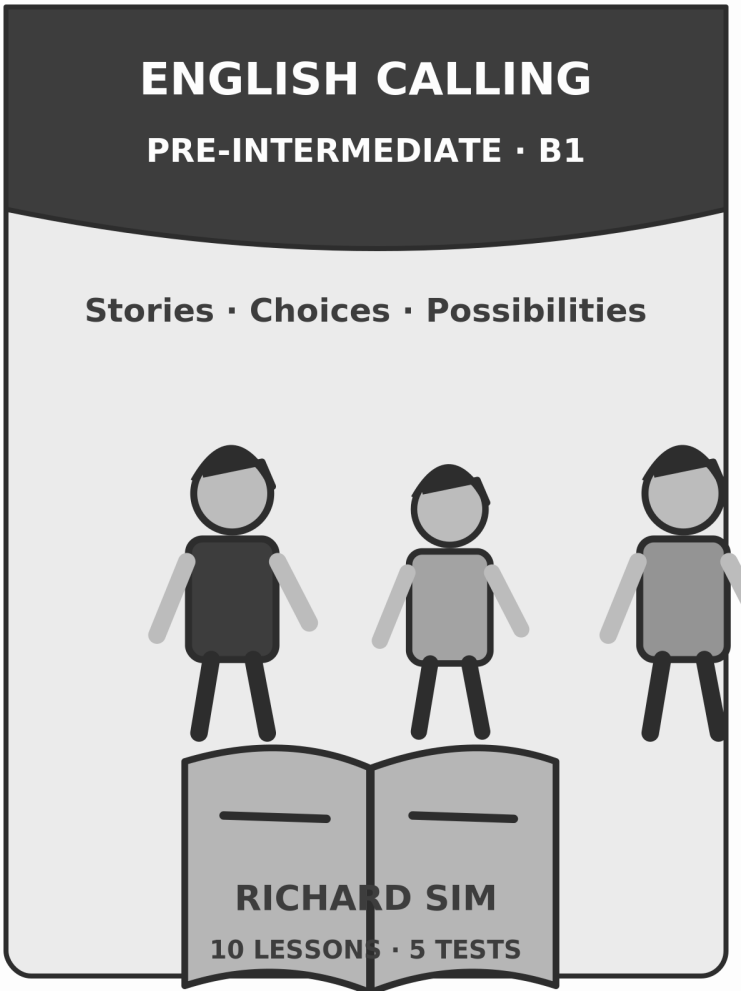
English Calling

Pre-Intermediate - Level B1

An original English course by Richard Sim



10 lessons · 5 tests · CEFR B1

Vocabulary • Reading • Grammar • Pronunciation • Speaking

Name: _____ Class: _____

Use with the interactive book for listening and recording. Print A4 at actual size. Model answers are on pages 27–28. Personal writing and speaking are not scored.

Independent original practice material · © 2026 Richard Sim

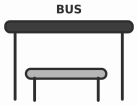
Lesson 1: Yesterday's Story

Vocabulary, reading and speaking · Name: _____ Date: _____

1 · Vocabulary



storm
very bad weather with wind and rain



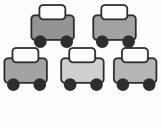
shelter
a place that protects you from weather



puddle
a small pool of rainwater on the ground



lightning
a bright flash in a storm



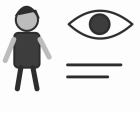
traffic jam
a line of vehicles that cannot move



power cut
a time when the electricity stops



rescue
helping someone out of danger



witness
a person who sees an event happen

Look at the pictures. Write the vocabulary word or phrase.



1. _____



2. _____



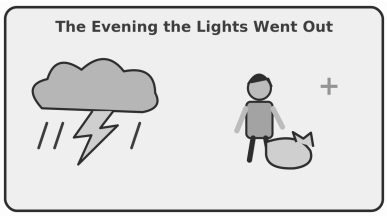
3. _____



4. _____

2 · Reading

The Evening the Lights Went Out



Yesterday evening, Leila was editing a video at the youth studio when the lights went out. Outside, a storm was moving across Bangkok. Her friend Nico was cycling towards the studio when he noticed a fallen branch across the road. He stopped under a bus shelter and called Leila. While they were talking, a delivery rider arrived with a wet cardboard box. A small kitten was making a noise inside it. The rider explained that he had found the kitten beside a deep puddle. Leila brought a dry towel downstairs, and the three of them made a comfortable bed in the box. By the time the rain stopped, the kitten was asleep. Nico missed his film club meeting, but he did not mind. The next morning, Leila made a short video about the rescue. This time, there was plenty of light, and the kitten was the star.

1. Nico was cycling when he saw a branch. T / F

2. Leila found the kitten beside a puddle. T / F

3. Where did Nico stop?

4. Why did Leila bring a towel?

Read aloud: listen in the interactive book, then record your reading.

Lesson 1: Yesterday’s Story

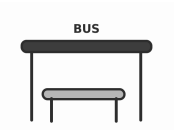
Grammar, pronunciation and speaking

3 · Grammar: Past Continuous and Past Simple

Use **was / were + -ing** for an action in progress at a past time. Use **Past Simple** for a completed event: Leila was working **when** the lights went out. **While** often introduces a longer background action: While Nico was cycling, he saw a branch. Two continuing actions can happen together: While I was reading, she was drawing. Negatives: wasn’t working / didn’t stop.



A storm was approaching when Nico left.



He was waiting under a shelter.

A · Complete the Past Continuous.

1. Leila _____ (edit) a video at seven.
2. They _____ (talk) when the rider arrived.
3. I _____ (not sleep) at that time.
4. _____ Nico _____ (cycle) at six? Write both missing words.

B · Choose the form that fits the story.

1. While we _____, the electricity went off. (worked / were working)
2. Nico was cycling when he _____ a branch. (saw / was seeing)
3. Leila _____ downstairs and gave him a towel. (came / was coming)
4. At eight, both friends _____ for the rain to stop. (waited / were waiting)

4 · Pronunciation: Weak was and were in stories

In an unstressed position, **was** is often /wəz/ and **were** is often /wə/ in British English. Stress the main action: She was **WORKING**. Use strong forms for contrast or short answers: Yes, she **WAS**. Practise a smooth rhythm, not equal stress on every word.

Models: She was working. • They were talking. • Yes, she was. • Yes, they were.

Choose the word that carries the main stress.

1. She was WORKING. (was / working)
2. They were TALKING. (were / talking)
3. Yes, she WAS. (she / was)
4. Yes, they WERE. (they / were)

5 · Speaking — Ask a partner. Your own answers are not scored.

1. What were you doing yesterday evening when someone contacted you?
2. Tell a story about a time the weather changed your plans.
3. How do you feel when something unexpected happens, and why?

Lesson 2: Life So Far

Vocabulary, reading and speaking · Name: _____ Date: _____

1 · Vocabulary



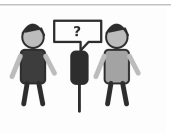
achievement
something you have done successfully



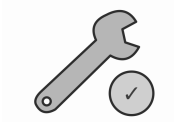
certificate
an official paper showing what you have achieved



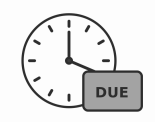
volunteer
a person who helps without being paid



interview
a meeting where someone asks you questions



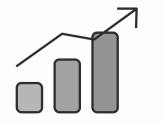
skill
an ability you learn through practice



deadline
the latest time for finishing something



portfolio
a collection of examples of your work



progress
improvement towards a goal

Look at the pictures. Write the vocabulary word or phrase.



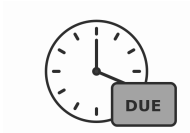
1. _____



2. _____



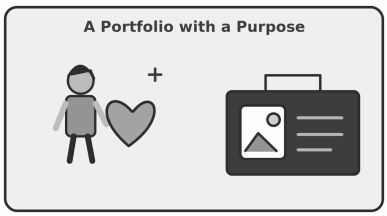
3. _____



4. _____

2 · Reading

A Portfolio with a Purpose



Sora has volunteered at a repair café for six months. She joined in May because she wanted to learn practical skills, not because she already knew how to fix things. During her first visit, she repaired a loose chair leg with help from an older volunteer. Since then, she has worked on lamps, bags and even a small radio. Last Saturday, a visitor asked her to explain her work in an interview for a local website. Sora felt nervous, but she agreed. She has just added the interview to her online portfolio. She has already included photographs of three projects, although she has not received her volunteer certificate yet. Her friend Idris thinks the portfolio shows more than technical ability. It also shows patience and teamwork. Sora agrees, but says her biggest achievement is simpler: she is no longer afraid to ask for help when she does not understand something.

1. Sora joined the café six months ago. T / F

2. Sora has already received her certificate. T / F

3. When did the interview take place?

4. What does Idris think the portfolio shows besides technical ability?

Read aloud: listen in the interactive book, then record your reading.

Lesson 2: Life So Far

Grammar, pronunciation and speaking

3 · Grammar: Present Perfect and Past Simple

Use **have / has + past participle** for a past action connected to now: She has just finished. Use **Past Simple** with a finished time: She joined in May. Use **since** + starting point (since May), **for** + duration (for six months). **Just** means very recently; **already** means before now; **yet** appears in questions and negatives, usually at the end. She has already applied. Has she finished yet?



She received a certificate last year.



She has just updated her portfolio.

A · Choose the time expression.

1. She has helped here _____ May. (since / for)
2. I have known Idris _____ two years. (since / for)
3. Have you finished _____? (already / yet)
4. We have _____ sent it, so it is ready. (already / yet)

B · Complete the correct tense.

1. Sora _____ (join) in May.
2. She _____ (just add) the interview.
3. Idris _____ (visit) the café last Saturday.
4. I _____ (not receive) my certificate yet.

4 · Pronunciation: Been and gone

Been /biːn/ and **gone** /gɒn/ are different words and sounds. In British English, been can also be /bɪn/ in unstressed speech. She has **been** to the café means she visited and returned. She has **gone** to the café means she is there or on her way. Listen and keep the vowel and first consonant distinct.

Models: been • gone • She has been to the café. • She has gone to the café.

Choose the word that matches the meaning.

1. She visited and returned. (been / gone)
2. He is still away. (been / gone)
3. First sound in been (/b/ / /g/)
4. First sound in gone (/b/ / /g/)

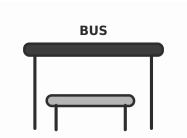
5 · Speaking — Ask a partner. Your own answers are not scored.

1. What skill have you improved recently, and how?
2. How long have you known one of your close friends?
3. Describe an achievement and say when it happened.

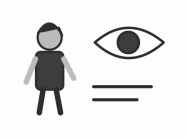
Test 1: Lessons 1–2

Name: _____ Date: _____ Score: ____ / 15

A · Look and write.



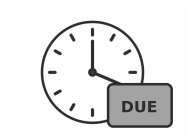
1. _____



2. _____



3. _____



4. _____

B · Complete the sentence.

1. We _____ (wait) when Sora arrived.

2. Nico _____ (call) me yesterday.

3. I have lived here _____ 2021.

4. She has not finished _____. (already / yet)

C · Read and choose true or false.

Tessa has worked at a nature centre for two years. Last Friday, she was showing visitors a display when a storm began. While the visitors were waiting indoors, she explained how animals find shelter. She has just created a new display about footprints, but she has not printed the labels yet. Her work has already helped several local groups learn about wildlife.

1. Tessa started at the centre two years ago. T / F

2. The storm began before the visitors arrived. T / F

3. Tessa explained how animals find shelter. T / F

4. The new labels have already been printed. T / F

D · Choose the correct word.

1. She visited the centre and returned. She has _____ there. (been / gone)

2. He is at the centre now. He has _____ there. (been / gone)

3. Main stress: They were WAITING. (were / waiting)

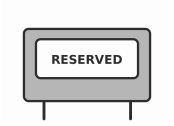
Lesson 3: Looking Ahead

Vocabulary, reading and speaking · Name: _____ Date: _____

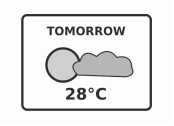
1 · Vocabulary



appointment
an arranged time to meet someone



reservation
an arrangement to keep a seat or place for you



forecast
a statement about likely future weather



departure
the act or time of leaving



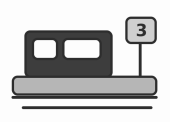
schedule
a plan showing times for activities



destination
the place you are travelling to



luggage
bags you take when travelling

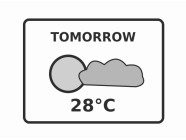


platform
the place beside a railway track where people wait

Look at the pictures. Write the vocabulary word or phrase.



1. _____



2. _____



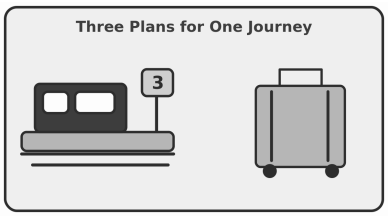
3. _____



4. _____

2 · Reading

Three Plans for One Journey



Nico and Idris are preparing for a weekend visit to a science festival. They are meeting Sora outside the station at nine on Saturday; everyone has confirmed the time. Nico is going to make a short film about the festival because he wants to practise interviewing people. Idris has booked a workshop about clean energy, but he has not decided which talk to attend afterwards. The weather forecast says it will probably be sunny, so they may eat outdoors. While they are checking the schedule, Sora phones. Her camera battery is broken. 'Don't worry, I'll bring my spare one,' Nico says immediately. Then Idris notices that their train leaves from a different platform this week. He sends everyone a message with the new information. They know a careful plan cannot prevent every problem. However, it can leave them more time to enjoy the day when they finally reach their destination.

1. The friends have agreed to meet at nine. T / F

2. Idris has booked every activity for the day. T / F

3. Why is Nico going to make a film?

4. What does Nico offer to bring?

Read aloud: listen in the interactive book, then record your reading.

Lesson 3: Looking Ahead

Grammar, pronunciation and speaking

3 · Grammar: Will, going to and Present Continuous

Use **will + base verb** for an immediate decision, offer or prediction: I'll help. It will probably be sunny. Use **be going to** for an intention decided earlier or a prediction based on present evidence: I'm going to film it. Look at those clouds! It's going to rain. Use **Present Continuous** for a future arrangement with a time or place: We're meeting at nine. These meanings can overlap; context helps.



We are meeting at nine on Saturday.



I'll carry that luggage for you.

A · Match the context to the form.

1. The phone rings. I decide now: I _____ answer it. (will / am answering)
2. We booked it: We _____ the guide at ten tomorrow. (are meeting / met)
3. Look at the dark clouds! It _____ rain. (is going to / was going to)
4. My prediction: travel _____ become cleaner. (will / did)

B · Complete the future form indicated.

1. I _____ (help; will) you with that bag.
2. She _____ (visit; going to) the festival.
3. We _____ (meet; present continuous) Sora tomorrow.
4. They _____ (not stay; will) late.

4 · Pronunciation: Will contractions

I'll /aɪl/, **you'll** /juːl/ and **we'll** /wiːl/ join the pronoun and will. Keep the final /l/; do not add an extra syllable. Contractions are common in conversation. Full forms are useful for emphasis: I **WILL** help. Listen, repeat, then make an offer.

Models: I'll help you. • You'll enjoy it. • We'll arrive early. • I will help.

Choose the full form of the contraction.

1. I'll (I will / I would)
2. you'll (you will / you are)
3. we'll (we will / we have)
4. they'll (they will / they would)

5 · Speaking — Ask a partner. Your own answers are not scored.

1. What arrangements have you made for the next few days?
2. What are you going to learn in the future, and why?
3. What do you think your town will be like in ten years?

Lesson 4: If It Happens…

Vocabulary, reading and speaking · Name: _____ Date: _____

1 · Vocabulary



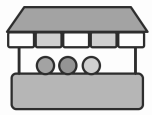
recycle
use old materials to make something new



queue
a line of people waiting their turn



donation
money or goods given to help others



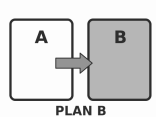
stall
a small open shop at a market or event



poster
a large printed notice or picture



permission
agreement that allows you to do something

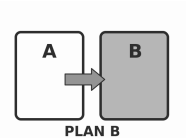


backup
an extra plan or copy in case the first one fails

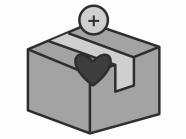


reward
something good you receive for an effort

Look at the pictures. Write the vocabulary word or phrase.



1. _____



2. _____



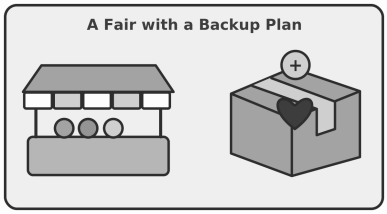
3. _____



4. _____

2 · Reading

A Fair with a Backup Plan



Leila's neighbourhood group is organising a fair to raise money for a reading corner. Each member has a job. Sora will run a repair stall, and Idris will collect unwanted books. If visitors bring clean plastic bottles, they will receive a small discount on a drink. The group hopes this will encourage people to recycle instead of throwing things away. However, the organisers have not forgotten the weather. If it rains, they will move the stalls into the community hall. They have already received permission to use it. Leila is making posters that explain both plans, so visitors will know where to go. She thinks a clear message is better than a complicated one. The group will count the donations together after the fair. If they earn enough, they will buy comfortable seats as well as shelves. Even if the total is small, they will celebrate everyone's effort.

1. The group has permission to use the hall. T / F

2. The fair will be cancelled if it rains. T / F

3. What will visitors get if they bring clean bottles?

4. What will the group buy if it earns enough?

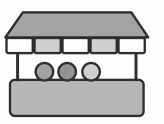
Read aloud: listen in the interactive book, then record your reading.

Lesson 4: If It Happens…

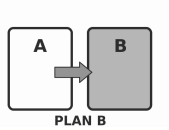
Grammar, pronunciation and speaking

3 · Grammar: First conditional

For a real future possibility, use **if + Present Simple, will + base verb**: If it rains, we'll move inside. Do not normally use will in this if-clause. You can reverse the order: We'll move inside if it rains. Use a comma when the if-clause comes first. Negative: If we don't earn enough, we won't buy seats. The result can also use can or an instruction: If you finish early, you can help.



If the stall is busy, we'll form a queue.



If it rains, we'll use our backup plan.

A · Complete the if-clause.

1. If it _____ (rain), we will go inside.
2. If visitors _____ (bring) bottles, they will save money.
3. If Sora _____ (not finish), I will help.
4. If we _____ (be) early, we can set up.

B · Complete the result with will or won't.

1. If we earn enough, we _____ (buy) seats.
2. If it is dry, we _____ (not need) the hall.
3. If you ask, I _____ (help).
4. If the hall is full, we _____ (not enter).

4 · Pronunciation: Thought groups in if-sentences

When the if-clause comes first, a short pause can mark the boundary: If it **RAINS**, / we'll move **INSIDE**. Keep the words within each group connected. Stress the key information, not every word. When the order changes, avoid a large pause before if. Practise both orders.

Models: If it rains, we'll move inside. • If you ask, I'll help. • We'll start if everyone is ready. • If we earn enough, we'll buy seats.

Choose the important result word in these models.

1. If it rains, we'll move INSIDE. (if / inside)
2. If you ask, I'll HELP. (I / help)
3. If it is sunny, we'll stay OUTSIDE. (we / outside)
4. If they finish, we'll START. (will / start)

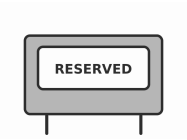
5 · Speaking — Ask a partner. Your own answers are not scored.

1. What will you do if it rains this weekend?
2. How will you prepare if you have an important test?
3. What can your community do if it wants to reduce waste?

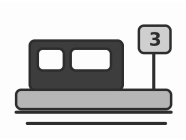
Test 2: Lessons 3–4

Name: _____ Date: _____ Score: ____ / 15

A · Look and write.



1. _____



2. _____



3. _____



4. _____

B · Complete the sentence.

1. If the bus _____ (arrive) late, we will walk.

2. If we finish, we _____ (help; will) you.

3. We _____ (meet; present continuous) Rina at ten tomorrow.

4. I decide now: I _____ carry that box. (will / was)

C · Read and choose true or false.

Rina is meeting two volunteers at the hall on Sunday. They are going to organise a clothes exchange. If people bring clean clothes, they will receive tokens for other items. Rina thinks the event will be popular, but she is not certain. If the hall becomes crowded, the volunteers will ask people to wait outside. There is a covered area, so light rain will not be a problem.

1. The meeting is arranged for Sunday. T / F

2. People will receive money for clothes. T / F

3. Rina is certain the event will be popular. T / F

4. People may wait in a covered area. T / F

D · Choose the full form.

1. we’ll (we will / we would)

2. I’ll (I will / I am)

3. If it RAINS, we’ll move INSIDE. Main result word: (if / inside)

Lesson 5: When I Was Younger

Vocabulary, reading and speaking · Name: _____ Date: _____

1 · Vocabulary



playground
an outdoor place where children play



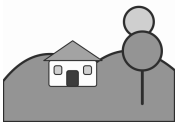
skateboard
a board on small wheels that you ride standing up



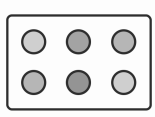
comic
a book that tells a story in pictures



uniform
special clothes worn by members of a group



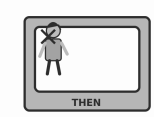
countryside
land outside towns and cities



collection
a group of objects kept together

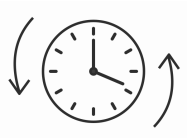


habit
something you do regularly



memory
something you remember from the past

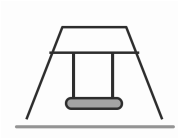
Look at the pictures. Write the vocabulary word or phrase.



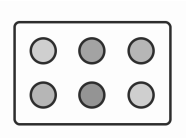
1. _____



2. _____



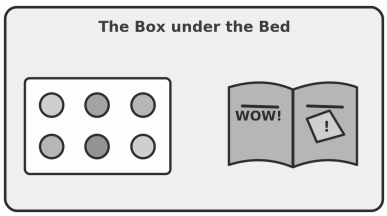
3. _____



4. _____

2 · Reading

The Box under the Bed



While Idris was tidying his room, he found a box that he had not opened for years. Inside were several comics, a broken toy robot and a photograph of his old playground. He used to spend every afternoon there with his neighbour, Tessa. They used to invent games about travelling to other planets, although neither of them knew much about space. Idris did not use to enjoy reading instructions; he preferred trying things and making mistakes. Tessa was different. She used to read everything carefully before they began. They still laugh about their first model rocket, which never left the ground. Now Tessa lives in the countryside, and Idris studies in the city. They do not meet often, but they exchange messages about their projects. Idris decides to keep the box. It reminds him that his interest in science did not begin with a perfect experiment, but with a friendship and a lot of imagination.

1. Idris used to play with Tessa every afternoon. T / F

2. Their first model rocket flew successfully. T / F

3. Where does Tessa live now?

4. Why does Idris keep the box?

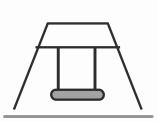
Read aloud: listen in the interactive book, then record your reading.

Lesson 5: When I Was Younger

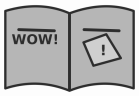
Grammar, pronunciation and speaking

3 · Grammar: Used to for past habits and states

Use **used to + base verb** for repeated actions or states that are no longer true: I used to play there. She used to live nearby. Negative: **didn’t use to**. Question: **Did you use to** collect comics? After did, write use, not used. For a single finished event, use Past Simple: I found a box yesterday. Used to does not describe a present habit; use Present Simple instead.



They used to meet at the playground.



Idris used to collect comics.

A · Complete with used to and the verb.

1. Idris _____ (play) outside every day.
2. Tessa _____ (live) nearby.
3. We _____ (invent) games.
4. He _____ (be) afraid of dogs.

B · Choose the correct form.

1. Did you _____ collect models? (used to / use to)
2. I didn’t _____ read instructions. (use to / used to)
3. Yesterday I _____ an old comic. (used to find / found)
4. Now she _____ in the countryside. (used to live / lives)

4 · Pronunciation: Used to: /ˈjuːstə/

In **used to** for past habits, the ending is normally /stə/: /ˈjuːstə/. The final sound of used is not /d/ here. The vowel in to is often weak /ə/. Listen to the whole phrase, then repeat at a comfortable speed. Keep the spelling used to in positive sentences.

Models: I used to play outside. • She used to live nearby. • We used to invent games. • Did you use to collect comics?

Choose the correct feature of used to.

1. Usual consonant before /t/ (/s/ / /z/)
2. Usual vowel in unstressed to (/ə/ / /aɪ/)
3. Main stress in: I used to PLAY. (to / play)
4. Main stress in: She used to LIVE here. (to / live)

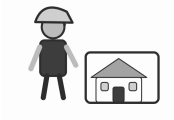
5 · Speaking — Ask a partner. Your own answers are not scored.

1. What did you use to enjoy doing when you were younger?
2. How have your habits changed since primary school?
3. Describe a place you used to visit and explain why you remember it.

Lesson 6: People and Places

Vocabulary, reading and speaking · Name: _____ Date: _____

1 · Vocabulary



architect
a person who designs buildings



journalist
a person who reports news



mechanic
a person who repairs machines or vehicles



bakery
a place where bread is made or sold



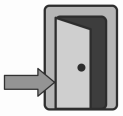
workshop
a room or building where things are made or repaired



landmark
a building or object that is easy to recognise

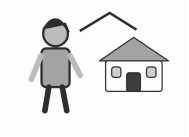


neighbour
a person who lives near you

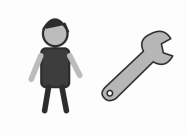


entrance
the place where you go into a building

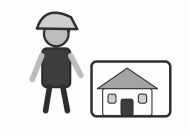
Look at the pictures. Write the vocabulary word or phrase.



1. _____



2. _____



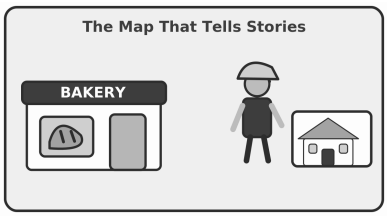
3. _____



4. _____

2 · Reading

The Map That Tells Stories



Leila is designing a neighbourhood map that tells stories rather than simply showing roads. Her first stop is a bakery that has belonged to the same family for forty years. The owner introduces her to a neighbour who still remembers the opening day. Next, she visits a workshop where her friend Sora volunteers. A mechanic explains how the building was once a small cinema. Leila adds a drawing of its unusual entrance to her map. In the afternoon, she interviews an architect who designs accessible public spaces. He shows her a square which has wide paths and places to rest. Leila realises that a useful map should help different people, including visitors who cannot walk far. She leaves space for notes about quiet areas and step-free entrances. When Nico sees the first version, he suggests adding short recordings. Soon, the map becomes a collection of voices as well as places.

1. The workshop building used to be a cinema. T / F

2. Leila wants her map to show only roads. T / F

3. How long has the same family owned the bakery?

4. What does Nico suggest adding?

Read aloud: listen in the interactive book, then record your reading.

Lesson 6: People and Places

Grammar, pronunciation and speaking

3 · Grammar: Defining relative clauses: who, which, that

A defining relative clause identifies a person or thing. Use **who** for people: a mechanic who repairs bikes. Use **which** for things: a map which tells stories. **That** can replace who or which in these clauses. Do not repeat the subject: a person who helps, NOT who he helps. Do not put commas around a defining relative clause. The clause is part of the main meaning.



An architect is someone who designs buildings.



This is a bakery that sells fresh bread.

A · Choose the suitable relative word.

1. A journalist is someone _____ reports news. (who / which)
2. A workshop is a place _____ has tools. (who / which)
3. A neighbour is a person _____ lives nearby. (who / which)
4. A landmark is something _____ is easy to recognise. (who / that)

B · Write who, which or that. More than one can be right.

1. A mechanic is someone _____ repairs vehicles.
2. This is the map _____ Leila designed.
3. Sora is the volunteer _____ helps here.
4. We need an entrance _____ everyone can use.

4 · Pronunciation: Keep defining clauses connected

Do not make a large separating pause before **who**, **which** or **that** in a short defining clause. The clause tells the listener exactly which person or thing you mean: the person who **HELPS** us. In a long sentence, natural small pauses are possible; aim for clear meaning, not a pause after each word.

Models: a person who helps us • a map that tells stories • a bakery which sells bread • a neighbour who repairs bikes

Choose the word that links the description.

1. a person who helps us (person / who)
2. a map that tells stories (map / that)
3. a bakery which sells bread (which / bread)
4. a neighbour who repairs bikes (who / bikes)

5 · Speaking — Ask a partner. Your own answers are not scored.

1. Describe someone who has helped you learn something important.
2. What is a place in your town that visitors should see, and why?
3. What is an object that you use every day and could not easily replace?

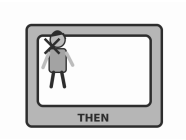
Test 3: Lessons 5–6

Name: _____ Date: _____ Score: ____ / 15

A · Look and write.



1. _____



2. _____



3. _____



4. _____

B · Complete the sentence.

1. I _____ (live; used to) near this bakery.

2. Did you _____ to visit it? (use / used)

3. A baker is someone _____ makes bread.

4. This is a tool _____ repairs shoes.

C · Read and choose true or false.

Tessa used to live above a small bakery that sold warm bread every morning. Her neighbour was a mechanic who repaired bicycles in the yard. Tessa did not use to cycle, but she enjoyed watching him work. Now she lives near a workshop that offers evening classes. She has joined a course because she wants to repair her own bicycle instead of replacing it.

1. Tessa used to live above a bakery. T / F

2. Her old neighbour repaired cars in the yard. T / F

3. Tessa used to cycle regularly. T / F

4. She wants to learn to repair her bicycle. T / F

D · Choose the feature.

1. Usual consonant before /t/ in used to (/s/ / /z/)

2. a person WHO repairs bikes: linking word (who / bikes)

3. Unstressed to often has (/ə/ / /aɪ/)

Lesson 7: It Might Happen

Vocabulary, reading and speaking · Name: _____ Date: _____

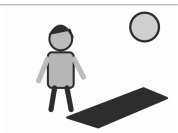
1 · Vocabulary



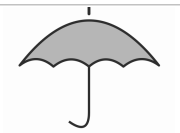
clue
a piece of information that helps solve a question



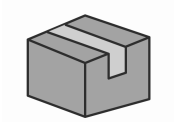
footprint
a mark left by a foot



shadow
a dark shape made when something blocks light



umbrella
something you hold over yourself to keep dry



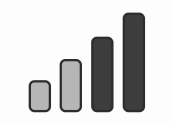
parcel
a wrapped object that is sent or delivered



receipt
a paper or message showing you paid



battery
an object that stores electrical energy

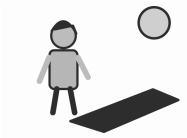


signal
a sign or message sent to communicate

Look at the pictures. Write the vocabulary word or phrase.



1. _____



2. _____



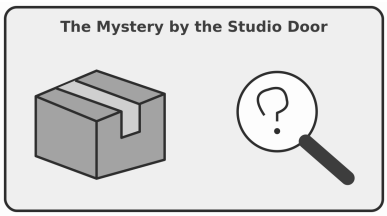
3. _____



4. _____

2 · Reading

The Mystery by the Studio Door



When Nico arrives at the studio, he notices a parcel beside the door. There is no name on the front, but a small receipt is caught under the string. 'It might be our new microphone,' he says. Leila is less certain. The parcel looks too flat, and the shop on the receipt sells art materials. Sora studies the wet footprints nearby. The shoes that made them must be wet, but that does not tell them much. They agree not to open anything until they know who owns it. Instead, Leila sends a message to the building manager. He replies that a local artist may collect the parcel later. Ten minutes afterwards, a woman arrives carrying an umbrella and a drawing board. She thanks them for keeping her materials safe. Nico laughs at his first guess. A clue can support an idea, he says, but it does not always prove it.

1. The friends open the parcel immediately. T / F

2. The receipt is from an art shop. T / F

3. Who does Leila contact?

4. What does the woman carry?

Read aloud: listen in the interactive book, then record your reading.

Lesson 7: It Might Happen

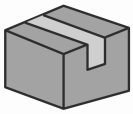
Grammar, pronunciation and speaking

3 · Grammar: Might, may and must: possibility and deduction

Use **might / may + base verb** for a possibility: It might be a microphone. The artist may arrive later. Neither means certain. Use **must + base verb** for a strong conclusion based on evidence: The lights are on and I can hear voices; someone must be inside. This must is not an obligation. Negative possibility: It might not fit. **Can't** can express a strong negative conclusion: It can't be empty; it is too heavy.



This clue might help us.



The parcel may belong to an artist.

A · Read the evidence and choose.

1. I am not sure. It _____ be a microphone. (might / must)
2. The label says ART PAPER. It _____ contain paper. (might not / must)
3. It is only a possibility: she _____ come later. (may / must)
4. The box is too small for a full-sized bicycle. It _____ be one. (must / can't)

B · Complete with the base verb.

1. The artist might _____ (arrive) soon.
2. This receipt may _____ (belong) to her.
3. He must _____ (be) nearby; I can hear him.
4. The battery might not _____ (work).

4 · Pronunciation: Modal stress and certainty

Stress can highlight your level of certainty: It **MIGHT** be hers. It **MUST** be hers. In might /maɪt/, keep the diphthong /aɪ/; may /meɪ/ has /eɪ/. Must /mʌst/ has a different vowel. Listen and repeat, giving a reason for each guess. Stress changes emphasis, not the basic meaning of the modal.

Models: It might be hers. • It may arrive later. • It must be nearby. • It might not work.

Choose the modal with the stated meaning or vowel.

1. A strong conclusion (might / must)
2. Vowel /aɪ/ (may / might)
3. Vowel /eɪ/ (may / must)
4. A possibility, not a certainty (may / must)

5 · Speaking — Ask a partner. Your own answers are not scored.

1. What might you do if you have some free time tomorrow?
2. Describe a clue that helps you guess what the weather will do.
3. What can you guess about a person from their belongings, and what can you not know?

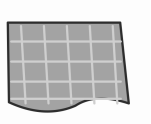
Lesson 8: It Was Made Here

Vocabulary, reading and speaking · Name: _____ Date: _____

1 · Vocabulary



cotton
soft material from a plant, used to make cloth



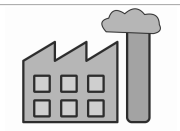
fabric
material used for making clothes and other things



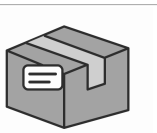
clay
soft earth that becomes hard when heated



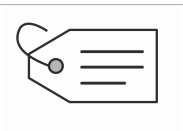
pottery
objects made from clay and heated



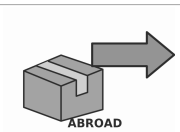
factory
a building where goods are made



package
a box or covering used to protect goods

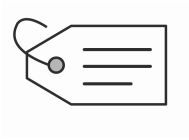


label
a small piece of material with information on it



export
send goods to another country for sale

Look at the pictures. Write the vocabulary word or phrase.



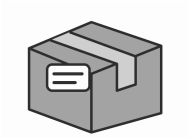
1. _____



2. _____



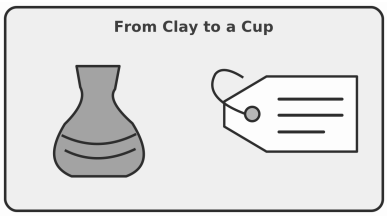
3. _____



4. _____

2 · Reading

From Clay to a Cup



Sora and Leila visit a pottery workshop beside the river. The owner, Tessa's aunt Rina, shows them how local cups are made. First, the clay is mixed with water. Then each cup is shaped by hand and left to dry. After that, it is heated in a special oven. Rina explains that the workshop was started by her parents thirty years ago. At first, the cups were sold only at a nearby market. Today, some are exported to shops in other countries. However, Rina does not want to turn the workshop into a large factory. She believes customers value objects that are made carefully by people they can learn about. Leila photographs a label which gives the maker's name and the date. Sora buys a cup with a slightly uneven handle. It is not a mistake, she says. It is a reminder that a real person made it.

1. The cups are shaped by hand. T / F

2. The workshop began three years ago. T / F

3. Where were the cups first sold?

4. What information is on the label?

Read aloud: listen in the interactive book, then record your reading.

Lesson 8: It Was Made Here

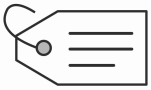
Grammar, pronunciation and speaking

3 · Grammar: Present and Past Passive

Use the passive when the action or result is more important than the doer. **Present: am / is / are + past participle**: Cups are made here. **Past: was / were + past participle**: The workshop was started in 1996. Use **by** to name the doer when useful: The cups were made by Rina. Negatives: isn't made / wasn't sold. Questions: Where are they made? Keep the participle, not the Past Simple: was written, not was wrote.



The pottery is made by hand.



Each cup is sold with a label.

A · Complete the Present Passive.

1. Clay _____ (mix) with water.
2. The cups _____ (shape) by hand.
3. Each package _____ (check) carefully.
4. These goods _____ (export) every month.

B · Complete the Past Passive.

1. The workshop _____ (start) thirty years ago.
2. The cups _____ (sell) at a market.
3. This label _____ (write) by Rina.
4. The boxes _____ (not damage) yesterday.

4 · Pronunciation: -ed endings in passive verbs

The sound before **-ed** controls its pronunciation. After a voiceless sound other than /t/, use **/t/**: packed. After a voiced sound other than /d/, use **/d/**: labelled. After /t/ or /d/, use **/ɪd/**: printed. Only /ɪd/ adds a syllable. Irregular participles such as made do not follow this rule.

Models: The cups are packed. • The bags are labelled. • The date is printed. • The order was completed.

Choose the -ed ending.

1. packed (/t/ / /d/ / /ɪd/)
2. labelled (/t/ / /d/ / /ɪd/)
3. printed (/t/ / /d/ / /ɪd/)
4. completed (/t/ / /d/ / /ɪd/)

5 · Speaking — Ask a partner. Your own answers are not scored.

1. What products are made in your town or country?
2. Describe how a familiar object is made or prepared.
3. Would you prefer a handmade object or a factory-made one, and why?

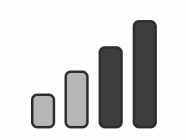
Test 4: Lessons 7–8

Name: _____ Date: _____ Score: ____ / 15

A · Look and write.



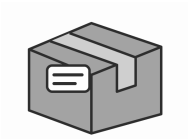
1. _____



2. _____



3. _____



4. _____

B · Complete the sentence.

1. It might _____ (belong) to Rina.

2. I am not certain. It _____ be cotton. (may / must)

3. The bags _____ (make; present passive) here.

4. The label _____ (write; past passive) yesterday.

C · Read and choose true or false.

An unsigned package was delivered to the hall yesterday. It was wrapped in brown paper and labelled by hand. Rina thinks it might contain fabric, but she is not sure. The sender may collect it tomorrow. The volunteers will keep it in a locked cupboard until they know who owns it. The cupboard must be secure: only Rina has a key, and its lock is new.

1. The package arrived yesterday. T / F

2. The label was printed by a machine. T / F

3. Rina is certain the package contains fabric. T / F

4. Only Rina has a key to the cupboard. T / F

D · Choose the sound or meaning.

1. packed: -ed sound (/t/ / /d/ / /ɪd/)

2. printed: -ed sound (/t/ / /d/ / /ɪd/)

3. A strong conclusion is expressed by (may / must)

Lesson 9: If I Had More Time

Vocabulary, reading and speaking · Name: _____ Date: _____

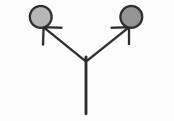
1 · Vocabulary



opportunity
a chance to do something useful or interesting



budget
a plan for how much money you can spend



choice
an act of selecting between possibilities



confidence
the feeling that you can do something well



balance
a fair or healthy amount of different things



leisure
time when you are not working or studying



scholarship
money given to help someone study

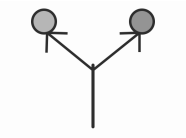


priority
something that is more important than other things

Look at the pictures. Write the vocabulary word or phrase.



1. _____



2. _____



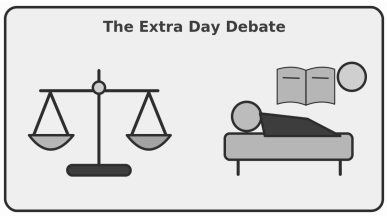
3. _____



4. _____

2 · Reading

The Extra Day Debate



At the studio, the friends are discussing an unusual question: what would they do if every week had an extra free day? Nico says he would travel to a new place and record its sounds. Leila disagrees. If she had more time, she would stay close to home and learn to draw properly. Sora would offer more repair sessions, but only if she could keep enough time for rest. Idris is not sure. He used to fill every empty afternoon with another activity, and he often felt exhausted. Now he thinks balance is more important than a busy schedule. If he were responsible for the extra day, he would make it a day without deadlines. The friends realise that their answers reveal their priorities. They cannot add a day to the week, but they can change one small habit. Before leaving, each person chooses something to do less often next month.

1. Sora wants to keep time for rest. T / F

2. Idris wants the extra day to have more deadlines. T / F

3. What would Leila learn if she had more time?

4. What does each friend choose before leaving?

Read aloud: listen in the interactive book, then record your reading.

Lesson 9: If I Had More Time

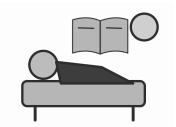
Grammar, pronunciation and speaking

3 · Grammar: Second conditional

For an imagined or unlikely present or future situation, use **if + Past Simple, would + base verb**: If I had more time, I would draw. The past form here does not refer to past time. In careful English, use **If I were**: If I were you, I'd rest. Was is also heard with I / he / she in informal speech. Compare a real possibility: If I have time tomorrow, I'll help. Do not normally put would in the if-clause.



If we had a larger budget, we would buy tools.



If I had more leisure time, I would draw.

A · Complete the imagined situation.

1. If I _____ (have) more time, I would travel.
2. If she _____ (live) nearer, we would meet often.
3. If I _____ (be; careful English) you, I would rest.
4. If they _____ (not work) late, they would feel better.

B · Complete the result with would.

1. If I had a free day, I _____ (draw).
2. If Sora had tools, she _____ (repair) it.
3. If we had a choice, we _____ (not rush).
4. What _____ you _____ (do) if you won? Write both missing words.

4 · Pronunciation: I'd and would

I'd /aɪd/ means I would before a base verb: I'd travel. Keep the final /d/ without adding a syllable. **Would** /wʊd/ has a silent l. Its negative **wouldn't** /ˈwʊdnt/ keeps the negative meaning; do not drop it when giving advice. Listen and practise the contrast.

Models: I'd travel more. • I would rest. • I wouldn't rush. • If I were you, I'd ask.

Choose the correct meaning or sound.

1. I'd travel (I would travel / I had travelled)
2. The l in would is (silent / pronounced /l/)
3. Final consonant in I'd (/d/ / /t/)
4. Negative form of would (wouldn't / won't)

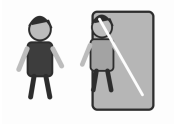
5 · Speaking — Ask a partner. Your own answers are not scored.

1. If you had more free time, how would you use it and why?
2. If you could change one thing about your town, what would you change?
3. What advice would you give a friend who was always too busy?

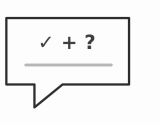
Lesson 10: Review and Reflect

Vocabulary, reading and speaking · Name: _____ Date: _____

1 · Vocabulary



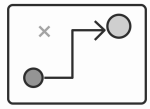
reflection
careful thought about an experience



feedback
comments that help someone improve



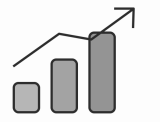
challenge
something difficult that tests your ability



strategy
a plan for reaching a goal



evidence
facts or examples that support an idea



improvement
a change that makes something better



milestone
an important stage in progress



ambition
something you strongly want to achieve

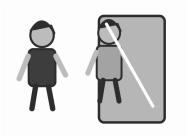
Look at the pictures. Write the vocabulary word or phrase.



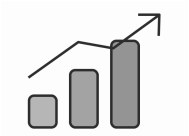
1. _____



2. _____



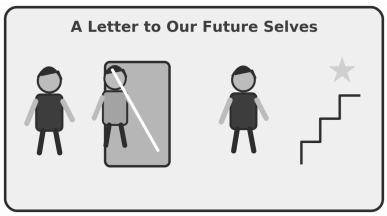
3. _____



4. _____

2 · Reading

A Letter to Our Future Selves



The friends have decided to write letters to their future selves. They are not making a list of perfect results. Instead, they are collecting evidence of how they have changed. Leila remembers the night when she was editing a video and the power failed. She says that unexpected problems have taught her to stay calm. Nico used to avoid interviews, but now he enjoys asking people about their lives. Sora's first repair was a chair; since then, she has learnt several new skills. Idris writes that he would choose a calmer schedule if he felt stressed again. Next month, the letters will be placed in a sealed box at the studio. If the group meets there next year, they will open it together. Nobody knows exactly what will happen before then. However, they agree that useful goals need both ambition and kindness, especially when progress takes longer than expected.

1. Nico used to avoid interviews. T / F

2. The friends will open the letters next month. T / F

3. Where will the letters be kept?

4. What do useful goals need, according to the friends?

Read aloud: listen in the interactive book, then record your reading.

Richard Sim ©

Lesson 10: Review and Reflect

Grammar, pronunciation and speaking

3 · Grammar: Mixed review: time, meaning and choice

Use **Past Continuous** for past background and **Past Simple** for a finished event. **Present Perfect** connects past and now: I have learnt a skill. Future arrangements use **Present Continuous**; plans often use **going to**. **First conditional** describes a real possibility; **Second conditional** imagines a situation. **Passive** focuses on an action or result: Letters will be placed in a box. Choose forms to express your meaning, not just because of one time word.



Her reflection shows what she has learnt.



If we reach a milestone, we'll celebrate.

A · Choose the best form.

1. I was working when the phone _____. (rang / was ringing)
2. She has helped here _____ June. (since / for)
3. If we meet next year, we _____ the box. (will open / would open)
4. If I had more time, I _____ another skill. (will learn / would learn)

B · Write about you. Personal answers are not scored.

Your own answers — not scored.

1. Describe a challenge you have overcome.

2. Explain one habit you used to have.

3. Describe an arrangement and a plan for your future.

4. Imagine one change you would make if you could.

4 · Pronunciation: Clear meaning in longer speech

Divide your message into short meaning groups. Pause briefly between ideas and stress important words: Since **JUNE**, / I've learnt a new **SKILL**. Your voice can show which information matters. Listen and repeat, then record your own reflection. There is more than one natural way to say a sentence.

Models: Since June, I've learnt a new skill. • If we meet next year, we'll open the box. • I used to avoid interviews. • I would choose a calmer schedule.

Write and say two connected ideas. Personal answers are not scored.

1. Explain a change and give a reason. _____

2. Describe a future goal and a possible difficulty. _____

5 · Speaking — Ask a partner. Your own answers are not scored.

1. How has your English changed, and what evidence can you give?
2. Which learning strategy has helped you most, and why?
3. What will you do next, and what would you try if you had more time?

Test 5: Lessons 9–10

Name: _____ Date: _____ Score: ____ / 15

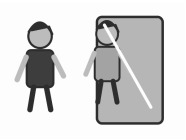
A · Look and write.



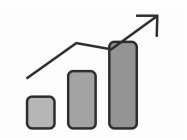
1. _____



2. _____



3. _____



4. _____

B · Complete the sentence.

1. If I _____ (have) more confidence, I would speak more.

2. If I were you, I _____ (ask; would) for feedback.

3. If we practise tomorrow, we _____ (improve; will).

4. I _____ (finish) my project last week.

C · Read and choose true or false.

Tessa has written a reflection about her first evening class. She was feeling nervous when the lesson began, but the teacher gave clear feedback. If she had more leisure time, she would attend twice a week. For now, she is going to practise at home. If she completes her next project, she will share it with her neighbours. She knows improvement takes time.

1. Tessa felt confident at the beginning. T / F

2. The teacher gave clear feedback. T / F

3. Tessa already attends twice a week. T / F

4. She plans to practise at home. T / F

D · Choose the correct meaning.

1. I’d ask (I would ask / I had asked)

2. The l in would is (silent / pronounced /l/)

3. We’ll share it: we’ll means (we will / we would)

Answer Key

Model answers. Other natural wording can also be correct for reading questions.

Lesson 1: Yesterday's Story
Vocabulary: 1) rescue; 2) puddle; 3) storm; 4) power cut
Reading: 1) T; 2) F; 3) under a bus shelter; 4) to dry the kitten
Grammar A: 1) was editing; 2) were talking; 3) was not sleeping; 4) Was cycling
Grammar B: 1) were working; 2) saw; 3) came; 4) were waiting
Pronunciation: 1) working; 2) talking; 3) was; 4) were
Speaking: Personal answers; not scored.

Lesson 2: Life So Far
Vocabulary: 1) portfolio; 2) volunteer; 3) achievement; 4) deadline
Reading: 1) T; 2) F; 3) last Saturday; 4) patience and teamwork
Grammar A: 1) since; 2) for; 3) yet; 4) already
Grammar B: 1) joined; 2) has just added; 3) visited; 4) have not received
Pronunciation: 1) been; 2) gone; 3) /b/; 4) /g/
Speaking: Personal answers; not scored.

Lesson 3: Looking Ahead
Vocabulary: 1) luggage; 2) forecast; 3) appointment; 4) destination
Reading: 1) T; 2) F; 3) to practise interviewing people; 4) his spare battery
Grammar A: 1) will; 2) are meeting; 3) is going to; 4) will
Grammar B: 1) will help; 2) is going to visit; 3) are meeting; 4) will not stay
Pronunciation: 1) I will; 2) you will; 3) we will; 4) they will
Speaking: Personal answers; not scored.

Lesson 4: If It Happens…
Vocabulary: 1) backup; 2) donation; 3) recycle; 4) permission
Reading: 1) T; 2) F; 3) a small discount on a drink; 4) comfortable seats and shelves
Grammar A: 1) rains; 2) bring; 3) does not finish; 4) are
Grammar B: 1) will buy; 2) will not need; 3) will help; 4) will not enter
Pronunciation: 1) inside; 2) help; 3) outside; 4) start
Speaking: Personal answers; not scored.

Lesson 5: When I Was Younger
Vocabulary: 1) habit; 2) comic; 3) playground; 4) collection
Reading: 1) T; 2) F; 3) in the countryside; 4) It reminds him of his friendship and imagination.
Grammar A: 1) used to play; 2) used to live; 3) used to invent; 4) used to be
Grammar B: 1) use to; 2) use to; 3) found; 4) lives
Pronunciation: 1) /s/; 2) /ə/; 3) play; 4) live
Speaking: Personal answers; not scored.

Lesson 6: People and Places
Vocabulary: 1) neighbour; 2) mechanic; 3) architect; 4) landmark
Reading: 1) T; 2) F; 3) for forty years; 4) short recordings
Grammar A: 1) who; 2) which; 3) who; 4) that
Grammar B: 1) who; 2) which; 3) who; 4) which
Pronunciation: 1) who; 2) that; 3) which; 4) who
Speaking: Personal answers; not scored.

Lesson 7: It Might Happen
Vocabulary: 1) battery; 2) shadow; 3) clue; 4) receipt
Reading: 1) F; 2) T; 3) the building manager; 4) an umbrella and a drawing board
Grammar A: 1) might; 2) must; 3) may; 4) can't
Grammar B: 1) arrive; 2) belong; 3) be; 4) work
Pronunciation: 1) must; 2) might; 3) may; 4) may
Speaking: Personal answers; not scored.

Lesson 8: It Was Made Here
Vocabulary: 1) label; 2) clay; 3) cotton; 4) package
Reading: 1) T; 2) F; 3) at a nearby market; 4) the maker's name and the date
Grammar A: 1) is mixed; 2) are shaped; 3) is checked; 4) are exported
Grammar B: 1) was started; 2) were sold; 3) was written; 4) were not damaged
Pronunciation: 1) /t/; 2) /d/; 3) /ɪd/; 4) /ɪd/
Speaking: Personal answers; not scored.

Answer Key

Model answers. Other natural wording can also be correct for reading questions.

Lesson 9: If I Had More Time
Vocabulary: 1) scholarship; 2) choice; 3) opportunity; 4) leisure
Reading: 1) T; 2) F; 3) to draw properly; 4) something to do less often next month
Grammar A: 1) had; 2) lived; 3) were; 4) did not work
Grammar B: 1) would draw; 2) would repair; 3) would not rush; 4) would do
Pronunciation: 1) I would travel; 2) silent; 3) /d/; 4) wouldn't
Speaking: Personal answers; not scored.

Lesson 10: Review and Reflect
Vocabulary: 1) milestone; 2) challenge; 3) reflection; 4) improvement
Reading: 1) T; 2) F; 3) in a sealed box at the studio; 4) ambition and kindness
Grammar A: 1) rang; 2) since; 3) will open; 4) would learn
Grammar B: Own answers; not scored.
Pronunciation: Own answers; not scored.
Speaking: Personal answers; not scored.

Test 1: Lessons 1–2
A: 1) shelter; 2) witness; 3) achievement; 4) deadline
B: 1) were waiting; 2) called; 3) since; 4) yet
C: 1) T; 2) F; 3) T; 4) F
D: 1) been; 2) gone; 3) waiting

Test 2: Lessons 3–4
A: 1) reservation; 2) platform; 3) recycle; 4) permission
B: 1) arrives; 2) will help; 3) are meeting; 4) will
C: 1) T; 2) F; 3) F; 4) T
D: 1) we will; 2) I will; 3) inside

Test 3: Lessons 5–6
A: 1) skateboard; 2) memory; 3) architect; 4) landmark
B: 1) used to live; 2) use; 3) who; 4) which
C: 1) T; 2) F; 3) F; 4) T
D: 1) /s/; 2) who; 3) /ə/

Test 4: Lessons 7–8
A: 1) footprint; 2) signal; 3) cotton; 4) package
B: 1) belong; 2) may; 3) are made; 4) was written
C: 1) T; 2) F; 3) F; 4) T
D: 1) /t/; 2) /ɪd/; 3) must

Test 5: Lessons 9–10
A: 1) budget; 2) priority; 3) reflection; 4) improvement
B: 1) had; 2) would ask; 3) will improve; 4) finished
C: 1) F; 2) T; 3) F; 4) T
D: 1) I would ask; 2) silent; 3) we will