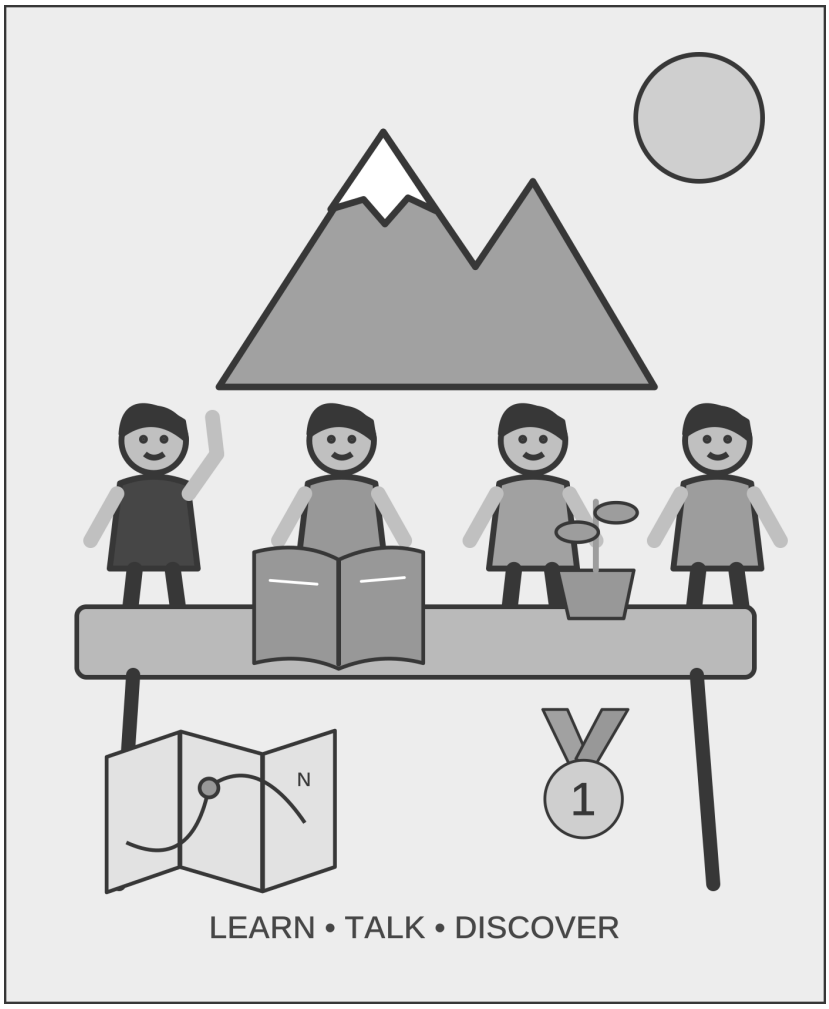
English Calling

Elementary - Level A2

An original English course by Richard Sim



10 lessons · 5 tests · CEFR A2

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

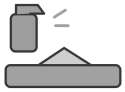
Lesson 1: Last Weekend

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

1 · Vocabulary



visit
go to see a person or place



clean
make something not dirty



cook
make food ready to eat



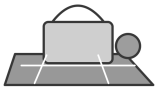
paint
make a picture with colours



plant
put a seed or young plant in soil



collect
bring things together

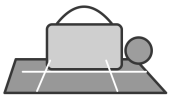


picnic
a meal outside



museum
a place with interesting old objects

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



1. _____



2. _____



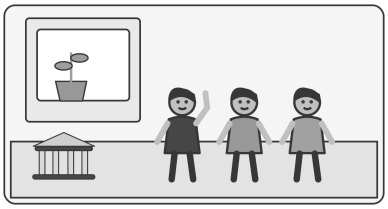
3. _____



4. _____

2 · Reading

A Saturday to Remember



On Saturday, Dara visited her cousin Jin in Nonthaburi. They wanted a quiet day, but they were busy! In the morning, they cleaned the small garden and planted two flowers. Then they cooked noodles for lunch. Dara washed the bowls while Jin collected the empty bottles. In the afternoon, they walked to a museum near the river. Dara liked the old boats and Jin enjoyed the pictures. They stopped at a small shop on the way home. In the evening, Dara painted a picture of the river. She did not watch a film because she was tired. On Sunday, she showed the picture to her friends.

1. Dara visited Jin on Saturday. T / F

2. They cooked noodles in the evening. T / F

3. What did they plant?

4. Why did Dara not watch a film?

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

Lesson 1: Last Weekend

Grammar, pronunciation and speaking

3 · Grammar: Past Simple: regular verbs

Use the Past Simple for finished actions: yesterday, last weekend. Most verbs add **-ed**: visit → visited. Verbs ending in -e add -d: like → liked. Consonant + y changes to -ied: study → studied. Some short verbs double the last letter: stop → stopped.
Negative: **did not / didn't + base verb**. Question: **Did + subject + base verb?** Did you cook? Yes, I did.



Dara visited her cousin.



She did not paint a boat.

A · Write the Past Simple form.

1. Yesterday I _____ (visit) my aunt.
2. We _____ (clean) the kitchen.
3. Jin _____ (study) English last night.
4. The bus _____ (stop) near the museum.

B · Complete with the correct form of the verb.

1. Dara did not _____ (watch) a film.
2. Did they _____ (cook) noodles?
3. Yes, they _____.
4. Jin _____ (paint) a picture yesterday.

4 · Pronunciation: -ed endings: /t/, /d/, /ɪd/

The sound before -ed decides the ending. **/t/**: cooked, washed (no extra syllable). **/d/**: cleaned, played (no extra syllable). After /t/ or /d/, say **/ɪd/**: visited, wanted (one extra syllable). Listen carefully.

Models: cooked • washed • cleaned • played • visited • wanted

Listen to the models. Choose the -ed ending.

1. cooked (/t/ / /d/ / /ɪd/)
2. cleaned (/t/ / /d/ / /ɪd/)
3. visited (/t/ / /d/ / /ɪd/)
4. wanted (/t/ / /d/ / /ɪd/)

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

1. What did you do last weekend?
2. Who did you visit recently?
3. Did you cook anything yesterday?

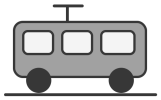
Lesson 2: A Special Day

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

1 · Vocabulary



ticket
a paper or message that lets you travel or enter



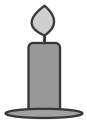
train
a long vehicle that runs on rails



gift
something you give to someone



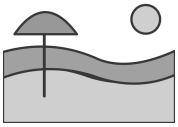
cake
a sweet food for a celebration



candle
a small stick that burns to give light



balloon
a soft bag filled with air

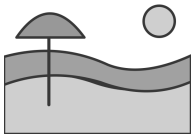


beach
sand beside the sea



shell
the hard outside of a small sea animal

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



1. _____



2. _____



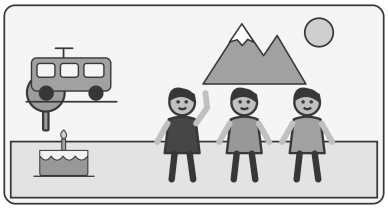
3. _____



4. _____

2 · Reading

Jin’s Birthday Trip



Last month, Jin had a special birthday. His friends Dara and Omar gave him a train ticket for a day by the sea. They left early and took a small bag of food. The train was full, but the journey was fun. At the beach, Jin found a beautiful shell. Dara took photos and Omar went for a swim. They ate sandwiches under a tree because the sand was very hot. Later, they bought a small cake in a shop. There were no candles, so Jin made a wish without them. They came home before dark. Jin was tired, but he said it was his best birthday gift.

1. Jin travelled by train. T / F

2. There were candles on the cake. T / F

3. What did Jin find?

4. Why did they eat under a tree?

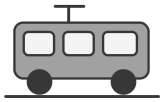
Read aloud: listen in the interactive book, then record your reading.

Lesson 2: A Special Day

Grammar, pronunciation and speaking

3 · Grammar: Past Simple: irregular verbs and was / were

Some past forms are different: go → **went**, take → **took**, eat → **ate**, buy → **bought**, give → **gave**, have → **had**. After did / didn't, use the base verb: Did you go? I didn't go.
Past of be: I / he / she / it **was**; you / we / they **were**. Negative: wasn't / weren't. Question: Were you tired?



They took a train.



The cake was small.

A · Complete the past forms.

1. They _____ (go) to the beach.
2. Dara _____ (take) photos.
3. We _____ (eat) sandwiches.
4. Omar _____ (buy) a cake.

B · Choose the correct word.

1. Jin _____ happy. (was / were)
2. The friends _____ tired. (was / were)
3. Did you _____ a ticket? (bought / buy)
4. They did not _____ late. (left / leave)

4 · Pronunciation: Weak was and were

In an unstressed positive sentence, **was** can sound /wəz/ and **were** can sound /wə/ in British English: She was HAPPY. They were TIRED. In short answers, use a strong form: Yes, she WAS. Yes, they WERE. Listen and copy; both clear and weak forms are useful.

Models: She was happy. • They were tired. • Yes, she was. • Yes, they were.

Choose the word that carries the main stress in each model.

1. She was HAPPY. (was / happy)
2. They were TIRED. (were / tired)
3. Yes, she WAS. (she / was)
4. Yes, they WERE. (they / were)

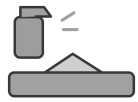
5 · Speaking — Ask a partner. Your own answers are not scored.

1. When was your last special day?
2. Where did you go on that day?
3. What gift did you give or receive?

Test 1: Lessons 1–2

Name: _____ Date: _____ Score: ____ / 15

A · Look and write.



1. _____



2. _____



3. _____



4. _____

B · Complete the Past Simple.

1. Yesterday we _____ (visit) a museum.

2. Dara _____ (go) home early.

3. The train _____ full. (was / were)

4. Did Jin _____ (buy) a gift?

C · Read and choose true or false.

Last Sunday, Nila visited her uncle. They cooked lunch and listened to music. In the afternoon, they went to a museum by train. Nila bought a postcard, but she did not buy a gift. The museum was quiet and the tickets were cheap. They came home at five.

1. Nila visited her uncle on Saturday. T / F

2. They cooked lunch. T / F

3. They travelled by train. T / F

4. Nila bought a gift. T / F

D · Choose the -ed ending.

1. washed (/t/ / /d/ / /ɪd/)

2. played (/t/ / /d/ / /ɪd/)

3. wanted (/t/ / /d/ / /ɪd/)

Lesson 3: At the Shops

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

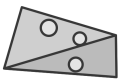
1 · Vocabulary



tomato
a soft red vegetable used in salads



carrot
a long orange vegetable



cheese
a food made from milk



juice
a drink made from fruit



flour
a powder used to make bread and cakes



bottle
a container for a drink



basket
a container you carry shopping in

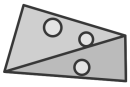


coin
a small round piece of money

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



1. _____



2. _____



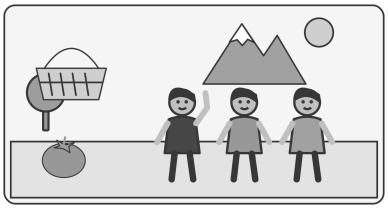
3. _____



4. _____

2 · Reading

The Picnic Shopping List



On Friday afternoon, Omar and his friend Nila went shopping for a picnic. They had a short list and a little money. First, they bought six tomatoes and some carrots at the market. Nila wanted some cheese for sandwiches, but there was not any in the first shop. They found a small piece in another shop. Omar asked, 'How much juice do we need?' Nila said two bottles were enough for four people. They did not buy any flour because they did not plan to bake. At home, they put everything in a basket. Omar counted the coins that were left. They still had enough money for the bus.

1. The shopping was for a picnic. T / F

2. They bought some flour. T / F

3. How many tomatoes did they buy?

4. Where did they put the food at home?

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

Lesson 3: At the Shops

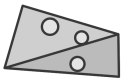
Grammar, pronunciation and speaking

3 · Grammar: Countable and uncountable: some / any; much / many

Countable nouns have singular and plural forms: a tomato, two tomatoes. **Uncountable** nouns do not usually have a plural: cheese, juice, flour. Say a bottle of juice.
Use **some** in positive sentences and **any** in most negatives and questions: We have some cheese. We haven't got any flour. Have you got any carrots?
How many tomatoes? **How much** cheese?



There are some tomatoes.



How much cheese is there?

A · Choose some or any.

1. We have _____ carrots. (some / any)
2. There is not _____ juice. (some / any)
3. Have you got _____ flour? (some / any)
4. Nila bought _____ cheese. (some / any)

B · Choose much or many.

1. How _____ tomatoes do we need? (much / many)
2. How _____ cheese is there? (much / many)
3. How _____ bottles have we got? (much / many)
4. How _____ juice do you want? (much / many)

4 · Pronunciation: Word stress in shopping words

One syllable is stronger. Say **CAR**-rot, **BOT**-tle, **BAS**-ket and to-**MA**-to. Listen to the British English models. In tomato, the middle syllable is stressed.

Models: carrot • bottle • basket • tomato

Choose the stressed syllable number.

1. car-rot (1 / 2 / 3)
2. bot-tle (1 / 2 / 3)
3. bas-ket (1 / 2 / 3)
4. to-ma-to (1 / 2 / 3)

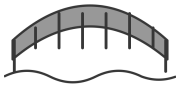
5 · Speaking — Ask a partner. Your own answers are not scored.

1. What do you usually buy at a market?
2. How much juice do you drink in a week?
3. How many people do you shop for?

Lesson 4: Bigger and Better

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

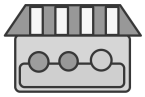
1 · Vocabulary



bridge
a road or path over water



tower
a very tall narrow building



market
a place with many small shops or stalls



shopping centre
a large building with many shops



motorbike
a vehicle with two wheels and an engine



bicycle
a vehicle with two wheels and pedals



suitcase
a case for clothes when you travel

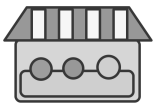


backpack
a bag you carry on your back

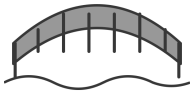
Look at the pictures. Write the vocabulary word or phrase.



1. _____



2. _____



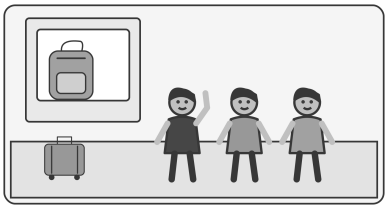
3. _____



4. _____

2 · Reading

Two Ways Across Town



Nila and Dara wanted to buy a backpack for a weekend trip. There were two good places near their homes. The market was older and smaller than the shopping centre, but it was more interesting. The shopping centre was cooler and had more space. They decided to visit both places. At the market, Dara found a blue backpack. It was cheaper than the red one beside it. At the shopping centre, Nila saw the biggest suitcase in the shop. They laughed because it was almost as tall as her! In the end, Dara bought the blue backpack. It was the best choice for her short trip, and she saved some money.

1. The market was smaller than the shopping centre. T / F

2. Dara bought a red backpack. T / F

3. What did Nila see at the shopping centre?

4. Which backpack did Dara buy?

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

Lesson 4: Bigger and Better

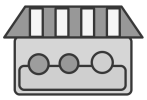
Grammar, pronunciation and speaking

3 · Grammar: Comparatives and superlatives

Compare two things with **-er + than**: small → smaller; big → bigger; busy → busier. Longer adjectives use **more**: more interesting than.
Compare one thing with a group using **the + -est** or **the most**: the smallest, the biggest, the busiest, the most interesting. Irregular: good → better → the best; bad → worse → the worst.



This suitcase is bigger than that backpack.



The market is the most interesting place here.

A · Complete the comparative.

1. A tower is _____ (tall) than a house.
2. This backpack is _____ (cheap) than that one.
3. The centre is _____ (busy) than the market.
4. This journey is _____ (interesting) than that journey.

B · Complete the superlative. Do not forget the.

1. This is _____ (big) suitcase in the shop.
2. It is _____ (good) choice for me.
3. That is _____ (expensive) motorbike here.
4. This is _____ (small) backpack in the shop.

4 · Pronunciation: The weak vowel /ə/

The relaxed sound /ə/ is called schwa. It often appears in unstressed syllables. In British English, the end of **bigger**, **cheaper** and **better** is /ə/ when the word is said alone. Do not stress the ending. In **about**, the first syllable is weak.

Models: bigger • cheaper • better • about

Choose the stressed syllable number.

1. big-ger (1 / 2)
2. cheap-er (1 / 2)
3. bet-ter (1 / 2)
4. a-bout (1 / 2)

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

1. Which place in your town is the busiest?
2. Is a bicycle better than a motorbike for you?
3. What is the most interesting place you know?

Test 2: Lessons 3–4

Name: _____ Date: _____ Score: ____ / 15

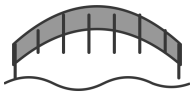
A · Look and write.



1. _____



2. _____



3. _____



4. _____

B · Complete the sentences.

1. How _____ carrots do we need?

2. There is not _____ cheese. (some / any)

3. This bag is _____ (small) than that bag.

4. It is _____ (good) bag in the shop.

C · Read and choose true or false.

Omar and Jin need food for a picnic. They buy some tomatoes and two bottles of juice. They do not buy any cheese because they have some at home. The market is smaller than the shopping centre, but the carrots there are cheaper. Jin carries the food in his backpack.

1. They buy two bottles of juice. T / F

2. They buy some cheese. T / F

3. The market is bigger than the shopping centre. T / F

4. Jin carries the food. T / F

D · Choose the stressed syllable number.

1. to-ma-to (1 / 2 / 3)

2. bas-ket (1 / 2 / 3)

3. bet-ter (1 / 2 / 3)

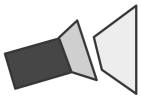
Lesson 5: Making Plans

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

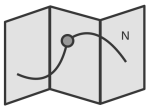
1 · Vocabulary



tent
a small cloth home for camping



torch
a small light you carry



map
a drawing that shows places and roads



raincoat
a coat that keeps rain off you



boots
strong shoes that cover your ankles



campfire
a small outdoor fire at a campsite



lake
a large area of water with land around it

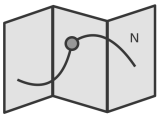


sandwich
food between two pieces of bread

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



1. _____



2. _____



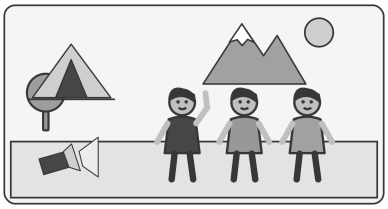
3. _____



4. _____

2 · Reading

Our First Camping Plan



Next weekend, Dara, Jin, Nila and Omar are going to camp beside a lake. They are going to travel with Nila's uncle, who knows the area well. Jin is going to bring a tent and a torch. Dara is going to make sandwiches on Friday evening. Omar has a map, so he is going to help with the journey. Nila is not going to swim because the lake is very deep. She is going to take photos instead. The friends are going to wear boots and carry raincoats. They are not going to make a campfire because fires are not allowed there. They want to leave the campsite clean.

1. The friends are going to camp beside a lake. T / F

2. Nila is going to swim in the lake. T / F

3. Who is going to bring a tent?

4. Why are they not going to make a campfire?

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

Lesson 5: Making Plans

Grammar, pronunciation and speaking

3 · Grammar: Future plans: be going to

Use **am / is / are going to + base verb** for a plan: I am going to pack. She is going to cook. We are going to camp.
Negative: She **isn't going to** swim. Question: **Are you going to** travel? Yes, I am. / No, I'm not. Use the right form of be; do not add -s to the main verb.



We are going to sleep in a tent.



Dara is going to make sandwiches.

A · Complete with am, is or are.

1. I _____ going to take a map.
2. Jin _____ going to bring a tent.
3. They _____ going to wear boots.
4. _____ you going to help?

B · Complete with the base verb.

1. Dara is going to _____ (make) lunch.
2. We are not going to _____ (swim).
3. Is Omar going to _____ (carry) the map?
4. Yes, he _____.

4 · Pronunciation: Sentence stress in plans

Stress the important action and object: I'm going to **PACK** my **BAG**. The short grammar words are usually quieter. Keep the full written form **going to**. Listen and copy the rhythm.

Models: I am going to pack my bag. • She is going to bring a torch. • We are going to wear boots. • Are you going to take a map?

Choose the main action word in each model.

1. I am going to PACK my bag. (am / pack)
2. She is going to BRING a torch. (is / bring)
3. We are going to WEAR boots. (are / wear)
4. Are you going to TAKE a map? (to / take)

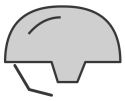
5 · Speaking — Ask a partner. Your own answers are not scored.

1. What are you going to do next weekend?
2. Who are you going to spend time with?
3. What are you going to take on your next trip?

Lesson 6: Rules and Helping

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

1 · Vocabulary



helmet
a hard hat that protects your head



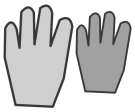
seat belt
a strap that keeps you safe in a car



sign
a board with words or pictures giving information



bin
a container for rubbish



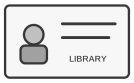
gloves
clothes that cover your hands



broom
a long brush for cleaning the floor



uniform
special clothes worn by a group



library card
a card you use to borrow library books

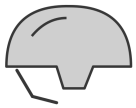
Look at the pictures. Write the vocabulary word or phrase.



1. _____



2. _____



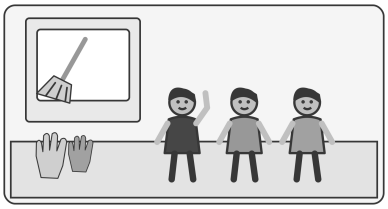
3. _____



4. _____

2 · Reading

Helping at the Community Room



Every Wednesday, Omar helps at a community room near his home. There is a small library and a place for young people to do projects. Everyone has to put rubbish in the bins and keep the floor clear. Omar has to wear gloves when he cleans the tables. He does not have to wear a uniform. Visitors can borrow two books if they have a library card. They cannot eat beside the books, but they can have a snack outside. This week, Jin is helping too. He can use the broom while Omar cleans. They finish before six, so they can go home together before it gets dark.

1. Omar helps on Wednesdays. T / F

2. Omar has to wear a uniform. T / F

3. How many books can visitors borrow?

4. Where can visitors have a snack?

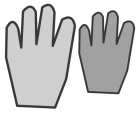
Read aloud: listen in the interactive book, then record your reading.

Lesson 6: Rules and Helping

Grammar, pronunciation and speaking

3 · Grammar: Have to / don’t have to / can

Have to means it is necessary: I have to help. He **has to** wear gloves. **Don’t / doesn’t have to** means it is not necessary: He doesn’t have to wear a uniform.
Can gives permission or shows ability: You can borrow books. **Can’t** means not allowed or not able. Don’t have to does NOT mean can’t. Questions: Do you have to help? Does she have to clean?



Omar has to wear gloves.



He doesn’t have to wear a uniform.

A · Choose the correct words.

1. Omar _____ to clean the tables. (have / has)
2. We _____ to keep the room tidy. (have / has)
3. She does not _____ to wear a uniform. (have / has)
4. _____ he have to help today? (Do / Does)

B · Read the rule and choose.

1. Snacks are allowed outside. You _____ eat outside. (can / cannot)
2. Food is not allowed near books. You _____ eat there. (can / cannot)
3. Uniforms are optional. You _____ wear one. (have to / do not have to)
4. Gloves are necessary for cleaning. You _____ wear them. (have to / do not have to)

4 · Pronunciation: Have to: /ˈhæf tə/

In the phrase **have to**, have often ends with /f/: /ˈhæf tə/. In **has to**, has often ends with /s/: /ˈhæs tə/. The vowel in to is often weak /ə/. Listen to the phrases, then say the full sentences.

Models: have to • has to • I have to help. • She has to clean.

Choose the last consonant sound in have or has in these phrases.

1. have to (/f/ / /v/)
2. has to (/s/ / /z/)
3. I have to help. (/f/ / /v/)
4. She has to clean. (/s/ / /z/)

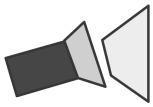
5 · Speaking — Ask a partner. Your own answers are not scored.

1. What do you have to do at home?
2. What do you not have to do at weekends?
3. What can you do to help other people?

Test 3: Lessons 5–6

Name: _____ Date: _____ Score: ____ / 15

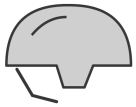
A · Look and write.



1. _____



2. _____



3. _____



4. _____

B · Complete with the word or phrase.

1. We _____ going to camp. (am / is / are)

2. She is going to _____ (bring) a torch.

3. Omar _____ to wear gloves. (have / has)

4. A uniform is optional. You _____ wear one. (have to / do not have to)

C · Read and choose true or false.

On Saturday, Dara is going to help at the community room. She has to arrive at nine, but she does not have to wear a uniform. She can eat outside, but she cannot eat near the books. After lunch, she is going to put some new books on a shelf. Jin is going to help her.

1. Dara is going to help on Sunday. T / F

2. She has to arrive at nine. T / F

3. She has to wear a uniform. T / F

4. Jin is going to help. T / F

D · Choose the sound or main action word.

1. have to: last sound in have (/f/ / /v/)

2. has to: last sound in has (/s/ / /z/)

3. We are going to PACK our bags: action word (are / pack)

Lesson 7: Feeling Well

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

1 · Vocabulary



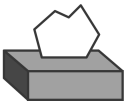
headache
pain in your head



cough
a sudden noisy push of air from your throat



cold
an illness that makes your nose run



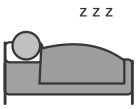
tissue
soft paper for your nose



thermometer
a tool that measures how hot you are



soup
a hot liquid food

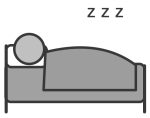


rest
time when you relax or sleep



exercise
movement that keeps your body healthy

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



1. _____



2. _____



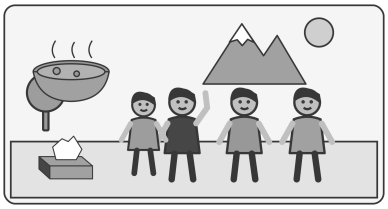
3. _____



4. _____

2 · Reading

A Quiet Day for Nila



Nila usually has lots of energy, but yesterday she felt unwell. She had a headache and a cough. Her aunt checked her temperature with a thermometer. Nila did not have a high temperature, but she needed a quiet day. Her aunt said, ‘You should rest and drink enough water. You shouldn’t go running today.’ Nila sent a message to Dara because they had plans to play a game outside. Dara understood and offered to bring some soup. In the afternoon, Nila slept for an hour and read a short book. She felt better in the evening. If she feels worse, she is going to ask a doctor for advice.

1. Nila had a headache. T / F

2. Nila went running yesterday. T / F

3. What did Dara offer to bring?

4. What did Nila do in the afternoon?

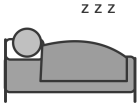
Read aloud: listen in the interactive book, then record your reading.

Lesson 7: Feeling Well

Grammar, pronunciation and speaking

3 · Grammar: Advice: should / shouldn’t

Use **should + base verb** to give advice: You should rest. Use **shouldn’t + base verb** to say something is not a good idea: You shouldn’t run today.
The form is the same for everyone: He should drink water. Question: Should I exercise? Short answer: Yes, you should. / No, you shouldn’t. These are language examples, not personal medical advice.



You should rest.



You shouldn’t do hard exercise when you feel unwell.

A · Choose the best advice.

1. I am tired. I _____ get some rest. (should / should not)
2. My throat hurts. I _____ shout. (should / should not)
3. It is very hot. We _____ drink enough water. (should / should not)
4. I feel unwell. I _____ do hard exercise. (should / should not)

B · Complete with the base verb.

1. She should _____ (drink) water.
2. You should not _____ (shout).
3. Should he _____ (rest)?
4. Yes, he _____.

4 · Pronunciation: Should: silent l and /ʃ/

The **l** in should is silent: /ʃʊd/. Start with the soft /ʃ/ sound, as in **shop**, not /s/ as in **soup**. Keep should short and clear. Listen to should, shop, soup and rest.

Models: should • shop • soup • rest

Choose the first sound you hear.

1. should (/s/ / /ʃ/)
2. shop (/s/ / /ʃ/)
3. soup (/s/ / /ʃ/)
4. rest (/r/ / /ʃ/)

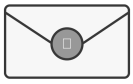
5 · Speaking — Ask a partner. Your own answers are not scored.

1. What should you do when you feel tired?
2. What do you do to stay healthy?
3. What advice would you give a friend with a cold?

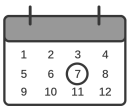
Lesson 8: Let’s Meet

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

1 · Vocabulary



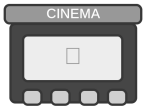
invitation
a request to join an activity



calendar
a chart showing days and dates



café
a place to buy drinks and small meals



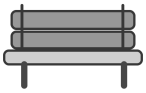
cinema
a place to watch films



concert
an event where people play music



entrance
the place where you go into a building

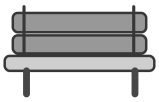


bench
a long seat for several people



message
words you send to another person

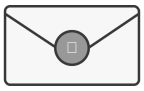
Look at the pictures. Write the vocabulary word or phrase.



1. _____



2. _____



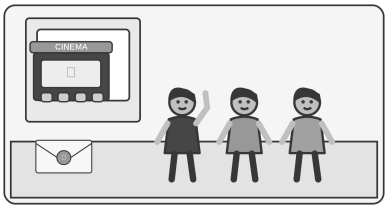
3. _____



4. _____

2 · Reading

A Plan That Works for Everyone



Dara wanted to see a film on Saturday, so she sent her friends a message. ‘Would you like to come to the cinema?’ she asked. Omar could not come in the afternoon because he had to help his uncle. Nila suggested an evening film instead. They checked the times and chose the six o’clock film. ‘Can we meet at the entrance at half past five?’ Jin asked. Everyone agreed. Dara wrote the plan on her calendar. They would like to have a drink in the café first, but they can do that only if they arrive early. Jin is going to send one more message on Saturday morning so nobody forgets.

1. Omar was free in the afternoon. T / F

2. They chose the six o’clock film. T / F

3. Where are they going to meet?

4. When are they going to meet?

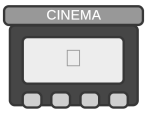
Read aloud: listen in the interactive book, then record your reading.

Lesson 8: Let’s Meet

Grammar, pronunciation and speaking

3 · Grammar: Invitations and arrangements: would like / can / could

Invite someone: **Would you like to + base verb?** Would you like to see a film? Reply: Yes, I’d love to. / Sorry, I can’t.
I’d like means I would like. Say I’d like **to meet**.
Make arrangements: **Can we meet at six?** Make a polite request or suggestion: **Could you send a message?** / Could we meet earlier? Can and could take a base verb without to.



Would you like to see a film?



Can we meet at the entrance?

A · Choose the correct word.

1. Would you like _____ come? (to / at)
2. I would _____ to see the film. (like / likes)
3. Can we _____ at six? (to meet / meet)
4. Could you _____ me a message? (send / to send)

B · Complete the invitation or reply.

1. Would you _____ to visit the café?
2. Yes, I would love _____.
3. Sorry, I _____ come. (not possible)
4. Could we _____ earlier? (meet)

4 · Pronunciation: Linking consonants to vowels

In connected speech, a final consonant can link to the next vowel: **meet_at**, **send_a**, **come_in**, **sit_on**. Keep both words, but avoid a long pause between them. Listen, repeat and record.

Models: meet at six • send a message • come in • sit on a bench

Choose the pair with a consonant-to-vowel link.

1. meet at six (meet at / at six)
2. send a message (send a / a message)
3. come in now (come in / in now)
4. sit on this bench (sit on / this bench)

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

1. Who would you like to meet this weekend?
2. Where and when could you meet a friend?
3. What would you say if you could not accept an invitation?

Test 4: Lessons 7–8

Name: _____ Date: _____ Score: ____ / 15

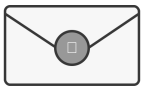
A · Look and write.



1. _____



2. _____



3. _____



4. _____

B · Complete the advice or invitation.

1. You _____ rest if you feel tired. (should / should not)

2. You should not _____ (shout) with a sore throat.

3. Would you like _____ meet at the café?

4. Could we _____ (meet) at six?

C · Read and choose true or false.

Nila would like to go to a concert with Dara on Friday. They plan to meet at the entrance at six. On Friday morning, Dara has a cough and feels unwell. Nila says she should rest. Dara stays at home, and Nila visits her the next day with a bowl of soup.

1. They plan to meet at six. T / F

2. Dara feels well on Friday morning. T / F

3. Nila says Dara should rest. T / F

4. Nila visits Dara on Saturday. T / F

D · Choose the sound or linked words.

1. First sound in should (/s/ / /ʃ/)

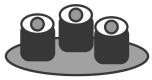
2. First sound in soup (/s/ / /ʃ/)

3. send a message: consonant-to-vowel link (send a / a message)

Lesson 9: Have You Ever…?

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

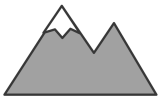
1 · Vocabulary



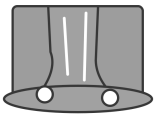
sushi
a Japanese food often made with rice



horse
a large animal that people ride



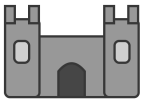
mountain
a very high area of land



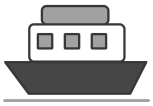
waterfall
water that falls from a high place



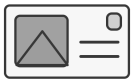
island
land with water all around it



castle
a large strong old building

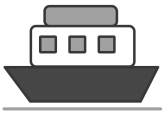


ferry
a boat that carries people or vehicles

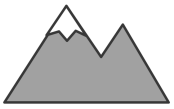


postcard
a card with a picture that you can send

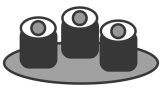
Look at the pictures. Write the vocabulary word or phrase.



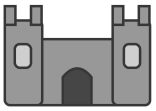
1. _____



2. _____



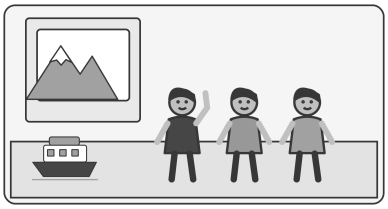
3. _____



4. _____

2 · Reading

The Experience Wall



Jin's friends have made an experience wall in the community room. Each person adds a small picture and a sentence about something they have done. Dara has ridden a horse, but she has never climbed a mountain. Omar has eaten sushi and travelled on a ferry. He has not visited an island yet. Nila has seen a waterfall and sent a postcard to a friend. Jin has never seen a real castle, but he has read about many castles in books. 'Have you ever slept in a tent?' Dara asks. They all smile because they have! They do not need expensive journeys to have interesting experiences together.

1. Dara has climbed a mountain. T / F

2. Omar has travelled on a ferry. T / F

3. What has Nila sent?

4. What have all the friends done?

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

Lesson 9: Have You Ever…?

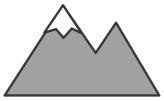
Grammar, pronunciation and speaking

3 · Grammar: Present Perfect for experience: ever / never

For life experience without a finished time, use **have / has + past participle**: I have visited a castle. She has eaten sushi. Some participles are irregular: be → been, see → seen, eat → eaten, ride → ridden, do → done.
Ask: **Have you ever** ridden a horse? Reply: Yes, I have. / No, I haven't. **Never** means not at any time: I have never ridden a horse. Use Past Simple with a finished time: I visited a castle last year.



Dara has ridden a horse.



She has never climbed a mountain.

A · Write have or has.

1. I _____ seen a waterfall.
2. Dara _____ ridden a horse.
3. We _____ slept in a tent.
4. _____ Omar eaten sushi?

B · Complete the past participle.

1. Have you ever _____ (eat) sushi?
2. Nila has _____ (see) a waterfall.
3. Jin has never _____ (ride) a horse.
4. We have _____ (visit) a castle.

4 · Pronunciation: Ever and never: first-syllable stress

Say **EV**-er /'evə/ and **NEV**-er /'nevə/ in British English. Both words have two syllables; the first is stronger. The last vowel is relaxed. Listen to the words and the full questions.

Models: ever • never • Have you ever eaten sushi? • I have never ridden a horse.

Choose the stressed syllable number or the correct syllable count.

1. ev-er: stressed syllable (1 / 2)
2. nev-er: stressed syllable (1 / 2)
3. ever: number of syllables (1 / 2 / 3)
4. never: number of syllables (1 / 2 / 3)

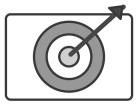
5 · Speaking — Ask a partner. Your own answers are not scored.

1. Have you ever travelled on a ferry?
2. Have you ever tried food from another country?
3. What is something you have never done but would like to try?

Lesson 10: Looking Ahead

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

1 · Vocabulary



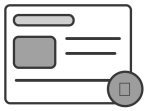
goal
something you want to achieve



diary
a book where you write about your days



journey
travel from one place to another



project
a piece of work you plan and complete



recipe
instructions for making food



seed
a small thing that can grow into a plant



medal
a small metal prize



album
a book or collection of photos

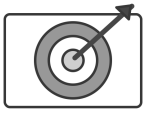
Look at the pictures. Write the vocabulary word or phrase.



1. _____



2. _____



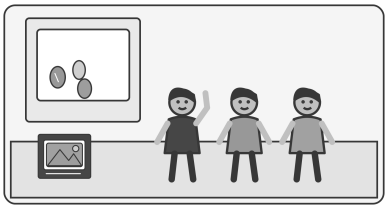
3. _____



4. _____

2 · Reading

One Year, Many Plans



At the end of the year, the four friends are looking at an album in the community room. Last month, they planted seeds in small pots. Now the plants are growing beside the window. Omar usually checks them on Wednesdays. Dara has written a diary about their projects, and Jin has made a list of new goals. Next year, Nila is going to learn three new recipes. Omar is going to plan a short journey with his family. The friends have learnt that small plans can become real experiences. They do not all want the same things, but they can help each other take the next step.

1. The friends planted seeds last month. T / F

2. All four friends have the same goals. T / F

3. Who usually checks the plants?

4. What is Nila going to learn?

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

Lesson 10: Looking Ahead

Grammar, pronunciation and speaking

3 · Grammar: Review: past, present and future

Past Simple + finished time: We planted seeds last month. **Present Simple** + habits: Omar checks the plants every week. **Present Continuous** + now: The plants are growing. **Going to** + plan: Nila is going to cook. **Present Perfect** + experience, no finished time: I have made an album.
Use time words to help you choose. Write your own sentences; personal ideas are not scored.



We planted seeds last month.



Nila is going to try a new recipe.

A · Choose the correct form.

1. Yesterday we _____ seeds. (plant / planted)
2. Omar usually _____ the plants. (checks / is checking)
3. Look! The plants _____ . (grew / are growing)
4. Next year I am going to _____ more. (travelled / travel)

B · Write about you. These answers are personal.

Your own answers — not scored.

1. Write one thing you did last week.

2. Write one thing you do every week.

3. Write one thing you are doing now.

4. Write one thing you are going to do next month.

4 · Pronunciation: Clear speech: thought groups

Divide a longer sentence into short meaning groups. Pause briefly at the slash, not after every word: **Last month / we planted seeds.** Stress the important words. There is no single correct recording; practise for clear meaning.

Models: Last month, we planted seeds. • Every week, Omar checks the plants. • Right now, the plants are growing. • Next year, I am going to travel.

Read the models aloud, then write your own sentences.

1. Write a sentence with yesterday. Then say it aloud.

2. Write a sentence with next year. Then say it aloud.

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

1. What have you enjoyed learning this year?
2. What did you do well last month?
3. What are you going to learn next?

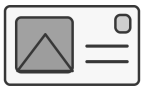
Test 5: Lessons 9–10

Name: _____ Date: _____ Score: ___ / 14

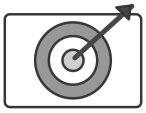
A · Look and write.



1. _____



2. _____



3. _____



4. _____

B · Complete the review.

1. Have you ever _____ (see) a waterfall?

2. Omar _____ never ridden a horse. (have / has)

3. Yesterday Jin _____ (cook) lunch.

4. Next week we are going to _____ (travel).

C · Read and choose true or false.

Nila has visited a castle, but she has never travelled on a ferry. Last year, she made an album of her trips. She usually writes a short note under each photo. Next month, she is going to visit an island with her family. She would like to send her friends a postcard.

1. Nila has visited a castle. T / F

2. She has travelled on a ferry. T / F

3. She made an album last year. T / F

4. She is going to visit an island next month. T / F

D · Choose the stressed syllable number.

1. ev-er (1 / 2)

2. nev-er (1 / 2)

Answer Key

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

Lesson 1: Last Weekend
Vocabulary: 1) picnic; 2) cook; 3) visit; 4) collect
Reading: 1) T; 2) F; 3) two flowers; 4) She was tired.
Grammar A: 1) visited; 2) cleaned; 3) studied; 4) stopped
Grammar B: 1) watch; 2) cook; 3) did; 4) painted
Pronunciation: 1) /t/; 2) /d/; 3) /ɪd/; 4) /ɪd/
Speaking: Personal answers; not scored.

Lesson 2: A Special Day
Vocabulary: 1) beach; 2) gift; 3) ticket; 4) balloon
Reading: 1) T; 2) F; 3) a shell; 4) The sand was very hot.
Grammar A: 1) went; 2) took; 3) ate; 4) bought
Grammar B: 1) was; 2) were; 3) buy; 4) leave
Pronunciation: 1) happy; 2) tired; 3) was; 4) were
Speaking: Personal answers; not scored.

Lesson 3: At the Shops
Vocabulary: 1) basket; 2) cheese; 3) tomato; 4) bottle
Reading: 1) T; 2) F; 3) six; 4) in a basket
Grammar A: 1) some; 2) any; 3) any; 4) some
Grammar B: 1) many; 2) much; 3) many; 4) much
Pronunciation: 1) 1; 2) 1; 3) 1; 4) 2
Speaking: Personal answers; not scored.

Lesson 4: Bigger and Better
Vocabulary: 1) suitcase; 2) market; 3) bridge; 4) bicycle
Reading: 1) T; 2) F; 3) the biggest suitcase; 4) the blue backpack
Grammar A: 1) taller; 2) cheaper; 3) busier; 4) more interesting
Grammar B: 1) the biggest; 2) the best; 3) the most expensive; 4) the smallest
Pronunciation: 1) 1; 2) 1; 3) 1; 4) 2
Speaking: Personal answers; not scored.

Lesson 5: Making Plans
Vocabulary: 1) lake; 2) map; 3) tent; 4) campfire
Reading: 1) T; 2) F; 3) Jin; 4) Fires are not allowed there.
Grammar A: 1) am; 2) is; 3) are; 4) Are
Grammar B: 1) make; 2) swim; 3) carry; 4) is
Pronunciation: 1) pack; 2) bring; 3) wear; 4) take
Speaking: Personal answers; not scored.

Lesson 6: Rules and Helping
Vocabulary: 1) uniform; 2) sign; 3) helmet; 4) broom
Reading: 1) T; 2) F; 3) two; 4) outside
Grammar A: 1) has; 2) have; 3) have; 4) Does
Grammar B: 1) can; 2) cannot; 3) do not have to; 4) have to
Pronunciation: 1) /f/; 2) /s/; 3) /f/; 4) /s/
Speaking: Personal answers; not scored.

Lesson 7: Feeling Well
Vocabulary: 1) rest; 2) cold; 3) headache; 4) soup
Reading: 1) T; 2) F; 3) soup; 4) She slept and read a book.
Grammar A: 1) should; 2) should not; 3) should; 4) should not
Grammar B: 1) drink; 2) shout; 3) rest; 4) should
Pronunciation: 1) /ʃ/; 2) /ʃ/; 3) /s/; 4) /r/
Speaking: Personal answers; not scored.

Lesson 8: Let’s Meet
Vocabulary: 1) bench; 2) café; 3) invitation; 4) entrance
Reading: 1) F; 2) T; 3) at the entrance; 4) at half past five
Grammar A: 1) to; 2) like; 3) meet; 4) send
Grammar B: 1) like; 2) to; 3) cannot; 4) meet
Pronunciation: 1) meet at; 2) send a; 3) come in; 4) sit on
Speaking: Personal answers; not scored.

Answer Key

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

Lesson 9: Have You Ever…?
Vocabulary: 1) ferry; 2) mountain; 3) sushi; 4) castle
Reading: 1) F; 2) T; 3) a postcard; 4) slept in a tent
Grammar A: 1) have; 2) has; 3) have; 4) Has
Grammar B: 1) eaten; 2) seen; 3) ridden; 4) visited
Pronunciation: 1) 1; 2) 1; 3) 2; 4) 2
Speaking: Personal answers; not scored.

Lesson 10: Looking Ahead
Vocabulary: 1) medal; 2) journey; 3) goal; 4) seed
Reading: 1) T; 2) F; 3) Omar; 4) three new recipes
Grammar A: 1) planted; 2) checks; 3) are growing; 4) travel
Grammar B: Own answers; not scored.
Pronunciation: Own answers; not scored.
Speaking: Personal answers; not scored.

Test 1: Lessons 1–2
A: 1) clean; 2) museum; 3) ticket; 4) balloon
B: 1) visited; 2) went; 3) was; 4) buy
C: 1) F; 2) T; 3) T; 4) F
D: 1) /t/; 2) /d/; 3) /ɪd/

Test 2: Lessons 3–4
A: 1) carrot; 2) coin; 3) bridge; 4) bicycle
B: 1) many; 2) any; 3) smaller; 4) the best
C: 1) T; 2) F; 3) F; 4) T
D: 1) 2; 2) 1; 3) 1

Test 3: Lessons 5–6
A: 1) torch; 2) sandwich; 3) helmet; 4) broom
B: 1) are; 2) bring; 3) has; 4) do not have to
C: 1) F; 2) T; 3) F; 4) T
D: 1) /f/; 2) /s/; 3) pack

Test 4: Lessons 7–8
A: 1) cough; 2) exercise; 3) invitation; 4) entrance
B: 1) should; 2) shout; 3) to; 4) meet
C: 1) T; 2) F; 3) T; 4) T
D: 1) /ʃ/; 2) /s/; 3) send a

Test 5: Lessons 9–10
A: 1) horse; 2) postcard; 3) goal; 4) seed
B: 1) seen; 2) has; 3) cooked; 4) travel
C: 1) T; 2) F; 3) T; 4) T
D: 1) 1; 2) 1