. concession (corrects cnocession)
7. condition (corrects cnodition)
8. counterfactual (corrects cuonterfactual)

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

B2-U05 / ESL.WRT. Original supplementary practice. Skill links are proposed for review. Completion does not establish CEFR proficiency.

Teacher grammar guide

CEFR B2 | Unit 5: Risk | Grammar

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

1. continued
2. If it rains tomorrow, we will cancel.
3. Book the hall provided that it passes the access check.
4. in case
5. Unless we receive earlier notice, we cannot change the booking.
6. requested

Review notes

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

Placement

B2-U05 / ESL.GRM. Original supplementary practice. Skill links are proposed for review. Completion does not establish CEFR proficiency.

Teacher writing review

CEFR B2 | Unit 5: Risk | Writing

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

Task and audience

Write a conditional recommendation with a risk comparison. Add a brief, evidence-based complaint about the wrongly charged fee.

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 perfect and would/could have plus participle for an unreal past. Provided that states a condition. In case introduces a precaution, which differs from if.

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 B2 | Unit 6: Innovation | Reading

Keep this page separate during independent practice.

1. It did not record which method each borrower used.
2. Some borrowers share phones or cannot receive messages.
3. To detect unclear wording or misunderstanding.
4. Updating contact details and handling failed messages.

Review notes

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

Placement

B2-U06 / ESL.RED. Original supplementary practice. Skill links are proposed for review. Completion does not establish CEFR proficiency.

Teacher vocabulary guide

CEFR B2 | Unit 6: Innovation | Vocabulary

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

1. innovation: a new approach or improvement
2. function: what something is designed to do
3. efficiency: using time or resources with little waste
4. limitation: a restriction on usefulness
5. Sentence answers vary. Both words must be used in the taught senses and fit the context.
6. feedback means information about use or performance; evaluation means a judgment based on relevant criteria.
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

B2-U06 / ESL.VOC. Original supplementary practice. Skill links are proposed for review. Completion does not establish CEFR proficiency.

Teacher spelling key

CEFR B2 | Unit 6: Innovation | Spelling

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

1. innovation (corrects inonvation)
2. function (corrects fnuction)
3. efficiency (corrects efifciency)
4. limitation (corrects lmiitation)
5. maintenance (corrects miantenance)
6. adoption (corrects aodption)
7. feedback (corrects fedeback)
8. evaluation (corrects eavluation)

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

B2-U06 / ESL.WRT. Original supplementary practice. Skill links are proposed for review. Completion does not establish CEFR proficiency.

Teacher grammar guide

CEFR B2 | Unit 6: Innovation | Grammar

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

1. Messages sent automatically may fail.
2. We will have the settings checked by a technician.
3. We had the settings checked by a technician.
4. do not / use paper
5. Borrowers needing paper can request it.
6. Neither the referents nor the comparison criterion is clear; name the option and benefit.

Review notes

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

Placement

B2-U06 / ESL.GRM. Original supplementary practice. Skill links are proposed for review. Completion does not establish CEFR proficiency.

Teacher writing review

CEFR B2 | Unit 6: Innovation | Writing

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

Task and audience

Write a balanced evaluation of the two reminders. Explain functions, access needs, evidence limits and ongoing maintenance.

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: Reduced relatives can make descriptions concise when the relationship stays clear: messages sent automatically. Have/get something done describes arranging a service. Ellipsis removes repeated words when the meaning remains recoverable.

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 B2 | Unit 7: Journalism | Reading

Keep this page separate during independent practice.

1. One is an early attendance estimate; the other counts signed forms.
2. 145 registrations, with total attendance uncertain.
3. They are not a count of all views.
4. Its date, new verified evidence and what has changed.

Review notes

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

Placement

B2-U07 / ESL.RED. Original supplementary practice. Skill links are proposed for review. Completion does not establish CEFR proficiency.

Teacher vocabulary guide

CEFR B2 | Unit 7: Journalism | Vocabulary

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

1. attribution: identifying the source of a statement
2. discrepancy: a difference between accounts
3. verification: checking whether information is accurate
4. estimate: an approximate figure
5. Sentence answers vary. Both words must be used in the taught senses and fit the context.
6. eyewitness means a person who directly saw an event; qualification means wording that limits certainty or scope.
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

B2-U07 / ESL.VOC. Original supplementary practice. Skill links are proposed for review. Completion does not establish CEFR proficiency.

Teacher spelling key

CEFR B2 | Unit 7: Journalism | Spelling

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

1. attribution (corrects atrtibution)
2. discrepancy (corrects dsicrepancy)
3. verification (corrects vreification)
4. estimate (corrects etsimate)
5. stance (corrects satnce)
6. correction (corrects crorection)
7. eyewitness (corrects eeywitness)
8. qualification (corrects qaulification)

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

B2-U07 / ESL.WRT. Original supplementary practice. Skill links are proposed for review. Completion does not establish CEFR proficiency.

Teacher grammar guide

CEFR B2 | Unit 7: Journalism | Grammar

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

1. that
2. to
3. She denied changing the figure.
4. The organizer initially estimated that 200 attended.
5. to
6. There were 145 registrations; total attendance is uncertain.

Review notes

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

Placement

B2-U07 / ESL.GRM. Original supplementary practice. Skill links are proposed for review. Completion does not establish CEFR proficiency.

Teacher writing review

CEFR B2 | Unit 7: Journalism | Writing

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

Task and audience

Write a sourced account reconciling the figures. Preserve the uncertainty and explain why quotations cannot establish the distribution of opinion.

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: Reporting verbs differ in strength and pattern: confirm that, suggest that, deny doing. Appear to and tend to qualify claims. Keep a source's claim distinct from the writer's judgment.

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 B2 | Unit 8: Resources | Reading

Keep this page separate during independent practice.

1. Two.
2. Repair work requires more physical space per participant.
3. Five of ten slots, or 50 percent.
4. The partner room and combined forum arrangements.

Review notes

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

Placement

B2-U08 / ESL.RED. Original supplementary practice. Skill links are proposed for review. Completion does not establish CEFR proficiency.

Teacher vocabulary guide

CEFR B2 | Unit 8: Resources | Vocabulary

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

1. allocation: the distribution of a limited resource
2. capacity: the amount a space or service can hold
3. utilization: the extent to which a resource is used
4. proportion: a share of a whole
5. Sentence answers vary. Both words must be used in the taught senses and fit the context.
6. equitable means fair in relation to relevant needs; constraint means a limit affecting a choice.
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

B2-U08 / ESL.VOC. Original supplementary practice. Skill links are proposed for review. Completion does not establish CEFR proficiency.

Teacher spelling key

CEFR B2 | Unit 8: Resources | Spelling

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

1. allocation (corrects alolcation)
2. capacity (corrects cpaacity)
3. utilization (corrects uitlization)
4. proportion (corrects porportion)
5. demand (corrects dmeand)
6. assumption (corrects asusmption)
7. equitable (corrects euqitable)
8. constraint (corrects cnostraint)

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

B2-U08 / ESL.WRT. Original supplementary practice. Skill links are proposed for review. Completion does not establish CEFR proficiency.

Teacher grammar guide

CEFR B2 | Unit 8: Resources | Grammar

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

1. are
2. is
3. are
4. of
5. Repair has fewer attendees per session than language groups.
6. Each of the groups has a request.

Review notes

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

Placement

B2-U08 / ESL.GRM. Original supplementary practice. Skill links are proposed for review. Completion does not establish CEFR proficiency.

Teacher writing review

CEFR B2 | Unit 8: Resources | Writing

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

Task and audience

Write an analytical allocation recommendation. Show the figures, justify the criteria and identify conditions and review measures.

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: Match the verb to the head noun: a proportion is; several groups are. Partitives such as half of the slots refer to a specified whole. Make the comparison and its denominator explicit.

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 B2 | Unit 9: Ethics | Reading

Keep this page separate during independent practice.

1. Permission for a different, public use of personal writing.
2. Helping future learners understand the course.
3. A smaller authorized collection and clearly labeled invented examples.
4. So learners understand consequences before choosing.

Review notes

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

Placement

B2-U09 / ESL.RED. Original supplementary practice. Skill links are proposed for review. Completion does not establish CEFR proficiency.

Teacher vocabulary guide

CEFR B2 | Unit 9: Ethics | Vocabulary

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

1. principle: a belief guiding a decision
2. consent: permission given with understanding
3. objection: a reason for opposing something
4. confidential: restricted to authorized people
5. Sentence answers vary. Both words must be used in the taught senses and fit the context.
6. concession means acknowledgment of a valid opposing point; safeguard means a measure intended to prevent harm.
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

B2-U09 / ESL.VOC. Original supplementary practice. Skill links are proposed for review. Completion does not establish CEFR proficiency.

Teacher spelling key

CEFR B2 | Unit 9: Ethics | Spelling

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

1. principle (corrects pirnciple)
2. consent (corrects cnosent)
3. objection (corrects ojbection)
4. confidential (corrects cnofidential)
5. proportionate (corrects porportionate)
6. accountability (corrects acocuntability)
7. concession (corrects cnocession)
8. safeguard (corrects sfaeguard)

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

B2-U09 / ESL.WRT. Original supplementary practice. Skill links are proposed for review. Completion does not establish CEFR proficiency.

Teacher grammar guide

CEFR B2 | Unit 9: Ethics | Grammar

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

1. What matters is informed choice.
2. would
3. If they had agreed, we could display it now.
4. Although the display is useful, permission is still needed.
5. The story was so personal that the writer preferred privacy.
6. It is the public audience that changes the decision.

Review notes

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

Placement

B2-U09 / ESL.GRM. Original supplementary practice. Skill links are proposed for review. Completion does not establish CEFR proficiency.

Teacher writing review

CEFR B2 | Unit 9: Ethics | Writing

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

Task and audience

Write a position with a concession and response. Explain a workable permission process and one consequence the participants should understand.

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: Clefts focus attention: What matters is informed choice. Mixed conditionals connect an unreal past with a present result. Use concessions to acknowledge a point without surrendering the main claim.

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 B2 | Unit 10: Cooperation | Reading

Keep this page separate during independent practice.

1. Promptly and considerate give no specific time or responsibility.
2. Music ends 18: 25, packing ends 18: 40, before learners arrive 18: 45.
3. After a request a week ahead and confirmation by both coordinators.
4. Contact the named coordinator; do not move others' equipment.

Review notes

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

Placement

B2-U10 / ESL.RED. Original supplementary practice. Skill links are proposed for review. Completion does not establish CEFR proficiency.

Teacher vocabulary guide

CEFR B2 | Unit 10: Cooperation | Vocabulary

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

1. interest: a concern or need underlying a position
2. concession: a change accepted to reach agreement
3. obligation: a duty under an agreement
4. reciprocal: given or expected by both sides
5. Sentence answers vary. Both words must be used in the taught senses and fit the context.
6. dispute means a disagreement; resolution means a way of settling 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

B2-U10 / ESL.VOC. Original supplementary practice. Skill links are proposed for review. Completion does not establish CEFR proficiency.

Teacher spelling key

CEFR B2 | Unit 10: Cooperation | Spelling

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

1. interest (corrects itnerest)
2. concession (corrects cnocession)
3. obligation (corrects olbigation)
4. reciprocal (corrects rceiprocal)
5. clarification (corrects calrification)
6. deadline (corrects daedline)
7. dispute (corrects dsipute)
8. resolution (corrects rseolution)

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

B2-U10 / ESL.WRT. Original supplementary practice. Skill links are proposed for review. Completion does not establish CEFR proficiency.

Teacher grammar guide

CEFR B2 | Unit 10: Cooperation | Grammar

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

1. finished
2. reviewed
3. clarified
4. Could you please finish packing by 18: 40?
5. We would rather you asked first.
6. The change is agreed only when both coordinators confirm it.

Review notes

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

Placement

B2-U10 / ESL.GRM. Original supplementary practice. Skill links are proposed for review. Completion does not establish CEFR proficiency.

Teacher writing review

CEFR B2 | Unit 10: Cooperation | Writing

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

Task and audience

Write a short agreement stating duties, times, exceptions and a process for difficulties. Add a brief reflection on the concession made by each side.

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: Would rather plus a subject uses a past form for a present preference. It is time plus a subject also uses a past form. Diplomatic requests can preserve clear conditions and responsibilities.

Review status

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