Brightway

C2 English Practice

CEFR C2 | 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.

Contents

C2 English Practice

Unit 1: Rhetoric	3-15
Unit 2: Evidence	16-28
Unit 3: Heritage	29-41
Unit 4: Mediation	42-54
Unit 5: Interpretation	55-67
Unit 6: Policy	68-80
Unit 7: Leadership	81-93
Unit 8: Dialogue	94-106
Unit 9: Literature	107-119
Unit 10: Synthesis	120-132
Teacher answer and review guides	133-182

An introduction that changes the person

CEFR C2 | Unit 1: Rhetoric | Reading

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

Name _____ Date _____

PROFILE FOR A FUNDING PANEL
Leila founded the neighborhood archive after a decade of documenting local workshops. Her contribution lies less in the acquisition of rare objects than in the relationships through which ordinary objects become intelligible. She describes the collection as a record of work that institutions have often noticed only at the point of disappearance. The archive is small, deliberately so: each addition requires the time to establish what can be said about it and whose account remains absent.

INTRODUCTION AT A LOCAL EVENT
Leila says she has spent ten years persuading people not to throw things away, and the other ten persuading herself not to keep everything. The archive began with a box of labels from a workshop that was closing. It has since acquired shelves, visitors and a slightly alarming reputation for knowing where things came from. She would prefer to say it knows whom to ask.

The two introductions share an identity but negotiate authority differently. The panel version names a method and situates it within an institutional gap. The event version makes the speaker approachable through self-correction and understatement. Neither requires the other to be false. Yet a careless adaptation could change the person: calling Leila a rescuer of a forgotten community would assign helplessness to the community and solitary agency to her. Calling the archive merely a hobby would minimize the method on which both accounts depend.

A precise adaptation must therefore preserve more than biographical facts. It should preserve the distribution of credit, the limits of the archive's knowledge and the speaker's chosen relationship to the audience.

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

Read and respond

CEFR C2 | Unit 1: Rhetoric | Reading

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

Name _____ Date _____

1. How does authority differ between the two introductions?

2. What does whom to ask imply?

3. Why is rescuer of a forgotten community problematic?

4. What must an adaptation preserve besides facts?

Words in context

CEFR C2 | Unit 1: Rhetoric | Vocabulary

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

Name _____ Date _____

connotation

an associated meaning beyond a word's basic sense

self-effacing

deliberately avoiding drawing attention to oneself

understatement

expression that makes something seem less significant

rhetorical

relating to how language shapes an audience's response

persona

the identity presented to a particular audience

insinuation

an indirect suggestion, often unfavorable

register

language choices suited to a situation

ambiguity

the possibility of more than one interpretation

Meaning and use

CEFR C2 | Unit 1: Rhetoric | Vocabulary

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

Name _____ Date _____

Word bank: understatement, connotation, rhetorical, self-effacing

1. an associated meaning beyond a word's basic sense

2. deliberately avoiding drawing attention to oneself

3. expression that makes something seem less significant

4. relating to how language shapes an audience's response

5. Use persona and insinuation in a sentence about rhetoric.

6. Explain the difference in meaning between register and ambiguity.

7. Choose two words from page 1. Explain how they connect to this context: Leila built an archive through relationships with workshop communities. The small collection prioritizes provenance and missing perspectives. Her informal voice uses understatement; her formal voice explains method.

Word cards

CEFR C2 | Unit 1: Rhetoric | Vocabulary

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

Name _____ Date _____

connotation an associated meaning beyond a word's basic sense	**self-effacing** deliberately avoiding drawing attention to oneself
understatement expression that makes something seem less significant	**rhetorical** relating to how language shapes an audience's response
persona the identity presented to a particular audience	**insinuation** an indirect suggestion, often unfavorable
register language choices suited to a situation	**ambiguity** the possibility of more than one interpretation

Study the word forms

CEFR C2 | Unit 1: Rhetoric | Spelling

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

Name _____ Date _____

connotation

an associated meaning beyond a word's basic sense

_____

Write from memory. Check every letter.

self-effacing

deliberately avoiding drawing attention to oneself

_____

Write from memory. Check every letter.

understatement

expression that makes something seem less significant

_____

Write from memory. Check every letter.

rhetorical

relating to how language shapes an audience's response

_____

Write from memory. Check every letter.

persona

the identity presented to a particular audience

_____

Write from memory. Check every letter.

insinuation

an indirect suggestion, often unfavorable

_____

Write from memory. Check every letter.

register

language choices suited to a situation

_____

Write from memory. Check every letter.

ambiguity

the possibility of more than one interpretation

_____

Write from memory. Check every letter.

Recall the spelling

CEFR C2 | Unit 1: Rhetoric | Spelling

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

Name _____ Date _____

1. an associated meaning beyond a word's basic sense

2. deliberately avoiding drawing attention to oneself

3. expression that makes something seem less significant

4. relating to how language shapes an audience's response

5. the identity presented to a particular audience

6. an indirect suggestion, often unfavorable

7. language choices suited to a situation

8. the possibility of more than one interpretation

Proofread and correct

CEFR C2 | Unit 1: Rhetoric | Spelling

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

Name _____ Date _____

1. cnonotation

an associated meaning beyond a word's basic sense _____

2. slef-effacing

deliberately avoiding drawing attention to oneself _____

3. udnerstatement

expression that makes something seem less significant _____

4. rehtorical

relating to how language shapes an audience's response _____

5. presona

the identity presented to a particular audience _____

6. isninuation

an indirect suggestion, often unfavorable _____

7. rgeister

language choices suited to a situation _____

8. abmiguity

the possibility of more than one interpretation _____

Grammar focus

CEFR C2 | Unit 1: Rhetoric | Grammar

Read the explanation, then complete or revise each item.

Name _____ Date _____

Notice the form and meaning

At this level, revise syntax to control emphasis and implication. A grammatically possible clause may still assign agency or scope incorrectly. State what an adaptation changes and what it preserves.

1. Remove an unintended claim of sole agency: Leila saved the community's history.

2. Preserve a limitation: The archive knows the origin of every object.

3. Shift emphasis with a cleft: Relationships give the objects meaning.

Apply and edit

CEFR C2 | Unit 1: Rhetoric | Grammar

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

Name _____ Date _____

4. Clarify scope: She only documented workshops for ten years.

5. Make a formal version of knows whom to ask.

6. Explain the effect of deliberately so after small.

Plan your writing

CEFR C2 | Unit 1: Rhetoric | Writing

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

Name _____ Date _____

Your task

Write two 150-200-word introductions for different audiences. Preserve the chosen identity and distribution of credit. Add a short note explaining a connotation you rejected.

Context

Leila built an archive through relationships with workshop communities. The small collection prioritizes provenance and missing perspectives. Her informal voice uses understatement; her formal voice explains method.

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 C2 | Unit 1: Rhetoric | 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 C2 | Unit 1: Rhetoric | 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.

When two evaluations disagree

CEFR C2 | Unit 2: Evidence | Reading

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

Name _____ Date _____

EVALUATION A
The mentoring scheme reports a completion rate of 84 percent among participants who attended at least four sessions. It describes this as evidence of effective support. The report does not include people who registered but attended fewer sessions, explaining that they did not receive enough mentoring to evaluate.

EVALUATION B
A second team calculates completion among everyone who registered and obtains 57 percent. Its commentary calls the scheme's headline misleading. It argues that a service must account for the people it fails to retain, including those who never reach the threshold used in Evaluation A.

The figures are not directly commensurable because their denominators differ. That does not make either question illegitimate. Evaluation A asks about completion after a defined level of participation; Evaluation B asks what happens across the full registered group. The disagreement becomes substantive when either answer is used to stand for the other.

Neither figure, on its own, establishes the scheme's causal effect. Participants who attend repeatedly may differ from those who leave, and there is no comparison showing what would have happened without mentoring. Equally, counting every registrant does not explain why some never attended. Work schedules, access difficulties and changing intentions remain possible explanations.

A synthesis should resist the invitation to split the difference and announce a compromise percentage. It should identify the distinct populations, assess the claim each calculation can support and request the missing retention information. Precision here depends on maintaining the disagreement long enough to understand it, rather than producing an apparently balanced number that answers neither question.

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

Read and respond

CEFR C2 | Unit 2: Evidence | Reading

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

Name _____ Date _____

1. Why should the percentages not be averaged?

2. What is the legitimate question behind A?

3. What does B add without explaining fully?

4. Why is causal effectiveness still unproven?

Words in context

CEFR C2 | Unit 2: Evidence | Vocabulary

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

Name _____ Date _____

warrant

the reasoning that connects evidence to a claim

corroboration

independent support for an account

commensurable

capable of being compared on a common basis

denominator

the total against which a proportion is calculated

selection

a process that determines which cases are included

inconclusive

not sufficient to settle a question

inference

a conclusion derived from evidence

substantiation

support establishing a claim's basis

Meaning and use

CEFR C2 | Unit 2: Evidence | Vocabulary

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

Name _____ Date _____

Word bank: commensurable, warrant, denominator, corroboration

1. the reasoning that connects evidence to a claim

2. independent support for an account

3. capable of being compared on a common basis

4. the total against which a proportion is calculated

5. Use selection and inconclusive in a sentence about evidence.

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

7. Choose two words from page 1. Explain how they connect to this context: A: 84% completion among people attending 4+ sessions. B: 57% among all registrants. No comparison group; nonattendance reasons unrecorded. Both are fictional evaluation extracts.

Word cards

CEFR C2 | Unit 2: Evidence | Vocabulary

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

Name _____ Date _____

warrant the reasoning that connects evidence to a claim	**corroboration** independent support for an account
commensurable capable of being compared on a common basis	**denominator** the total against which a proportion is calculated
selection a process that determines which cases are included	**inconclusive** not sufficient to settle a question
inference a conclusion derived from evidence	**substantiation** support establishing a claim's basis

Study the word forms

CEFR C2 | Unit 2: Evidence | Spelling

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

Name _____ Date _____

warrant

the reasoning that connects evidence to a claim

_____

Write from memory. Check every letter.

corroboration

independent support for an account

_____

Write from memory. Check every letter.

commensurable

capable of being compared on a common basis

_____

Write from memory. Check every letter.

denominator

the total against which a proportion is calculated

_____

Write from memory. Check every letter.

selection

a process that determines which cases are included

_____

Write from memory. Check every letter.

inconclusive

not sufficient to settle a question

_____

Write from memory. Check every letter.

inference

a conclusion derived from evidence

_____

Write from memory. Check every letter.

substantiation

support establishing a claim's basis

_____

Write from memory. Check every letter.

Recall the spelling

CEFR C2 | Unit 2: Evidence | Spelling

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

Name _____ Date _____

1. the reasoning that connects evidence to a claim

2. independent support for an account

3. capable of being compared on a common basis

4. the total against which a proportion is calculated

5. a process that determines which cases are included

6. not sufficient to settle a question

7. a conclusion derived from evidence

8. support establishing a claim's basis

Proofread and correct

CEFR C2 | Unit 2: Evidence | Spelling

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

Name _____ Date _____

1. wrarant

the reasoning that connects evidence to a claim _____

2. croroboration

independent support for an account _____

3. cmomensurable

capable of being compared on a common basis _____

4. dneominator

the total against which a proportion is calculated _____

5. sleection

a process that determines which cases are included _____

6. icnonclusive

not sufficient to settle a question _____

7. ifnerence

a conclusion derived from evidence _____

8. sbustantiation

support establishing a claim's basis _____

Grammar focus

CEFR C2 | Unit 2: Evidence | Grammar

Read the explanation, then complete or revise each item.

Name _____ Date _____

Notice the form and meaning

Control the scope of qualifications so they attach to the intended claim. Concession may preserve a limited truth while rejecting a broader inference. Avoid grammatical parallelism that falsely equates measures.

1. Qualify: The scheme has an 84 percent success rate.

2. Use concession without accepting causation.

3. Clarify only: Only participants who attended four sessions completed 84 percent.

Apply and edit

CEFR C2 | Unit 2: Evidence | Grammar

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

Name _____ Date _____

4. Repair a false equivalence: A found 84 percent and B found 57 percent effectiveness.

5. Distinguish a question from an assertion: Nonattendance was caused by work.

6. State a condition for comparing figures.

Plan your writing

CEFR C2 | Unit 2: Evidence | Writing

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

Name _____ Date _____

Your task

Write a 320-400-word synthesis that preserves the different evaluative questions. Separate source positions from your recommendation and specify what missing evidence would matter.

Context

A: 84% completion among people attending 4+ sessions. B: 57% among all registrants. No comparison group; nonattendance reasons unrecorded. Both are fictional evaluation extracts.

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 C2 | Unit 2: Evidence | 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 C2 | Unit 2: Evidence | Writing

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

Name _____ Date _____

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

The museum of useful things

CEFR C2 | Unit 3: Heritage | Reading

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

Name _____ Date _____

ORIGINAL EXHIBITION COMMENTARY

The old workshop has been restored to a condition its workers would scarcely recognize: every surface clean, every tool obediently numbered, every inconvenience removed except the steep stairs. Visitors are invited to admire the dignity of labor from behind a cord that keeps them comfortably apart from it.

On a small card, almost apologetically placed, a former apprentice remembers the room differently. The drawer stuck. The window admitted rain. A colleague could identify a tool by the way it fell, which was fortunate because the labels had long since disappeared. The account offers no easy nostalgia. It remembers skill alongside discomfort, companionship alongside the wish to go home.

A visitor asks whether the polished display is therefore false. The question is understandable, but too complete. Conservation necessarily changes an object's conditions. The issue is what the display lets those changes mean. A numbered tool may help a visitor learn its name; a room presented as though it had always been orderly may conceal the improvisation that made work possible.

The commentary's irony is directed at a particular mode of reverence, not at preservation itself. To explain it for readers unfamiliar with the workshop, one must keep that target in view. Translating dignity as a simple compliment would flatten the passage; treating every clean surface as an accusation would overread it. The apprentice's mixed memory supplies the resistance to both.

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

Read and respond

CEFR C2 | Unit 3: Heritage | Reading

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

Name _____ Date _____

1. What is the target of the opening irony?

2. How does the apprentice's account resist nostalgia?

3. Why is false too complete a judgment?

4. Explain obediently numbered in context.

Words in context

CEFR C2 | Unit 3: Heritage | Vocabulary

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

Name _____ Date _____

irony

a difference between literal wording and intended evaluation

allusion

an indirect reference to another idea or work

connotation

an associated shade of meaning

heritage

practices and objects inherited and interpreted over time

curatorial

relating to selecting and presenting a collection

reverence

deep respect

vernacular

ordinary language or local forms of expression

appropriation

taking or using something, sometimes without adequate recognition

Meaning and use

CEFR C2 | Unit 3: Heritage | Vocabulary

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

Name _____ Date _____

Word bank: connotation, irony, heritage, allusion

1. a difference between literal wording and intended evaluation

2. an indirect reference to another idea or work

3. an associated shade of meaning

4. practices and objects inherited and interpreted over time

5. Use curatorial and reverence in a sentence about heritage.

6. Explain the difference in meaning between vernacular and appropriation.

7. Choose two words from page 1. Explain how they connect to this context: A polished workshop display contrasts with an apprentice's mixed memory of skill, discomfort and companionship. The commentary questions sanitized reverence while accepting that conservation changes conditions.

Word cards

CEFR C2 | Unit 3: Heritage | Vocabulary

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

Name _____ Date _____

irony a difference between literal wording and intended evaluation	**allusion** an indirect reference to another idea or work
connotation an associated shade of meaning	**heritage** practices and objects inherited and interpreted over time
curatorial relating to selecting and presenting a collection	**reverence** deep respect
vernacular ordinary language or local forms of expression	**appropriation** taking or using something, sometimes without adequate recognition

Study the word forms

CEFR C2 | Unit 3: Heritage | Spelling

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

Name _____ Date _____

irony

a difference between literal wording and intended evaluation

_____

Write from memory. Check every letter.

allusion

an indirect reference to another idea or work

_____

Write from memory. Check every letter.

connotation

an associated shade of meaning

_____

Write from memory. Check every letter.

heritage

practices and objects inherited and interpreted over time

_____

Write from memory. Check every letter.

curatorial

relating to selecting and presenting a collection

_____

Write from memory. Check every letter.

reverence

deep respect

_____

Write from memory. Check every letter.

vernacular

ordinary language or local forms of expression

_____

Write from memory. Check every letter.

appropriation

taking or using something, sometimes without adequate recognition

_____

Write from memory. Check every letter.

Recall the spelling

CEFR C2 | Unit 3: Heritage | Spelling

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

Name _____ Date _____

1. a difference between literal wording and intended evaluation

2. an indirect reference to another idea or work

3. an associated shade of meaning

4. practices and objects inherited and interpreted over time

5. relating to selecting and presenting a collection

6. deep respect

7. ordinary language or local forms of expression

8. taking or using something, sometimes without adequate recognition

Proofread and correct

CEFR C2 | Unit 3: Heritage | Spelling

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

Name _____ Date _____

1. iorny

a difference between literal wording and intended evaluation _____

2. alulsion

an indirect reference to another idea or work _____

3. cnonotation

an associated shade of meaning _____

4. hreitage

practices and objects inherited and interpreted over time _____

5. cruatorial

relating to selecting and presenting a collection _____

6. rveerence

deep respect _____

7. vrenacular

ordinary language or local forms of expression _____

8. aprpopriation

taking or using something, sometimes without adequate recognition _____

Grammar focus

CEFR C2 | Unit 3: Heritage | Grammar

Read the explanation, then complete or revise each item.

Name _____ Date _____

Notice the form and meaning

Reporting and qualification must keep the commentator's voice distinct from an interpretation. Use may, suggests and can be read as when evidence permits more than one effect. Do not turn an interpretation into an attributed quotation.

1. Attribute an interpretation: The workers hated the room.

2. Report the visitor's question without changing it.

3. Qualify: Every clean surface condemns the museum.

Apply and edit

CEFR C2 | Unit 3: Heritage | Grammar

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

Name _____ Date _____

4. Distinguish literal from implied meaning in obediently numbered.

5. Rewrite to retain two voices: The museum says labor was uncomfortable.

6. Use a concessive clause about preservation.

Plan your writing

CEFR C2 | Unit 3: Heritage | Writing

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

Name _____ Date _____

Your task

Explain the extract to readers unfamiliar with the setting. Analyze irony and one metaphor while separating textual evidence from interpretation. Avoid assuming an exact equivalent in another language.

Context

A polished workshop display contrasts with an apprentice's mixed memory of skill, discomfort and companionship. The commentary questions sanitized reverence while accepting that conservation changes conditions.

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 C2 | Unit 3: Heritage | 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 C2 | Unit 3: Heritage | 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.

Recording disagreement without enlarging it

CEFR C2 | Unit 4: Mediation | Reading

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

Name _____ Date _____

MEETING EXTRACT

The venue coordinator says, "We could accommodate the exhibition in principle, provided the installation can be removed within a day." The artists' representative replies, "That would be difficult if removal includes repairing the walls, though we are not refusing the date." A funder adds that payment cannot be released until the venue is confirmed.

A hurried draft minute records: "The venue has agreed. The artists object to the date. Funding will follow." Each sentence is simpler than the exchange and each changes its force. Conditional willingness becomes agreement; a practical reservation becomes opposition; a prerequisite becomes a promise of payment.

The chair asks for a record that distinguishes settled points from dependencies. The venue is willing in principle, subject to the removal condition. The artists need clarification of what removal covers. The funder requires venue confirmation before considering release under the existing agreement. No participant has confirmed that all other funding conditions are satisfied.

A tactful follow-up can acknowledge the pressure without attributing obstruction. It should ask the coordinator to define removal, invite the artists to estimate the resulting work and state when the parties will review the date. Mediation does not require deleting disagreement. It requires preserving the shape of the disagreement so that the next response addresses the concern that was expressed, rather than a sharper or more convenient version of it.

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

Read and respond

CEFR C2 | Unit 4: Mediation | Reading

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

Name _____ Date _____

1. Identify the distortion in the first draft sentence.

2. Why is artists object to the date inaccurate?

3. What is wrong with funding will follow?

4. What sequence would move the discussion forward?

Words in context

CEFR C2 | Unit 4: Mediation | Vocabulary

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

Name _____ Date _____

impasse

a situation in which progress appears blocked

reservation

a qualification or concern about a proposal

undertaking

a commitment to perform an action

accommodation

an adjustment allowing different needs to coexist

reformulation

restating meaning to make it clearer

concurrence

agreement on a point

ambiguity

uncertainty about intended meaning

tact

careful language that respects others while communicating

Meaning and use

CEFR C2 | Unit 4: Mediation | Vocabulary

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

Name _____ Date _____

Word bank: undertaking, impasse, accommodation, reservation

1. a situation in which progress appears blocked

2. a qualification or concern about a proposal

3. a commitment to perform an action

4. an adjustment allowing different needs to coexist

5. Use reformulation and concurrence in a sentence about mediation.

6. Explain the difference in meaning between ambiguity and tact.

7. Choose two words from page 1. Explain how they connect to this context: Venue willing if removal takes one day. Artists need to know whether wall repair is included and are not refusing the date. Funder needs venue confirmation; other conditions are not verified.

Word cards

CEFR C2 | Unit 4: Mediation | Vocabulary

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

Name _____ Date _____

impasse a situation in which progress appears blocked	**reservation** a qualification or concern about a proposal
undertaking a commitment to perform an action	**accommodation** an adjustment allowing different needs to coexist
reformulation restating meaning to make it clearer	**concurrence** agreement on a point
ambiguity uncertainty about intended meaning	**tact** careful language that respects others while communicating

Study the word forms

CEFR C2 | Unit 4: Mediation | Spelling

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

Name _____ Date _____

impasse

a situation in which progress appears blocked

_____

Write from memory. Check every letter.

reservation

a qualification or concern about a proposal

_____

Write from memory. Check every letter.

undertaking

a commitment to perform an action

_____

Write from memory. Check every letter.

accommodation

an adjustment allowing different needs to coexist

_____

Write from memory. Check every letter.

reformulation

restating meaning to make it clearer

_____

Write from memory. Check every letter.

concurrence

agreement on a point

_____

Write from memory. Check every letter.

ambiguity

uncertainty about intended meaning

_____

Write from memory. Check every letter.

tact

careful language that respects others while communicating

_____

Write from memory. Check every letter.

Recall the spelling

CEFR C2 | Unit 4: Mediation | Spelling

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

Name _____ Date _____

1. a situation in which progress appears blocked

2. a qualification or concern about a proposal

3. a commitment to perform an action

4. an adjustment allowing different needs to coexist

5. restating meaning to make it clearer

6. agreement on a point

7. uncertainty about intended meaning

8. careful language that respects others while communicating

Proofread and correct

CEFR C2 | Unit 4: Mediation | Spelling

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

Name _____ Date _____

1. ipmasse

a situation in which progress appears blocked _____

2. rseervation

a qualification or concern about a proposal _____

3. udnertaking

a commitment to perform an action _____

4. acocmmodation

an adjustment allowing different needs to coexist _____

5. rfeormulation

restating meaning to make it clearer _____

6. cnocurrence

agreement on a point _____

7. abmiguity

uncertainty about intended meaning _____

8. tcat

careful language that respects others while communicating _____

Grammar focus

CEFR C2 | Unit 4: Mediation | Grammar

Read the explanation, then complete or revise each item.

Name _____ Date _____

Notice the form and meaning

Modal and conditional scope carry commitments. Could, subject to and provided that cannot be removed without changing force. Reformulation should preserve negative qualifications such as not refusing.

1. Repair: The venue has agreed unconditionally.

2. Preserve the reservation: The artists reject the date.

3. Distinguish necessary from sufficient: Confirmation guarantees payment.

Apply and edit

CEFR C2 | Unit 4: Mediation | Grammar

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

Name _____ Date _____

4. Write a tactful request defining removal.

5. Resolve reference: They will do it when they agree.

6. State the next meeting without implying agreement.

Plan your writing

CEFR C2 | Unit 4: Mediation | Writing

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

Name _____ Date _____

Your task

Produce accurate minutes and a tactful follow-up message. Mark dependencies and unsettled points, then request the information needed for the next decision.

Context

Venue willing if removal takes one day. Artists need to know whether wall repair is included and are not refusing the date. Funder needs venue confirmation; other conditions are not verified.

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 C2 | Unit 4: Mediation | 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 C2 | Unit 4: Mediation | 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 result that resists a headline

CEFR C2 | Unit 5: Interpretation | Reading

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

Name _____ Date _____

FICTIONAL RESEARCH EXTRACT

A small observational study compares completion of an online form before and after its wording is simplified. Completion rises from 62 to 71 percent among recorded visits. The authors note that device type and recruitment channel also changed between periods. After adjusting for recorded device type, the estimated difference becomes smaller, although the direction remains positive. The study cannot adjust for unrecorded differences in why visitors arrived.

PUBLIC DRAFT

"Clearer words make nine percent more people complete forms."

The draft compresses several distinct claims. The observed change is nine percentage points, not a nine-percent relative increase. The study concerns recorded visits, which may include repeat visitors, rather than a verified count of people. Its observational design does not isolate wording as the cause. None of these qualifications makes the finding worthless; together, they define what the finding can responsibly support.

An explanation for a non-specialist could describe the two completion proportions and say that the increase coincided with simplified wording and other changes. It should explain adjustment as an attempt to account for a recorded difference, not as a procedure that removes every possible bias.

The authors recommend a follow-up that keeps recruitment conditions more consistent and checks whether users understand the form as well as finish it. A subject specialist would need to check any technical translation. The language task is to preserve the study's limits while making its reasoning accessible, including the distinction between a useful observation and an established causal explanation.

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

Read and respond

CEFR C2 | Unit 5: Interpretation | Reading

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

Name _____ Date _____

1. What is the numerical correction to the draft?

2. Why replace people with recorded visits?

3. What does adjustment fail to guarantee?

4. What should the follow-up measure beyond completion?

Words in context

CEFR C2 | Unit 5: Interpretation | Vocabulary

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

Name _____ Date _____

effect

size or nature of a measured difference

interval

a range expressing uncertainty around an estimate

sensitivity

how a result changes under different assumptions

adjustment

a change made to account for relevant factors

confounding

distortion caused by another associated factor

extrapolation

extending a result beyond the observed range

heterogeneity

variation between cases or groups

interpretation

an explanation of what a result means

Meaning and use

CEFR C2 | Unit 5: Interpretation | Vocabulary

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

Name _____ Date _____

Word bank: sensitivity, effect, adjustment, interval

1. size or nature of a measured difference

2. a range expressing uncertainty around an estimate

3. how a result changes under different assumptions

4. a change made to account for relevant factors

5. Use confounding and extrapolation in a sentence about interpretation.

6. Explain the difference in meaning between heterogeneity and interpretation.

7. Choose two words from page 1. Explain how they connect to this context: Recorded-visit completion 62% before, 71% after. Device/recruitment mix changed. Device adjustment reduces estimated difference; unrecorded factors remain. No unique-person count or causal experiment.

Word cards

CEFR C2 | Unit 5: Interpretation | Vocabulary

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

Name _____ Date _____

effect size or nature of a measured difference	**interval** a range expressing uncertainty around an estimate
sensitivity how a result changes under different assumptions	**adjustment** a change made to account for relevant factors
confounding distortion caused by another associated factor	**extrapolation** extending a result beyond the observed range
heterogeneity variation between cases or groups	**interpretation** an explanation of what a result means

Study the word forms

CEFR C2 | Unit 5: Interpretation | Spelling

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

Name _____ Date _____

effect

size or nature of a measured difference

_____

Write from memory. Check every letter.

interval

a range expressing uncertainty around an estimate

_____

Write from memory. Check every letter.

sensitivity

how a result changes under different assumptions

_____

Write from memory. Check every letter.

adjustment

a change made to account for relevant factors

_____

Write from memory. Check every letter.

confounding

distortion caused by another associated factor

_____

Write from memory. Check every letter.

extrapolation

extending a result beyond the observed range

_____

Write from memory. Check every letter.

heterogeneity

variation between cases or groups

_____

Write from memory. Check every letter.

interpretation

an explanation of what a result means

_____

Write from memory. Check every letter.

Recall the spelling

CEFR C2 | Unit 5: Interpretation | Spelling

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

Name _____ Date _____

1. size or nature of a measured difference

2. a range expressing uncertainty around an estimate

3. how a result changes under different assumptions

4. a change made to account for relevant factors

5. distortion caused by another associated factor

6. extending a result beyond the observed range

7. variation between cases or groups

8. an explanation of what a result means

Proofread and correct

CEFR C2 | Unit 5: Interpretation | Spelling

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

Name _____ Date _____

1. efefct

size or nature of a measured difference _____

2. itnerval

a range expressing uncertainty around an estimate _____

3. snesitivity

how a result changes under different assumptions _____

4. ajdustment

a change made to account for relevant factors _____

5. cnofounding

distortion caused by another associated factor _____

6. etxrapolation

extending a result beyond the observed range _____

7. hteerogeneity

variation between cases or groups _____

8. itnerpretation

an explanation of what a result means _____

Grammar focus

CEFR C2 | Unit 5: Interpretation | Grammar

Read the explanation, then complete or revise each item.

Name _____ Date _____

Notice the form and meaning

Keep comparisons, units and causal qualifications explicit. A limiting clause should attach to the exact population or measure it restricts. Technical precision survives paraphrase only if those relationships remain intact.

1. Repair the unit: Completion increased nine percent from 62 to 71 percent.

2. Repair the population: 71 percent of people completed.

3. Remove unsupported causation: Simpler words caused the rise.

Apply and edit

CEFR C2 | Unit 5: Interpretation | Grammar

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

Name _____ Date _____

4. Qualify adjustment: The model removed bias.

5. Make a precise concession.

6. Define a boundary on extrapolation.

Plan your writing

CEFR C2 | Unit 5: Interpretation | Writing

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

Name _____ Date _____

Your task

Write a non-specialist explanation of the fictional result. Correct the draft without burying the finding. Include a short note identifying terminology that a specialist should check.

Context

Recorded-visit completion 62% before, 71% after. Device/recruitment mix changed. Device adjustment reduces estimated difference; unrecorded factors remain. No unique-person count or causal experiment.

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 C2 | Unit 5: Interpretation | 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 C2 | Unit 5: Interpretation | Writing

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

Name _____ Date _____

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

The exception that becomes the rule

CEFR C2 | Unit 6: Policy | Reading

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

Name _____ Date _____

POLICY ARGUMENT A
A shared workspace should prohibit unattended reservations. A room held by someone who never arrives is unavailable to everyone else. A rule that releases a booking after fifteen minutes gives users a predictable way to recover that capacity. Exceptions should be rare, because a rule that can be negotiated at every use ceases to coordinate anything.

POLICY ARGUMENT B
Predictability is valuable, but the same threshold can have different effects. A user assisting someone with access needs may be delayed for a reason the booking system does not record. If every delay is treated as disregard for others, the policy may punish the conduct the organization says it supports. An exception process is therefore part of a workable rule, not necessarily an escape from it.

The disagreement concerns the design of discretion. Argument A anticipates inconsistency and lost capacity; B anticipates exclusion and misclassification. Neither establishes that its feared consequence will occur in every case. A briefing should identify those anticipated consequences and distinguish them from observed incidents.

A possible recommendation retains automatic release while allowing a clearly communicated contact route for a bounded extension. The extension must have a defined maximum and a recorded reason, with only the information needed for the booking decision. Reviewing patterns could reveal whether the threshold or the exception process needs revision. The recommendation remains a choice among trade-offs; describing it as a solution that satisfies everyone would conceal the costs each argument asks the reader to notice.

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

Read and respond

CEFR C2 | Unit 6: Policy | Reading

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

Name _____ Date _____

1. What different risks do A and B prioritize?

2. Why distinguish anticipated from observed consequences?

3. What is the proposed role of discretion?

4. Why avoid satisfies everyone?

Words in context

CEFR C2 | Unit 6: Policy | Vocabulary

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

Name _____ Date _____

proportionality

the fit between a measure and its purpose

discretion

judgment allowed within a rule

precedent

a prior decision used to guide later cases

exemption

release from a rule or requirement

safeguard

a measure protecting against a foreseeable problem

scope

the range to which a statement or rule applies

rationale

the reasoning supporting a decision

accountability

responsibility for explaining and reviewing decisions

Meaning and use

CEFR C2 | Unit 6: Policy | Vocabulary

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

Name _____ Date _____

Word bank: precedent, proportionality, exemption, discretion

1. the fit between a measure and its purpose

2. judgment allowed within a rule

3. a prior decision used to guide later cases

4. release from a rule or requirement

5. Use safeguard and scope in a sentence about policy.

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

7. Choose two words from page 1. Explain how they connect to this context: Rule releases unattended bookings after 15 minutes. A prioritizes predictable capacity; B raises justified access-related delays. No incident frequencies supplied. Proposal: bounded extension/contact/review, minimal required information.

Word cards

CEFR C2 | Unit 6: Policy | Vocabulary

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

Name _____ Date _____

proportionality the fit between a measure and its purpose	**discretion** judgment allowed within a rule
precedent a prior decision used to guide later cases	**exemption** release from a rule or requirement
safeguard a measure protecting against a foreseeable problem	**scope** the range to which a statement or rule applies
rationale the reasoning supporting a decision	**accountability** responsibility for explaining and reviewing decisions

Study the word forms

CEFR C2 | Unit 6: Policy | Spelling

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

Name _____ Date _____

proportionality

the fit between a measure and its purpose

_____

Write from memory. Check every letter.

discretion

judgment allowed within a rule

_____

Write from memory. Check every letter.

precedent

a prior decision used to guide later cases

_____

Write from memory. Check every letter.

exemption

release from a rule or requirement

_____

Write from memory. Check every letter.

safeguard

a measure protecting against a foreseeable problem

_____

Write from memory. Check every letter.

scope

the range to which a statement or rule applies

_____

Write from memory. Check every letter.

rationale

the reasoning supporting a decision

_____

Write from memory. Check every letter.

accountability

responsibility for explaining and reviewing decisions

_____

Write from memory. Check every letter.

Recall the spelling

CEFR C2 | Unit 6: Policy | Spelling

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

Name _____ Date _____

1. the fit between a measure and its purpose

2. judgment allowed within a rule

3. a prior decision used to guide later cases

4. release from a rule or requirement

5. a measure protecting against a foreseeable problem

6. the range to which a statement or rule applies

7. the reasoning supporting a decision

8. responsibility for explaining and reviewing decisions

Proofread and correct

CEFR C2 | Unit 6: Policy | Spelling

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

Name _____ Date _____

1. porportionality

the fit between a measure and its purpose _____

2. dsicretion

judgment allowed within a rule _____

3. percedent

a prior decision used to guide later cases _____

4. eexmption

release from a rule or requirement _____

5. sfaeguard

a measure protecting against a foreseeable problem _____

6. socpe

the range to which a statement or rule applies _____

7. rtaionale

the reasoning supporting a decision _____

8. acocuntability

responsibility for explaining and reviewing decisions _____

Grammar focus

CEFR C2 | Unit 6: Policy | Grammar

Read the explanation, then complete or revise each item.

Name _____ Date _____

Notice the form and meaning

Use limiting and conditional clauses to define scope. Except where, only if and provided that have different logical effects. Avoid a universal conclusion when the premises are conditional.

1. Bound the exception: Users may extend any booking for any reason.

2. Use only if to state a necessary condition.

3. Distinguish may from must in a decision rule.

Apply and edit

CEFR C2 | Unit 6: Policy | Grammar

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

Name _____ Date _____

4. Qualify: This rule excludes users with access needs.

5. Limit data collection to purpose.

6. Write a conditional review commitment.

Plan your writing

CEFR C2 | Unit 6: Policy | Writing

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

Name _____ Date _____

Your task

Write a briefing separating both arguments, evidence gaps and your recommendation. Define the exception's scope and show which trade-off remains.

Context

Rule releases unattended bookings after 15 minutes. A prioritizes predictable capacity; B raises justified access-related delays. No incident frequencies supplied. Proposal: bounded extension/contact/review, minimal required information.

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 C2 | Unit 6: Policy | 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 C2 | Unit 6: Policy | 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 courteous request with consequences

CEFR C2 | Unit 7: Leadership | Reading

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

Name _____ Date _____

CORRESPONDENCE
"We would appreciate receiving the revised schedule by Thursday. This would allow us to retain the installation slot, subject to confirmation from the venue. If the schedule remains provisional, please identify the unresolved dependencies rather than presenting them as settled. We are not asking your team to guarantee the venue's response."

The recipient drafts a reply: "We guarantee the installation slot and will send the final schedule on Thursday." It sounds helpful, but accepts commitments the request explicitly distinguishes. The sender controls neither the venue's confirmation nor every dependency in the schedule.

A stronger reply would commit to delivering the revision by Thursday, state which parts remain contingent and ask when the venue expects to decide. It could offer to mark the unresolved dependencies in a separate column. That offer answers the practical need without manufacturing certainty.

During a call, the sender then asks whether Thursday means the start or the end of the working day. This is a small clarification with a material consequence: an end-of-day document may miss the venue's review window. The parties agree on noon in the venue's time zone.

Professional tact does not require the reader to decode a vague promise. It can combine courtesy with exact scope, including a clear statement of what the writer can undertake and what remains dependent on another party. A polished reply is useful only if its commitments survive that close reading.

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

Read and respond

CEFR C2 | Unit 7: Leadership | Reading

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

Name _____ Date _____

1. Which two commitments does the draft overstate?

2. What can the recipient responsibly promise?

3. Why clarify Thursday?

4. How can tact and precision coexist?

Words in context

CEFR C2 | Unit 7: Leadership | Vocabulary

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

Name _____ Date _____

undertaking

a specific commitment to act

reservation

a stated limitation on agreement

expedite

make a process happen sooner

contingent

dependent on another condition

rectification

correction of a mistake or problem

discretion

authority to choose within limits

assurance

a statement intended to give confidence

precision

exactness that avoids unintended meaning

Meaning and use

CEFR C2 | Unit 7: Leadership | Vocabulary

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

Name _____ Date _____

Word bank: expedite, undertaking, contingent, reservation

1. a specific commitment to act

2. a stated limitation on agreement

3. make a process happen sooner

4. dependent on another condition

5. Use rectification and discretion in a sentence about leadership.

6. Explain the difference in meaning between assurance and precision.

7. Choose two words from page 1. Explain how they connect to this context: Revision requested by Thursday; venue confirmation pending. Mark unresolved dependencies. Call clarifies deadline as noon Thursday in venue time zone. No guarantee of venue approval is authorized.

Word cards

CEFR C2 | Unit 7: Leadership | Vocabulary

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

Name _____ Date _____

undertaking a specific commitment to act	**reservation** a stated limitation on agreement
expedite make a process happen sooner	**contingent** dependent on another condition
rectification correction of a mistake or problem	**discretion** authority to choose within limits
assurance a statement intended to give confidence	**precision** exactness that avoids unintended meaning

Study the word forms

CEFR C2 | Unit 7: Leadership | Spelling

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

Name _____ Date _____

undertaking

a specific commitment to act

_____

Write from memory. Check every letter.

reservation

a stated limitation on agreement

_____

Write from memory. Check every letter.

expedite

make a process happen sooner

_____

Write from memory. Check every letter.

contingent

dependent on another condition

_____

Write from memory. Check every letter.

rectification

correction of a mistake or problem

_____

Write from memory. Check every letter.

discretion

authority to choose within limits

_____

Write from memory. Check every letter.

assurance

a statement intended to give confidence

_____

Write from memory. Check every letter.

precision

exactness that avoids unintended meaning

_____

Write from memory. Check every letter.

Recall the spelling

CEFR C2 | Unit 7: Leadership | Spelling

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

Name _____ Date _____

1. a specific commitment to act

2. a stated limitation on agreement

3. make a process happen sooner

4. dependent on another condition

5. correction of a mistake or problem

6. authority to choose within limits

7. a statement intended to give confidence

8. exactness that avoids unintended meaning

Proofread and correct

CEFR C2 | Unit 7: Leadership | Spelling

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

Name _____ Date _____

1. udnertaking

a specific commitment to act _____

2. rseervation

a stated limitation on agreement _____

3. epxedite

make a process happen sooner _____

4. cnotingent

dependent on another condition _____

5. rcetification

correction of a mistake or problem _____

6. dsicretion

authority to choose within limits _____

7. asusrance

a statement intended to give confidence _____

8. percision

exactness that avoids unintended meaning _____

Grammar focus

CEFR C2 | Unit 7: Leadership | Grammar

Read the explanation, then complete or revise each item.

Name _____ Date _____

Notice the form and meaning

Control modality and time references in professional commitments. Revise punctuation and clause attachment so a condition cannot be read as applying to the wrong promise. Reformulate promptly if an unintended undertaking is heard.

1. Repair the guarantee: We guarantee the venue's approval.

2. Specify the deadline: We will reply Thursday.

3. Clarify attachment: We will send the schedule if the venue approves by Thursday.

Apply and edit

CEFR C2 | Unit 7: Leadership | Grammar

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

Name _____ Date _____

4. Correct spelling: The revised shedule will identify dependancies.

5. Reformulate after a misunderstanding about final.

6. Write a courteous question about the review window.

Plan your writing

CEFR C2 | Unit 7: Leadership | Writing

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

Name _____ Date _____

Your task

Write a precise reply and a short record of the clarification call. Undertake only what the writer controls, and proofread spelling, punctuation and deadlines.

Context

Revision requested by Thursday; venue confirmation pending. Mark unresolved dependencies. Call clarifies deadline as noon Thursday in venue time zone. No guarantee of venue approval is authorized.

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 C2 | Unit 7: Leadership | 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 C2 | Unit 7: Leadership | 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.

From a heated thread to a usable draft

CEFR C2 | Unit 8: Dialogue | Reading

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

Name _____ Date _____

ONLINE THREAD
Comment 1: "The new booking rule is another way of keeping occasional users out."
Comment 2: "Regular users just want rooms to be available when they are booked. Calling that exclusion is unfair."
Comment 3: "I could not find the cancellation button on my phone. My unused booking was not deliberate."

A moderator is asked to turn the thread into a consultation note. A summary saying "users disagree about whether rules are good" would be both broad and unhelpful. The comments concern access, predictable availability and a specific interface difficulty. They also differ in evidential status: the first imputes a motive; the second describes a purpose; the third reports an experience.

The moderator drafts three questions. Does the rule create avoidable barriers for occasional users? Does it make room availability more predictable? Can users cancel easily on the devices they use? The questions preserve the substantive concerns while avoiding a claim that any participant has established the full explanation.

Before posting, the moderator checks the draft with the contributors and invites correction of their represented positions. This does not give each person control over the whole consultation, but it helps prevent a paraphrase from becoming a new source of conflict. The note records the phone issue as a report needing investigation. It neither dismisses it as an excuse nor upgrades one experience into a proven failure for every mobile user.

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

Read and respond

CEFR C2 | Unit 8: Dialogue | Reading

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

Name _____ Date _____

1. How do the comments differ in evidential status?

2. Why is the broad rules summary inadequate?

3. What does the question format achieve?

4. What are the limits of checking with contributors?

Words in context

CEFR C2 | Unit 8: Dialogue | Vocabulary

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

Name _____ Date _____

imputation

attributing a motive or fault to someone

connotation

the associated meaning of a word

polarization

a growing division into opposed positions

reformulation

restating an idea while preserving its substance

qualification

a limit on the force of a statement

coherence

logical connection between parts

charitable

interpreting another's meaning fairly

accountability

responsibility for supporting or correcting claims

Meaning and use

CEFR C2 | Unit 8: Dialogue | Vocabulary

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

Name _____ Date _____

Word bank: polarization, imputation, reformulation, connotation

1. attributing a motive or fault to someone

2. the associated meaning of a word

3. a growing division into opposed positions

4. restating an idea while preserving its substance

5. Use qualification and coherence in a sentence about dialogue.

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

7. Choose two words from page 1. Explain how they connect to this context: Comments: alleged exclusion motive; regular users want predictable rooms; one phone user could not find cancellation. Reframe as access, availability and usability questions. Seek corrections to representation.

Word cards

CEFR C2 | Unit 8: Dialogue | Vocabulary

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

Name _____ Date _____

imputation attributing a motive or fault to someone	**connotation** the associated meaning of a word
polarization a growing division into opposed positions	**reformulation** restating an idea while preserving its substance
qualification a limit on the force of a statement	**coherence** logical connection between parts
charitable interpreting another's meaning fairly	**accountability** responsibility for supporting or correcting claims

Study the word forms

CEFR C2 | Unit 8: Dialogue | Spelling

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

Name _____ Date _____

imputation

attributing a motive or fault to someone

_____

Write from memory. Check every letter.

connotation

the associated meaning of a word

_____

Write from memory. Check every letter.

polarization

a growing division into opposed positions

_____

Write from memory. Check every letter.

reformulation

restating an idea while preserving its substance

_____

Write from memory. Check every letter.

qualification

a limit on the force of a statement

_____

Write from memory. Check every letter.

coherence

logical connection between parts

_____

Write from memory. Check every letter.

charitable

interpreting another's meaning fairly

_____

Write from memory. Check every letter.

accountability

responsibility for supporting or correcting claims

_____

Write from memory. Check every letter.

Recall the spelling

CEFR C2 | Unit 8: Dialogue | Spelling

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

Name _____ Date _____

1. attributing a motive or fault to someone

2. the associated meaning of a word

3. a growing division into opposed positions

4. restating an idea while preserving its substance

5. a limit on the force of a statement

6. logical connection between parts

7. interpreting another's meaning fairly

8. responsibility for supporting or correcting claims

Proofread and correct

CEFR C2 | Unit 8: Dialogue | Spelling

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

Name _____ Date _____

1. ipmutation

attributing a motive or fault to someone _____

2. cnonotation

the associated meaning of a word _____

3. ploarization

a growing division into opposed positions _____

4. rfeormulation

restating an idea while preserving its substance _____

5. qaulification

a limit on the force of a statement _____

6. choerence

logical connection between parts _____

7. cahritable

interpreting another's meaning fairly _____

8. acocuntability

responsibility for supporting or correcting claims _____

Grammar focus

CEFR C2 | Unit 8: Dialogue | Grammar

Read the explanation, then complete or revise each item.

Name _____ Date _____

Notice the form and meaning

Restructure complex sentences while preserving the relationship between claim and evidence. Distinguish reporting a concern from endorsing its explanation. Remove ambiguous referents and inflammatory implications.

1. Reformulate without imputing motive: They designed it to exclude us.

2. Keep a report bounded: Mobile cancellation never works.

3. Clarify: They said it was unfair because they could not do it.

Apply and edit

CEFR C2 | Unit 8: Dialogue | Grammar

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

Name _____ Date _____

4. Convert the interface claim into an inquiry.

5. Repair false agreement: Everyone accepted that the rule failed.

6. Write a correction invitation without giving a veto.

Plan your writing

CEFR C2 | Unit 8: Dialogue | Writing

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

Name _____ Date _____

Your task

Create a consultation note from the thread. Preserve each concern and evidence status, use a suitable online register and explain one wording change that reduces unintended hostility.

Context

Comments: alleged exclusion motive; regular users want predictable rooms; one phone user could not find cancellation. Reframe as access, availability and usability questions. Seek corrections to representation.

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 C2 | Unit 8: Dialogue | 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 C2 | Unit 8: Dialogue | Writing

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

Name _____ Date _____

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

The chair that remained

CEFR C2 | Unit 9: Literature | Reading

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

Name _____ Date _____

ORIGINAL LITERARY EXTRACT

By the time the committee agreed to preserve the room, the room had developed other plans. Rain had taken the minutes. A vine, uninvited but energetic, had reached the chairperson's place.

Mara stood in the doorway with the key that no longer opened anything. She had kept it through three moves, two changes of coat and a period in which she had confidently called the matter resolved. It was a small key. This had made keeping it easier to explain.

Inside, one chair remained upright. The others had surrendered by degrees: a loosened joint, a missing foot, a decision by someone passing to take what could still be used. The upright chair was not the best made. It had simply occupied the driest corner.

Mara brushed a leaf from its seat. For a moment she considered sitting, as though attendance might still be recorded somewhere. Then she put the key in her pocket and left the door open.

A reader could take the final action as release, indecision or a small act of hospitality towards whatever now used the room. The text does not settle the choice. Its comic personifications do not cancel the loss, and the practical explanation of the surviving chair resists an easy moral about deserving endurance. A critical response should connect an interpretation to these details rather than supply a symbolic code in which every object has one fixed meaning.

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

Read and respond

CEFR C2 | Unit 9: Literature | Reading

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

Name _____ Date _____

1. How does Rain had taken the minutes work?

2. What is understated by It was a small key?

3. Why does the driest corner matter?

4. Offer two defensible readings of the open door.

Words in context

CEFR C2 | Unit 9: Literature | Vocabulary

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

Name _____ Date _____

ellipsis

deliberate omission of words recoverable from context

cadence

the rhythmic movement of language

juxtaposition

placing things together to reveal a relationship

allusion

an indirect reference

understatement

deliberately restrained expression

ambiguity

more than one possible meaning

motif

a recurring image or idea

departure

a deliberate move away from a convention

Meaning and use

CEFR C2 | Unit 9: Literature | Vocabulary

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

Name _____ Date _____

Word bank: juxtaposition, ellipsis, allusion, cadence

1. deliberate omission of words recoverable from context

2. the rhythmic movement of language

3. placing things together to reveal a relationship

4. an indirect reference

5. Use understatement and ambiguity in a sentence about literature.

6. Explain the difference in meaning between motif and departure.

7. Choose two words from page 1. Explain how they connect to this context: Mara returns with a useless key to a decaying meeting room. One chair survived because it stood in the driest corner. She leaves the door open. The ending allows several interpretations.

Word cards

CEFR C2 | Unit 9: Literature | Vocabulary

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

Name _____ Date _____

ellipsis deliberate omission of words recoverable from context	**cadence** the rhythmic movement of language
juxtaposition placing things together to reveal a relationship	**allusion** an indirect reference
understatement deliberately restrained expression	**ambiguity** more than one possible meaning
motif a recurring image or idea	**departure** a deliberate move away from a convention

Study the word forms

CEFR C2 | Unit 9: Literature | Spelling

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

Name _____ Date _____

ellipsis

deliberate omission of words recoverable from context

_____

Write from memory. Check every letter.

cadence

the rhythmic movement of language

_____

Write from memory. Check every letter.

juxtaposition

placing things together to reveal a relationship

_____

Write from memory. Check every letter.

allusion

an indirect reference

_____

Write from memory. Check every letter.

understatement

deliberately restrained expression

_____

Write from memory. Check every letter.

ambiguity

more than one possible meaning

_____

Write from memory. Check every letter.

motif

a recurring image or idea

_____

Write from memory. Check every letter.

departure

a deliberate move away from a convention

_____

Write from memory. Check every letter.

Recall the spelling

CEFR C2 | Unit 9: Literature | Spelling

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

Name _____ Date _____

1. deliberate omission of words recoverable from context

2. the rhythmic movement of language

3. placing things together to reveal a relationship

4. an indirect reference

5. deliberately restrained expression

6. more than one possible meaning

7. a recurring image or idea

8. a deliberate move away from a convention

Proofread and correct

CEFR C2 | Unit 9: Literature | Spelling

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

Name _____ Date _____

1. elilpsis

deliberate omission of words recoverable from context _____

2. cdaence

the rhythmic movement of language _____

3. jxutaposition

placing things together to reveal a relationship _____

4. alulsion

an indirect reference _____

5. udnerstatement

deliberately restrained expression _____

6. abmiguity

more than one possible meaning _____

7. mtoif

a recurring image or idea _____

8. dpearture

a deliberate move away from a convention _____

Grammar focus

CEFR C2 | Unit 9: Literature | Grammar

Read the explanation, then complete or revise each item.

Name _____ Date _____

Notice the form and meaning

A deliberate departure from convention should create a discernible effect. Control sentence length, ellipsis and personification so readers can distinguish intended ambiguity from accidental confusion.

1. Explain the personification: The room had developed other plans.

2. Combine without losing the contrast: The chair was not the best made. It was in the driest corner.

3. Identify the antecedent: This had made keeping it easier to explain.

Apply and edit

CEFR C2 | Unit 9: Literature | Grammar

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

Name _____ Date _____

4. Make the ambiguity explicit without choosing one meaning.

5. Rewrite a short passage with a slower cadence.

6. Distinguish interpretation from fact: Mara finally lets go of the past.

Plan your writing

CEFR C2 | Unit 9: Literature | Writing

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

Name _____ Date _____

Your task

Write a critical response to the extract, then a short continuation or parallel scene. Use a deliberate stylistic choice and explain its effect without reducing the ending to one fixed meaning.

Context

Mara returns with a useless key to a decaying meeting room. One chair survived because it stood in the driest corner. She leaves the door open. The ending allows several interpretations.

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 C2 | Unit 9: Literature | 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 C2 | Unit 9: Literature | Writing

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

Name _____ Date _____

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

A proposal that retains the difficult parts

CEFR C2 | Unit 10: Synthesis | Reading

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

Name _____ Date _____

SOURCE A: USER SURVEY
Sixty current library users favor an evening study room; twenty oppose it and twenty are undecided. The survey was distributed at daytime sessions. Its authors explicitly say it cannot represent people who do not currently attend.

SOURCE B: STAFF NOTE
An evening room is operationally possible if an additional paid shift is funded. Volunteers can help with welcome tasks but cannot replace the required responsible staff member. The note does not estimate long-term demand.

SOURCE C: COMMUNITY MESSAGE
Several residents who work during the day say they would like to try an evening session. They ask whether transport home will be considered. The message is an expression of interest, not a booking list or a representative survey.

A proposal must make these sources speak to the same decision without making them say the same thing. The survey identifies preferences among a bounded group. The staff note establishes an operational condition. The community message introduces a possible audience and an access question. Adding their numbers would create the appearance of support while discarding their provenance.

A defensible recommendation might fund a limited trial, state the staffing condition, collect registrations and review attendance alongside access barriers. It should name the person responsible for the review and specify what would justify extension, revision or closure. It should also distinguish a transport question that must be investigated from a promise to provide transport.

The final edit is substantive. Changing could to will, removing current from users or calling expressions of interest demand would alter the decision presented to the reader. At this level, orthographic accuracy belongs alongside those judgments, but cannot substitute for them.

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

Read and respond

CEFR C2 | Unit 10: Synthesis | Reading

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

Name _____ Date _____

1. What distinct contribution does each source make?

2. Why must the evidence not be pooled into one support number?

3. What should govern the trial's next decision?

4. Give a small edit that would materially distort meaning.

Words in context

CEFR C2 | Unit 10: Synthesis | Vocabulary

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

Name _____ Date _____

synthesis

an integrated account preserving relevant distinctions

coherence

the organization that makes an argument intelligible

contingency

a planned response to a possible condition

feasibility

the practicality of a proposed action

provenance

the origin and history of information

qualification

a boundary on a claim

accountability

responsibility for explaining and reviewing decisions

ambiguity

uncertainty allowing different interpretations

Meaning and use

CEFR C2 | Unit 10: Synthesis | Vocabulary

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

Name _____ Date _____

Word bank: contingency, synthesis, feasibility, coherence

1. an integrated account preserving relevant distinctions

2. the organization that makes an argument intelligible

3. a planned response to a possible condition

4. the practicality of a proposed action

5. Use provenance and qualification in a sentence about synthesis.

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

7. Choose two words from page 1. Explain how they connect to this context: Survey 100 current daytime users: 60 support, 20 oppose, 20 undecided. Staff: funded responsible shift required. Working residents express interest and ask about transport. None establishes long-term demand.

Word cards

CEFR C2 | Unit 10: Synthesis | Vocabulary

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

Name _____ Date _____

synthesis an integrated account preserving relevant distinctions	**coherence** the organization that makes an argument intelligible
contingency a planned response to a possible condition	**feasibility** the practicality of a proposed action
provenance the origin and history of information	**qualification** a boundary on a claim
accountability responsibility for explaining and reviewing decisions	**ambiguity** uncertainty allowing different interpretations

Study the word forms

CEFR C2 | Unit 10: Synthesis | Spelling

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

Name _____ Date _____

synthesis

an integrated account preserving relevant distinctions

_____

Write from memory. Check every letter.

coherence

the organization that makes an argument intelligible

_____

Write from memory. Check every letter.

contingency

a planned response to a possible condition

_____

Write from memory. Check every letter.

feasibility

the practicality of a proposed action

_____

Write from memory. Check every letter.

provenance

the origin and history of information

_____

Write from memory. Check every letter.

qualification

a boundary on a claim

_____

Write from memory. Check every letter.

accountability

responsibility for explaining and reviewing decisions

_____

Write from memory. Check every letter.

ambiguity

uncertainty allowing different interpretations

_____

Write from memory. Check every letter.

Recall the spelling

CEFR C2 | Unit 10: Synthesis | Spelling

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

Name _____ Date _____

1. an integrated account preserving relevant distinctions

2. the organization that makes an argument intelligible

3. a planned response to a possible condition

4. the practicality of a proposed action

5. the origin and history of information

6. a boundary on a claim

7. responsibility for explaining and reviewing decisions

8. uncertainty allowing different interpretations

Proofread and correct

CEFR C2 | Unit 10: Synthesis | Spelling

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

Name _____ Date _____

1. snythesis

an integrated account preserving relevant distinctions _____

2. choerence

the organization that makes an argument intelligible _____

3. cnotingency

a planned response to a possible condition _____

4. faesibility

the practicality of a proposed action _____

5. porvenance

the origin and history of information _____

6. qaulification

a boundary on a claim _____

7. acocuntability

responsibility for explaining and reviewing decisions _____

8. abmiguity

uncertainty allowing different interpretations _____

Grammar focus

CEFR C2 | Unit 10: Synthesis | Grammar

Read the explanation, then complete or revise each item.

Name _____ Date _____

Notice the form and meaning

Sustain control of scope, reference and modality across a whole proposal. Editing should check whether concise wording changes a condition, population or commitment. Orthographic accuracy supports that precision.

1. Repair: Users support the plan 60 to 20.

2. Preserve the staffing condition: Volunteers can run the room.

3. Distinguish interest from demand.

Apply and edit

CEFR C2 | Unit 10: Synthesis | Grammar

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

Name _____ Date _____

4. Correct spelling: The proposal needs a feasability review and clear responsability.

5. Clarify transport scope.

6. Write a contingent extension commitment.

Plan your writing

CEFR C2 | Unit 10: Synthesis | Writing

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

Name _____ Date _____

Your task

Write a 350-450-word community proposal synthesizing all sources. Preserve provenance and uncertainty, define a trial and review process, then edit for scope, structure and orthographic accuracy.

Context

Survey 100 current daytime users: 60 support, 20 oppose, 20 undecided. Staff: funded responsible shift required. Working residents express interest and ask about transport. None establishes long-term demand.

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 C2 | Unit 10: Synthesis | 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 C2 | Unit 10: Synthesis | 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 C2 | Unit 1: Rhetoric | Reading

Keep this page separate during independent practice.

1. Institutional method and context in the first; approachable expertise through humor and self-correction in the second.
2. Knowledge is relational and distributed, not possessed solely by the archive.
3. It implies community helplessness and gives Leila sole agency beyond the sources.
4. Credit, epistemic limits and the speaker's relationship to the audience.

Review notes

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

Placement

C2-U01 / ESL.RED. Original supplementary practice. Skill links are proposed for review. Completion does not establish CEFR proficiency.

Teacher vocabulary guide

CEFR C2 | Unit 1: Rhetoric | Vocabulary

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

1. connotation: an associated meaning beyond a word's basic sense
2. self-effacing: deliberately avoiding drawing attention to oneself
3. understatement: expression that makes something seem less significant
4. rhetorical: relating to how language shapes an audience's response
5. Sentence answers vary. Both words must be used in the taught senses and fit the context.
6. register means language choices suited to a situation; ambiguity means the possibility of more than one interpretation.
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

C2-U01 / ESL.VOC. Original supplementary practice. Skill links are proposed for review. Completion does not establish CEFR proficiency.

Teacher spelling key

CEFR C2 | Unit 1: Rhetoric | Spelling

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

1. connotation (corrects cnonotation)
2. self-effacing (corrects slef-effacing)
3. understatement (corrects udnerstatement)
4. rhetorical (corrects rehtorical)
5. persona (corrects presona)
6. insinuation (corrects isninuation)
7. register (corrects rgeister)
8. ambiguity (corrects abmiguity)

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

C2-U01 / ESL.WRT. Original supplementary practice. Skill links are proposed for review. Completion does not establish CEFR proficiency.

Teacher grammar guide

CEFR C2 | Unit 1: Rhetoric | Grammar

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

1. Leila worked with residents to document parts of the community's history.
2. The archive establishes what it can about each object and identifies whom to ask.
3. It is the relationships that give the objects meaning.
4. She documented workshops for ten years. / For ten years, her work focused exclusively on workshops. (Choose the intended scope.)
5. Its expertise includes identifying the people able to contextualize an object.
6. It reframes smallness as a considered method rather than an accidental deficiency.

Review notes

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

Placement

C2-U01 / ESL.GRM. Original supplementary practice. Skill links are proposed for review. Completion does not establish CEFR proficiency.

Teacher writing review

CEFR C2 | Unit 1: Rhetoric | Writing

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

Task and audience

Write two 150-200-word introductions for different audiences. Preserve the chosen identity and distribution of credit. Add a short note explaining a connotation you rejected.

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: At this level, revise syntax to control emphasis and implication. A grammatically possible clause may still assign agency or scope incorrectly. State what an adaptation changes and what it preserves.

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 C2 | Unit 2: Evidence | Reading

Keep this page separate during independent practice.

1. They use different denominators and answer different questions; an average would lack a defined population.
2. Completion among those receiving at least four sessions.
3. Outcomes for all registrants, including attrition, but not the reasons for nonattendance.
4. Selection differences and the absence of a counterfactual comparison remain.

Review notes

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

Placement

C2-U02 / ESL.RED. Original supplementary practice. Skill links are proposed for review. Completion does not establish CEFR proficiency.

Teacher vocabulary guide

CEFR C2 | Unit 2: Evidence | Vocabulary

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

1. warrant: the reasoning that connects evidence to a claim
2. corroboration: independent support for an account
3. commensurable: capable of being compared on a common basis
4. denominator: the total against which a proportion is calculated
5. Sentence answers vary. Both words must be used in the taught senses and fit the context.
6. inference means a conclusion derived from evidence; substantiation means support establishing a claim's basis.
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

C2-U02 / ESL.VOC. Original supplementary practice. Skill links are proposed for review. Completion does not establish CEFR proficiency.

Teacher spelling key

CEFR C2 | Unit 2: Evidence | Spelling

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

1. warrant (corrects wrarant)
2. corroboration (corrects croroboration)
3. commensurable (corrects cmomensurable)
4. denominator (corrects dneominator)
5. selection (corrects sleection)
6. inconclusive (corrects icnonclusive)
7. inference (corrects ifnerence)
8. substantiation (corrects sbustantiation)

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

C2-U02 / ESL.WRT. Original supplementary practice. Skill links are proposed for review. Completion does not establish CEFR proficiency.

Teacher grammar guide

CEFR C2 | Unit 2: Evidence | Grammar

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

1. Among participants attending at least four sessions, 84 percent completed.
2. Although completion was high among regular attendees, the figure does not establish the scheme's causal effect.
3. The 84 percent completion figure applies only to participants who attended at least four sessions.
4. A found 84 percent completion among regular attendees; B found 57 percent among all registrants.
5. Whether work schedules contributed to nonattendance remains to be investigated.
6. The figures can be compared directly only after the population and completion measure are defined consistently.

Review notes

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

Placement

C2-U02 / ESL.GRM. Original supplementary practice. Skill links are proposed for review. Completion does not establish CEFR proficiency.

Teacher writing review

CEFR C2 | Unit 2: Evidence | Writing

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

Task and audience

Write a 320-400-word synthesis that preserves the different evaluative questions. Separate source positions from your recommendation and specify what missing evidence would matter.

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: Control the scope of qualifications so they attach to the intended claim. Concession may preserve a limited truth while rejecting a broader inference. Avoid grammatical parallelism that falsely equates measures.

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 C2 | Unit 3: Heritage | Reading

Keep this page separate during independent practice.

1. A sanitized reverence for labor that distances visitors from its lived conditions.
2. It combines skill and companionship with discomfort and a wish to leave.
3. Conservation inevitably changes conditions; the issue is how changes are interpreted.
4. The personification contrasts display order with the less orderly working life and adds irony.

Review notes

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

Placement

C2-U03 / ESL.RED. Original supplementary practice. Skill links are proposed for review. Completion does not establish CEFR proficiency.

Teacher vocabulary guide

CEFR C2 | Unit 3: Heritage | Vocabulary

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

1. irony: a difference between literal wording and intended evaluation
2. allusion: an indirect reference to another idea or work
3. connotation: an associated shade of meaning
4. heritage: practices and objects inherited and interpreted over time
5. Sentence answers vary. Both words must be used in the taught senses and fit the context.
6. vernacular means ordinary language or local forms of expression; appropriation means taking or using something, sometimes without adequate recognition.
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

C2-U03 / ESL.VOC. Original supplementary practice. Skill links are proposed for review. Completion does not establish CEFR proficiency.

Teacher spelling key

CEFR C2 | Unit 3: Heritage | Spelling

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

1. irony (corrects iorny)
2. allusion (corrects alulsion)
3. connotation (corrects cnonotation)
4. heritage (corrects hreitage)
5. curatorial (corrects cruatorial)
6. reverence (corrects rveerence)
7. vernacular (corrects vrenacular)
8. appropriation (corrects aprpopriation)

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

C2-U03 / ESL.WRT. Original supplementary practice. Skill links are proposed for review. Completion does not establish CEFR proficiency.

Teacher grammar guide

CEFR C2 | Unit 3: Heritage | Grammar

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

1. The apprentice recalls discomfort, but the extract does not establish that all workers hated the room.
2. The visitor asks whether the polished display is therefore false.
3. The clean surfaces contribute to the commentary's criticism of a sanitized display.
4. The tools are literally numbered; obediently personifies them to suggest imposed order.
5. The apprentice's account recalls discomfort, while the display emphasizes dignity.
6. Although preservation changes an object's conditions, those changes need not erase its working history.

Review notes

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

Placement

C2-U03 / ESL.GRM. Original supplementary practice. Skill links are proposed for review. Completion does not establish CEFR proficiency.

Teacher writing review

CEFR C2 | Unit 3: Heritage | Writing

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

Task and audience

Explain the extract to readers unfamiliar with the setting. Analyze irony and one metaphor while separating textual evidence from interpretation. Avoid assuming an exact equivalent in another language.

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 and qualification must keep the commentator's voice distinct from an interpretation. Use may, suggests and can be read as when evidence permits more than one effect. Do not turn an interpretation into an attributed quotation.

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 C2 | Unit 4: Mediation | Reading

Keep this page separate during independent practice.

1. Conditional willingness is presented as a final agreement.
2. They raise a removal-scope concern and explicitly do not refuse the date.
3. A prerequisite is treated as a sufficient condition or payment promise.
4. Define removal, estimate work, then review the date and dependencies.

Review notes

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

Placement

C2-U04 / ESL.RED. Original supplementary practice. Skill links are proposed for review. Completion does not establish CEFR proficiency.

Teacher vocabulary guide

CEFR C2 | Unit 4: Mediation | Vocabulary

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

1. impasse: a situation in which progress appears blocked
2. reservation: a qualification or concern about a proposal
3. undertaking: a commitment to perform an action
4. accommodation: an adjustment allowing different needs to coexist
5. Sentence answers vary. Both words must be used in the taught senses and fit the context.
6. ambiguity means uncertainty about intended meaning; tact means careful language that respects others while communicating.
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

C2-U04 / ESL.VOC. Original supplementary practice. Skill links are proposed for review. Completion does not establish CEFR proficiency.

Teacher spelling key

CEFR C2 | Unit 4: Mediation | Spelling

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

1. impasse (corrects ipmasse)
2. reservation (corrects rseervation)
3. undertaking (corrects udnertaking)
4. accommodation (corrects acocmmodation)
5. reformulation (corrects rfeormulation)
6. concurrence (corrects cnocurrence)
7. ambiguity (corrects abmiguity)
8. tact (corrects tcat)

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

C2-U04 / ESL.WRT. Original supplementary practice. Skill links are proposed for review. Completion does not establish CEFR proficiency.

Teacher grammar guide

CEFR C2 | Unit 4: Mediation | Grammar

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

1. The venue is willing in principle, subject to the removal condition.
2. The artists need clarification of removal requirements and have not rejected the date.
3. Confirmation is required before payment can be considered; other conditions may still apply.
4. Could you clarify whether removal includes repairing the walls?
5. The artists will estimate the removal work once the venue coordinator defines its scope.
6. The parties will review the date after the removal estimate is available.

Review notes

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

Placement

C2-U04 / ESL.GRM. Original supplementary practice. Skill links are proposed for review. Completion does not establish CEFR proficiency.

Teacher writing review

CEFR C2 | Unit 4: Mediation | Writing

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

Task and audience

Produce accurate minutes and a tactful follow-up message. Mark dependencies and unsettled points, then request the information needed for the next decision.

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: Modal and conditional scope carry commitments. Could, subject to and provided that cannot be removed without changing force. Reformulation should preserve negative qualifications such as not refusing.

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 C2 | Unit 5: Interpretation | Reading

Keep this page separate during independent practice.

1. The change is nine percentage points; the relative increase is about 14.5 percent.
2. The data may include repeated visits and does not identify unique people.
3. Removal of all bias, especially unrecorded recruitment differences.
4. Understanding of the form, under more consistent recruitment conditions.

Review notes

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

Placement

C2-U05 / ESL.RED. Original supplementary practice. Skill links are proposed for review. Completion does not establish CEFR proficiency.

Teacher vocabulary guide

CEFR C2 | Unit 5: Interpretation | Vocabulary

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

1. effect: size or nature of a measured difference
2. interval: a range expressing uncertainty around an estimate
3. sensitivity: how a result changes under different assumptions
4. adjustment: a change made to account for relevant factors
5. Sentence answers vary. Both words must be used in the taught senses and fit the context.
6. heterogeneity means variation between cases or groups; interpretation means an explanation of what a result means.
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

C2-U05 / ESL.VOC. Original supplementary practice. Skill links are proposed for review. Completion does not establish CEFR proficiency.

Teacher spelling key

CEFR C2 | Unit 5: Interpretation | Spelling

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

1. effect (corrects efefct)
2. interval (corrects itnerval)
3. sensitivity (corrects snesitivity)
4. adjustment (corrects ajdustment)
5. confounding (corrects cnofounding)
6. extrapolation (corrects etxrapolation)
7. heterogeneity (corrects hteerogeneity)
8. interpretation (corrects itnerpretation)

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

C2-U05 / ESL.WRT. Original supplementary practice. Skill links are proposed for review. Completion does not establish CEFR proficiency.

Teacher grammar guide

CEFR C2 | Unit 5: Interpretation | Grammar

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

1. Completion increased by nine percentage points, from 62 to 71 percent.
2. 71 percent of recorded visits ended in completion.
3. Completion rose after wording was simplified, alongside other changes.
4. The model adjusted for recorded device type but could not account for all differences.
5. Although the adjusted difference was smaller, its direction remained positive.
6. The result should not be generalized beyond comparable visits without further evidence.

Review notes

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

Placement

C2-U05 / ESL.GRM. Original supplementary practice. Skill links are proposed for review. Completion does not establish CEFR proficiency.

Teacher writing review

CEFR C2 | Unit 5: Interpretation | Writing

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

Task and audience

Write a non-specialist explanation of the fictional result. Correct the draft without burying the finding. Include a short note identifying terminology that a specialist should check.

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: Keep comparisons, units and causal qualifications explicit. A limiting clause should attach to the exact population or measure it restricts. Technical precision survives paraphrase only if those relationships remain intact.

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 C2 | Unit 6: Policy | Reading

Keep this page separate during independent practice.

1. A: inconsistency/lost capacity; B: exclusion/misclassification of justified delays.
2. The arguments predict risks but supply no incident data proving their frequency.
3. A bounded, recorded extension process within a predictable rule.
4. The policy still imposes trade-offs and cannot guarantee every interest is met.

Review notes

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

Placement

C2-U06 / ESL.RED. Original supplementary practice. Skill links are proposed for review. Completion does not establish CEFR proficiency.

Teacher vocabulary guide

CEFR C2 | Unit 6: Policy | Vocabulary

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

1. proportionality: the fit between a measure and its purpose
2. discretion: judgment allowed within a rule
3. precedent: a prior decision used to guide later cases
4. exemption: release from a rule or requirement
5. Sentence answers vary. Both words must be used in the taught senses and fit the context.
6. rationale means the reasoning supporting a decision; accountability means responsibility for explaining and reviewing decisions.
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

C2-U06 / ESL.VOC. Original supplementary practice. Skill links are proposed for review. Completion does not establish CEFR proficiency.

Teacher spelling key

CEFR C2 | Unit 6: Policy | Spelling

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

1. proportionality (corrects porportionality)
2. discretion (corrects dsicretion)
3. precedent (corrects percedent)
4. exemption (corrects eexmption)
5. safeguard (corrects sfaeguard)
6. scope (corrects socpe)
7. rationale (corrects rtaionale)
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

C2-U06 / ESL.WRT. Original supplementary practice. Skill links are proposed for review. Completion does not establish CEFR proficiency.

Teacher grammar guide

CEFR C2 | Unit 6: Policy | Grammar

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

1. Users may request a bounded extension through the stated contact route for an eligible reason.
2. An extension is available only if the request meets the published criteria.
3. May permits discretion; must creates an obligation when the condition applies.
4. Without an appropriate exception process, the rule may disadvantage some users with access needs.
5. Record only the information needed to decide and review the booking extension.
6. If repeated extensions reveal a systematic timing problem, the centre will review the threshold.

Review notes

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

Placement

C2-U06 / ESL.GRM. Original supplementary practice. Skill links are proposed for review. Completion does not establish CEFR proficiency.

Teacher writing review

CEFR C2 | Unit 6: Policy | Writing

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

Task and audience

Write a briefing separating both arguments, evidence gaps and your recommendation. Define the exception's scope and show which trade-off remains.

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 limiting and conditional clauses to define scope. Except where, only if and provided that have different logical effects. Avoid a universal conclusion when the premises are conditional.

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 C2 | Unit 7: Leadership | Reading

Keep this page separate during independent practice.

1. Guaranteeing the venue slot and calling a schedule final despite unresolved dependencies.
2. A revised schedule by the agreed time, with unresolved dependencies marked.
3. The time of day and time zone affect the venue review window.
4. Courteous phrasing can state exact commitments, limits and questions.

Review notes

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

Placement

C2-U07 / ESL.RED. Original supplementary practice. Skill links are proposed for review. Completion does not establish CEFR proficiency.

Teacher vocabulary guide

CEFR C2 | Unit 7: Leadership | Vocabulary

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

1. undertaking: a specific commitment to act
2. reservation: a stated limitation on agreement
3. expedite: make a process happen sooner
4. contingent: dependent on another condition
5. Sentence answers vary. Both words must be used in the taught senses and fit the context.
6. assurance means a statement intended to give confidence; precision means exactness that avoids unintended meaning.
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

C2-U07 / ESL.VOC. Original supplementary practice. Skill links are proposed for review. Completion does not establish CEFR proficiency.

Teacher spelling key

CEFR C2 | Unit 7: Leadership | Spelling

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

1. undertaking (corrects udnertaking)
2. reservation (corrects rseervation)
3. expedite (corrects epxedite)
4. contingent (corrects cnotingent)
5. rectification (corrects rcetification)
6. discretion (corrects dsicretion)
7. assurance (corrects asusrance)
8. precision (corrects percision)

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

C2-U07 / ESL.WRT. Original supplementary practice. Skill links are proposed for review. Completion does not establish CEFR proficiency.

Teacher grammar guide

CEFR C2 | Unit 7: Leadership | Grammar

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

1. We will seek the venue's confirmation; approval remains the venue's decision.
2. We will send the revision by noon Thursday in the venue's time zone.
3. We will send the revised schedule by Thursday, marking venue approval as pending if necessary.
4. The revised schedule will identify dependencies.
5. To clarify, we are committing to a revised schedule, with any unresolved points clearly marked.
6. Could you confirm when the venue needs the revision in order to retain the review slot?

Review notes

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

Placement

C2-U07 / ESL.GRM. Original supplementary practice. Skill links are proposed for review. Completion does not establish CEFR proficiency.

Teacher writing review

CEFR C2 | Unit 7: Leadership | Writing

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

Task and audience

Write a precise reply and a short record of the clarification call. Undertake only what the writer controls, and proofread spelling, punctuation and deadlines.

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: Control modality and time references in professional commitments. Revise punctuation and clause attachment so a condition cannot be read as applying to the wrong promise. Reformulate promptly if an unintended undertaking is heard.

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 C2 | Unit 8: Dialogue | Reading

Keep this page separate during independent practice.

1. Motive imputation, stated purpose and a reported personal experience.
2. It erases the specific access, availability and interface issues.
3. It preserves concerns without presenting unverified explanations as facts.
4. They can correct representation; they do not control the entire consultation.

Review notes

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

Placement

C2-U08 / ESL.RED. Original supplementary practice. Skill links are proposed for review. Completion does not establish CEFR proficiency.

Teacher vocabulary guide

CEFR C2 | Unit 8: Dialogue | Vocabulary

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

1. imputation: attributing a motive or fault to someone
2. connotation: the associated meaning of a word
3. polarization: a growing division into opposed positions
4. reformulation: restating an idea while preserving its substance
5. Sentence answers vary. Both words must be used in the taught senses and fit the context.
6. charitable means interpreting another's meaning fairly; accountability means responsibility for supporting or correcting claims.
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

C2-U08 / ESL.VOC. Original supplementary practice. Skill links are proposed for review. Completion does not establish CEFR proficiency.

Teacher spelling key

CEFR C2 | Unit 8: Dialogue | Spelling

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

1. imputation (corrects ipmutation)
2. connotation (corrects cnonotation)
3. polarization (corrects ploarization)
4. reformulation (corrects rfeormulation)
5. qualification (corrects qaulification)
6. coherence (corrects choerence)
7. charitable (corrects cahritable)
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

C2-U08 / ESL.WRT. Original supplementary practice. Skill links are proposed for review. Completion does not establish CEFR proficiency.

Teacher grammar guide

CEFR C2 | Unit 8: Dialogue | Grammar

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

1. Some users are concerned that the design creates barriers to occasional use.
2. One contributor reports being unable to find the cancellation button on a phone.
3. Regular users said the exclusion claim was unfair; another contributor reported difficulty canceling.
4. Can users locate and use cancellation on the devices they commonly access?
5. The contributors raised different concerns; they did not establish a shared conclusion that the rule failed.
6. Please flag any inaccurate representation of your contribution; the consultation will retain the range of concerns raised.

Review notes

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

Placement

C2-U08 / ESL.GRM. Original supplementary practice. Skill links are proposed for review. Completion does not establish CEFR proficiency.

Teacher writing review

CEFR C2 | Unit 8: Dialogue | Writing

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

Task and audience

Create a consultation note from the thread. Preserve each concern and evidence status, use a suitable online register and explain one wording change that reduces unintended hostility.

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: Restructure complex sentences while preserving the relationship between claim and evidence. Distinguish reporting a concern from endorsing its explanation. Remove ambiguous referents and inflammatory implications.

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 C2 | Unit 9: Literature | Reading

Keep this page separate during independent practice.

1. It personifies rain and transforms committee record-keeping into physical decay, with gentle irony.
2. The small physical size makes a large emotional attachment easier to rationalize.
3. It explains survival by circumstance rather than superior worth.
4. Release of attachment; continued uncertainty; or hospitality to new life, each supported by the ending.

Review notes

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

Placement

C2-U09 / ESL.RED. Original supplementary practice. Skill links are proposed for review. Completion does not establish CEFR proficiency.

Teacher vocabulary guide

CEFR C2 | Unit 9: Literature | Vocabulary

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

1. ellipsis: deliberate omission of words recoverable from context
2. cadence: the rhythmic movement of language
3. juxtaposition: placing things together to reveal a relationship
4. allusion: an indirect reference
5. Sentence answers vary. Both words must be used in the taught senses and fit the context.
6. motif means a recurring image or idea; departure means a deliberate move away from a convention.
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

C2-U09 / ESL.VOC. Original supplementary practice. Skill links are proposed for review. Completion does not establish CEFR proficiency.

Teacher spelling key

CEFR C2 | Unit 9: Literature | Spelling

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

1. ellipsis (corrects elilpsis)
2. cadence (corrects cdaence)
3. juxtaposition (corrects jxutaposition)
4. allusion (corrects alulsion)
5. understatement (corrects udnerstatement)
6. ambiguity (corrects abmiguity)
7. motif (corrects mtoif)
8. departure (corrects dpearture)

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

C2-U09 / ESL.WRT. Original supplementary practice. Skill links are proposed for review. Completion does not establish CEFR proficiency.

Teacher grammar guide

CEFR C2 | Unit 9: Literature | Grammar

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

1. The room is assigned agency, setting human planning against decay and change.
2. The chair survived not through better construction, but because it stood in the driest corner.
3. This refers to the key's small size; it refers to the key.
4. Leaving the door open may signal release, hesitation or a welcome to what now occupies the room.
5. Accept a controlled revision using longer pauses or clauses while preserving the event and viewpoint.
6. The final action can be read as Mara beginning to release her attachment to the past.

Review notes

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

Placement

C2-U09 / ESL.GRM. Original supplementary practice. Skill links are proposed for review. Completion does not establish CEFR proficiency.

Teacher writing review

CEFR C2 | Unit 9: Literature | Writing

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

Task and audience

Write a critical response to the extract, then a short continuation or parallel scene. Use a deliberate stylistic choice and explain its effect without reducing the ending to one fixed meaning.

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 deliberate departure from convention should create a discernible effect. Control sentence length, ellipsis and personification so readers can distinguish intended ambiguity from accidental confusion.

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 C2 | Unit 10: Synthesis | Reading

Keep this page separate during independent practice.

1. A: current-user preferences; B: staffing condition; C: possible audience and transport concern.
2. Populations, methods and meanings differ; pooling loses provenance.
3. Named review responsibility and stated criteria for extension, revision or closure.
4. Removing current from users; changing could to will; calling interest confirmed demand.

Review notes

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

Placement

C2-U10 / ESL.RED. Original supplementary practice. Skill links are proposed for review. Completion does not establish CEFR proficiency.

Teacher vocabulary guide

CEFR C2 | Unit 10: Synthesis | Vocabulary

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

1. synthesis: an integrated account preserving relevant distinctions
2. coherence: the organization that makes an argument intelligible
3. contingency: a planned response to a possible condition
4. feasibility: the practicality of a proposed action
5. Sentence answers vary. Both words must be used in the taught senses and fit the context.
6. accountability means responsibility for explaining and reviewing decisions; ambiguity means uncertainty allowing different interpretations.
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

C2-U10 / ESL.VOC. Original supplementary practice. Skill links are proposed for review. Completion does not establish CEFR proficiency.

Teacher spelling key

CEFR C2 | Unit 10: Synthesis | Spelling

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

1. synthesis (corrects snythesis)
2. coherence (corrects choerence)
3. contingency (corrects cnotingency)
4. feasibility (corrects faesibility)
5. provenance (corrects porvenance)
6. qualification (corrects qaulification)
7. accountability (corrects acocuntability)
8. ambiguity (corrects abmiguity)

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

C2-U10 / ESL.WRT. Original supplementary practice. Skill links are proposed for review. Completion does not establish CEFR proficiency.

Teacher grammar guide

CEFR C2 | Unit 10: Synthesis | Grammar

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

1. Among the 100 surveyed current users, 60 supported it, 20 opposed it and 20 were undecided.
2. Volunteers can help with welcome tasks, but a funded responsible staff member is required.
3. The residents expressed interest in trying a session; they have not made confirmed bookings.
4. The proposal needs a feasibility review and clear responsibility.
5. The trial will investigate transport barriers; it does not yet promise a transport service.
6. The centre will consider extending the trial if the agreed attendance, access and staffing criteria are met.

Review notes

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

Placement

C2-U10 / ESL.GRM. Original supplementary practice. Skill links are proposed for review. Completion does not establish CEFR proficiency.

Teacher writing review

CEFR C2 | Unit 10: Synthesis | Writing

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

Task and audience

Write a 350-450-word community proposal synthesizing all sources. Preserve provenance and uncertainty, define a trial and review process, then edit for scope, structure and orthographic accuracy.

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: Sustain control of scope, reference and modality across a whole proposal. Editing should check whether concise wording changes a condition, population or commitment. Orthographic accuracy supports that precision.

Review status

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