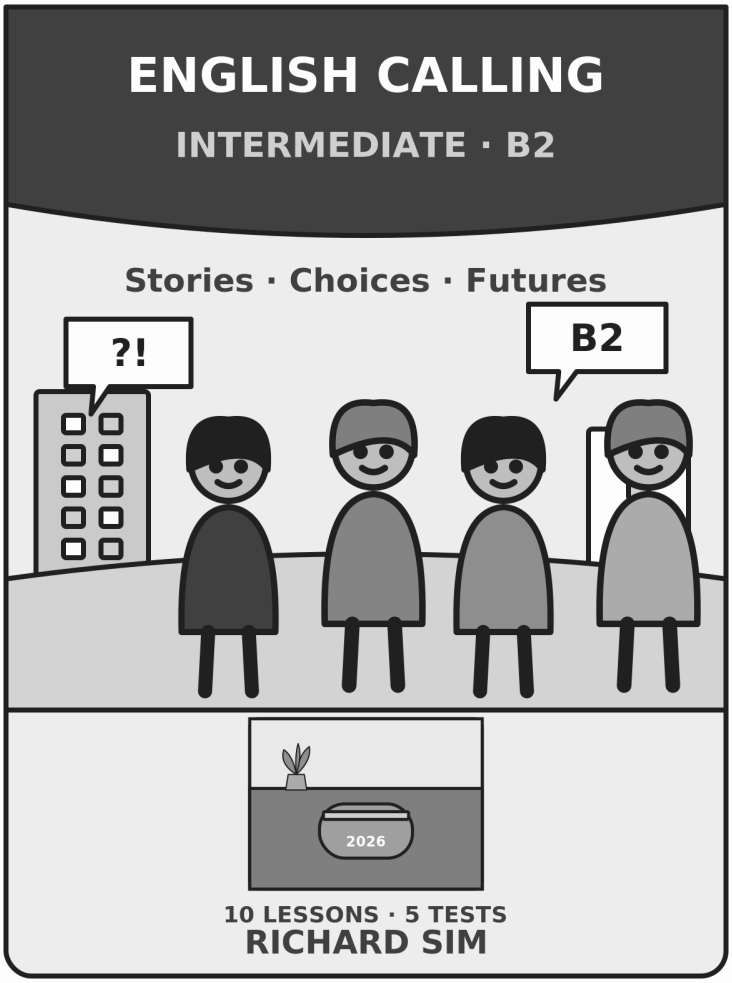
English Calling

Intermediate - Level B2

An original English course by Richard Sim



10 lessons · 5 tests · CEFR B2

Vocabulary • Reading • Grammar • Pronunciation • Speaking

Name: _____ Class: _____

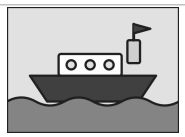
Use with the interactive book for listening and recording. Print A4 at actual size. Model answers are on pages 27–28. Personal writing and speaking are not scored.

Independent original practice material · © 2026 Richard Sim

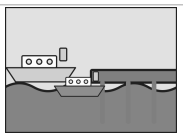
Lesson 1: Looking Back

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

1 · Vocabulary



ferry
a boat that carries people and vehicles across water



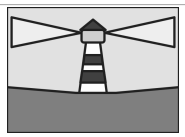
harbour
a sheltered area of water where boats stay



timetable
a list showing when transport leaves and arrives



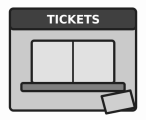
souvenir
an object you keep to remember a place



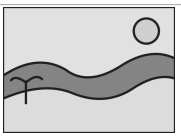
lighthouse
a tower with a strong light that guides ships



stranger
a person you do not know



ticket office
the place where you buy tickets for a journey

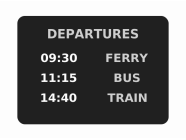


coastline
the land along the edge of the sea

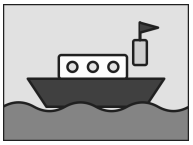
Look at the pictures. Write the vocabulary word or phrase.



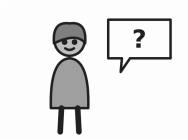
1. _____



2. _____



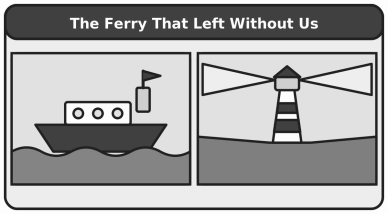
3. _____



4. _____

2 · Reading

The Ferry That Left Without Us



Last summer, Ploy and her cousin Marcus travelled to a small island in the south of Thailand. They had planned the trip for months, and Marcus had saved money from his weekend job to pay for it. On the last morning, they arrived at the harbour at ten o'clock, feeling relaxed. Unfortunately, the ferry had left twenty minutes earlier. Marcus had checked an old timetable online, and nobody had noticed that the times had changed. For a moment, they did not know what to do. Then a stranger at the ticket office explained that a fishing boat sometimes carried passengers in the afternoon. While they were waiting, the cousins walked along the coastline to an old lighthouse. A woman who had lived on the island all her life told them about storms she had seen as a child. By the time the boat appeared, they had almost forgotten their problem. Marcus bought a wooden souvenir before they left. He says it reminds him that the best part of a journey is sometimes the part you had not planned.

1. The cousins had planned the trip for months. T / F

2. The ferry left after they arrived at the harbour. T / F

3. Why did the cousins get the wrong time?

4. Where did the cousins walk while they were waiting?

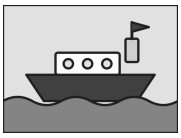
Read aloud: listen in the interactive book, then record your reading.

Lesson 1: Looking Back

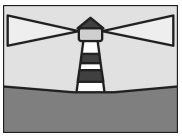
Grammar, pronunciation and speaking

3 · Grammar: Past Perfect and Past Simple

Use **had + past participle** for an action that happened **before** another past action or time: When they arrived, the ferry **had left**. (First the ferry left; then they arrived.) Use the **Past Simple** for the main events of a story in order: They arrived, waited and walked to the lighthouse. Compare: When we arrived, the film **started** (we arrived, then it started) and When we arrived, the film **had started** (it started before we arrived). Useful words: **by the time, before, after, already, just, never … before**. Negative: **hadn't** + participle. Question: **Had** you ever …?



By the time we got there, the ferry had left.



They had never seen such a tall lighthouse before.

A · Complete with the Past Perfect.

1. When we arrived, the ferry _____ (leave).
2. Marcus _____ (check) an old timetable.
3. I _____ (never visit) an island before that trip.
4. They _____ (not eat) breakfast, so they were hungry.

B · Choose the form that shows the order of events.

1. When I got to the cinema, the film _____. I missed the beginning. (started / had started)
2. First she bought a ticket, and then she _____ the ferry. (caught / had caught)
3. By the time the boat came, we _____ for three hours. (waited / had waited)
4. I didn't recognise the town at first because it _____ so much. (changed / had changed)

4 · Pronunciation: Hearing had and 'd

In fast speech, **had** is often weak, /həd/ or /əd/, and after a pronoun it becomes **'d**: We'd left /wiːd left/. Listen carefully: **'d** means **had** before a past participle (She'd finished) but **would** before a base verb (She'd go). The negative **hadn't** /ˈhædnt/ is normally stressed. In short answers, use the strong form: Yes, we **HAD** /hæd/.

Models: The ferry had left. • We'd already eaten. • They hadn't checked the time. • Yes, we had.

Choose the full form of 'd.

1. We'd already eaten. (we had / we would)
2. I'd love to go back. (I had / I would)
3. She'd never seen the sea. (she had / she would)
4. They'd help if they could. (they had / they would)
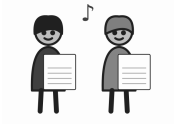
5 · Speaking — Ask a partner. Your own answers are not scored.

1. Tell a story about a time you arrived somewhere too late. What had happened?
2. What had you already learnt about English before you started this course?
3. Describe a place you visited for the first time. What had you expected, and what was it really like?

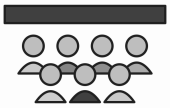
Lesson 2: How Long Have You Been…?

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

1 · Vocabulary



rehearsal
a practice before a performance



audience
the people who watch or listen to a performance



costume
clothes worn to look like a character



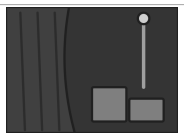
microphone
a device that makes your voice louder



lyrics
the words of a song



spotlight
a strong light that shines on one performer

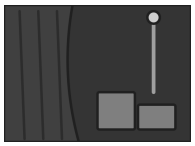


backstage
the area behind a stage that the audience cannot see



applause
the sound of people clapping to show they enjoyed something

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



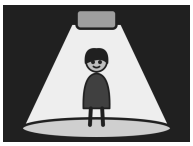
1. _____



2. _____



3. _____



4. _____

2 · Reading

Two Weeks to Opening Night



Hana has been rehearsing for the youth theatre's musical since the beginning of September, and she is starting to feel the pressure. The show opens in two weeks, and the tickets have already sold out. So far, she has learnt all her lyrics, but she has been struggling with one difficult dance. Her friend Felix, who designs the lighting, has been working backstage every evening. He has tested the spotlight three times this week, and he has finally fixed a problem with the wiring. Tonight, Hana arrives late. Her eyes are red, and her costume is covered in paint. 'Have you been crying?' Felix asks. Hana laughs and shakes her head. She has been painting scenery with the younger actors, and she has rubbed her eyes with her dusty hands. Then the director calls everyone together. She says the cast have been working extremely hard and have made enormous progress. Hana knows the audience will never see the long rehearsals. However, she hopes they will hear all that hard work in the applause.

1. Hana has learnt all her lyrics. T / F

2. Felix has been working in front of the audience. T / F

3. Why is Hana’s costume covered in paint?

4. How many times has Felix tested the spotlight this week?
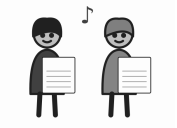
Read aloud: listen in the interactive book, then record your reading.

Lesson 2: How Long Have You Been…?
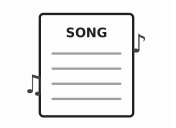
Grammar, pronunciation and speaking

3 · Grammar: Present Perfect Continuous and Present Perfect Simple

Use **have / has been + -ing** for an activity that started in the past and is still continuing, or has just stopped and left a visible result: She **has been rehearsing** since September. Your eyes are red – **have you been crying**? It focuses on the activity and its duration (**how long**). Use **have / has + past participle** for completed results and quantities (**how much / how many**): She **has learnt** all her lyrics. He **has tested** the light three times. State verbs such as **know, believe, own** and **belong** normally stay simple: I **have known** her for years, NOT I have been knowing her.



They have been rehearsing all afternoon.



She has learnt all the lyrics.

A · Complete with the Present Perfect Continuous.

1. Hana _____ (rehearse) since September.
2. We _____ (wait) for the director for an hour.
3. How long _____ you _____ (learn) English? Write all the missing words in order.
4. Felix _____ (not sleep) well recently.

B · Choose the better form.

1. I _____ three chapters of the script today. (have read / have been reading)
2. You look tired. _____ all night? (Have you studied / Have you been studying)
3. I _____ Felix since primary school. (have known / have been knowing)
4. They _____ the stage all morning, and it still isn't finished. (have built / have been building)

4 · Pronunciation: Weak forms in have been

In natural British speech, **have** and **has** are usually contracted: I've been /aɪv bɪn/, she's been /ʃiːz bɪn/. **Been** is often weak /bɪn/, not /biːn/. The main stress falls on the -ing verb or the time phrase: I've been **WAITING** for **AGES**. In questions, stress **how long**: **HOW LONG** have you been learning? Do not give every word equal stress.

Models: I've been waiting for ages. • She's been rehearsing all week. • How long have you been learning? • We've been working really hard.

Choose the correct answer.

1. I've been WAITING for ages. Stressed word: (been / waiting)
2. She's been working all week. Which word is weak? (been / week)
3. Usual weak vowel in been (/ɪ/ / /aɪ/)
4. She's been means (she has been / she is been)

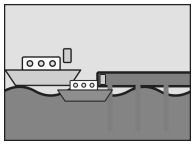
5 · Speaking — Ask a partner. Your own answers are not scored.

1. What have you been doing recently in your free time?
2. How long have you been learning English, and what has helped you most?
3. Describe something you have been working on that is not finished yet.

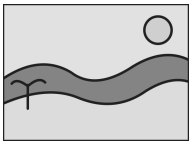
Test 1: Lessons 1–2

Name: _____ Date: _____ Score: ____ / 15
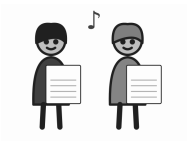
A · Look and write.



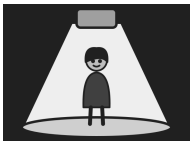
1. _____



2. _____



3. _____



4. _____

B · Complete the sentence.

1. When I arrived, the film _____ (start).

2. She _____ (wait) for an hour, and she is still waiting.

3. I _____ (never see) the sea before that trip.

4. He _____ (write) three songs this year.

C · Read and choose true or false.

Dao has been teaching art at the youth centre since 2019. Before she started there, she had worked as a designer for ten years. Last year, she organised her first student exhibition. By the time it opened, the students had painted twenty pictures. This month, she has been preparing a new show, and she has already chosen the theme.

1. Dao started teaching at the centre in 2019. T / F

2. She worked as a designer after she started teaching. T / F

3. The students had finished twenty pictures before the exhibition opened. T / F

4. Dao has not chosen a theme yet. T / F

D · Choose the correct answer.

1. We’d already eaten. We’d = (we had / we would)

2. Usual weak vowel in been (/ɪ/ / /aɪ/)

3. I’ve been WAITING. Stressed word: (been / waiting)

Lesson 3: What They Said

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

1 · Vocabulary



headline
the title of a news story, printed in large letters



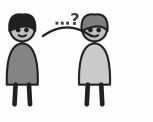
reporter
a person who collects and reports news



editor
a person who checks and improves texts before they are published



quotation
words that someone said, repeated exactly



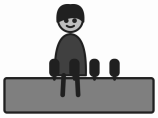
rumour
a story that may not be true, passed from person to person



announcement
an official public statement



podcast
a recorded audio programme you can listen to online



press conference
a meeting where someone answers journalists' questions

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



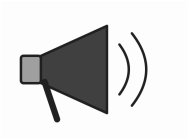
1. _____



2. _____



3. _____



4. _____

2 · Reading

The Rumour about the River Park



Ploy hosts a weekly podcast for young people in her neighbourhood. Last Monday, a rumour began spreading online: the old river park was going to close and become a car park. Several students sent messages asking whether it was true. Ploy decided to find out before reporting anything. She phoned the local council, and an officer told her that no decision had been made yet. He said the council would hold a public meeting the following week. Ploy asked him why people were so worried. He explained that a company had asked to build a car park nearby, not inside the park itself. At the meeting, the mayor announced that the park would stay open. She added that the council was planning to plant more trees there. In her next episode, Ploy reported exactly what each person had said. Her editor, Marcus, told her that it was her best episode so far. Ploy said that checking the facts had taken longer than writing the script, but that it had been worth it.

1. Ploy reported the rumour immediately. T / F

2. A company had asked to build a car park near the park. T / F

3. What did the council officer tell Ploy?

4. What did the mayor announce?

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

Lesson 3: What They Said

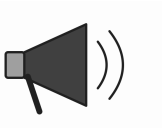
Grammar, pronunciation and speaking

3 · Grammar: Reported speech: statements and questions

When the reporting verb is past (**said, told, asked**), the tense often moves back: “I **am** busy.” → She said she **was** busy. “We **will** decide.” → He said they **would** decide. “I **have finished**.” / “I **finished**.” → She said she **had finished**. Change pronouns and time or place words when necessary: today → **that day**, tomorrow → **the next day / the following day**, here → **there**. **Say** has no person object; **tell** needs one: He told **me** that … Reported questions use statement word order and no question mark: “Where **is** it?” → She asked where it **was**. Yes/no questions use **if** or **whether**. If something is still true, the tense can stay the same.



The reporter asked if the park was closing.



The mayor said that the park would stay open.

A · Report the statements. Write the missing words.

1. “I am tired.” → Hana said she _____ tired.
2. “We will help.” → They said they _____ help.
3. “I have lost my phone.” → Felix said he _____ his phone.
4. “The meeting starts tomorrow.” → She said the meeting started _____. Write the time phrase.

B · Choose the correct reported form.

1. “Where do you live?” → He asked me where _____. (I lived / did I live)
2. “Is it true?” → She asked _____ it was true. (if / that)
3. He _____ me that the park would stay open. (said / told)
4. She _____ that she had finished the script. (said / told)

4 · Pronunciation: Falling intonation in reported questions

A direct yes/no question usually rises at the end: Is it **TRUE**? ↗ A reported question is really a statement, so the voice normally **falls**: She asked if it was **TRUE**. ↘ Wh-questions usually fall in both forms: Where do you **LIVE**? ↘ He asked where I **LIVED**. ↘ Do not use question intonation or a question mark for a reported question.

Models: Is it true? • She asked if it was true. • Where do you live? • He asked where I lived.

Choose the usual intonation at the end.

1. Is it true? (a direct yes/no question) (↗ rise / ↘ fall)
2. She asked if it was true. (↗ rise / ↘ fall)
3. He asked where I lived. (↗ rise / ↘ fall)
4. Do you agree? (a direct yes/no question) (↗ rise / ↘ fall)

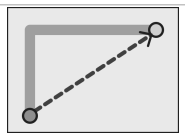
5 · Speaking — Ask a partner. Your own answers are not scored.

1. Tell a partner about something interesting that someone told you recently. What did they say?
2. How do you check whether a story you see online is true?
3. Report a question that a teacher or family member asked you this week, and say how you answered.

Lesson 4: If I Had Known…

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

1 · Vocabulary



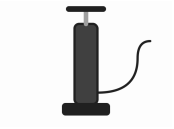
shortcut
a quicker or more direct way to get somewhere



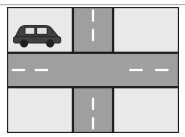
flat tyre
a tyre with no air in it



detour
a longer route you take to avoid a problem



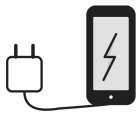
pump
a tool that pushes air into a tyre



crossroads
a place where two roads cross



first-aid kit
a box of things for treating small injuries

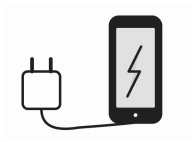


charger
a device that puts power into a battery



regret
a feeling of sadness about something you did or did not do

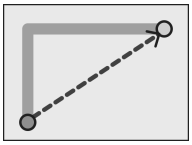
Look at the pictures. Write the vocabulary word or phrase.



1. _____



2. _____



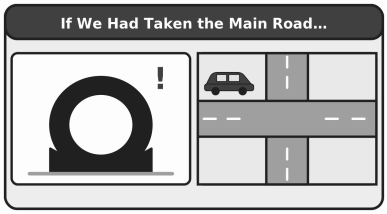
3. _____



4. _____

2 · Reading

If We Had Taken the Main Road…



Felix and his friend Arjun had planned a long bike ride to a waterfall outside Chiang Mai. They had checked the weather, packed a first-aid kit and set off early. After an hour, Arjun suggested a shortcut through some farmland. It looked quicker on the map, but the path was rough and stony. Twenty minutes later, Felix's back tyre went flat. Unfortunately, he had left his pump at home because he wanted a lighter bag. To make things worse, his phone battery was almost dead, and his charger was in Arjun's car, back in town. They pushed their bikes for nearly an hour before a farmer offered them a lift to the nearest village. Later, they joked about their bad luck. 'If we had taken the main road, we wouldn't have got lost,' Arjun said. Felix shook his head. 'If I had packed the pump, we would have reached the waterfall.' However, they both admitted that if the farmer hadn't stopped, they would never have tasted his family's amazing mango sticky rice.

1. Felix had remembered to bring his pump. T / F

2. A farmer gave them a lift to a village. T / F

3. Why had Felix left the pump at home?

4. Where was Felix's charger?

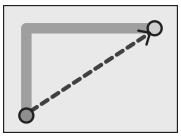
Read aloud: listen in the interactive book, then record your reading.

Lesson 4: If I Had Known…

Grammar, pronunciation and speaking

3 · Grammar: Third conditional

Use the third conditional to imagine a different past and its result. The situation is unreal, because the past cannot change. Form: **If + had + past participle, would have + past participle**: If I **had packed** the pump, we **would have reached** the waterfall. (I didn't pack it, so we didn't reach it.) Use **might have / could have** for a less certain result: If we had left earlier, we **might have seen** it. Negatives: If he **hadn't stopped**, we **wouldn't have eaten** there. Do not use would in the if-clause: NOT If I would have known.



If we hadn't taken the shortcut, we wouldn't have got lost.



If I had brought a pump, I could have fixed the tyre.

A · Complete the if-clause.

1. If I _____ (know) about the party, I would have come.
2. If they _____ (leave) earlier, they would have caught the train.
3. If she _____ (not miss) the bus, she wouldn't have been late.
4. If we _____ (take) the main road, we wouldn't have got lost.

B · Complete the result with would have.

1. If I had known, I _____ (tell) you.
2. If it hadn't rained, we _____ (go) to the beach.
3. If he had studied, he _____ (not fail).
4. If you had asked, I _____ (lend) you my charger.

4 · Pronunciation: Would have in natural speech

In the third conditional, **would have** is usually weak: /ˈwʊdəv/, sometimes written **would've** in informal texts. **Wouldn't have** becomes /ˈwʊdntəv/. **Had** in the if-clause is weak /həd/ or contracted: If I'd known. Put the main stress on the important verbs: If I'd **KNOWN**, I would've **COME**. Never write **would of**: it sounds similar, but it is not correct.

Models: If I'd known, I would've come. • We wouldn't have got lost. • She could've helped us. • If they'd asked, we'd have said yes.

Choose the correct answer.

1. /ˈwʊdəv/ in writing (would have / would of)
2. If I'd known means (If I had known / If I would known)
3. I would've COME. Stressed word: (have / come)
4. /ˈwʊdntəv/ in writing (wouldn't have / wouldn't of)

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

1. Describe a small decision that changed your day. What would have happened if you had decided differently?
2. If you had been born a hundred years ago, how would your life have been different?
3. Tell a partner about a mistake that taught you something useful.

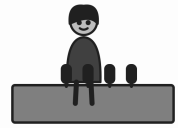
Test 2: Lessons 3–4

Name: _____ Date: _____ Score: ____ / 15

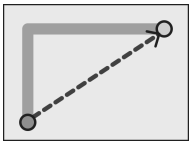
A · Look and write.



1. _____



2. _____



3. _____



4. _____

B · Complete the sentence.

1. “I am busy.” → She said she _____ busy.

2. “Do you like jazz?” → He asked _____ I liked jazz.

3. If I _____ (know), I would have helped.

4. If we had left earlier, we _____ (not miss) the train.

C · Read and choose true or false.

Felix asked the driver whether the bus stopped near the waterfall. The driver told him that it did not, but that he could walk there from the village. Felix said he would try. Later, he wrote in his journal: ‘If I had asked earlier, I would have caught the morning bus. But if I had caught it, I would not have met the friendly people in the village.’

1. Felix asked if the bus stopped near the waterfall. T / F

2. The driver said the bus stopped at the waterfall. T / F

3. Felix caught the morning bus. T / F

4. Felix met friendly people in the village. T / F

D · Choose the correct answer.

1. She asked if it was true. Usual intonation at the end: (↗ rise / ↘ fall)

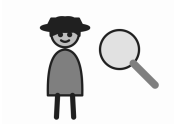
2. /ˈwʊdəv/ in writing (would have / would of)

3. If I’d known means (If I had known / If I would known)

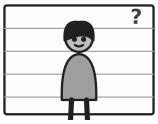
Lesson 5: It Must Have Been…

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

1 · Vocabulary



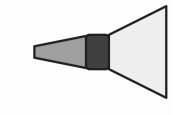
detective
a person whose job is to find out who did something



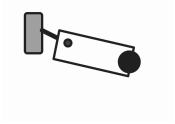
suspect
a person who may have done something wrong



fingerprint
a mark left by the end of a finger



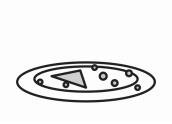
torch
a small electric light you carry in your hand



security camera
a camera that records a place to keep it safe



alibi
proof that you were somewhere else when something happened

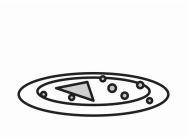


crumbs
very small pieces of bread or cake



padlock
a lock with a curved bar that you can remove

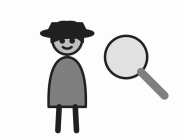
Look at the pictures. Write the vocabulary word or phrase.



1. _____



2. _____



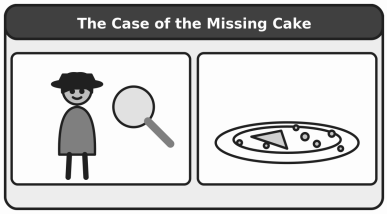
3. _____



4. _____

2 · Reading

The Case of the Missing Cake



On Saturday morning, Hana's grandmother baked a huge coconut cake for a family party and left it on the kitchen table. When she came back from the market an hour later, half of it had disappeared. Hana decided to play detective. There were crumbs all over the floor and a small fingerprint in the icing, so the thief must have been in a hurry. Her younger brother, Kai, was the obvious suspect, but he had a perfect alibi: he had been at football practice all morning, and his coach had sent a photo. 'It can't have been Kai,' Hana admitted. The back door was still locked, so nobody could have come in from the garden. Then Hana noticed a trail of crumbs leading under the sofa. Grandma's old dog, Mango, was lying there with icing on his nose. 'He might have climbed onto a chair,' Hana suggested. 'I must have left the kitchen door open,' Grandma said with a sigh. In the end, the family ate the other half, and Mango was not invited to the party.

1. Kai was at football practice all morning. T / F

2. The thief came in through the back door. T / F

3. What did Hana find in the icing?

4. Who ate the cake?

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

Lesson 5: It Must Have Been…

Grammar, pronunciation and speaking

3 · Grammar: Past modals of deduction

Use a modal + **have + past participle** to make a deduction about the past. **must have** = I am almost sure it happened: There are crumbs everywhere – someone **must have eaten** it. **might / may / could have** = it is possible: He **might have climbed** onto a chair. **can't / couldn't have** = I am almost sure it did NOT happen: It **can't have been** Kai; he was at football. Do not use **mustn't have** for a negative deduction. Always use the past participle after have: must have **gone**, NOT must have went.



Someone must have touched the icing.



The security camera might have recorded it.

A · Read the evidence and choose.

1. The door was locked. Nobody _____ come in that way. (must have / can't have)

2. Her eyes are red. She _____ been crying. (must have / can't have)

3. I'm not sure where my key is. I _____ left it at school. (might have / can't have)

4. He was in Japan on Monday. He _____ been at the party in Bangkok that day. (can't have / must have)

B · Complete with the modal and the past participle.

1. The road is wet. It _____ (must / rain).

2. She isn't answering. She _____ (might / fall) asleep.

3. He _____ (can't / see) us; it was too dark.

4. They _____ (could / take) the wrong bus.

4 · Pronunciation: Must've, might've and can't have

In past modals, **have** is weak /əv/: must have /ˈmʌstəv/, might have /ˈmaɪtəv/, could have /ˈkʊdəv/. The /t/ in **must** is often very light or disappears before have. In British English, **can't** has the long vowel /ɑː/: /kɑːnt/. Stress **can't** clearly, because it carries the negative meaning: It **CAN'T** have been Kai. In positive deductions, stress the main verb: She must have **FORGOTTEN**.

Models: She must have forgotten. • It might have been the dog. • It can't have been Kai. • They could have taken a taxi.

Choose the correct answer.

1. Vowel in British can't (/ɑː/ / /æ/)

2. Usual sound of have in must have (/əv/ / /hæv/)

3. It CAN'T have been Kai. Stressed word: (can't / been)

4. She must have FORGOTTEN. Stressed word: (have / forgotten)

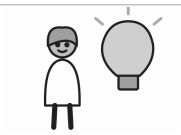
5 · Speaking — Ask a partner. Your own answers are not scored.

1. Look at a classmate's bag or desk. What must they have done today? Give reasons.
2. Describe a time something went missing. What do you think must have happened?
3. Think of a famous mystery. What might have happened, and what can't have happened?

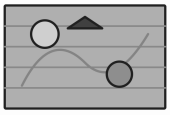
Lesson 6: People Whose Stories…

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

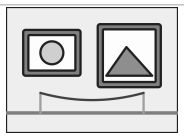
1 · Vocabulary



inventor
a person who creates something new that did not exist before



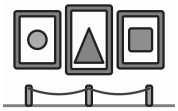
mural
a large painting on a wall



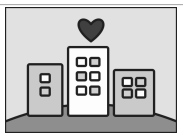
gallery
a building or room where art is shown



founder
a person who starts an organisation or business



exhibition
a public show of art or objects



hometown
the town or city where you were born or grew up



statue
a figure of a person or animal made of stone or metal

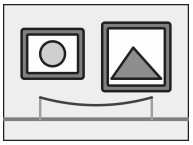


blueprint
a detailed technical drawing for building something

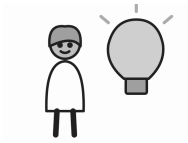
Look at the pictures. Write the vocabulary word or phrase.



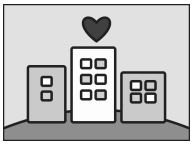
1. _____



2. _____



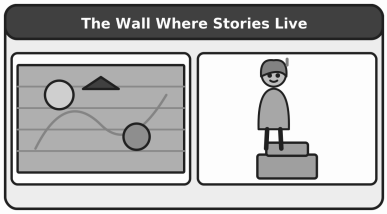
3. _____



4. _____

2 · Reading

The Wall Where Stories Live



Hana's photography club is creating an exhibition about people whose ideas changed their hometown. Her first subject is Mrs Wan, whose small repair shop became the city's first bicycle-sharing scheme. The shop, which opened in 1989, still stands on a narrow street near the river. Mrs Wan, who is now eighty-one, showed Hana the blueprint of her first bike rack, drawn by hand on the back of a calendar. Next, Hana visited a youth centre where a group of teenagers had painted a huge mural. It shows a market, a temple and a train station, all connected by a single winding river. Dao, who led the project, explained that every face in the mural belongs to a real neighbour. Finally, Hana photographed a bronze statue of a local inventor whose water filter is still used in villages across the region. At the gallery, Hana carefully wrote a short caption under each photo she had chosen. Visitors, who had walked past these places for years, said they finally understood the stories behind them.

1. Mrs Wan’s shop opened in 1989. T / F

2. The mural was painted by professional artists from abroad. T / F

3. What did Mrs Wan draw her first blueprint on?

4. Where is the inventor’s water filter still used?

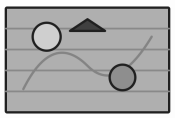
Read aloud: listen in the interactive book, then record your reading.

Lesson 6: People Whose Stories…

Grammar, pronunciation and speaking

3 · Grammar: Relative clauses: whose, where and non-defining clauses

Use **whose** for possession, with people or things: a woman **whose** shop became famous (= her shop). Use **where** for places: the centre **where** they painted the mural (= they painted it there). A **non-defining** clause adds extra information about someone or something that is already identified. Put it between **commas**, and use **who** or **which**, never **that**: Mrs Wan, **who** is eighty-one, still works. The shop, **which** opened in 1989, is near the river. Without the clause, the sentence still makes sense. Never leave out the relative pronoun in a non-defining clause.



This is the wall where the teenagers painted a mural.



The statue, which is made of bronze, stands in the square.

A · Choose the relative word.

1. She is the founder _____ company makes water filters. (who / whose)
2. This is the gallery _____ we saw the exhibition. (which / where)
3. My hometown, _____ is near the sea, is very quiet. (which / that)
4. Mrs Wan, _____ shop is famous, still works every day. (who / whose)

B · Write who, which, whose or where.

1. The statue, _____ was made in 1950, has been cleaned.
2. That’s the café _____ we first met.
3. Dao, _____ led the project, is a teacher.
4. I know a girl _____ brother is an inventor.

4 · Pronunciation: Commas you can hear

In a **non-defining** clause, the commas show short pauses, and the extra information is often said a little faster and on a lower pitch: Mrs Wan, / who is eighty-one, / still works. A **defining** clause has no pause, because it identifies the person: The artist who led the project is a teacher. A pause can change the meaning: My brother, who lives in Bangkok, is a chef (I have one brother). My brother who lives in Bangkok is a chef (I have more than one brother).

Models: Mrs Wan, who is eighty-one, still works. • The artist who led the project is a teacher. • My brother, who lives in Bangkok, is a chef. • The shop, which opened in 1989, is still open.

Pause or no pause around the clause?

1. Mrs Wan(,) who is eighty-one(,) still works. (pause / no pause)
2. The artist who led the project is a teacher. (pause / no pause)
3. The shop(,) which opened in 1989(,) is near the river. (pause / no pause)
4. People whose ideas changed the town are in the exhibition. (pause / no pause)

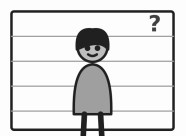
5 · Speaking — Ask a partner. Your own answers are not scored.

1. Describe a person whose work you admire. Why do you admire them?
2. Tell a partner about a place in your hometown where something important happened to you.
3. Describe an object that is special to you. Use a clause with which or whose in your answer.

Test 3: Lessons 5–6

Name: _____ Date: _____ Score: ____ / 15

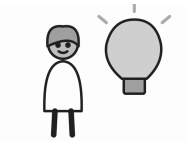
A · Look and write.



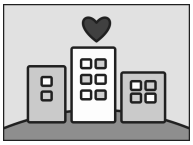
1. _____



2. _____



3. _____



4. _____

B · Complete the sentence.

1. The floor is wet. Someone _____ (must / spill) some water.

2. He _____ (can’t / be) at school; it was closed.

3. That’s the man _____ dog won the prize.

4. This is the park _____ we had our picnic.

C · Read and choose true or false.

The museum, which reopened last month, has a new room about local inventors. One of them is Mr Lek, whose rice-drying machine is still used today. Last week, a small model went missing from the room. The guards think a visitor must have moved it by accident, because it was found in the café. It can’t have been stolen at night, as the doors were locked.

1. The museum reopened last month. T / F

2. Mr Lek’s machine is no longer used. T / F

3. The model was found in the café. T / F

4. The guards think the model was stolen at night. T / F

D · Choose the correct answer.

1. Vowel in British can’t (/ɑː/ / /æ/)

2. Mrs Wan(,) who is eighty-one(,) still works. (pause / no pause)

3. Usual sound of have in might have (/əv/ / /hæv/)

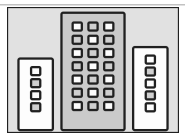
Lesson 7: I Wish…

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

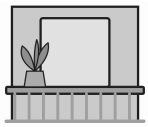
1 · Vocabulary



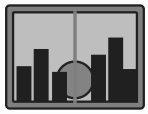
moving van
a large vehicle for carrying furniture to a new home



apartment block
a tall building with many flats



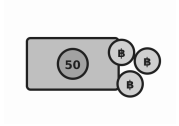
balcony
a small platform outside an upstairs window



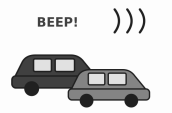
view
what you can can see from a place



homesick
sad because you are away from home



pocket money
money that parents give children to spend

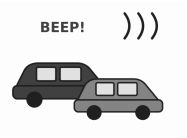


traffic noise
the sound made by cars and other vehicles

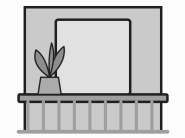


houseplant
a plant that you grow indoors

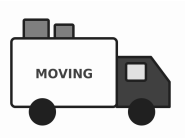
Look at the pictures. Write the vocabulary word or phrase.



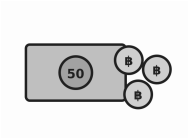
1. _____



2. _____



3. _____



4. _____

2 · Reading

A New Flat, an Old Wish



Three months ago, Arjun's family moved from a quiet town in the north to a flat on the twelfth floor of an apartment block in Bangkok. On the first day, as the moving van drove away, Arjun felt homesick. He wished he could see the mountains from his window instead of other buildings. At night, the traffic noise kept him awake, and he often thought, 'If only we lived somewhere quieter.' He also wished he had asked his best friend for her new number before leaving, because now they could only send messages through her brother. Slowly, however, things began to change. His mother bought some houseplants for the balcony, and Arjun started looking after them, buying extra pots with his pocket money. One evening, he noticed the view: thousands of lights and a red sunset over the river. A neighbour who was watering her own plants smiled and waved. Arjun still wishes the city were a little quieter. But he no longer wishes he were somewhere else. Home, he has realised, is something you build, not something you find.

1. Arjun’s new flat is on the twelfth floor. T / F

2. Arjun had his best friend’s new number when he moved. T / F

3. What did Arjun’s mother buy for the balcony?

4. What did Arjun see from the balcony one evening?

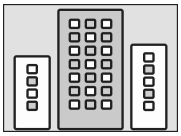
Read aloud: listen in the interactive book, then record your reading.

Lesson 7: I Wish…

Grammar, pronunciation and speaking

3 · Grammar: Wish and if only

Use **wish / if only + Past Simple** for a present situation that you would like to be different: I **wish** I **lived** nearer the sea. (I don't.) **If only** I **had** more time! In careful English, use **were** for all persons: I wish it **were** quieter. Use **wish / if only + Past Perfect** to regret the past: I **wish** I **had asked** for her number. (I didn't.) Use **wish + could** for an ability or possibility you don't have now: I wish I **could** see the mountains. **If only** is stronger and more emotional than I wish.



I wish we didn't live so high up.



He wishes he weren't so homesick.

A · Wishes about now. Complete the verb.

1. I wish I _____ (have) a balcony.
2. She wishes she _____ (can) speak Japanese.
3. If only it _____ (be; careful English) quieter here!
4. I wish my brother _____ (not play) loud music every night.

B · Regrets about the past. Complete the verb.

1. I wish I _____ (ask) for her number.
2. If only we _____ (leave) earlier!
3. He wishes he _____ (not spend) all his pocket money.
4. They wish they _____ (take) more photos.

4 · Pronunciation: Linking in wish I and if only

When a word ends in a consonant sound and the next word begins with a vowel sound, link them smoothly: **wish‿I** /wɪʃ aɪ/, **if‿only** /ɪf ˈəʊnli/, **had‿asked**. Do not add a pause or an extra vowel between them. Stress the word that shows what you want or regret: I wish I'd **ASKED**. If only it were **QUIETER**!

Models: I wish I had more time. • If only it were quieter! • I wish I'd asked her. • If only I could stay.

Choose the correct answer.

1. wish‿I: which sound links to I? (/ʃ/ / /s/)
2. if‿only: which sound links to only? (/f/ / /v/)
3. I wish I'd ASKED. Stressed word: (wish / asked)
4. If only it were QUIETER! Stressed word: (were / quieter)

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

1. What do you wish you could change about your daily routine?
2. Tell a partner about something you wish you had done differently last year.
3. Describe a place where you wish you lived, and explain why.

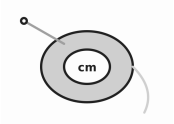
Lesson 8: Getting Things Done

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

1 · Vocabulary



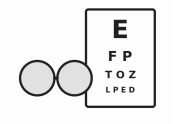
hairdresser
a person who cuts and styles hair



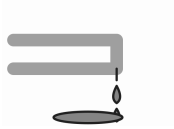
tailor
a person who makes clothes or changes them to fit



plumber
a person who repairs water pipes and taps



optician
a person who tests eyes and sells glasses



leak
a hole that lets water or gas escape



cracked screen
a phone screen with lines of broken glass



car wash
a place where cars are cleaned for you

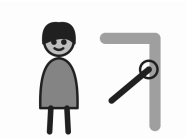


dry cleaner’s
a shop that cleans clothes with special chemicals instead of water

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



1. _____



2. _____



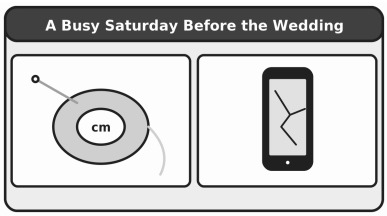
3. _____



4. _____

2 · Reading

A Busy Saturday Before the Wedding



Ploy's cousin is getting married next Sunday, and her family has spent the whole week getting things ready. On Saturday morning, Ploy's mother wrote a list of jobs. First, Ploy had to have her dress shortened, because it was too long. The tailor promised it would be ready by four o'clock. Meanwhile, her father was waiting at home for a plumber, because the kitchen tap had developed a leak and water had damaged a cupboard. Marcus had a different problem. He had dropped his phone the day before, and he needed to get the cracked screen repaired, since he was the official photographer. The repair shop said it could be done in an hour. Ploy's grandmother, who refuses to pay a hairdresser, insisted on cutting her own fringe. By the evening, the family were exhausted. They had had the car washed, the suits dry-cleaned and the flowers delivered. Ploy looked at the list and laughed. Everything was ticked, but nobody had remembered to have the wedding cake collected from the bakery.

1. Ploy’s dress was too long. T / F

2. Ploy’s grandmother had her hair cut at a hairdresser’s. T / F

3. Why did Marcus need his phone repaired before the wedding?

4. What had nobody remembered to do?

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

Lesson 8: Getting Things Done

Grammar, pronunciation and speaking

3 · Grammar: Causative have and get

Use **have + object + past participle** when another person does a job for you, often a service you pay for: I **had my dress shortened**. (The tailor shortened it.) **Get** is similar and a little more informal: I need to **get my screen repaired**. Word order matters: I **had my hair cut** (someone else cut it) is different from I **cut my hair** (I did it myself). Change have or get for the tense: We're **having** the kitchen **painted**. She **has had** her eyes **tested**. Causative have can also describe something unpleasant that happened to you: He **had his bike stolen**.



She is having her hair cut.



I need to get my cracked screen repaired.

A · Complete the causative sentence with the past participle.

1. Someone repaired my phone for me. I had my phone _____.
2. A tailor is shortening Ploy's dress. Ploy is having her dress _____.
3. An optician tested my eyes yesterday. I had my eyes _____ yesterday.
4. Someone will deliver the flowers for us. We will have the flowers _____.

B · Choose the sentence that matches the situation.

1. A hairdresser did it. (I cut my hair. / I had my hair cut.)

2. You did it yourself. (I cleaned my car. / I had my car cleaned.)

3. The plumber is coming tomorrow. (We are having the leak fixed tomorrow. / We are having fixed the leak tomorrow.)

4. Someone stole his bike. (He had his bike stolen. / He had stolen his bike.)

4 · Pronunciation: Stress in causative sentences

In causative sentences, **have** and **get** are usually unstressed. The main stress normally falls on the new information, often the object: I'm having my **HAIR** cut. We got the **CAR** washed. To contrast who did the job, stress **had**: I didn't cut it myself – I **HAD** it cut. Link final consonants to following vowels: had‿it, get‿it.

Models: I'm having my hair cut. • We got the car washed. • She had her eyes tested. • I didn't cut it myself – I had it cut.

Choose the word with the main stress.

1. I'm having my HAIR cut. (having / hair)
2. We got the CAR washed. (got / car)
3. I didn't cut it myself – I HAD it cut. (had / it)
4. She had her EYES tested. (had / eyes)

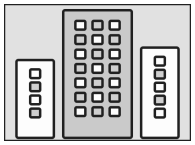
5 · Speaking — Ask a partner. Your own answers are not scored.

1. What things do you usually have done for you, and what do you do yourself?
2. Describe the last time you had something repaired. What happened?
3. Would you rather learn to fix things yourself or pay someone to do them? Why?

Test 4: Lessons 7–8

Name: _____ Date: _____ Score: ____ / 15

A · Look and write.



1. _____



2. _____



3. _____



4. _____

B · Complete the sentence.

1. I wish I _____ (have) a bigger room.

2. If only I _____ (not say) that yesterday!

3. A tailor shortened my jeans. I had my jeans _____.

4. We need to get the leak _____ (fix).

C · Read and choose true or false.

Somchai wishes his flat were quieter. Last month, he had his windows replaced, but the traffic noise is still a problem. He wishes he had asked his neighbours for advice before paying. Now he is having thick curtains made by a tailor. If only he had thought of curtains first, he would have saved a lot of money!

1. Somchai replaced the windows himself. T / F

2. The traffic noise is still a problem. T / F

3. He asked his neighbours for advice before paying. T / F

4. A tailor is making curtains for him. T / F

D · Choose the correct answer.

1. wish‿I: which sound links to I? (/ʃ/ / /s/)

2. I’m having my HAIR cut. Stressed word: (having / hair)

3. If only it were QUIETER! Stressed word: (were / quieter)

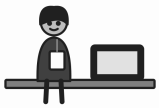
Lesson 9: By This Time Next Year

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

1 · Vocabulary



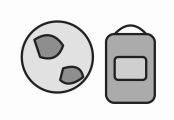
graduation
a ceremony where students receive their degree or diploma



internship
a short period of work to gain experience



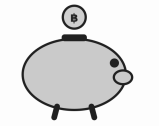
university
a place for study after secondary school



gap year
a year off between school and university



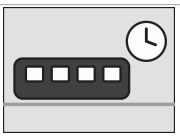
application
a formal written request for a place or a job



savings
money you have kept to use later



qualification
an official result showing you have completed a course

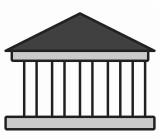


commute
the regular journey to work or study

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



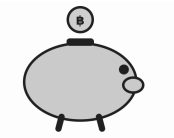
1. _____



2. _____



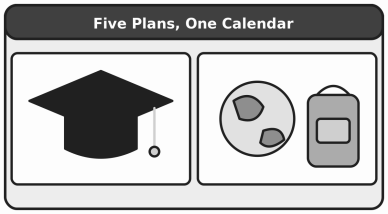
3. _____



4. _____

2 · Reading

Five Plans, One Calendar



Ploy has drawn a calendar on her bedroom wall, and almost every square is full. By this time next year, she will have finished secondary school, and she will be waiting nervously for her exam results. If everything goes well, she will be studying journalism at university by October. Her cousin Marcus has decided to take a gap year. He will have saved enough money from his part-time job by June, and then he will be travelling around Vietnam and Laos for three months. Hana has sent an application for an internship at a design company. This time next summer, she will be working in an office for the first time, with a long commute across the city. Felix is the only one who is not sure. 'I hope I'll have made a decision by the end of next year,' he says. Arjun says he will be spending most of his savings on a new laptop. Ploy smiles. In five years' time, will they still be meeting for dinner every Friday? She hopes so, and she writes it on the calendar in big red letters.

1. Ploy hopes to study journalism. T / F

2. Hana will be working in a school next summer. T / F

3. How long will Marcus be travelling?

4. What will Arjun spend most of his savings on?

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

Lesson 9: By This Time Next Year

Grammar, pronunciation and speaking

3 · Grammar: Future continuous and future perfect

Use **will be + -ing** (future continuous) for an action in progress at a particular time in the future: This time next summer, I **will be working** in an office. It is also used for future events that will happen as part of a plan or routine: I'll **be passing** the shop, so I can collect it. Use **will have + past participle** (future perfect) for an action that will be complete **before** a future time: By June, he **will have saved** enough money. **By** + time means "not later than". Negatives: **won't be working / won't have finished**. Questions: **Will** you **be using** the laptop? **Will** you **have finished** by six?



This time next year, she will be doing an internship.



By July, they will have graduated.

A · Choose the best form.

1. At eight tomorrow evening, I _____ dinner, so please don't call. (will be having / will have had)
2. By the end of the course, we _____ ten lessons. (will be finishing / will have finished)
3. This time next week, they _____ on a beach in Krabi. (will be lying / will have lain)
4. By 2030, I _____ from university, so I will have my degree. (will be graduating / will have graduated)

B · Complete with the form shown.

1. By June, Marcus _____ (save; future perfect) enough money.
2. Next summer, Hana _____ (work; future continuous) in an office.
3. I _____ (not finish; future perfect) the essay by Friday.
4. _____ you _____ (use; future continuous) the car tonight? Write all the missing words in order.

4 · Pronunciation: Contractions in future forms

In speech, **will** after a pronoun is usually **'ll**: I'll be working /aɪl bi ˈwɜːkɪŋ/. In the future perfect, **have** is weak /əv/: I'll have finished /aɪl əv ˈfɪnɪʃt/. The negative **won't** /wəʊnt/ must be clear and is usually stressed. Do not confuse it with want /wɒnt/. Stress the main verb or the time phrase: By **JUNE**, I'll have **FINISHED**.

Models: I'll be working all day. • She'll have finished by June. • We won't have left by then. • This time next year, I'll be studying.

Choose the correct answer.

1. Vowel in won't (/əʊ/ / /ɒ/)
2. Usual sound of have in I'll have finished (/əv/ / /hæv/)
3. She'll have finished. She'll = (she will / she would)
4. By JUNE, I'll have FINISHED. Which word is weak? (have / June)

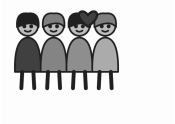
5 · Speaking — Ask a partner. Your own answers are not scored.

1. What do you think you will be doing this time next year?
2. What will you have achieved by the end of this year?
3. Describe your dream job. What will you be doing on a typical day in ten years' time?

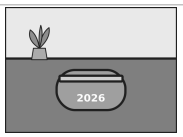
Lesson 10: Review and Reflect

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

1 · Vocabulary



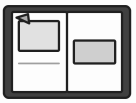
reunion
a meeting of people who have not seen each other for a long time



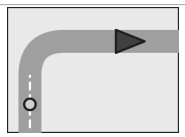
time capsule
a container of objects kept to be opened in the future



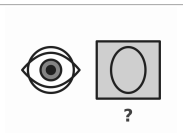
anniversary
the date each year when something important happened



scrapbook
a book of photos, tickets and notes about memories



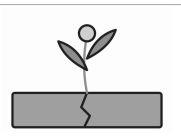
turning point
a time when an important change happens



perspective
a particular way of thinking about something



gratitude
the feeling of being thankful



resilience
the ability to recover quickly from difficulties

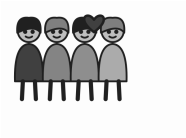
Look at the pictures. Write the vocabulary word or phrase.



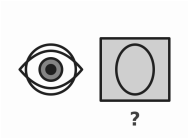
1. _____



2. _____



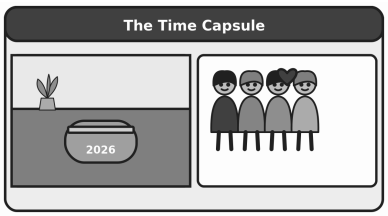
3. _____



4. _____

2 · Reading

The Time Capsule



A year ago, the five friends buried a small time capsule in Ploy's grandmother's garden. They had promised to open it on the anniversary of their first podcast episode, and last weekend they finally kept that promise. Inside, there were five letters, a scrapbook and a cracked phone case that Marcus had added as a joke. Reading the letters felt strange. Hana had written that she wished she were braver about sharing her photos; since then, she has been showing them in a small gallery. Felix, who had felt lost about his future, said his turning point was the bike ride with Arjun. 'If we hadn't taken that shortcut, I wouldn't have met the farmer whose daughter studies engineering,' he explained. Ploy read her own letter aloud and laughed. She must have been very nervous when she wrote it. At the reunion dinner, the friends agreed that the year had given them a new perspective. By this time next year, they will have started new chapters, but they have already planned the next capsule.

1. The friends opened the capsule on an anniversary. T / F

2. Hana has never shown her photos to anyone. T / F

3. What had Marcus added to the capsule as a joke?

4. What did the year give the friends, according to the text?

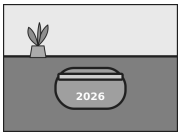
Read aloud: listen in the interactive book, then record your reading.

Lesson 10: Review and Reflect

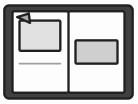
Grammar, pronunciation and speaking

3 · Grammar: Mixed review: B2 grammar in context

Choose the form that matches your meaning. The **Past Perfect** shows an earlier past: They **had promised** to open it. The **Present Perfect Continuous** shows an activity continuing to now: She **has been showing** her photos. **Reported speech** often moves tenses back: He said he **had felt** lost. The **third conditional** imagines a different past: If we **hadn't taken** the shortcut, I **wouldn't have met** him. **Past modals** make deductions: She **must have been** nervous. **Wish** expresses desires and regrets. **Causative have** shows a service: We **had** the photos **printed**. The **future perfect** looks back from the future: By next year, we **will have started** new chapters.



We filled a time capsule with letters we had written.



Our scrapbook has been growing all year.

A · Choose the best form.

1. When we opened the box, I saw that someone _____ a joke inside. (put / had put)
2. If I had known, I _____ you. (would tell / would have told)
3. I wish I _____ more time to read now. (have / had)
4. By next June, we _____ the course. (will have finished / have finished)

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

Your own answers — not scored.

1. Describe something you had never done before this year.

2. Report something a friend said to you recently.

3. Write one wish about the present and one regret about the past.

4. Describe what you will have achieved by this time next year.

4 · Pronunciation: Chunking and stress in longer speech

When you speak for longer, group words into meaningful chunks with one main stress in each chunk: If we hadn't taken the **SHORTCUT**, / I wouldn't have met the **FARMER**. Use weak forms for small grammar words (**had, have, been, would**) so that the stressed words stand out. A small fall at the end of each complete idea helps your listener follow you. Record yourself and listen: are your chunks clear?

Models: If we hadn't taken the shortcut, I wouldn't have met him. • She must have been nervous when she wrote it. • By this time next year, we'll have started new chapters. • I wish I'd been braver.

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

1. Describe a turning point and say what would have happened without it. _____

2. Explain a goal and what you will have done by next year. _____

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

1. How has your English changed during this course, and what evidence can you give?
2. Which grammar point from this course do you find most useful, and why?
3. What will you be doing to keep improving your English after this course?

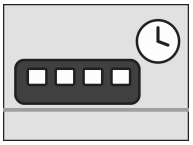
Test 5: Lessons 9–10

Name: _____ Date: _____ Score: ____ / 15

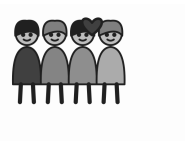
A · Look and write.



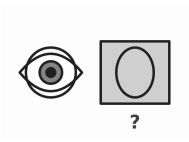
1. _____



2. _____



3. _____



4. _____

B · Complete the sentence.

1. By June, I _____ (finish; future perfect) my course.

2. This time tomorrow, we _____ (fly; future continuous) to Tokyo.

3. “I am tired.” → She said she _____ tired.

4. If they had trained harder, they _____ (win).

C · Read and choose true or false.

Mali has been learning Korean for two years. By the end of next month, she will have finished her advanced course. This time next year, she will be working as a translator in Seoul. She says she wishes she had started learning languages earlier, but she is proud of how far she has come.

1. Mali has been learning Korean for two years. T / F

2. She has already finished her advanced course. T / F

3. Next year she will be working in Seoul. T / F

4. She thinks she started learning languages at the right time. T / F

D · Choose the correct answer.

1. Vowel in won’t (/əʊ/ / /ɒ/)

2. She’ll have finished. She’ll = (she will / she would)

3. Usual sound of have in will have finished (/əv/ / /hæv/)

Answer Key

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

Lesson 1: Looking Back
Vocabulary: 1) ticket office; 2) timetable; 3) ferry; 4) stranger
Reading: 1) T; 2) F; 3) Marcus had checked an old timetable; 4) to an old lighthouse
Grammar A: 1) had left; 2) had checked; 3) had never visited; 4) had not eaten
Grammar B: 1) had started; 2) caught; 3) had waited; 4) had changed
Pronunciation: 1) we had; 2) I would; 3) she had; 4) they would
Speaking: Personal answers; not scored.

Lesson 2: How Long Have You Been…?
Vocabulary: 1) backstage; 2) costume; 3) rehearsal; 4) spotlight
Reading: 1) T; 2) F; 3) she has been painting scenery; 4) three times
Grammar A: 1) has been rehearsing; 2) have been waiting; 3) have been learning; 4) has not been sleeping
Grammar B: 1) have read; 2) Have you been studying; 3) have known; 4) have been building
Pronunciation: 1) waiting; 2) been; 3) /ɪ/; 4) she has been
Speaking: Personal answers; not scored.

Lesson 3: What They Said
Vocabulary: 1) podcast; 2) editor; 3) headline; 4) announcement
Reading: 1) F; 2) T; 3) that no decision had been made yet; 4) that the park would stay open
Grammar A: 1) was; 2) would; 3) had lost; 4) the next day
Grammar B: 1) I lived; 2) if; 3) told; 4) said
Pronunciation: 1) ↗ rise; 2) ↘ fall; 3) ↘ fall; 4) ↗ rise
Speaking: Personal answers; not scored.

Lesson 4: If I Had Known…
Vocabulary: 1) charger; 2) detour; 3) shortcut; 4) first-aid kit
Reading: 1) F; 2) T; 3) he wanted a lighter bag; 4) in Arjun's car
Grammar A: 1) had known; 2) had left; 3) had not missed; 4) had taken
Grammar B: 1) would have told; 2) would have gone; 3) would not have failed; 4) would have lent
Pronunciation: 1) would have; 2) If I had known; 3) come; 4) wouldn’t have
Speaking: Personal answers; not scored.

Lesson 5: It Must Have Been…
Vocabulary: 1) crumbs; 2) fingerprint; 3) detective; 4) alibi
Reading: 1) T; 2) F; 3) a small fingerprint; 4) Mango
Grammar A: 1) can’t have; 2) must have; 3) might have; 4) can’t have
Grammar B: 1) must have rained; 2) might have fallen; 3) can't have seen; 4) could have taken
Pronunciation: 1) /ɑː/; 2) /əv/; 3) can’t; 4) forgotten
Speaking: Personal answers; not scored.

Lesson 6: People Whose Stories…
Vocabulary: 1) statue; 2) gallery; 3) inventor; 4) hometown
Reading: 1) T; 2) F; 3) the back of a calendar; 4) in villages across the region
Grammar A: 1) whose; 2) where; 3) which; 4) whose
Grammar B: 1) which; 2) where; 3) who; 4) whose
Pronunciation: 1) pause; 2) no pause; 3) pause; 4) no pause
Speaking: Personal answers; not scored.

Lesson 7: I Wish…
Vocabulary: 1) traffic noise; 2) balcony; 3) moving van; 4) pocket money
Reading: 1) T; 2) F; 3) houseplants; 4) thousands of lights and a red sunset
Grammar A: 1) had; 2) could; 3) were; 4) did not play
Grammar B: 1) had asked; 2) had left; 3) had not spent; 4) had taken
Pronunciation: 1) /ʃ/; 2) /f/; 3) asked; 4) quieter
Speaking: Personal answers; not scored.

Lesson 8: Getting Things Done
Vocabulary: 1) car wash; 2) plumber; 3) hairdresser; 4) cracked screen
Reading: 1) T; 2) F; 3) he was the official photographer; 4) to have the wedding cake collected
Grammar A: 1) repaired; 2) shortened; 3) tested; 4) delivered
Grammar B: 1) I had my hair cut.; 2) I cleaned my car.; 3) We are having the leak fixed tomorrow.; 4) He had his bike stolen.
Pronunciation: 1) hair; 2) car; 3) had; 4) eyes
Speaking: Personal answers; not scored.

Answer Key

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

Lesson 9: By This Time Next Year
Vocabulary: 1) qualification; 2) university; 3) graduation; 4) savings
Reading: 1) T; 2) F; 3) three months; 4) a new laptop
Grammar A: 1) will be having; 2) will have finished; 3) will be lying; 4) will have graduated
Grammar B: 1) will have saved; 2) will be working; 3) will not have finished; 4) Will be using
Pronunciation: 1) /əʊ/; 2) /əv/; 3) she will; 4) have
Speaking: Personal answers; not scored.

Lesson 10: Review and Reflect
Vocabulary: 1) gratitude; 2) anniversary; 3) reunion; 4) perspective
Reading: 1) T; 2) F; 3) a cracked phone case; 4) a new perspective
Grammar A: 1) had put; 2) would have told; 3) had; 4) will have finished
Grammar B: Own answers; not scored.
Pronunciation: Own answers; not scored.
Speaking: Personal answers; not scored.

Test 1: Lessons 1–2
A: 1) harbour; 2) coastline; 3) rehearsal; 4) spotlight
B: 1) had started; 2) has been waiting; 3) had never seen; 4) has written
C: 1) T; 2) F; 3) T; 4) F
D: 1) we had; 2) /ɪ/; 3) waiting

Test 2: Lessons 3–4
A: 1) reporter; 2) press conference; 3) shortcut; 4) first-aid kit
B: 1) was; 2) if; 3) had known; 4) would not have missed
C: 1) T; 2) F; 3) F; 4) T
D: 1) ↘ fall; 2) would have; 3) If I had known

Test 3: Lessons 5–6
A: 1) suspect; 2) padlock; 3) inventor; 4) hometown
B: 1) must have spilt; 2) can't have been; 3) whose; 4) where
C: 1) T; 2) F; 3) T; 4) F
D: 1) /ɑː/; 2) pause; 3) /əv/

Test 4: Lessons 7–8
A: 1) apartment block; 2) houseplant; 3) hairdresser; 4) cracked screen
B: 1) had; 2) had not said; 3) shortened; 4) fixed
C: 1) F; 2) T; 3) F; 4) T
D: 1) /ʃ/; 2) hair; 3) quieter

Test 5: Lessons 9–10
A: 1) internship; 2) commute; 3) reunion; 4) perspective
B: 1) will have finished; 2) will be flying; 3) was; 4) would have won
C: 1) T; 2) F; 3) T; 4) F
D: 1) /əʊ/; 2) she will; 3) /əv/