

ENGLISH

as a Foreign Language

NIVEL B1 · UMBRAL / THRESHOLD

Marco Común Europeo de Referencia para las Lenguas (MCER)

Recursos de preparación para el examen de inglés como lengua extranjera, Nivel B1

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Introduction

This text is part of a series of six English-as-a-Foreign-Language teaching materials, developed by UIIX (Universidad de Investigación e Innovación de México) for levels A1, A2, B1, B2, C1 and C2 of the Common European Framework of Reference for Languages (CEFR). This volume corresponds to level B1 (Threshold / Intermediate) and serves as a preparation resource for UIIX's English-as-a-Foreign-Language competency exam, available in the virtual classrooms of its online courses.

The text is designed for adult students who have completed level A2 or have equivalent pre-intermediate knowledge of English. Each of the ten units combines a contextualized reading, practice with high-frequency vocabulary, an English Usage section with practical communication expressions and its own practice exercise, an explanation of grammar structures with examples and figures, and a multiple-choice practice quiz in the style of international exams, designed to prepare students for UIIX's competency exams.

This book was developed with structural reference to well-established English-as-a-Foreign-Language publishers as well as the official Council of Europe descriptors ("can-do statements") for level B1. The vocabulary in each unit (40 words and expressions) was selected from validated linguistic frequency lists (Oxford 3000, New General Service List and Brown Corpus), filtered by thematic relevance and level appropriateness; word meanings are provided, in Spanish, in the Dictionary at the end of the book.

CEFR Structure for Level B1

The Common European Framework of Reference for Languages (CEFR) describes level B1 as "Threshold", the third level of the communicative-competence scale and the first of the "independent user" levels. Below are the official Council of Europe descriptors that this book aims to develop, organized by skill, quoted verbatim from the CEFR Self-Assessment Grid, Table 3 (qualitative aspects of spoken language use) and the CEFR Companion Volume illustrative scales.

Listening

"I can understand the main points of clear standard speech on familiar matters regularly encountered in work, school, leisure, etc."

Reading

"I can understand texts that consist mainly of high frequency everyday or job-related language."

Vocabulary

"Has sufficient vocabulary to express themselves with some circumlocutions on most topics pertinent to their everyday life such as family, hobbies and interests, work, travel and current events." (Vocabulary range, CEFR Companion Volume)

Speaking

"I can deal with most situations likely to arise whilst travelling in an area where the language is spoken... I can connect phrases in a simple way in order to describe experiences and events, my dreams, hopes and ambitions."

Range: "Has enough language to get by, with sufficient vocabulary to express him/herself with some hesitation and circumlocutions on topics such as family, hobbies and interests, work, travel, and current events."

Accuracy: "Uses reasonably accurately a repertoire of frequently used 'routines' and patterns associated with more predictable situations."

Fluency: "Can keep going comprehensibly, even though pausing for grammatical and lexical planning and repair is very evident, especially in longer stretches of free production."

Coherence: "Can link a series of shorter, discrete simple elements into a connected, linear sequence of points."

Writing

"I can write simple connected text on topics which are familiar or of personal interest."

Grammar

"Communicates with reasonable accuracy in familiar contexts; generally good control, though with noticeable mother-tongue influence. Errors occur, but it is clear what they are trying to express." (Grammatical accuracy, CEFR Companion Volume)

Course Overview – Ten Units

Each unit develops, in an integrated way, vocabulary, practical language use (English Usage), reading comprehension and grammar.

#	Topic	Vocabulary	English Usage	Reading	Grammar
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1	Tell Me What Happened	camping, emergencies, and storytelling vocabulary	functional phrases for narrating dramatic stories	The Night the River Rose	narrative tenses: past simple and past perfect
2	She Said That...	words for interviews, journalism, and biography	asking questions and quoting an interviewee	The Woman Who Built Rockets	reporting statements and questions in speech
3	How It's Made	manufacturing, materials, and production processes	explaining a process step by step	From Bean to Bar: The Story of Chocolate	forming and using the passive voice
4	What Would You Do?	dilemmas, choices, and ethical decision-making	expressing opinions on hypothetical dilemmas	What Would You Really Do?	forming and using the second conditional
5	It Must Be Him	mystery, suspicion, and investigation vocabulary	phrases for speculating and expressing suspicion	The Vanishing at Bell Street	modals of deduction must might could can't
6	How Long Have You Been Doing That?	dedication, hobbies, and long-term achievement	expressing admiration for someone's dedication	Fifty Years in the Water	contrasting present perfect simple and continuous
7	Life Used to Be Different	words about generational change and nostalgia	phrases for reminiscing and comparing past and present	A Different Kind of Childhood	used to and would for past habits
8	I Enjoy Learning, I Want to Learn	lifelong learning and personal development vocabulary	phrases for talking about goals and progress	It's Never Too Late to Learn	gerunds and infinitives after verbs and adjectives
9	The Person Who Changed Everything	mentorship, influence, and gratitude	expressing gratitude and describing influence	The Teacher Who Believed in Me	defining and non-defining relative clauses
10	If I Had Known...	words for regret, reflection, and turning points	expressing regret and offering reassurance	Looking Back: The Value of Hindsight	third conditional for hypothetical past situations

UNIT 1

Tell Me What Happened

Objective (CEFR B1): to understand and use expressions related to narrating dramatic past events and describing emergency situations outdoors, and to communicate with reasonable fluency on familiar topics, connecting ideas to describe experiences, events, and opinions.

Reading: The Night the River Rose

Maria Torres had always loved the mountains, but she never imagined that a simple weekend camping trip would turn into the most frightening night of her life. She and her closest friend, Sofia, had known each other since they were teenagers, and although they now worked in different cities and rarely had time to see each other, they had always managed to find one weekend a year for a trip together. This time, they had planned the journey for months, saving money and reading guidebooks about a remote valley that neither of them had ever visited before. They wanted a quiet place, far from the noise of the city, where they could hike during the day and sit by a fire at night. By the time they finally packed the car and left on a Friday afternoon, both of them were exhausted from a long week of work, but they were also excited. Neither of them knew what was waiting for them.

They arrived at the campsite, a grassy area beside a wide, shallow river, just before sunset. The sky was clear, and the forecast had predicted only light rain, so they were not worried. Before it grew dark, they walked along a nearby trail and admired the view from a small hill above the valley, taking photographs that Sofia later said she had never had the chance to look at again. After they had set up the tent, they cooked a simple dinner over a small fire and talked for hours about old memories, future plans, and everything in between. Around midnight, tired from the hike earlier that day, they finally crawled into their sleeping bags and fell asleep to the gentle sound of the river.

Maria woke up suddenly a few hours later. At first, she could not understand why. Then she realized that the sound outside the tent had changed completely. The gentle murmur of the river had become a loud, angry roar. Rain was hammering on the tent, and the wind was pulling at the fabric so hard that she thought it might tear. She had never heard a storm arrive so quickly. Just as she sat up, she felt cold water touch her hand through the bottom of the tent.

"Sofia, wake up! The water is rising!" she shouted. Sofia, who had been sleeping deeply, took a moment to understand what was happening. By the time she had opened her eyes properly, water had already covered most of the tent floor. The two women grabbed their shoes and a flashlight and scrambled outside, only to discover that the river, which had looked so calm and harmless the evening before, had risen almost two metres and had spread far beyond its usual banks.

In the chaos, Sofia remembered that she had left her phone, with all her family photos and important documents, in the small storage bag near the riverbank, where they had left their backpacks after unpacking the car. Before Maria could stop her, Sofia had already run toward the water's edge. "Wait!" Maria called out,

but it was too late. As Sofia reached down to grab the bag, her foot slipped on the wet, muddy ground, and the current, far stronger than either of them had expected, pulled her legs from under her.

Maria watched in horror as her friend disappeared under the dark water for a moment before reappearing several metres downstream, struggling against the current. She had never felt so helpless. Without thinking clearly, Maria ran along the bank, following the direction the water was carrying Sofia, shouting her name and searching desperately for something, anything, that she could use to help her.

Fortunately, just around a bend in the river, a fallen tree had blocked part of the current, creating a small, calmer pool. Sofia, exhausted and terrified, managed to grab one of its branches and hold on. Although the water continued to pull at her, the branch had given her just enough support to keep her head above the surface until Maria arrived. Maria found a long, thin branch nearby, and after several attempts, she managed to reach Sofia and pull her toward the shore. By the time she had finally dragged her friend out of the water, both of them were shaking uncontrollably, from cold and from fear.

They spent the rest of that night huddled together under a tree, wrapped in the one dry blanket they had managed to save, waiting anxiously for the storm to pass. As soon as the sun rose the next morning, they packed what remained of their equipment and drove straight to the nearest town, where a doctor confirmed that, apart from some bruises and a bad cold, Sofia had suffered no serious injuries. The phone, of course, had been lost forever, carried away by the very water that had almost taken far more than that.

Looking back now, Maria still finds it hard to believe how quickly an ordinary, relaxing trip had turned into a nightmare. She had read about flash floods before, but she had never truly understood how sudden and powerful they could be until she had experienced one herself. Since that night, she has never camped near a river again without first checking the weather forecast carefully and choosing a spot well above the water line. She has also learned to keep a small emergency kit, including a rope and a whistle, in her car whenever she travels to remote places, because that night taught her that help can be very far away when something goes wrong.

Sofia, for her part, learned an even simpler lesson: no phone, no bag, and no photograph is ever worth risking your life for. In the months after the accident, she often thought about how differently the night could have ended if the fallen tree had not been there, or if Maria had not reacted so quickly. Whenever she tells the story now, at family dinners or to new friends who ask about the small scar on her knee, she always finishes with the same words: "By the time I understood how dangerous it was, I had already made the worst decision of my life. I was just lucky that Maria had not."

Reading Comprehension – True or False

Read the text again and decide if each statement is true (T) or false (F).

1. Maria and Sofia had planned their camping trip for several months before they went. ____ (T / F)
2. The weather forecast had predicted a serious storm for that weekend. ____ (T / F)
3. Sofia went back toward the river to save her phone and important documents. ____ (T / F)
4. Sofia was seriously injured and had to stay in hospital for several days. ____ (T / F)

5. After the accident, Maria became more careful about choosing campsites near rivers. ____ (T / F)

Reading Comprehension – Multiple Choice

Read each question and choose the correct answer.

1. Why did Maria and Sofia decide to go camping?

- A) To escape the noise of the city and relax in the mountains
- B) To celebrate Sofia's birthday
- C) To meet other hikers in the area
- D) Because Maria's family owned land near the river

2. What had the weather forecast predicted for the weekend?

- A) A severe storm
- B) Only light rain
- C) Strong winds only
- D) Perfect sunny weather

3. What woke Maria up in the middle of the night?

- A) A loud noise from another campsite
- B) Sofia shouting for help
- C) The sound of the river, which had become much louder
- D) Her phone ringing

4. Why did Sofia run toward the riverbank during the flood?

- A) She wanted to move the tent to higher ground
- B) She had heard someone calling for help
- C) She was trying to find the car
- D) She had left her phone and documents in a bag there

5. How did Maria manage to help Sofia out of the water?

- A) She used a long branch to pull her toward the shore
- B) She called for help on her phone
- C) She swam into the river and carried her out
- D) A stranger arrived with a rope

Key Vocabulary

High-frequency words and expressions (Oxford 3000, New General Service List and Brown Corpus), filtered by topic relevance and B1 level. Meanings are in the Dictionary at the end of the book.

1–10	11–20	21–30	31–40
1. flash flood	11. terrified	21. sleeping bag	31. warning

2. campsite	12. panic	22. backpack	32. flashlight
3. tent	13. to panic	23. trail	33. to trap
4. riverbank	14. to soak	24. to hike	34. trapped
5. downpour	15. soaked	25. campfire	35. current (river)
6. thunderstorm	16. lightning	26. to realize	36. to drag
7. to sweep away	17. thunder	27. suddenly	37. relief
8. rescue	18. to shelter	28. beforehand	38. to overflow
9. to rescue	19. shelter	29. previously	39. overturned
10. survivor	20. to evacuate	30. to warn	40. exhausted

Vocabulary Practice

Choose the correct option to complete each sentence.

1. In the reading, "murmur" (as in "the gentle murmur of the river") means:

- A) a soft, continuous sound
- B) a loud, sudden crash
- C) a bright light
- D) a strong smell

2. What does "scrambled outside" mean in the text?

- A) walked calmly and slowly
- B) moved quickly and with difficulty
- C) fell asleep again
- D) cooked breakfast

3. The word "current" in the reading refers to:

- A) the present moment in time
- B) an electrical device
- C) the movement of water in a river
- D) a type of dried fruit

4. "Terrified" is closest in meaning to:

- A) mildly surprised
- B) very tired
- C) slightly annoyed
- D) extremely frightened

5. In the phrase "she managed to reach Sofia," the word "managed" means:

- A) succeeded in doing something difficult
- B) failed completely
- C) refused

D) planned in advance

6. "Helpless" describes someone who:

- A) enjoys helping other people
- B) is unable to help themselves or do anything useful in a situation
- C) is extremely confident
- D) works as a professional helper

7. The phrase "in the chaos" describes a situation that is:

- A) calm and organized
- B) quiet and peaceful
- C) confusing and disordered
- D) planned very carefully

8. "Huddled together" (as in "they spent the night huddled together") means:

- A) arguing loudly
- B) standing far apart from each other
- C) walking in different directions
- D) sitting or standing close together, often for warmth or comfort

9. In the text, "bruises" are:

- A) marks on the skin caused by an injury
- B) pieces of clothing
- C) a type of medicine
- D) small insects

10. The expression "risk your life for" means to:

- A) protect your life carefully
- B) put your life in danger for something
- C) live a long and healthy life
- D) insure your life against accidents

Grammar Focus: Narrative Tenses: Past Simple vs. Past Perfect Simple

When we tell a story about the past, we often need to show that some events happened before others. We use the Past Simple to talk about a completed action or situation at a specific time in the past, such as "They arrived at the campsite" or "Maria woke up suddenly." This is the tense we use for the main events of a story, the actions that move the narrative forward, one after another. However, when we want to show that one past action happened earlier than another past action, we use the Past Perfect Simple, formed with "had" plus the past participle: "By the time she had opened her eyes properly, water had already covered most of the tent floor." Here, the covering of the floor happened before the opening of the eyes, so the earlier action uses the Past Perfect while the later, main-timeline action uses the Past Simple.

The Past Perfect is especially useful with time expressions such as *by the time*, *before*, *after*, *already*, *just*, and *when*, because these words often signal that we are comparing two different points in the past. A common mistake among B1 learners is overusing the Past Perfect for every past event, even when the order is already clear from the context or from words like "and then" or "after that." For example, it is unnecessary and unnatural to say "They had cooked dinner and then they had talked for hours"; instead, native speakers would simply say "They cooked dinner and then talked for hours," using the Past Simple for both actions because the sequence is obvious. Save the Past Perfect for situations where you specifically need to show that one action was already finished before another past action began, especially when the order is not obvious or when you want to emphasize that something happened "before" something else in the story.

Figure 1

1. Sentence structure



2. Forms and examples



Reference Table: Past Simple vs. Past Perfect Simple

Past Simple (regular)	subject + verb + -ed	They arrived at the campsite just before sunset.
Past Simple (irregular)	subject + irregular past form	Maria woke up suddenly a few hours later.
Past Perfect Simple	subject + had + past participle	The water had already covered the tent floor.
Both together (sequencing)	earlier action (Past Perfect) + later action (Past Simple)	By the time she had opened her eyes, water had covered the floor, so she jumped up immediately.
Typical time markers	by the time / before / after / already / just / when	She had just fallen asleep when the storm began.

Examples

1. By the time the storm woke Maria up, the river had already risen more than a metre.
2. Sofia had left her phone near the riverbank before the flood started.
3. After they had set up the tent, they cooked dinner over a small fire.
4. Maria had never heard a storm arrive so quickly, so at first she did not understand what was happening.
5. When Sofia reached the water's edge, she slipped because the ground had become extremely muddy.
6. By the time Maria finally pulled her friend out of the water, both of them had already lost all their equipment near the tent.

English Usage

Learn and practice these useful expressions.

- Out of nowhere, ...
used to describe a sudden, unexpected event
- I couldn't believe my eyes.
expresses shock or disbelief at what you saw
- It all happened so fast.
describes an event that occurred very quickly
- Before I knew it, ...
shows something happened suddenly, without time to react
- My heart was racing.
describes fear or intense excitement
- Thankfully, ...
introduces a lucky or fortunate turn of events
- I'll never forget the moment when...
introduces a vivid, memorable memory
- It was a close call.
describes narrowly avoiding danger

Sample Dialogue

A: You look exhausted. What happened to you this weekend?

B: You won't believe it. We went camping by the river, and it all happened so fast.

A: What do you mean?

B: We had already set up the tent when the storm started. Out of nowhere, the river began to rise.

A: That sounds terrifying.

B: It was. My heart was racing. Before I knew it, the water had reached our tent.

A: What did you do?

B: We grabbed our bags and ran. I couldn't believe my eyes when I saw how fast the current had become.

A: Was anyone hurt?

B: No, thankfully, a park ranger had already warned other campers, so everyone reached higher ground in time.

A: Wow, it was a close call.

B: Definitely. I'll never forget the moment when we finally reached safety and looked back at the flooded campsite.

Practice

Choose the best expression for each situation.

1. Which phrase best expresses that something happened without warning?

- A) It was a close call.
- B) Out of nowhere, ...
- C) Thankfully, ...
- D) My heart was racing.

2. You want to say you are extremely surprised by what you saw. Which phrase fits best?

- A) I couldn't believe my eyes.
- B) Before I knew it, ...
- C) It all happened so fast.
- D) Thankfully, ...

3. Which expression describes narrowly avoiding a dangerous situation?

- A) My heart was racing.
- B) I'll never forget the moment when...
- C) It was a close call.
- D) Out of nowhere, ...

4. Which phrase would you use to introduce good luck in a story?

- A) My heart was racing.
- B) It all happened so fast.
- C) Before I knew it, ...
- D) Thankfully, ...

5. "____, the tent was already gone." Which phrase completes the sentence to show a sudden change happened before the speaker could react?

- A) It was a close call.
- B) Before I knew it, ...
- C) Thankfully, ...
- D) My heart was racing.

Practice Quiz (25 Questions)

Choose the only correct answer for each question, based on international exams. Answers are in the Answer Key at the end of the book.

1. By the time the ambulance arrived, the man ___ already ___ conscious.

- A) had / lost
- B) has / lost
- C) was / losing
- D) lost / had

2. She ___ the door before she ___ that she had forgotten her keys.

- A) locked / had realized
- B) had locked / realized
- C) locks / realized
- D) had locked / had realized

3. When we arrived at the cinema, the film ___ already ___.

- A) has / started
- B) starts / started
- C) had / started
- D) started / had

4. After Sofia ___ into the water, Maria ran along the riverbank to find her.

- A) has fallen
- B) falls
- C) was falling
- D) had fallen

5. They ___ dinner before the storm began.

- A) had already cooked
- B) has already cooked
- C) cook already
- D) were already cook

6. Choose the correct sentence.

- A) I had finished my homework and then I watched TV.
- B) I finished my homework and then I watched TV.
- C) I have finished my homework and then I watched TV.
- D) I finish my homework and then I had watched TV.

7. By the time she ___ up, the water had covered the tent floor.

- A) wakes
- B) had woken
- C) woke
- D) waking

8. He ___ never ___ such a strong storm before that night.

- A) has / seen

- B) was / seeing
- C) did / see
- D) had / seen

9. As soon as the rain ____, they packed their equipment and left.

- A) stopped
- B) had stopped
- C) stops
- D) was stopping

10. Which sentence correctly shows one action happening before another?

- A) Before she had called for help, she tried to grab the branch herself.
- B) Before she called for help, she had tried to grab the branch herself.
- C) Before she called for help, she tries to grab the branch herself.
- D) Before she calls for help, she had tried to grab the branch herself.

11. Maria ____ the branch and pulled her friend toward the shore.

- A) had found
- B) has found
- C) found
- D) finds

12. By the time the doctor examined Sofia, the bruises ____ already ____ to appear.

- A) have / begun
- B) began / had
- C) begin / began
- D) had / begun

13. I ____ never ____ a flash flood before that trip, so I was completely unprepared.

- A) had / experienced
- B) have / experienced
- C) has / experienced
- D) did / experienced

14. Choose the best sentence using Past Simple only (no need for Past Perfect).

- A) She had woken up, had got dressed, and had left the tent.
- B) She woke up, got dressed, and left the tent.
- C) She woke up, had got dressed, and left the tent.
- D) She had woken up, got dressed, and had left the tent.

15. When Maria reached her friend, Sofia ____ already ____ onto a fallen branch.

- A) has / grabbed
- B) grabbed / had
- C) had / grabbed

D) grab / had

16. They ____ their tent near the river because the weather forecast had predicted only light rain.

- A) had set up
- B) sets up
- C) were setting up
- D) set up

17. Which word usually introduces an action that happened earlier than another past action?

- A) already
- B) tomorrow
- C) nowadays
- D) usually

18. By the time the sun rose, they ____ most of the night awake.

- A) spent
- B) had spent
- C) spend
- D) were spending

19. He realized that he ____ his passport at the hotel.

- A) leaves
- B) left
- C) had left
- D) leaving

20. The current, which ____ far stronger than expected, carried her downstream.

- A) had been
- B) has been
- C) is
- D) was

21. What does "relief" mean in a sentence like "She felt great relief when her friend was safe"?

- A) a feeling of comfort after worry or fear ends
- B) a feeling of anger
- C) a feeling of boredom
- D) a feeling of confusion

22. Choose the sentence that correctly uses "just" with the Past Perfect.

- A) They just had finished dinner when the storm started.
- B) They had just finished dinner when the storm started.
- C) They have just finished dinner when the storm started.
- D) They just finish dinner when had the storm started.

23. Before the flood, the river ____ calm and shallow for many years.

- A) has remained
- B) remains
- C) had remained
- D) was remaining

24. Which sentence best describes an action that happened "unexpectedly"?

- A) The storm arrived exactly as everyone had predicted.
- B) The storm arrived slowly and predictably.
- C) The storm never arrived at all.
- D) The storm arrived suddenly, without any warning.

25. After they ____ the whole story to the doctor, he checked Sofia carefully.

- A) had explained
- B) explain
- C) explains
- D) explaining

UNIT 2

She Said That...

Objective (CEFR B1): to understand and use expressions related to recounting an interview and reporting what someone said, and to communicate with reasonable fluency on familiar topics, connecting ideas to describe experiences, events, and opinions.

Reading: The Woman Who Built Rockets

Last spring, I drove three hours along the Oregon coast to meet Dr. Elena Marsh, a woman whose name almost nobody recognizes today, even though she helped send some of the first American satellites into space. She is eighty-four now, and she lives alone in a small wooden house that looks out over the ocean. When I arrived, she was sitting on her porch with a cup of tea, and she told me that she had been waiting for this interview for a long time. She said that most journalists were only interested in the men who had led the big space programs, and that nobody ever asked about the young women who had done the calculations behind the scenes.

Elena explained that she had grown up in a small farming town in Kansas, where her father repaired tractors and her mother taught mathematics at the local school. She said that her mother had encouraged her to study numbers from a very young age, and that by the time she was twelve, she could already solve equations that her older brothers found difficult. She told me that she had once asked her mother if girls were allowed to become engineers, and her mother had answered that anyone who could think clearly could become anything they wanted. That sentence, Elena said, had shaped the rest of her life.

She recalled that in 1961, when she finished her engineering degree, only a handful of universities in the country would even admit women to their science programs. She said that she had applied to eleven different companies before one of them finally offered her a job, and that most of the letters she received simply said the position was "not suitable for a woman." When I asked her how she had felt at that time, she admitted that she had often wanted to give up, but she insisted that giving up had never really been an option for her, because she loved the work too much.

She also mentioned that some of her professors had warned her that a career in aerospace engineering was simply too demanding for a young woman who might one day want a family, and that she had always found this comment strange, since none of her male classmates ever received the same warning.

Her first job was with a small aerospace company that was building rocket engines for early satellite launches. She mentioned that she was the only woman on a team of forty engineers, and that for the first few months, some of her colleagues refused to speak to her directly. She said that one senior engineer had told her, quite openly, that she would never last a year in that job. She told me that she had simply nodded, gone back to her desk, and worked twice as hard as everyone else. Within two years, she said, she had been promoted to lead a small team that designed fuel systems for rocket engines.

I asked her whether she remembered the moment when one of her rockets finally reached orbit. She smiled and said that she would never forget it. She explained that the launch had been delayed three times because

of technical problems, and that by the final attempt, almost everyone on the team had lost hope. She recalled that when the rocket lifted off successfully, the control room went completely silent for a few seconds, and then everyone began shouting and hugging each other. She said that she had cried, not because she was sad, but because she finally felt that people believed she belonged there.

Not every part of her story was a success, however. She admitted that one of her early projects had failed badly, and that a test rocket had exploded just seconds after launch. She said that the accident had frightened her deeply, and that she had wondered, for the first time, whether she had chosen the wrong career. She told me that her supervisor had asked her if she wanted to quit the project, and she had answered that she needed to understand what had gone wrong before she could ever consider leaving. She explained that the investigation had taken almost a year, but that it had ultimately taught her more about engineering than any of her university courses had.

Later in her career, Elena became one of the first women to manage an entire engineering division. She said that she had always tried to mentor younger women who joined the company, because nobody had really mentored her when she started. She told me that she often reminded her students that mistakes were not failures, but simply information. She claimed that the best engineers she had ever worked with were the ones who were not afraid to admit when they were wrong.

Toward the end of our conversation, I asked Elena what advice she would give to young people who wanted to work in science today. She said that she would tell them to be patient, because real progress usually took much longer than anyone expected. She also said that she hoped more people would remember the quiet contributions of engineers like her, the ones who never appeared in newspapers but whose work still made history possible.

Before I left, I asked her if she had ever regretted choosing such a difficult career in a time when so few people supported her. She looked out at the ocean for a long moment and then said that she had never regretted it, not even once. She told me that every rocket that had ever left the ground had done so because someone, somewhere, had refused to accept that it was impossible.

Driving back along the coast that evening, I kept thinking about her words. Elena Marsh never became famous, and her name is not written in any history book. But she told me something I will never forget: that history is not only made by the people we remember, but also by the ones who quietly kept building, launch after launch, until something finally worked.

Reading Comprehension – True or False

Read the text again and decide if each statement is true (T) or false (F).

1. Elena Marsh was one of the first female engineers to work on rocket design in the United States. ____ (T / F)
2. Elena's mother discouraged her from studying mathematics as a child. ____ (T / F)
3. Elena was offered a job by the first company she applied to. ____ (T / F)
4. Elena was promoted to lead a team that designed fuel systems for rocket engines. ____ (T / F)
5. Elena told the journalist that she regretted choosing a career in aerospace engineering. ____ (T / F)

Reading Comprehension – Multiple Choice

Read each question and choose the correct answer.

1. Where does Elena Marsh live now?

- A) In a small wooden house on the Oregon coast
- B) In a city in Kansas
- C) In an apartment near a space center
- D) In a farmhouse in the Midwest

2. According to the reading, what did Elena's mother tell her about becoming an engineer?

- A) That engineering was too difficult for women
- B) That anyone who could think clearly could become anything they wanted
- C) That she should study mathematics instead
- D) That she needed a university scholarship first

3. How many companies did Elena apply to before she got a job?

- A) Two
- B) Five
- C) Eleven
- D) Twenty

4. What happened when one of Elena's early test rockets was launched?

- A) It reached orbit successfully
- B) It was cancelled before launch
- C) It was delayed for a year
- D) It exploded seconds after launch

5. What does Elena say made history possible, according to the final paragraph?

- A) People who quietly kept building, launch after launch
- B) Only the people who are remembered in history books
- C) Government funding for space programs
- D) Luck and good timing

Key Vocabulary

High-frequency words and expressions (Oxford 3000, New General Service List and Brown Corpus), filtered by topic relevance and B1 level. Meanings are in the Dictionary at the end of the book.

1–10	11–20	21–30	31–40
1. interview	11. to reveal	21. background	31. to complain
2. journalist	12. to admit	22. to ask	32. to warn

3. biographer	13. to deny	23. to answer	33. to promise
4. interviewee	14. to confirm	24. follow-up question	34. to suggest
5. quote	15. to recall	25. to paraphrase	35. to wonder
6. to quote	16. to describe	26. reported speech	36. article
7. statement	17. anecdote	27. direct speech	37. headline
8. to state	18. memoir	28. tense shift	38. source
9. to claim	19. career	29. to explain	39. reporter
10. to mention	20. achievement	30. to insist	40. insight

Vocabulary Practice

Choose the correct option to complete each sentence.

1. In the reading, "recalled" is closest in meaning to:

- A) remembered
- B) forgot
- C) doubted
- D) refused

2. "She admitted that she had often wanted to give up" means she:

- A) denied something
- B) confessed something, sometimes reluctantly
- C) shouted about something
- D) predicted something

3. "She insisted that giving up had never been an option" shows that Elena:

- A) was unsure about her decision
- B) asked a question about the topic
- C) firmly stated something, even when others might disagree
- D) apologized for a mistake

4. Which word means "to say that something is true, often without proof"?

- A) mentioned
- B) whispered
- C) ignored
- D) claimed

5. "She mentioned that she was the only woman on the team" means she:

- A) referred to this fact briefly, in passing
- B) shouted this fact loudly
- C) hid this fact from others
- D) argued about this fact

6. The phrase "behind the scenes" in the reading refers to work that is:

- A) done in public, with a lot of attention
- B) not visible or well-known to most people
- C) illegal or dishonest
- D) finished very quickly

7. "The investigation had taught her more than any of her university courses" — an "investigation" is:

- A) a formal celebration
- B) a short vacation
- C) a careful examination to find out what happened
- D) a type of university course

8. To "mentor" younger colleagues means to:

- A) compete with them for a promotion
- B) criticize their work publicly
- C) replace them in their job
- D) guide and advise someone with less experience

9. "Not suitable for a woman" — "suitable" means:

- A) appropriate or right for a particular purpose
- B) expensive
- C) dangerous
- D) temporary

10. "She had refused to accept that it was impossible" — to "refuse" means to:

- A) agree immediately
- B) say no to doing something
- C) forget something completely
- D) explain something in detail

Grammar Focus: Reported Speech: Statements, Questions, and Tense Shifts

When we report what someone said, we usually change the verb tense. This is called "backshift." If the speaker used the present simple, we usually change it to the past simple in reported speech ("I work hard" becomes "She said she worked hard"). If the speaker used the past simple, we usually change it to the past perfect ("I applied to eleven companies" becomes "She said she had applied to eleven companies"). Modal verbs also change: "will" becomes "would," "can" becomes "could," and "must" often becomes "had to." We also change pronouns and time or place expressions so that the sentence makes sense from the reporter's point of view: "I" becomes "she" or "he," "my" becomes "her" or "his," "tomorrow" becomes "the next day," "yesterday" becomes "the day before," and "here" becomes "there."

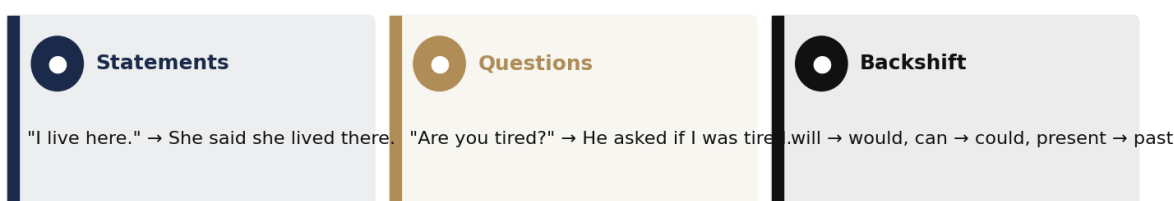
Reported questions follow different rules from reported statements. First, the word order changes back to statement order (subject before verb), and we do not use a question mark or the auxiliary "do/does/did." For example, "Did you feel afraid?" becomes "She asked me if I had felt afraid." For yes/no questions, we introduce the reported question with "if" or "whether." For questions that begin with a question word (who, what, where, when, why, how), we keep that question word instead of using "if" or "whether": "What advice would you give?" becomes "I asked her what advice she would give." Common reporting verbs include "said," "told," "explained," "asked," "admitted," "insisted," and "claimed," and each one carries a slightly different shade of meaning.

Figure 2

1. Sentence structure



2. Forms and examples



Reference Table: Reported Speech — tense and word changes

Direct speech	Reported speech	Change type
"I work hard every day."	She said (that) she worked hard every day.	Present simple → past simple
"I applied to eleven companies."	She said (that) she had applied to eleven companies.	Past simple → past perfect
"I will tell them to be patient."	She said (that) she would tell them to be patient.	will → would
"Did you regret it?"	I asked her if she had regretted it.	Yes/No question → if/whether, no auxiliary
"What advice would you give?"	I asked her what advice she would give.	Wh-question → statement word order

Examples

1. Direct: "I have been waiting for this interview for a long time." → Reported: Elena said that she had been waiting for the interview for a long time.
2. Direct: "My mother encouraged me to study numbers." → Reported: She said that her mother had encouraged her to study numbers.
3. Direct: "I will never forget it." → Reported: She said that she would never forget it.
4. Direct: "Did you feel afraid at that time?" → Reported: I asked her if she had felt afraid at that time.
5. Direct: "What advice would you give to young people?" → Reported: I asked Elena what advice she would give to young people.
6. Direct: "I can understand what went wrong." → Reported: She said that she could understand what had gone wrong.

English Usage

Learn and practice these useful expressions.

- Could you tell me more about...?
asking for elaboration on a point
- What was it like to...?
asking about a past experience
- In your own words, ...
inviting a personal description
- If I understood you correctly, ...
checking your understanding
- Looking back, ...
asking someone to reflect on the past
- What would you say to...?
asking for advice or an opinion
- Correct me if I'm wrong, but...
politely questioning a fact
- Thank you for your time.
closing an interview politely

Sample Dialogue

A: Good morning. Thank you for your time today.

B: It's a pleasure to be here.

A: Could you tell me more about how your career began?

B: Well, my first boss told me that I had a natural talent for design, and that comment changed everything.

A: What was it like to work on your first big project?

B: It was terrifying, honestly. I remember my mentor saying that mistakes were the best teachers.

A: In your own words, how would you describe your success?

B: I'd say it comes from persistence. My grandmother always said that hard work pays off eventually.

- A: If I understood you correctly, you almost gave up at one point?
- B: That's right. A close friend warned me that the industry was too competitive, but I didn't listen.
- A: Looking back, what would you say to someone just starting out?
- B: I'd tell them to trust the process and keep learning.
- A: Correct me if I'm wrong, but you also mentioned writing a book?
- B: Yes, it's coming out next year.
- A: Thank you for your time. This has been fascinating.
- B: Thank you for having me.

Practice

Choose the best expression for each situation.

1. You want to ask the guest for extra details about something they just said. Which phrase is most appropriate?

- A) Could you tell me more about that?
- B) Thank you for your time.
- C) Looking back, how do you feel about it?
- D) What would you say to a beginner?

2. You want to make sure you have understood the guest's answer before moving on. Which phrase fits best?

- A) What was it like to work there?
- B) If I understood you correctly, you started your career quite young.
- C) In your own words, describe your first job.
- D) Correct me if I'm wrong, but...

3. You want to politely question a detail before asking your next question. Which phrase is most suitable?

- A) Could you tell me more about that?
- B) What was it like to...?
- C) Correct me if I'm wrong, but didn't you start in 2010?
- D) Thank you for your time.

4. You want the guest to describe an experience using their own personal language, not a formal explanation. Which phrase fits best?

- A) If I understood you correctly, ...
- B) Looking back, ...
- C) What would you say to...?
- D) In your own words, how would you describe that moment?

5. The interview is finished and you want to thank the guest politely. Which phrase is best?

- A) Could you tell me more about that?
- B) Thank you for your time.
- C) What was it like to...?

D) Looking back, ...

Practice Quiz (25 Questions)

Choose the only correct answer for each question, based on international exams. Answers are in the Answer Key at the end of the book.

1. Direct: "I am tired." Reported: She said (that) she ____ tired.

- A) was
- B) is
- C) has been
- D) will be

2. Direct: "I finished my degree in 1961." Reported: She said (that) she ____ her degree in 1961.

- A) finishes
- B) had finished
- C) finished
- D) has finished

3. Direct: "I will help you." Reported: He said (that) he ____ help me.

- A) will
- B) can
- C) would
- D) could

4. Direct: "Can you fix this engine?" Reported: She asked me if I ____ fix the engine.

- A) can
- B) will
- C) would
- D) could

5. Direct: "Where do you work?" Reported: He asked me where I ____.

- A) worked
- B) work
- C) am working
- D) had work

6. Direct: "I have never seen a rocket launch." Reported: She told me (that) she ____ never seen a rocket launch.

- A) has
- B) had
- C) have
- D) was

7. Choose the correct reported question. Direct: "Did you feel afraid?"

- A) She asked me did I feel afraid.
- B) She asked me if had I felt afraid.
- C) She asked me if I had felt afraid.
- D) She asked me that I felt afraid.

8. Direct: "My father repairs tractors." Reported: She said (that) ____ father repaired tractors.

- A) my
- B) your
- C) his
- D) her

9. Direct: "I will see you tomorrow." Reported (the next day): She said (that) she would see me ____.

- A) the next day
- B) tomorrow
- C) yesterday
- D) today

10. Direct: "I must finish this project." Reported: He said (that) he ____ finish the project.

- A) must
- B) had to
- C) has to
- D) will

11. Direct: "What advice would you give?" Reported:

- A) I asked her what advice would she give.
- B) I asked her that what advice she would give.
- C) I asked her what advice she would give.
- D) I asked her what advice did she give.

12. Direct: "I am studying engineering." Reported: She said (that) she ____ engineering.

- A) studies
- B) is studying
- C) had studied
- D) was studying

13. Direct: "I applied to eleven companies." Reported in a summary: She ____ that she had applied to eleven companies.

- A) said
- B) told
- C) asked
- D) wondered

14. Which reporting verb best fits: "She ____ me that she had been waiting for the interview."

- A) asked

- B) told
- C) wondered
- D) questioned

15. Direct: "Do you regret your decision?" Reported:

- A) She asked me do I regret my decision.
- B) She asked me that I regretted my decision.
- C) She asked me if I regretted my decision.
- D) She asked me whether do I regret my decision.

16. Direct: "I can understand the problem now." Reported: He said (that) he ____ understand the problem.

- A) can
- B) will
- C) may
- D) could

17. Direct: "I was the only woman on the team." Reported: She said (that) she ____ the only woman on the team.

- A) had been
- B) is
- C) was
- D) would be

18. Which sentence correctly reports a yes/no question?

- A) He asked was she ready.
- B) He asked if she was ready.
- C) He asked that she was ready.
- D) He asked if was she ready.

19. Direct: "I will never forget it." Reported:

- A) She said she never forgets it.
- B) She said she will never forget it.
- C) She said she would never forget it.
- D) She said she has never forgotten it.

20. In reported speech, "here" usually changes to:

- A) here
- B) that place
- C) it
- D) there

21. The word "admitted" in the reading suggests that Elena:

- A) confessed something a little difficult to say
- B) was proud to say something

- C) shouted angrily
- D) refused to answer

22. Direct: "Why did you choose engineering?" Reported:

- A) I asked her why did she choose engineering.
- B) I asked her why she had chosen engineering.
- C) I asked her why she chose engineering did.
- D) I asked her that why she chose engineering.

23. Which word means "to say something firmly, even if others disagree"?

- A) mentioned
- B) whispered
- C) insisted
- D) forgot

24. Direct: "I recall my mother's advice clearly." Reported: She said (that) she ____ her mother's advice clearly.

- A) recalls
- B) is recalling
- C) will recall
- D) recalled

25. Direct: "Have you ever regretted your career?" Reported:

- A) She asked me if I had ever regretted my career.
- B) She asked me have I ever regretted my career.
- C) She asked me that I had ever regretted my career.
- D) She asked me if had I ever regretted my career.

UNIT 3

How It's Made

Objective (CEFR B1): to understand and use expressions related to describing how everyday products are made and manufactured, and to communicate with reasonable fluency on familiar topics, connecting ideas to describe experiences, events, and opinions.

Reading: From Bean to Bar: The Story of Chocolate

Chocolate is loved in almost every country in the world, but few people know how a cacao pod on a tropical tree is transformed into a smooth, sweet chocolate bar. The process is long and it involves farmers, factories, and careful science. Today, most of this work is done with the help of modern machines, but for centuries it was done almost entirely by hand.

The story begins on a cacao farm near the equator, where the climate is warm and humid. Most of the world's cacao is grown in West Africa, Southeast Asia, and Latin America, where small family farms produce a large share of the global supply. Cacao trees are grown in the shade of taller trees, and each tree produces large, colourful pods that grow directly from the trunk and branches. Twice a year, when the pods turn yellow or orange, they are harvested by hand. Sharp knives called machetes are used to cut the pods carefully from the tree, because the trunk is easily damaged. After the pods are collected, they are opened, and the beans and the sticky white pulp inside are removed. In many regions, this work is still done without any machinery at all, since delicate pods can only be handled safely by experienced workers.

Once the beans have been taken out, they are not ready to be eaten or used. First, they must be fermented. The beans are piled up, covered with banana leaves, and left to ferment for several days. During this time, the sugar in the pulp is turned into alcohol and then into acid by natural bacteria and yeast. This step is essential because the familiar chocolate flavour is actually created during fermentation, not simply inside the raw bean. After fermentation, the beans are spread out in the sun and dried for about a week. They are turned regularly so that they dry evenly and are not damaged by mould.

After the beans are dried, they are packed into large sacks and transported to a factory, sometimes in another country. At the factory, the beans are cleaned and then roasted at a high temperature. Roasting develops the deep, rich flavour that people associate with chocolate. Once the beans have been roasted, their thin outer shells are cracked and removed, leaving small pieces called nibs. The shells are usually thrown away or used for other products, such as garden mulch or tea.

The nibs are then ground between heavy stones or steel wheels until the natural fat inside them, called cocoa butter, is released. This produces a thick brown liquid known as chocolate liquor, even though it does not actually contain any alcohol. Sugar, milk powder, and extra cocoa butter are added to the liquor to make different kinds of chocolate, such as dark, milk, or white chocolate. The mixture is then blended and refined until it becomes extremely smooth.

One of the most important steps is called conching. During conching, the chocolate is stirred and mixed continuously for many hours, sometimes even for several days. This process removes any bitter taste and

makes the texture silky rather than grainy. After conching, the chocolate is tempered. Tempering means that the chocolate is carefully heated and then cooled to specific temperatures so that the cocoa butter forms stable crystals. If chocolate is not tempered correctly, it becomes dull and soft instead of shiny and firm.

Finally, the tempered chocolate is poured into moulds. It is cooled until it becomes solid, and then it is removed from the moulds, wrapped, and packaged for shops around the world. Before the packaging is completed, samples are usually tested for taste, texture, and safety by quality-control staff, and the ingredients are recorded on the label so that consumers know exactly what has been added. Every stage, from the farm to the final wrapper, is checked so that the quality of the chocolate is maintained.

The way chocolate is produced has changed enormously over time. Cacao was first used by ancient civilisations in Mesoamerica more than three thousand years ago. At that time, the beans were ground by hand using simple stone tools, and the mixture was often drunk as a bitter, spicy liquid rather than eaten as a solid bar. Sugar was not added because it was unknown in that region, so the drink tasted very different from modern chocolate.

When cacao was brought to Europe in the sixteenth century, sugar was added, and hot chocolate quickly became a fashionable drink among wealthy people. However, until the nineteenth century, the entire process was still carried out by hand, so chocolate remained expensive and rare. This changed in 1828, when a hydraulic press was invented by a Dutch chemist named Coenraad van Houten. With this new machine, cocoa butter could be separated from the beans much more efficiently, and cocoa powder was produced for the first time. A few decades later, solid chocolate bars were created, and in 1879, a smoother, creamier texture was achieved when the conching process was invented in Switzerland.

Today, chocolate is manufactured on a huge scale, and millions of tons of cacao are processed every year in large factories equipped with computer-controlled roasters and conching machines. Even though many steps are now automated, some high-quality chocolate is still made using traditional methods, and cacao is still harvested by hand on small family farms. In recent years, more attention has also been paid to how cacao farmers are treated, and fair-trade programmes have been created so that farmers are paid a fairer price for their crop. In this way, an ancient tradition and modern technology are combined to create one of the world's favourite foods, and a product that once took weeks to prepare by hand can now be manufactured, packaged, and shipped to another continent in a matter of days.

Reading Comprehension – True or False

Read the text again and decide if each statement is true (T) or false (F).

1. Cacao pods are harvested by hand, twice a year. ____ (T / F)
2. The beans are eaten immediately after they are removed from the pods. ____ (T / F)
3. Fermentation is an essential step because it helps create the chocolate flavour. ____ (T / F)
4. The hydraulic press was invented in the eighteenth century. ____ (T / F)
5. Conching removes bitterness and makes the texture of chocolate smoother. ____ (T / F)

Reading Comprehension – Multiple Choice

Read each question and choose the correct answer.

1. Where does the story of chocolate production begin, according to the text?

- A) In a factory in Switzerland
- B) On a cacao farm near the equator
- C) In a laboratory in Europe
- D) On a ship crossing the Atlantic Ocean

2. Why are the beans fermented before they are dried?

- A) To remove the outer shell
- B) To make them heavier for transport
- C) To make them easier to harvest
- D) To create the familiar chocolate flavour

3. What happens to the beans immediately after they are roasted?

- A) Their shells are cracked and removed
- B) They are planted again
- C) They are fermented for a second time
- D) They are shipped directly to shops

4. What is chocolate liquor, according to the text?

- A) An alcoholic drink made from cacao
- B) The sticky pulp that surrounds the beans
- C) A thick liquid produced when the nibs are ground
- D) A type of packaging material

5. Who invented the hydraulic press mentioned in the text, and when?

- A) A Swiss chocolate maker, in 1879
- B) A Dutch chemist, in 1828
- C) A Mesoamerican farmer, over three thousand years ago
- D) A British scientist, in the sixteenth century

Key Vocabulary

High-frequency words and expressions (Oxford 3000, New General Service List and Brown Corpus), filtered by topic relevance and B1 level. Meanings are in the Dictionary at the end of the book.

1–10	11–20	21–30	31–40
1. factory	11. supplier	21. mix	31. package
2. raw material	12. warehouse	22. melt	32. ship
3. assembly line	13. inventory	23. pour	33. distribute

4. manufacture	14. packaging	24. heat	34. transport
5. production	15. label	25. cool	35. storage
6. process	16. quality control	26. shape	36. plant
7. machine	17. inspect	27. cut	37. technician
8. equipment	18. defect	28. assemble	38. skill
9. worker	19. batch	29. weld	39. component
10. manager	20. mould	30. seal	40. tool

Vocabulary Practice

Choose the correct option to complete each sentence.

1. In the text, "harvested" means:

- A) picked or gathered from the plant
- B) planted in the ground
- C) sold in a market
- D) transported by ship

2. "Fermented" describes a process in which:

- A) beans are frozen to preserve them
- B) sugars are changed by natural bacteria and yeast
- C) beans are heated until they melt
- D) beans are cleaned with water

3. To "roast" something means to:

- A) cut it into small pieces
- B) wash it in cold water
- C) cook it with dry heat
- D) wrap it in paper

4. In the text, the nibs are "ground" between stones. "Ground" (past participle of "grind") means:

- A) placed on the floor
- B) planted in soil
- C) covered with leaves
- D) crushed into very small pieces

5. "Conching" refers to:

- A) stirring and mixing chocolate continuously for many hours
- B) drying beans in the sun
- C) cutting pods from the tree
- D) printing labels on packages

6. When chocolate is "tempered", it is:

- A) mixed with water
- B) heated and then cooled to specific temperatures
- C) left to ferment again
- D) shipped to another country

7. A "mould" (as used in the text) is:

- A) a type of fungus that damages food
- B) a machine used to roast beans
- C) a container that gives shape to a liquid or soft substance
- D) a document that lists ingredients

8. In the text, the chocolate is "packaged" before it is sent to shops. "Packaged" means:

- A) tested for quality
- B) melted into liquid form
- C) stored in a warehouse for years
- D) put into boxes or wrappers for sale

9. An "ingredient" is:

- A) a substance that is combined with others to make a product
- B) a machine used in a factory
- C) a type of packaging material
- D) a document that records sales

10. To "manufacture" a product means to:

- A) grow it on a farm
- B) sell it in a shop
- C) produce it, often in large quantities in a factory
- D) transport it by ship

Grammar Focus: Passive Voice: Present and Past Simple

The passive voice is formed with the verb "to be" plus the past participle of the main verb: be + past participle. In the present simple passive, we use am/is/are + past participle, as in "The beans are harvested by hand." In the past simple passive, we use was/were + past participle, as in "The beans were harvested by hand last season." The subject of a passive sentence receives the action instead of performing it, so the object of an active sentence (for example, "the beans" in "Workers harvest the beans") becomes the subject of the passive sentence ("The beans are harvested"). Negative and question forms follow the same pattern as other sentences with "be": "The beans are not harvested in winter," and "Are the beans harvested by hand?"

We use the passive voice when the person or thing that performs the action is unknown, unimportant, or obvious from the context, and when we want to focus on the action, the process, or the result rather than on who does it. This makes the passive especially common in descriptions of processes, manufacturing steps,

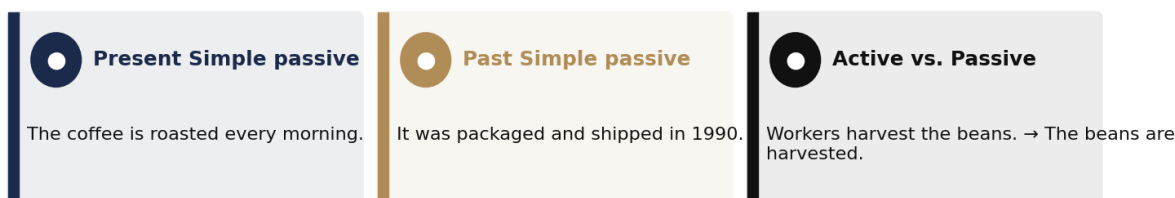
and scientific or historical facts, such as explaining how chocolate is made or how a machine was invented. When the agent (the doer of the action) is important or interesting information, it can still be included using "by," as in "Cocoa powder was produced by a Dutch chemist in 1828." However, when the agent is general people, such as "someone" or "people in general," it is usually left out altogether, because adding it would not give the reader any useful information.

Figure 3

1. Sentence structure



2. Forms and examples



Reference Table: Passive Voice — Present Simple and Past Simple

Present Simple	Farmers harvest the cacao pods by hand.	The cacao pods are harvested by hand.
Past Simple	Workers roasted the beans at a high temperature.	The beans were roasted at a high temperature.
Present Simple (negative)	Factories do not add sugar to dark chocolate.	Sugar is not added to dark chocolate.
Past Simple (negative)	People did not use machines in the past.	Machines were not used in the past.
Present Simple (question)	Do workers pack the beans into sacks?	Are the beans packed into sacks?

Examples

1. Cacao pods are harvested by hand twice a year.
2. The beans are fermented for several days before they are dried.
3. Chocolate liquor is produced when the roasted nibs are ground.
4. In 1828, a hydraulic press was invented by a Dutch chemist.

5. Hot chocolate was drunk by wealthy Europeans in the sixteenth century.
6. The chocolate bars were wrapped and packaged before they were sent to shops.

English Usage

Learn and practice these useful expressions.

- The first step is...
introducing the beginning of a process
- After that,...
signaling the next stage in a sequence
- Once that's done,...
linking a completed step to the next one
- How exactly does that work?
asking for a clear explanation of a process
- It's then left to...
describing a waiting or resting stage
- What happens next?
asking about the following step
- In the end,...
introducing the final result of a process
- That's basically how it's made.
summarizing and closing an explanation

Sample Dialogue

A: I've always wondered how chocolate is made. How exactly does that work?

B: Well, the first step is that cocoa beans are harvested and dried in the sun.

A: And what happens next?

B: After that, the beans are roasted and cracked to remove the shells.

A: So only the inside part is used?

B: Right, that part is called the nib, and it's ground into a thick paste.

A: Once that's done, is it already chocolate?

B: Not quite. It's then left to be mixed with sugar and, sometimes, milk.

A: How exactly is it turned into bars?

B: The mixture is poured into moulds and cooled until it hardens completely.

A: What happens next, after it hardens?

B: In the end, the bars are wrapped in packaging and shipped to stores.

A: That's fascinating. That's basically how it's made, then?

B: Exactly! Every bar we eat was carefully produced through all those steps.

Practice

Choose the best expression for each situation.

1. Which phrase is used to introduce the very first stage of a process?

- A) In the end,...
- B) The first step is...
- C) What happens next?
- D) That's basically how it's made.

2. You want to ask someone to clarify how a machine functions. What do you say?

- A) Once that's done,...
- B) After that,...
- C) How exactly does that work?
- D) It's then left to...

3. Which expression best signals that one step naturally follows another?

- A) After that,...
- B) That's basically how it's made.
- C) How exactly does that work?
- D) In the end,...

4. Which phrase is most natural for closing a step-by-step explanation?

- A) What happens next?
- B) The first step is...
- C) That's basically how it's made.
- D) Once that's done,...

5. Which phrase describes a product resting or waiting before the next stage?

- A) It's then left to...
- B) What happens next?
- C) In the end,...
- D) The first step is...

Practice Quiz (25 Questions)

Choose the only correct answer for each question, based on international exams. Answers are in the Answer Key at the end of the book.

1. "The cacao pods ____ by hand twice a year."

- A) are harvested
- B) harvest
- C) harvested
- D) is harvest

2. "In 1828, a hydraulic press ____ by Coenraad van Houten."

- A) invents
- B) was invented
- C) is invented
- D) invented

3. Choose the correct present simple passive sentence.

- A) The beans are dry in the sun.
- B) The beans dried in the sun.
- C) The beans are dried in the sun.
- D) The beans dries in the sun.

4. Choose the correct past simple passive sentence.

- A) The nibs are ground into chocolate liquor.
- B) The nibs grind chocolate liquor.
- C) The nibs are grinding chocolate liquor.
- D) The nibs were ground into chocolate liquor.

5. "Sugar and milk ____ to the chocolate liquor to make milk chocolate."

- A) are added
- B) add
- C) added
- D) is add

6. Choose the best passive equivalent of: "Workers roast the beans at a high temperature."

- A) The beans roast at a high temperature.
- B) The beans are roasted at a high temperature.
- C) The beans were roasted at a high temperature.
- D) The beans roasted at a high temperature by workers.

7. Choose the best passive equivalent of: "A Swiss chocolate maker invented conching in 1879."

- A) Conching is invented by a Swiss chocolate maker in 1879.
- B) Conching invented in 1879 by a Swiss chocolate maker.
- C) Conching was invented by a Swiss chocolate maker in 1879.
- D) Conching has invented in 1879.

8. "The pods ____ carefully so that the trunk is not damaged."

- A) cut
- B) is cutting
- C) were cutting
- D) are cut

9. Which sentence correctly uses the past simple passive?

- A) Hot chocolate was drunk by wealthy Europeans in the sixteenth century.

- B) Hot chocolate is drunk by wealthy Europeans in the sixteenth century.
- C) Hot chocolate drinks by wealthy Europeans.
- D) Hot chocolate were drunk by wealthy Europeans.

10. "Chocolate bars ____ to shops all over the world."

- A) is sent
- B) are sent
- C) sends
- D) sent

11. Choose the correct passive form of: "They did not use machines in the sixteenth century."

- A) Machines are not used in the sixteenth century.
- B) Machines was not used in the sixteenth century.
- C) Machines were not used in the sixteenth century.
- D) Machines did not used in the sixteenth century.

12. Which word means "to pick or gather a crop"?

- A) manufacture
- B) package
- C) temper
- D) harvest

13. "The beans ____ regularly so that they dry evenly."

- A) are turned
- B) turn
- C) turned
- D) is turned

14. Choose the sentence that correctly uses "by" to mention the agent.

- A) The press was invented in 1828 for a Dutch chemist.
- B) The press was invented in 1828 by a Dutch chemist.
- C) The press was invented in 1828 from a Dutch chemist.
- D) The press was invented in 1828 with a Dutch chemist.

15. "During conching, the chocolate ____ continuously for many hours."

- A) stirs
- B) stirred
- C) is stirred
- D) stir

16. Choose the correct past simple passive equivalent of: "Ancient people ground the beans by hand."

- A) The beans are ground by hand.
- B) The beans grind by hand.
- C) The beans grinded by hand.

D) The beans were ground by hand.

17. "Fair-trade programmes ____ to help cacao farmers receive a fairer price."

- A) are created
- B) create
- C) created
- D) creates

18. Which sentence is grammatically correct?

- A) The chocolate was tempering carefully.
- B) The chocolate was tempered carefully.
- C) The chocolate tempered was carefully.
- D) The chocolate is tempering carefully by workers.

19. "Every stage of production ____ so that the quality of the chocolate is maintained."

- A) check
- B) checks
- C) is checked
- D) checked

20. Which sentence best describes the meaning of "manufacture"?

- A) to grow crops on a farm
- B) to sell goods in a shop
- C) to transport goods by sea
- D) to produce goods, often in a factory

21. "In the sixteenth century, cacao ____ to Europe."

- A) was brought
- B) is brought
- C) brought
- D) brings

22. Choose the correct active sentence for the passive: "Cocoa powder was produced for the first time in 1828."

- A) Cocoa powder produces for the first time in 1828.
- B) A hydraulic press produced cocoa powder for the first time in 1828.
- C) Cocoa powder was producing for the first time in 1828.
- D) For the first time, cocoa powder produced in 1828.

23. "The word 'ingredient' refers to a substance that ____ with others to make a product."

- A) is manufacture
- B) manufactures
- C) is combined
- D) combines by

24. Choose the correct passive sentence.

- A) The samples test for taste and safety.
- B) The samples are testing for taste and safety.
- C) The samples tested for taste and safety.
- D) The samples are tested for taste and safety.

25. "A mould is a container that ____ to give shape to a liquid or soft substance."

- A) uses
- B) using
- C) use
- D) is used

UNIT 4

What Would You Do?

Objective (CEFR B1): to understand and use expressions related to discussing hypothetical situations and difficult ethical decisions, and to communicate with reasonable fluency on familiar topics, connecting ideas to describe experiences, events, and opinions.

Reading: What Would You Really Do?

Imagine you found a wallet full of money on a quiet street, and no one was watching. Would you keep it, or would you try to find its owner? Questions like this are more common than you might think, and they reveal a great deal about who we really are. Philosophers and psychologists have long been fascinated by these hypothetical dilemmas, because the answers people give — and the answers people actually act on — are not always the same. If we truly knew how we would behave in every difficult situation, life would be much simpler. In reality, most of us only discover our true values when we are tested.

Most people enjoy imagining these situations, even when the questions are uncomfortable. If a close friend asked you what you would do in a moral dilemma, you might laugh at first, but the conversation would probably become quite serious quite quickly. That is exactly what happened when a group of colleagues, all working at different companies, agreed to share their honest answers to four classic dilemmas: finding a wallet, witnessing wrongdoing at work, winning a fortune, and facing an unfair question in a job interview.

Take James, a university student who works part-time at a coffee shop. One evening, on his way home, he noticed a leather wallet lying on the pavement near a bus stop. Inside, he found almost two hundred dollars in cash, along with a driving licence and several credit cards. "If I hadn't looked inside, I would never have known how much money was there," he later admitted. "Once I saw it, the decision suddenly felt harder." James thought about what he would do with the money if he simply kept it — pay off a bill, buy a new laptop, treat his friends to dinner. But he also imagined how the owner would feel. If he lost his own wallet, he would want a stranger to return it. In the end, James walked to the nearest police station and handed the wallet in. A week later, the owner, an elderly man, thanked him personally and gave him a small reward. "It wasn't about the money," James said. "If I had kept it, I wouldn't have felt right about myself."

Not every dilemma has such a clear answer, though. Consider the case of Ana, an accountant at a medium-sized company. She discovered that a senior colleague was quietly altering financial reports to hide losses from investors. If she reported him, she might lose her job, or at least damage an important professional relationship. If she said nothing, she would be helping to cover up something dishonest, and she would probably feel guilty for a long time. Ana spoke to a former professor about the situation. "If I were in your position," her professor told her, "I would report it immediately, even if it were risky." Ana eventually agreed. She realised that if she stayed silent, the problem would only get worse, and other employees could be blamed later. She reported the issue to the company's compliance department, and although the following months were difficult, she never regretted her decision.

Winning the lottery is a very different kind of hypothetical question, but it reveals just as much about our priorities. Marta, a schoolteacher in her thirties, often thinks about what she would do if she won a large amount of money. "If I won the lottery, I would probably keep working, at least part-time," she says. "I love teaching, and I don't think money alone would make me happy." She admits, however, that her life would change in practical ways. If she had that kind of money, she would pay off her parents' mortgage, travel to countries she has always wanted to visit, and set up a small scholarship fund for students who could not otherwise afford university. "If I suddenly had unlimited money, I wouldn't buy a huge house," she adds. "I would rather use it to help people I care about." Marta's answer suggests that, for many people, hypothetical wealth is less about luxury and more about security and generosity.

A more uncomfortable dilemma appears during job interviews. Imagine an interviewer asked you a question you knew was illegal or unfair — about your age, your marital status, or your plans to have children. What would you do? Would you answer honestly, refuse to answer, or simply lie to protect your chances of getting the job? Career advisers often say that if a candidate faced this situation, they should try to redirect the conversation professionally, without being rude. If someone refused to answer at all, the interviewer might feel offended, even though the question itself was inappropriate. If the candidate lied, they might get the job, but they would start it on a foundation of dishonesty. There is rarely a perfect solution, which is exactly why the question is so interesting to discuss.

So why do these imaginary situations matter so much? Psychologists argue that if we regularly discussed hypothetical dilemmas, we would be better prepared for real ones. Thinking in advance about what we would do if we faced temptation, injustice, or sudden wealth helps us clarify our own values before the pressure of the real moment arrives. If James had never considered how he would feel about keeping someone else's money, he might have made a different choice under stress. If Ana hadn't thought seriously about honesty and courage beforehand, she might have stayed silent out of fear.

Of course, no one can predict with total certainty how they would behave. Real life is complicated, and emotions in the moment are often stronger than any principle we imagined in advance. Still, asking "What would you do if...?" is a valuable exercise. It forces us to imagine consequences, weigh temptation against regret, and consider who we want to be. If more people asked themselves these questions honestly, perhaps fewer people would regret their choices later. And if you were faced with James's wallet, Ana's dilemma, or Marta's fortune tomorrow, would you already know what you would do?

Reading Comprehension – True or False

Read the text again and decide if each statement is true (T) or false (F).

1. James found a wallet with almost two hundred dollars in cash inside. ____ (T / F)
2. James decided to keep the money and never told anyone about it. ____ (T / F)
3. Ana discovered that a colleague was altering financial reports to hide losses from investors. ____ (T / F)
4. Marta says she would stop working completely if she won the lottery. ____ (T / F)
5. Psychologists mentioned in the text believe that discussing hypothetical dilemmas can help prepare people for real situations. ____ (T / F)

Reading Comprehension – Multiple Choice

Read each question and choose the correct answer.

1. What did James do with the wallet he found?

- A) He took it to the police station
- B) He kept the money for himself
- C) He gave it to a friend
- D) He mailed it back to the owner

2. What was Ana's colleague doing at the company?

- A) Stealing money from the safe
- B) Altering financial reports to hide losses
- C) Selling company secrets to a rival
- D) Refusing to pay taxes

3. According to the text, what would Marta do if she won the lottery?

- A) Buy a huge house
- B) Stop teaching completely
- C) Pay off her parents' mortgage and help students
- D) Keep all the money hidden

4. What dilemma do candidates sometimes face in job interviews, according to the text?

- A) Being asked to work without pay
- B) Being asked to lie about their qualifications
- C) Being asked to complete a difficult test
- D) Being asked illegal or unfair personal questions

5. According to the psychologists mentioned in the text, why is it useful to discuss hypothetical dilemmas?

- A) They prepare people to handle real situations
- B) They make people more competitive
- C) They help people avoid difficult conversations
- D) They are only useful for philosophers

Key Vocabulary

High-frequency words and expressions (Oxford 3000, New General Service List and Brown Corpus), filtered by topic relevance and B1 level. Meanings are in the Dictionary at the end of the book.

1–10	11–20	21–30	31–40
1. dilemma	11. choice	21. to regret	31. compromise
2. hypothetical	12. to choose	22. regret	32. to trust

3. to consider	13. outcome	23. selfish	33. trustworthy
4. consequence	14. to risk	24. selfless	34. to blame
5. to weigh (options)	15. risk	25. honest	35. fair
6. moral	16. benefit	26. dishonest	36. unfair
7. ethical	17. drawback	27. to lie	37. to persuade
8. to decide	18. to justify	28. to betray	38. temptation
9. decision	19. guilt	29. loyalty	39. to tempt
10. option	20. conscience	30. to sacrifice	40. priority

Vocabulary Practice

Choose the correct option to complete each sentence.

1. dilemma

- A) a difficult choice between two options
- B) a type of financial reward
- C) a legal document
- D) a kind of celebration

2. honest

- A) dishonest and secretive
- B) truthful and sincere
- C) extremely wealthy
- D) very nervous

3. regret

- A) to feel happy about a decision
- B) to forget something completely
- C) to feel sorry about something you did
- D) to celebrate an achievement

4. consequence

- A) a type of question
- B) a formal apology
- C) a financial reward
- D) a result or effect of an action

5. temptation

- A) a strong desire to do something, especially something wrong
- B) a legal punishment
- C) a written contract
- D) a feeling of boredom

6. guilty

- A) feeling proud of an achievement
- B) feeling responsible for doing something wrong
- C) feeling relaxed and calm
- D) feeling surprised

7. dishonest

- A) very generous
- B) extremely careful
- C) not telling the truth
- D) well organized

8. mortgage

- A) a type of insurance for cars
- B) a small business loan
- C) a government tax
- D) a loan used to buy a house

9. compliance department

- A) the part of a company that makes sure rules and laws are followed
- B) the department that sells products
- C) the department that hires new employees
- D) the department that manages advertising

10. inappropriate

- A) very useful and helpful
- B) not suitable or acceptable in a situation
- C) extremely expensive
- D) completely legal

Grammar Focus: Second Conditional: Hypothetical Situations

The second conditional is used to talk about hypothetical, unreal, or unlikely situations in the present or future, and their imagined results. It is formed with "If + subject + past simple verb, subject + would + base form of the verb" (for example, If I had more money, I would travel more). Although the verb in the if-clause is in the past simple form, it does not refer to past time; it describes an imaginary present or future situation. In this structure, the main clause often uses "would", but "could" or "might" can also be used to show possibility or ability instead of certainty, as in "If I had more time, I could study Japanese."

One special feature of the second conditional is the use of "were" instead of "was" for all subjects (I, he, she, it) in more formal or standard English, especially in the common expression "If I were you...", which is often used to give advice. Although "If I was" is sometimes heard in informal speech, "If I were" is considered more

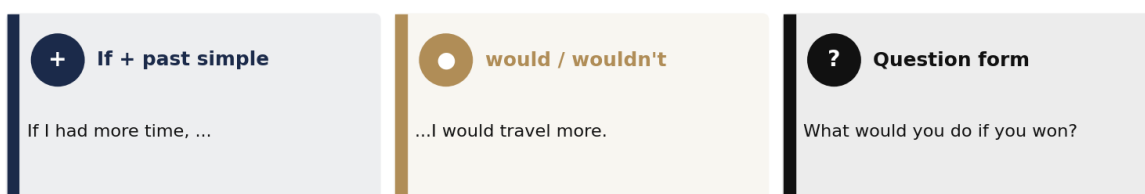
correct in written and formal English. It is also important to distinguish the second conditional from the first conditional, which students often learn earlier. The first conditional (If + present simple, will + base form) describes real and likely situations in the future, such as "If it rains, I will take an umbrella." The second conditional, in contrast, describes situations that are imaginary, impossible, or very unlikely, such as "If I won the lottery, I would buy a house," where winning the lottery is not expected to actually happen.

Figure 4

1. Sentence structure



2. Forms and examples



Reference Table: Second Conditional

Affirmative	If + past simple, subject + would + base form	If I had more money, I would travel the world.
Negative	If + past simple, subject + would not (wouldn't) + base form	If she didn't like her job, she wouldn't stay.
Question	Would + subject + base form...+ if + past simple?	What would you do if you found a wallet?
"Were" for all persons	If + subject + were (formal/standard usage)	If I were rich, I would help others.
Modal alternative	If + past simple, subject + could/might + base form	If we had more time, we could visit more places.

Examples

1. If I found a wallet full of money, I would take it to the police.
2. If she won the lottery, she would help her family first.
3. If you were in my position, what would you do?
4. He wouldn't lie in an interview if he had another choice.
5. If they discovered dishonesty at work, would they report it?

6. If I were you, I wouldn't keep the money.

English Usage

Learn and practice these useful expressions.

- If it were me, I'd...
expressing what you would do in someone else's place
- It depends on the situation.
avoiding a definite answer to a hypothetical question
- I'm not sure what I'd do.
expressing uncertainty about a hypothetical choice
- What would you do if...?
asking someone to imagine a situation
- I'd probably...
giving a tentative, hedged hypothetical answer
- That's a tough call.
describing a decision that is hard to make
- On one hand..., on the other hand...
presenting two contrasting sides of a dilemma
- I guess it depends on...
qualifying an opinion by naming a condition

Sample Dialogue

A: Hey, can I ask you something? What would you do if you found a wallet full of cash on the street?

B: That's a tough call. I guess it depends on how much money was in it.

A: Let's say it had about five hundred dollars, but there was an ID card inside too.

B: If it were me, I'd try to return it to the owner. I couldn't enjoy the money if I knew whose it was.

A: Really? Even if no one would ever find out?

B: On one hand, I could really use the money. On the other hand, I'd feel too guilty to spend it.

A: I'm not sure what I'd do, honestly. If I really needed the money, I might be tempted to keep it.

B: I understand that. It depends on the situation, I suppose. If you were struggling financially, it would be harder to decide.

A: Exactly. If there weren't an ID inside, I'd probably just keep it without thinking twice.

B: I'd probably feel the same way if there were no way to find the owner.

A: So what would you do if you saw someone drop the wallet right in front of you?

B: If that happened, I'd call out to them immediately. There wouldn't be any dilemma at all.

Practice

Choose the best expression for each situation.

1. You want to say your answer really depends on the circumstances, without giving a definite reply. What do you say?

- A) It depends on the situation.
- B) I'd probably...
- C) On one hand..., on the other hand...
- D) That's a tough call.

2. Which expression is best for presenting two contrasting sides of a dilemma?

- A) I guess it depends on...
- B) On one hand..., on the other hand...
- C) What would you do if...?
- D) I'm not sure what I'd do.

3. You want to ask a friend to imagine themselves in a hypothetical situation. What do you say?

- A) That's a tough call.
- B) I'd probably...
- C) What would you do if...?
- D) If it were me, I'd...

4. Which phrase means you would act a certain way if you were in someone else's place?

- A) I'm not sure what I'd do.
- B) It depends on the situation.
- C) I guess it depends on...
- D) If it were me, I'd...

5. Which phrase describes a decision that is very difficult to make?

- A) That's a tough call.
- B) I'd probably...
- C) On one hand..., on the other hand...
- D) What would you do if...?

Practice Quiz (25 Questions)

Choose the only correct answer for each question, based on international exams. Answers are in the Answer Key at the end of the book.

1. If I _____ more time, I would travel more.

- A) had
- B) have
- C) has
- D) will have

2. If she won the lottery, she _____ buy a new house.

- A) will

- B) would
- C) can
- D) must

3. What would you do if you _____ a lost wallet?

- A) find
- B) finds
- C) found
- D) will find

4. If I were you, I _____ report the problem.

- A) will
- B) am
- C) was
- D) would

5. Formal style: "If I _____ rich, I would travel the world."

- A) were
- B) was
- C) am
- D) be

6. If he didn't like his job, he _____ stay.

- A) won't
- B) wouldn't
- C) doesn't
- D) didn't

7. Choose the correct second conditional sentence.

- A) If I have money, I will travel.
- B) If I had money, I will travel.
- C) If I had money, I would travel.
- D) If I have money, I would travel.

8. If they _____ the truth, they would feel guilty.

- A) hide
- B) hides
- C) hidden
- D) hid

9. Which sentence expresses an unlikely or imaginary situation?

- A) If it rained, I would stay home.
- B) If it rains, I will stay home.
- C) If it rains, I stay home.

D) If it will rain, I would stay home.

10. "What _____ you do if you lost your job?"

- A) will
- B) would
- C) do
- D) did

11. Choose the correct question form.

- A) Would you helped if you saw a crime?
- B) Do you would help if you saw a crime?
- C) Would you help if you saw a crime?
- D) Would you help if you see a crime?

12. If we _____ more money, we could help more students.

- A) have
- B) has
- C) will have
- D) had

13. "If it rains tomorrow, we will cancel the trip." This sentence is an example of the _____ conditional.

- A) first
- B) zero
- C) second
- D) third

14. If I _____ in your position, I would tell the truth.

- A) am
- B) were
- C) was
- D) be

15. She wouldn't _____ so nervous if she practiced more.

- A) feels
- B) felt
- C) feel
- D) feeling

16. Which sentence is grammatically correct?

- A) If I would have more time, I would study.
- B) If I have more time, I would study.
- C) If I had more time, I will study.
- D) If I had more time, I would study.

17. If you _____ a dilemma like this, what would you do?

- A) faced
- B) face
- C) faces
- D) will face

18. The second conditional is used to talk about:

- A) real and likely future situations
- B) hypothetical or unlikely present and future situations
- C) actions completed in the past
- D) habits and routines

19. If James _____ the wallet, he would have felt guilty.

- A) keep
- B) keeps
- C) kept
- D) will keep

20. Choose the sentence using "were" correctly in formal style.

- A) If I was you, I would report it.
- B) If I am you, I would report it.
- C) If I would be you, I would report it.
- D) If I were you, I would report it.

21. In the reading, a "dilemma" is best described as:

- A) a difficult choice between two options
- B) an easy decision
- C) a type of financial document
- D) a legal punishment

22. Ana felt _____ about staying silent, so she reported the problem.

- A) honest
- B) guilty
- C) generous
- D) confident

23. A person who tells the truth and does not deceive others is described as:

- A) dishonest
- B) temptation
- C) honest
- D) regretful

24. If she _____ the money, she would regret it later.

- A) keep

- B) keeps
- C) keeping
- D) kept

25. Which word means "a strong desire to do something, especially something wrong or unwise"?

- A) temptation
- B) consequence
- C) mortgage
- D) compliance

UNIT 5

It Must Be Him

Objective (CEFR B1): to understand and use expressions related to speculating about crimes and mysterious events using logical deduction, and to communicate with reasonable fluency on familiar topics, connecting ideas to describe experiences, events, and opinions.

Reading: The Vanishing at Bell Street

Bellview was a quiet town, the kind of place where nothing ever happened. That changed on a rainy Tuesday morning in October, when Mrs. Patterson, the curator of the small town museum, arrived at work and found the front door unlocked. She walked inside, turned on the lights, and stopped. The painting was gone.

It wasn't just any painting. "The Golden Hour" by a local artist named Edith Cole had hung in the main hall for forty years. It wasn't worth millions, but everyone in Bellview loved it, and Mrs. Patterson loved it most of all. Now there was only an empty frame and a clean rectangle on the wall where the painting used to be.

She called the police immediately. Officer Reyes arrived within twenty minutes, along with a curious young man named Sam, who worked part-time as a reporter for the Bellview Gazette. "The door wasn't broken," Officer Reyes said, examining the lock carefully. "Whoever did this must have had a key, or the door must have been left open by mistake."

"That's impossible," Mrs. Patterson said. "Only three people have keys: me, the night guard Tom, and the museum director, Mr. Whitfield. And Mr. Whitfield is on holiday in Spain right now."

Sam looked around the quiet room. There was no broken glass, no muddy footprints, nothing out of place except the missing painting. "Someone must have known this museum very well," he said slowly. "They didn't touch anything else here. They knew exactly what they wanted."

Tom, the night guard, was questioned first. He said he had left at eleven o'clock, as usual, and the painting had still been there. "I locked the door myself," he insisted. "I must have checked it three times, like always. I always do that before I leave." Officer Reyes noticed that Tom seemed nervous, his hands shaking slightly as he spoke to her. "He might be telling the truth," she said to Sam later, "but he could also be hiding something else. People don't usually shake like that for no reason at all."

Sam wasn't so sure about that theory. "He can't have taken it," he said firmly. "Tom has worked here for fifteen years. Everyone in town trusts him completely. Besides, what would he do with a painting like that? He couldn't sell it without someone noticing immediately."

"Maybe not," Reyes said. "Or maybe he owed someone money. We should check his finances before we decide anything."

Meanwhile, another name came up in the investigation. A stranger named Mr. Grey had visited the museum twice that week, asking detailed questions about the painting's history and its value. Mrs. Patterson

remembered him clearly because he had taken photographs of "The Golden Hour" with his phone. "He must be an art dealer," she said. "Or a thief planning his next move carefully. Either way, I never liked him much."

Sam decided to investigate Mr. Grey himself. He found him staying at the only hotel in town, the Bellview Inn. When Sam knocked on his door, Mr. Grey answered calmly, almost too calmly for a man being questioned. "I heard about the painting," he said. "Terrible news, really terrible. But I couldn't have taken it. I was having dinner with the hotel manager until midnight last night. You can ask him yourself if you don't believe me."

Sam did ask, and the hotel manager confirmed the whole story. "Mr. Grey can't have stolen the painting," Sam admitted to Reyes the next morning. "He has a solid alibi. He must be exactly what he says he is — an enthusiastic art collector."

That evening, Reyes reviewed the strange case again. "Whoever took the painting must have moved very fast," she said. "The alarm didn't go off, so they must have known the code, or they might have disabled it somehow. And they left no fingerprints anywhere, which means they must have worn gloves. This wasn't a random thief. This was carefully planned."

Sam had a sudden idea. He went back to the museum and looked more carefully at the wall where the painting had hung for so many years. Behind the empty frame, he noticed something strange: a small door, almost invisible, built directly into the wall itself. "Mrs. Patterson," he called out, "did you know about this door?"

She stared at it in complete shock. "I had no idea that was there. This building is over a hundred years old — there could be all kinds of hidden passages we don't even know about."

They opened the small door carefully together. Inside was a narrow space, dusty and forgotten, that led to a storage room behind the museum. And there, wrapped carefully in soft cloth, was "The Golden Hour."

"It was never actually stolen," Reyes realized suddenly. "Someone must have moved it and hidden it here — maybe for safekeeping, or maybe completely by accident."

They soon learned the full truth. Mr. Whitfield, before leaving for Spain, had worried about a leak in the roof directly above the painting. He must have moved it himself that week, planning to explain everything when he returned home, but in his hurry, he simply forgot to tell anyone else. He couldn't have known his forgetfulness would cause such worry back in Bellview.

When Mrs. Patterson finally reached him by phone, he sounded deeply apologetic. "I must have completely forgotten to leave a note," he admitted quietly. "I'm terribly sorry for all the trouble this caused."

Bellview's great mystery was solved at last, though not quite the way anyone had expected. Tom wasn't a thief after all — he had simply been nervous about being questioned by the police, something that had never happened to him before in his life. Mr. Grey wasn't a criminal either, just an enthusiastic collector who might return one day to make a serious offer for the painting, if Mrs. Patterson ever agreed to sell it.

As for Sam, the story made the front page of the Bellview Gazette, and he couldn't have been prouder of his work. "Sometimes," he wrote in his final paragraph, "the answer isn't hiding with a stranger in a hotel room somewhere. It might be hiding in your own walls, in a place you never thought to look."

Reading Comprehension – True or False

Read the text again and decide if each statement is true (T) or false (F).

1. Mrs. Patterson found the museum's front door unlocked when she arrived at work. ____ (T / F)
2. The painting called "The Golden Hour" was worth several million dollars. ____ (T / F)
3. Tom, the night guard, admitted that he had taken the painting home with him. ____ (T / F)
4. Mr. Grey had an alibi because he was having dinner with the hotel manager. ____ (T / F)
5. The painting was found hidden inside a bank vault in a neighboring town. ____ (T / F)

Reading Comprehension – Multiple Choice

Read each question and choose the correct answer.

1. Who first discovered that the painting was missing?

- A) Mrs. Patterson
- B) Officer Reyes
- C) Sam, the reporter
- D) Mr. Whitfield

2. Why did Officer Reyes believe the thief must have had a key?

- A) The window was broken open
- B) The door showed no signs of being broken
- C) A key was found on the floor
- D) Tom admitted giving away his key

3. What made Officer Reyes suspicious of Tom?

- A) He refused to answer any questions
- B) He had a key to Mr. Grey's hotel room
- C) He looked nervous and his hands were shaking
- D) He was seen leaving with a large bag

4. How did Mr. Grey prove that he could not have stolen the painting?

- A) He showed a photograph of himself at home
- B) He was out of the country that week
- C) He had never visited the museum before
- D) The hotel manager confirmed they had dinner together

5. Where was the painting eventually found?

- A) In a hidden storage space behind a small door
- B) In Mr. Whitfield's suitcase
- C) In Mr. Grey's hotel room
- D) Buried in the museum garden

Key Vocabulary

High-frequency words and expressions (Oxford 3000, New General Service List and Brown Corpus), filtered by topic relevance and B1 level. Meanings are in the Dictionary at the end of the book.

1–10	11–20	21–30	31–40
1. suspect	11. to investigate	21. to confess	31. to hide
2. to suspect	12. fingerprint	22. to deny	32. hiding place
3. evidence	13. footprint	23. to interrogate	33. proof
4. clue	14. burglary	24. break-in	34. to reveal
5. witness	15. theft	25. weapon	35. secret
6. alibi	16. missing	26. victim	36. strange
7. motive	17. disappearance	27. culprit	37. to notice
8. crime scene	18. mysterious	28. to trust	38. testimony
9. detective	19. suspicious	29. to lie	39. trespasser
10. investigation	20. to accuse	30. lie (noun)	40. to disappear

Vocabulary Practice

Choose the correct option to complete each sentence.

1. In the reading, a "curator" is someone who _____.

- A) guards a bank at night
- B) manages and looks after a museum's collection
- C) paints portraits for money
- D) repairs broken locks and doors

2. Someone who is under "investigation" is _____.

- A) being formally examined to find out the truth
- B) already proven guilty of a crime
- C) working as a police officer
- D) traveling to another country

3. An "alibi" is _____.

- A) a type of hidden door in an old building
- B) a small tool used to open locks
- C) a formal accusation made by the police
- D) proof that someone was somewhere else when a crime happened

4. If something has "vanished," it has _____.

- A) become extremely valuable

- B) been carefully repaired
- C) disappeared suddenly and completely
- D) been reported to the newspaper

5. A "suspect" is a person who _____.

- A) works as a professional detective
- B) owns a valuable painting or object
- C) reports news stories for a newspaper
- D) is believed to have possibly committed a crime

6. To "confirm" a story means to _____.

- A) invent new details to make it more interesting
- B) refuse to discuss it with anyone
- C) say that it is true or correct
- D) forget the important details

7. If a room shows no signs of being "disturbed," it means _____.

- A) everything has been moved or damaged
- B) nothing has been touched or changed
- C) the lights have been turned off
- D) the door has been left wide open

8. A "clue" in a mystery story is _____.

- A) a piece of information that helps solve a problem
- B) a person who commits a crime
- C) an official police report
- D) a place where stolen items are hidden

9. "Fingerprints" are used by investigators because they _____.

- A) show how much an object is worth
- B) can identify a specific person who touched something
- C) reveal what time a crime took place
- D) prove that someone has an alibi

10. If evidence is "solid," it is _____.

- A) old and no longer useful
- B) difficult to see or find
- C) written only in secret code
- D) strong and convincing

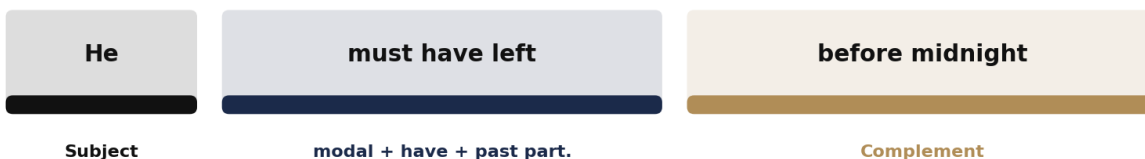
Grammar Focus: Modals of Deduction: must / might / could / can't

When we are not completely sure about something, but we want to express how likely we think it is, we use modal verbs of deduction instead of stating a fact. For situations happening now or in general, we use the modal followed by the base form of the verb. "Must + base form" expresses strong positive certainty — we are almost sure something is true because the evidence clearly points to it, as in "He must be the owner; he has the keys." "Can't / couldn't + base form" expresses strong negative certainty — we are almost sure something is NOT true, as in "She can't be the thief; she was with us all evening." For possibility, when we are not sure either way, we use "might," "may," or "could" + base form, as in "He might know the answer" or "It could be true." These three modals are close in meaning, though "may" can sound slightly more formal.

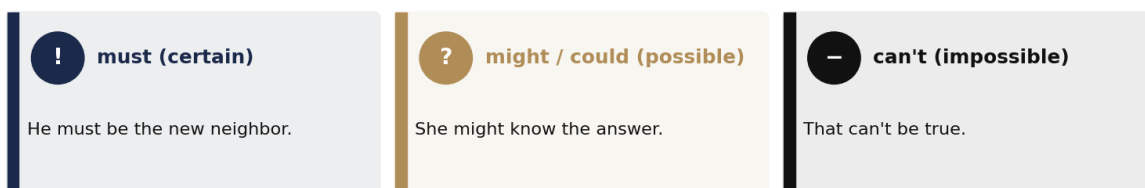
To speculate about the past, we use the same logic, but the structure changes to modal + "have" + past participle. "Must have + past participle" shows strong certainty that something happened, as in "He must have left early — his coat is gone." "Can't have" or "couldn't have + past participle" shows strong certainty that something did NOT happen, as in "She can't have taken it; she wasn't even in the building." "Might have," "may have," or "could have + past participle" express a real possibility about a past event that we cannot confirm, as in "They might have forgotten the meeting." Notice that these degrees of certainty — strong positive, strong negative, and simple possibility — stay consistent whether we are talking about the present or the past; only the verb form after the modal changes.

Figure 5

1. Sentence structure



2. Forms and examples



Reference Table: Modals of Deduction

Certainty level	Present form	Past form
Strong positive certainty	must + base verb	must have + past participle
Strong negative certainty	can't / couldn't + base verb	can't have / couldn't have + past participle
Possibility	might + base verb	might have + past participle

Possibility (formal)	may + base verb	may have + past participle
Possibility (alternative)	could + base verb	could have + past participle

Examples

1. The lights are off, so the museum must be closed right now.
2. Tom looks worried; he might be hiding something important.
3. She can't be the thief — she doesn't even know how the alarm works.
4. Someone must have entered through the back door last night.
5. He couldn't have stolen the painting; he was having dinner with friends.
6. The thief might have used a hidden passage that nobody knew about.

English Usage

Learn and practice these useful expressions.

- I have a feeling that...
expressing a hunch or instinct
- That would explain why...
linking a fact to a possible cause
- Something doesn't add up.
saying details seem inconsistent
- It looks like...
describing an impression from evidence
- There's no way...
strongly rejecting a possibility
- I wouldn't be surprised if...
saying a result seems likely
- On second thought, ...
signaling a change of opinion
- What if...?
proposing a possible explanation

Sample Dialogue

A: Did you hear the office was broken into last night?

B: Yes, I have a feeling that it wasn't a stranger.

A: What do you mean? The window was smashed from outside.

B: That would explain why the alarm didn't go off — maybe it was already disabled.

A: Something doesn't add up, though. Nothing valuable was taken.

B: It looks like they were searching for something specific, not stealing.

A: Could it have been someone who works here?

B: There's no way a stranger would know where the safe is hidden.

A: I wouldn't be surprised if it was Mr. Grant. He's been acting strange lately.

B: On second thought, he was out of town all week, so he can't be the one.

A: What if it was his assistant instead? She had access to his keys.

B: That must be it — she might have let someone in.

A: We should tell the police what we've noticed.

B: Good idea. They must be able to check the fingerprints on the safe.

Practice

Choose the best expression for each situation.

1. You want to express a hunch without solid proof. Which phrase fits best?

- A) That would explain why...
- B) There's no way...
- C) Something doesn't add up.
- D) I have a feeling that...

2. Your friend just told you a fact that suddenly makes sense of something confusing. What do you say?

- A) That would explain why...
- B) What if...?
- C) On second thought,...
- D) I wouldn't be surprised if...

3. You notice that the details of a story don't fit together logically. Which phrase do you use?

- A) It looks like...
- B) There's no way...
- C) Something doesn't add up.
- D) I have a feeling that...

4. You strongly reject a possibility because you're sure it's impossible. Which phrase is correct?

- A) On second thought,...
- B) There's no way...
- C) What if...?
- D) That would explain why...

5. You change your opinion after thinking again about a situation. Which expression fits?

- A) I wouldn't be surprised if...
- B) Something doesn't add up.
- C) It looks like...
- D) On second thought,...

Practice Quiz (25 Questions)

Choose the only correct answer for each question, based on international exams. Answers are in the Answer Key at the end of the book.

1. Look at those dark clouds. It _____ rain soon.

- A) might
- B) must
- C) can't
- D) mustn't

2. Sarah always arrives on time, so she _____ be late for the meeting now.

- A) might
- B) can't
- C) could
- D) may

3. The lights are on and I can hear voices, so someone _____ be home.

- A) can't
- B) might not
- C) must
- D) couldn't

4. We _____ have left the keys in the car; they aren't anywhere in the house.

- A) mustn't
- B) can't
- C) shouldn't
- D) must

5. Tom said he was at work all day, so he _____ have taken the painting.

- A) can't
- B) must
- C) should
- D) has to

6. I'm not sure who called earlier. It _____ have been my sister.

- A) must
- B) might
- C) can't
- D) has to

7. The door is locked from the inside, so the thief _____ have escaped through the window.

- A) can't have
- B) might
- C) must

D) should

8. She looks exhausted. She _____ have been working all night.

- A) can't
- B) mustn't
- C) shouldn't
- D) must

9. It's possible that Mr. Grey is innocent. He _____ be telling the truth.

- A) might
- B) must
- C) can't
- D) couldn't

10. The museum's alarm didn't go off, so the thief _____ have known the security code.

- A) might not
- B) must
- C) can't
- D) shouldn't

11. Reyes was with Sam the whole evening, so she _____ have committed the crime.

- A) must
- B) might
- C) can't have
- D) may

12. There's no answer at the door. They _____ be out at the moment.

- A) must
- B) can't
- C) has to
- D) might

13. He _____ have forgotten the meeting; his calendar is completely empty.

- A) must
- B) can't
- C) mustn't
- D) shouldn't

14. It's hard to say for certain, but the painting _____ have been moved by accident.

- A) must
- B) could
- C) can't
- D) has to

15. Jane can't have stolen the necklace because she _____ own a key to the shop.
- A) must
 - B) might
 - C) doesn't
 - D) could
16. Look at the broken window — someone _____ have entered the house that way.
- A) might
 - B) can't
 - C) shouldn't
 - D) must
17. I heard footsteps upstairs. Someone _____ be in the house right now.
- A) must
 - B) can't
 - C) mustn't
 - D) shouldn't
18. The witness gave a vague description, so the police still aren't sure who the _____ is.
- A) alibi
 - B) suspect
 - C) curator
 - D) evidence
19. He was seen in another city that day, so he _____ have robbed the bank downtown.
- A) must
 - B) might
 - C) can't have
 - D) should
20. The detective found an important _____ near the broken window.
- A) alibi
 - B) curator
 - C) confirmation
 - D) clue
21. Officer Reyes needed strong _____ before she could arrest anyone.
- A) evidence
 - B) alibi
 - C) vanish
 - D) curator
22. We can't reach him by phone. He _____ have left his phone at home.
- A) can't

- B) might
- C) mustn't
- D) shouldn't

23. The old painting seemed to _____ overnight, leaving only an empty frame.

- A) confirm
- B) suspect
- C) vanish
- D) witness

24. This handwriting looks exactly like his. He _____ have written the letter.

- A) can't
- B) mustn't
- C) shouldn't
- D) must

25. Given everything we know now, the missing painting _____ have been stolen at all — it was simply misplaced.

- A) might not
- B) must
- C) has to
- D) should

UNIT 6

How Long Have You Been Doing That?

Objective (CEFR B1): to understand and use expressions related to talking about long-term hobbies, dedication, and personal achievements, and to communicate with reasonable fluency on familiar topics, connecting ideas to describe experiences, events, and opinions.

Reading: Fifty Years in the Water

Meet Elena Voss, a long-distance open-water swimmer from a small coastal town in the north of Spain. Elena is sixty-two years old, and she has been swimming since she was six. For more than five decades, the sea has been the center of her life, and her story shows what dedication and persistence can achieve over a very long time.

Elena's passion for swimming began almost by accident. When she was a child, her family lived near a rocky beach, and her older brother taught her to swim in the cold Atlantic water. At first, she was afraid of the waves, but within a few weeks she was swimming further than the other children in her neighborhood. "I fell in love with the sea immediately," she says. "I have never stopped loving it." Since that first summer, she has spent countless hours in open water, and swimming has become far more than a hobby - it has become part of who she is. By the time she was a teenager, she had already decided that swimming would be the center of her life, not just an occasional pastime.

Over the years, Elena has achieved things that most swimmers only dream of. She has crossed the English Channel three times, and she has completed more than forty long-distance swims around the world, including routes in Greece, Australia, and South Africa. In 2019, she became the oldest woman to swim across the Strait of Gibraltar, a distance of about fourteen kilometers through strong currents. She has also broken two national records for open-water distance swimming, and she has represented her country at several international events. These achievements did not happen quickly; they are the result of fifty years of steady, patient work, one training session at a time.

While her list of achievements is impressive, it is her daily routine that truly explains her success. Elena has been training every single morning for more than thirty years, rain or shine. She wakes up at five o'clock, walks to the beach, and swims for at least two hours before breakfast. In the winter, when the water temperature drops close to ten degrees, she still gets in the sea, wearing only a swimsuit and a cap. "I haven't missed more than a handful of training days in three decades," she explains. "Swimming isn't something I do. It's something I am." This kind of discipline, repeated for so long, has slowly transformed an enthusiastic child into a world-class athlete, and it continues to shape every part of her daily schedule.

Elena's coach, Mateo Ruiz, has worked with her for the last fifteen years, and he has watched her improve steadily during that time. "She has never stopped learning," he says. "Even now, at sixty-two, she has been working on her breathing technique because she wants to swim more efficiently in rough water. Most athletes her age have already retired, but Elena has been setting new personal goals every single year." According to Mateo, her persistence is unusual: many swimmers lose motivation after a few difficult seasons,

but Elena has kept the same level of enthusiasm since she began. He also notes that she has become a mentor to younger athletes on the team, sharing lessons that she has learned over five decades in the water.

Of course, a career this long has not been without difficulty. Elena has faced several serious challenges, including a shoulder injury that kept her out of the water for almost a year in 2015. "That was the hardest period of my life," she remembers. "I have dealt with pain, bad weather, and moments when I wanted to give up. But I have always come back to the water because it makes me feel alive." Her recovery from the injury took many months of careful physical therapy, and she has since developed a stronger appreciation for rest and recovery as part of training. She has also learned to listen to her body more carefully, something she admits she ignored when she was younger.

Beyond her personal achievements, Elena has spent the last twenty years teaching swimming to children in her community. She has taught more than three hundred young swimmers, and several of her former students have gone on to compete internationally. "I have always wanted to share what the sea has given me," she says. For the past decade, she has also been organizing a free summer swimming programme for children who cannot afford private lessons. So far, the programme has helped over six hundred children learn to swim safely, and local families have started calling her "the guardian of the beach."

Elena's story is a reminder that big achievements often come from small, consistent actions repeated over a very long time. She has not become a champion overnight; she has been building her skills, one morning at a time, for fifty years. Her determination has earned her medals, records, and international recognition, but she insists that the real reward is simpler. "I have loved every single day I have spent in the water," she says. "That, for me, is the true achievement."

Today, Elena continues to swim, teach, and set new goals. She has recently started training for a swim across the Bering Strait, one of the coldest and most dangerous open-water routes in the world, and she has been studying the currents and water temperatures for months to prepare properly. She has also been working with a nutritionist for the first time, because she believes small improvements can still matter after fifty years of experience. Journalists have interviewed her many times, and she has appeared in documentaries about endurance sports.

When people ask Elena what has kept her going for so long, she usually gives a simple answer. "I haven't done this for medals," she says. "I have done it because the sea has taught me patience, and every single day in the water has made me a little stronger." Her friends say she has changed remarkably little since her twenties: the same curiosity, the same quiet stubbornness, and the same joy every time she steps into the water. Whatever happens with the Bering Strait, one thing is certain: Elena Voss will keep swimming, because for more than fifty years, that is exactly what she has been doing.

Reading Comprehension – True or False

Read the text again and decide if each statement is true (T) or false (F).

1. Elena has been swimming since she was six years old. ____ (T / F)
2. Elena's mother taught her how to swim. ____ (T / F)

3. Elena has crossed the English Channel three times. ____ (T / F)
4. Elena has only been training a few times a month for the last thirty years. ____ (T / F)
5. Elena has taught more than three hundred young swimmers. ____ (T / F)

Reading Comprehension – Multiple Choice

Read each question and choose the correct answer.

1. How old was Elena when she started swimming?

- A) Sixteen
- B) Six
- C) Sixty
- D) Twenty-six

2. Which sea did Elena's brother teach her to swim in?

- A) The Atlantic
- B) The Pacific
- C) The Mediterranean
- D) The Baltic

3. What achievement did Elena reach in 2019?

- A) She won an Olympic gold medal
- B) She broke a world speed record
- C) She became the youngest person to swim the Channel
- D) She became the oldest woman to swim across the Strait of Gibraltar

4. How long has Mateo Ruiz been Elena's coach?

- A) Five years
- B) Fifty years
- C) Fifteen years
- D) Two years

5. What has Elena been doing for the past ten years, besides swimming and coaching students individually?

- A) Writing a book about swimming
- B) Organizing a free summer swimming programme for children
- C) Competing in triathlons
- D) Working as a lifeguard

Key Vocabulary

High-frequency words and expressions (Oxford 3000, New General Service List and Brown Corpus), filtered by topic relevance and B1 level. Meanings are in the Dictionary at the end of the book.

1–10	11–20	21–30	31–40
1. dedication	11. determination	21. enthusiast	31. overcome
2. passion	12. patience	22. craft	32. consistency
3. hobby	13. routine	23. technique	33. effort
4. achievement	14. commitment	24. master (verb)	34. journey
5. skill	15. discipline	25. beginner	35. lifelong
6. practice	16. talent	26. expert	36. devoted
7. improve	17. inspire	27. experience	37. pursue
8. progress	18. motivate	28. develop	38. fulfilling
9. challenge	19. goal	29. grow	39. accomplish
10. persistence	20. milestone	30. struggle	40. breakthrough

Vocabulary Practice

Choose the correct option to complete each sentence.

1. What does "dedication" mean, as used in the reading?

- A) A brief pause from training
- B) Strong commitment to an activity or goal
- C) A type of ocean current
- D) A minor injury

2. In the reading, "persistence" is closest in meaning to:

- A) Losing interest quickly
- B) Feeling afraid of water
- C) Continuing to try despite difficulties
- D) Swimming very fast

3. An "achievement" is:

- A) Something successfully accomplished, often after effort
- B) A place near the sea
- C) A type of swimming injury
- D) A daily routine

4. "Discipline," as used in the text, refers to:

- A) A punishment given by a coach
- B) A geographical region
- C) A type of medal
- D) The ability to control one's behavior and follow a routine

5. "Endurance" most nearly means:

- A) The ability to continue an activity for a long time despite difficulty

- B) A sudden burst of speed
- C) A fear of deep water
- D) A short rest period

6. A "milestone" in someone's career is:

- A) A stone found on a beach
- B) An important event or achievement that marks progress
- C) A type of training equipment
- D) A daily schedule

7. "Recognition," as it relates to Elena's career, means:

- A) Public acknowledgment or praise for one's accomplishments
- B) A medical examination
- C) A type of swimming stroke
- D) A period of rest

8. "Appreciation" in the text refers to:

- A) A financial reward
- B) A swimming competition
- C) A type of injury
- D) A feeling of gratitude or understanding of the value of something

9. "Motivation" is best defined as:

- A) A type of coastal weather
- B) The reason or desire that drives someone to do something
- C) A swimming technique
- D) A medical condition

10. In the reading, being "consistent" means:

- A) Changing plans frequently
- B) Swimming only in warm water
- C) Doing something in the same reliable way over time
- D) Competing against other swimmers

Grammar Focus: Present Perfect Simple vs. Continuous

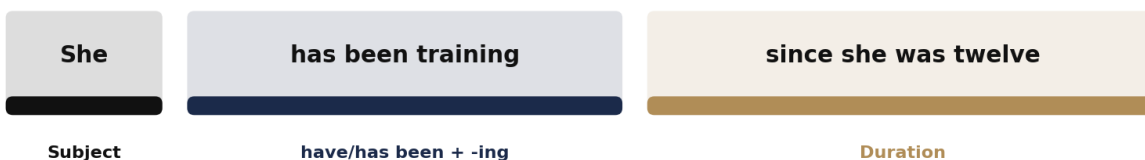
We use the Present Perfect Simple (have/has + past participle) to talk about completed actions and their results in the present, achievements, and specific quantities or numbers. It connects a past action to now without saying exactly when the action happened. For example, "Elena has crossed the English Channel three times" tells us about a finished achievement and its total number, and "She has broken two national records" focuses on the result: the records exist now because of something she did in the past. We also use

the Present Perfect Simple with words like "already," "yet," "just," "ever," and "never" to talk about experiences and completed events.

We use the Present Perfect Continuous (have/has + been + verb-ing) when we want to emphasize the duration of an activity, or when an action started in the past and is still continuing now, or has only just stopped and its effects are still visible. For example, "She has been swimming since she was six" emphasizes the length of time the activity has lasted, and "He has been training every morning for thirty years" highlights the ongoing routine rather than a final result. Typical time expressions include "since" (a starting point, e.g., "since 2015"), "for" (a period of time, e.g., "for thirty years"), and "how long" in questions. Words like "lately" and "recently" can appear with both forms, though they often suggest a Continuous focus on recent, ongoing activity. With some verbs, especially those describing states, habits, or long relationships, both forms are possible with a similar meaning ("She has lived here for ten years" / "She has been living here for ten years"), but when we mention a specific number or quantity, the Simple form is almost always preferred.

Figure 6

1. Sentence structure



2. Forms and examples



Reference Table: Present Perfect Simple vs. Continuous

Completed action with a visible result now	have/has + past participle	She has broken two national records.
Life experience or achievement (often with numbers)	have/has + past participle	Elena has crossed the English Channel three times.
Action that started in the past and still continues	have/has + been + verb-ing	She has been swimming since she was six.
Emphasis on the duration or ongoing nature of an activity	have/has + been + verb-ing	He has been training every morning for thirty years.
Total quantity or number of completed actions	have/has + past participle	She has taught more than three hundred children.

Examples

1. Elena has swum across the English Channel three times.
2. Elena has been swimming since she was six years old.
3. She has broken two national records.
4. She has been training every morning for more than thirty years.
5. She has taught more than three hundred children to swim.
6. She has been organizing a free swimming programme for the past ten years.

English Usage

Learn and practice these useful expressions.

- How long have you been into...?
asking how long someone has had an interest
- I've always been fascinated by...
expressing a long-standing personal interest
- That's really impressive.
showing admiration for someone's achievement
- I've been doing this since...
stating when a habit or activity began
- What got you started?
asking about the origin of a hobby or passion
- I've never really thought about stopping.
expressing ongoing commitment to something
- It's taken a lot of hard work.
acknowledging the effort behind an achievement
- I couldn't imagine my life without it.
expressing how central something has become

Sample Dialogue

A: I saw your paintings at the exhibition last week. How long have you been into painting?

B: Thanks! I've been doing this since I was about twelve years old.

A: Wow, that's really impressive. What got you started?

B: My grandmother used to paint, and I've always been fascinated by how she could capture light on canvas.

A: Have you been taking any classes recently?

B: Yes, I've been studying watercolor techniques for the past two years with a local artist.

A: It's taken a lot of hard work to get this good, I imagine.

B: Definitely. I've painted almost every single day since I started, even when I was busy with school.

A: Have you ever thought about giving it up?

B: Honestly, I've never really thought about stopping. I couldn't imagine my life without it.

A: That's really impressive dedication. Have you sold any paintings yet?

B: A few, actually. I've been selling small pieces online since last spring.

Practice

Choose the best expression for each situation.

1. You want to ask a friend how long they have had an interest in something. What do you say?

- A) That's really impressive.
- B) How long have you been into...?
- C) It's taken a lot of hard work.
- D) What got you started?

2. Which phrase would you use to show admiration for someone's long-term dedication?

- A) I've been doing this since...
- B) What got you started?
- C) I've always been fascinated by...
- D) That's really impressive.

3. Which phrase asks about the origin of someone's hobby or passion?

- A) What got you started?
- B) I couldn't imagine my life without it.
- C) I've never really thought about stopping.
- D) How long have you been into...?

4. Which phrase expresses that something has become central to your life?

- A) It's taken a lot of hard work.
- B) I couldn't imagine my life without it.
- C) That's really impressive.
- D) What got you started?

5. Which phrase acknowledges the effort behind someone's achievement?

- A) I've always been fascinated by...
- B) How long have you been into...?
- C) It's taken a lot of hard work.
- D) I've never really thought about stopping.

Practice Quiz (25 Questions)

Choose the only correct answer for each question, based on international exams. Answers are in the Answer Key at the end of the book.

1. Elena ____ swimming since she was a child.

- A) has been
- B) is
- C) was
- D) has

2. She ____ across the Channel three times.

- A) has swimming
- B) has swum
- C) is swimming
- D) swims

3. How long ____ you ____ English?

- A) do / study
- B) are / studying
- C) have / been studying
- D) have / studied

4. I ____ this book twice. It's excellent.

- A) have been reading
- B) am reading
- C) read
- D) have read

5. We ____ for the bus for twenty minutes, and it still hasn't arrived.

- A) have been waiting
- B) wait
- C) are waiting
- D) have waited

6. She ____ three marathons this year.

- A) is running
- B) has run
- C) runs
- D) has been running

7. He looks tired because he ____ all night.

- A) studies
- B) studied
- C) has been studying
- D) has studied

8. They ____ in this town since 1998.

- A) live
- B) lived

- C) are living
- D) have lived

9. ___ you ever ___ to Japan?

- A) Have / been
- B) Do / go
- C) Did / go
- D) Have / going

10. My hands are sore because I ___ all afternoon.

- A) swim
- B) have been swimming
- C) swam
- D) have swum

11. She ___ five novels so far in her career.

- A) is writing
- B) writes
- C) has written
- D) has been writing

12. Elena's coach ___ with her for fifteen years, and he has watched her improve.

- A) works
- B) worked
- C) is working
- D) has been working

13. I'm tired. I ___ all day.

- A) have been working
- B) have worked
- C) work
- D) worked

14. She ___ her shoulder injury completely; she feels great now.

- A) is recovering from
- B) has recovered from
- C) recovers from
- D) has been recovering from

15. Recently, she ___ on her breathing technique.

- A) works
- B) worked
- C) has been working
- D) has worked

16. How many medals ____ she ____ in her career?

- A) does / win
- B) is / winning
- C) has / been winning
- D) has / won

17. The team ____ the new stadium yet.

- A) hasn't visited
- B) isn't visiting
- C) doesn't visit
- D) hasn't been visiting

18. I ____ this project since Monday, and I still have a lot to do.

- A) work on
- B) have been working on
- C) worked on
- D) have worked on

19. "Dedication" in the reading means:

- A) a type of injury
- B) a short holiday
- C) a strong commitment to an activity
- D) a swimming stroke

20. Which word describes doing something reliably over time, as Elena does with her training?

- A) occasional
- B) careless
- C) accidental
- D) consistent

21. "She has completed forty long-distance swims." Here, "completed" emphasizes:

- A) a finished result
- B) an ongoing process
- C) a future plan
- D) a present habit

22. Which time expression is typically used with the Present Perfect Continuous to show duration?

- A) yesterday
- B) since
- C) last year
- D) ago

23. Choose the correct sentence.

- A) She has been swum for two hours.
- B) She has been swim for two hours.
- C) She has swum for two hours.
- D) She has swimming for two hours.

24. Choose the correct sentence.

- A) How long has she been train?
- B) How long has she trained since?
- C) How long she has been training?
- D) How long has she been training?

25. Elena ____ a free summer programme for the past ten years.

- A) has been organizing
- B) has organized
- C) organizes
- D) is organizing

UNIT 7

Life Used to Be Different

Objective (CEFR B1): to understand and use expressions related to describing how life, technology, and daily habits have changed over time, and to communicate with reasonable fluency on familiar topics, connecting ideas to describe experiences, events, and opinions.

Reading: A Different Kind of Childhood

When my grandmother, Elena, was a girl growing up in a small town in central Mexico during the 1950s, daily life looked nothing like it does today. She often tells stories about her childhood, and every time she does, my brother and I are amazed at how much has changed in just a few decades. Back then, people used to live at a much slower pace, and communication, entertainment, and shopping all worked in completely different ways.

Communication is probably the area that has changed the most. My grandmother used to write letters to her cousins who lived in another state, and she would wait weeks for a reply to arrive by mail. There were no mobile phones, of course, and only a few families in her town used to have a telephone at home. If someone needed to make an urgent call, they would walk to the small shop on the corner, where the owner kept the only phone for miles around. Neighbors would often gather there just to hear the latest news from relatives who had moved to the city. Nowadays, my grandmother video-calls her grandchildren every single day, and she says it still feels like magic to her.

Entertainment was also very different. In the evenings, my grandmother's family didn't use to watch television, because almost nobody in the town owned a TV set until the late 1960s. Instead, they would sit outside on the porch after dinner, and her father would tell long stories about ghosts and local legends. On Sundays, the whole family would walk to the main square, where a small band used to play music while children ran around and played games in the street. My grandmother says that she and her friends would spend entire afternoons playing outdoors, inventing their own games with sticks, stones, and old bottle caps, because they didn't use to have toys like children do today. There was no internet, no video games, and no streaming services, just imagination and the company of neighbors.

Clothing and daily routines used to be different too. Elena's mother would sew most of the family's clothes by hand, and children used to wear the same few outfits during the week, saving anything nicer for Sundays and special occasions. Shoes were expensive, so many children would go barefoot in the summer, something that seems almost unimaginable to my brother and me today. At school, students used to write on small chalkboards instead of notebooks, and Elena remembers how the whole class would share just a handful of books, since there weren't enough copies for everyone.

Shopping used to be a completely different experience as well. There were no supermarkets in my grandmother's town, so people would buy fresh bread every morning from a baker who used to walk through the streets ringing a bell. Families would also buy milk directly from a farmer who came by with two large metal containers on his cart. Once a week, on market day, people from nearby villages would arrive

with fruit, vegetables, and handmade goods to trade or sell in the square, and the whole town would fill with color and noise. My grandmother's mother used to make almost everything at home, from tortillas to soap, because packaged products were expensive and hard to find. Nobody used to throw things away either; clothes were repaired again and again, and old furniture was passed down from one generation to the next. Today, of course, my grandmother can order groceries online and have them delivered to her door within an hour, something she still finds hard to believe.

Work was different too. Most people in the town used to work in agriculture, and children would often help their parents in the fields after school. My grandmother's father used to grow corn and beans, and every summer the whole family would wake up before sunrise to work together until the hottest part of the day. There weren't many other job opportunities back then, so young people who wanted a different kind of career would usually have to move to a bigger city. My grandmother's older brother did exactly that: he moved to Mexico City in his twenties to study engineering, and the family wouldn't see him again for almost two years, since traveling home was long and expensive.

Despite the hardships, my grandmother often says that life used to feel simpler and, in some ways, closer. Everyone in town used to know everyone else, and neighbors would help each other with everything from harvesting crops to celebrating weddings. There wasn't much privacy, she admits, but there was a strong sense of community that she sometimes misses today.

Of course, not everything about the past was better. My grandmother reminds us that medical care used to be very limited, and illnesses that are easily treated now used to be extremely dangerous. Education, too, used to be harder to access, especially for girls; my grandmother herself had to leave school at twelve to help at home, something that fills her with a mix of nostalgia and frustration when she talks about it.

Nowadays, her town has transformed enormously. There is a modern supermarket, fast internet, and even a small hospital. Young people carry smartphones everywhere, and most families own at least one car. My grandmother says she doesn't want to go back to the way things used to be, but she does hope that future generations will keep some of the values from her childhood: patience, community, and a genuine appreciation for the simple things in life. Whenever she tells these stories, my brother and I feel grateful for the comfort we have today, but we also understand a little better why she looks back on those years with so much warmth. Looking at old photographs together, we often wonder what our own grandchildren will think when they hear that we used to type on keyboards or drive our own cars, habits that may seem just as old-fashioned to them one day.

Reading Comprehension – True or False

Read the text again and decide if each statement is true (T) or false (F).

1. Elena grew up in a big city in the 1950s. ____ (T / F)
2. Elena used to write letters to her cousins who lived in another state. ____ (T / F)
3. Almost every family in Elena's town owned a television before 1960. ____ (T / F)
4. Elena's family used to buy bread from a baker who walked through the streets. ____ (T / F)
5. Elena's older brother moved to Mexico City to study engineering. ____ (T / F)

Reading Comprehension – Multiple Choice

Read each question and choose the correct answer.

1. What did people in Elena's town do to make an urgent phone call?

- A) They used a phone at home
- B) They walked to a shop that had the only phone
- C) They sent a telegram
- D) They asked a neighbor to drive them to the city

2. According to the text, why didn't Elena's family watch television in the evenings?

- A) They preferred to listen to the radio
- B) The town didn't have electricity
- C) Almost nobody owned a TV set until the late 1960s
- D) Elena's father did not allow it

3. How did Elena's family usually get fresh bread?

- A) A baker walked through the streets selling it
- B) They baked it every morning at home
- C) They bought it at a supermarket
- D) They traded vegetables for it

4. What did most people in Elena's town work in?

- A) Fishing
- B) Textile factories
- C) Tourism
- D) Agriculture

5. What does Elena hope future generations will keep?

- A) Old furniture and clothes
- B) Traditional recipes
- C) Patience, community, and appreciation for simple things
- D) The habit of writing letters

Key Vocabulary

High-frequency words and expressions (Oxford 3000, New General Service List and Brown Corpus), filtered by topic relevance and B1 level. Meanings are in the Dictionary at the end of the book.

1–10	11–20	21–30	31–40
1. nostalgia	11. rotary phone	21. tradition	31. technological advance
2. generation	12. handwritten letter	22. custom	32. innovation

3. decade	13. postage stamp	23. neighborhood	33. convenience
4. old-fashioned	14. black-and-white TV	24. community	34. lifestyle
5. outdated	15. household chore	25. gadget	35. pace of life
6. cutting-edge	16. childhood memory	26. device	36. leisure time
7. landline	17. simpler times	27. smartphone	37. entertainment
8. typewriter	18. good old days	28. social media	38. outdoor games
9. cassette tape	19. way of life	29. streaming	39. face-to-face
10. vinyl record	20. upbringing	30. digital native	40. reminisce

Vocabulary Practice

Choose the correct option to complete each sentence.

1. "Nostalgia" means...

- A) a feeling of pleasure and sadness when thinking about the past
- B) fear of the future
- C) anger about a mistake
- D) excitement about new technology

2. A "generation" is...

- A) a type of old machine
- B) a group of people born and living around the same time
- C) a piece of furniture
- D) a small shop that sells bread

3. "Nowadays" means...

- A) in the future
- B) a long time ago
- C) at the present time
- D) once a year

4. The phrase "back then" refers to...

- A) a place far away
- B) a type of food
- C) the near future
- D) a specific time in the past

5. A "community" is...

- A) a group of people living in the same area who share things in common
- B) a piece of technology
- C) a kind of legend
- D) a formal document

6. To "harvest" crops means to...

- A) plant seeds in the ground
- B) collect crops that are ready to eat
- C) water the fields
- D) sell food at a market

7. If a company "delivers" groceries, it...

- A) grows the food itself
- B) sells the food in a shop only
- C) brings the food to your home
- D) stores the food for later

8. A "legend" is...

- A) a modern invention
- B) an official law
- C) a type of currency
- D) a traditional story, often not completely true, passed down over time

9. "Privacy" means...

- A) being alone or free from public attention
- B) being famous
- C) working in a group
- D) traveling abroad

10. "Appreciation" means...

- A) confusion about something
- B) a feeling of being thankful for something's value
- C) a strong dislike
- D) a type of payment

Grammar Focus: used to / would for Past Habits

We use "used to" + infinitive to talk about things that happened regularly, or that were true, in the past but are no longer true now. It can describe both repeated past habits and past states. For habits, we can say "I used to write letters to my cousins," meaning I wrote them regularly in the past but I don't anymore. For states (situations, feelings, or facts that were true for a period of time, not single repeated actions), "used to" is also correct: "I used to live in Rome," "My grandmother used to have a telephone at home," or "I used to hate vegetables." The negative form is "didn't use to" (without the final -d), as in "They didn't use to own a car," and the question form is "did...use to," as in "Did you use to walk to school?" It is important to remember that "used to" always refers to the past; there is no present form.

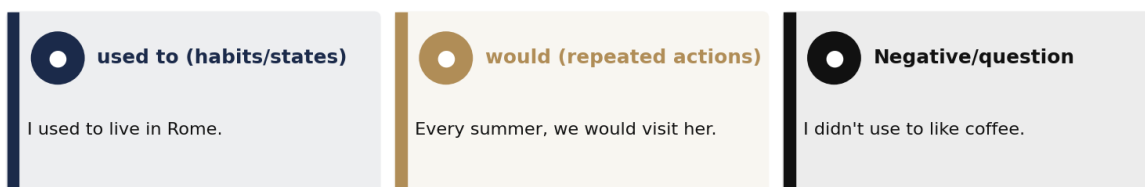
"Would" can also describe repeated actions in the past, and it is very common in storytelling: "Every summer, we would visit my grandmother's farm," or "Neighbors would gather at the shop to hear the news." However, "would" can only be used for repeated actions, never for past states. We cannot say "I would live in Rome" to mean that I lived there for a period of time, and we cannot say "I would have a car" to describe past possession, because "live" and "have" here describe states, not repeated actions; "used to" is required instead. Finally, both "used to" and "would" are different from the simple past, which we use for a single completed action at a specific moment: "Elena's brother moved to Mexico City in his twenties" describes one event, not a habit, so simple past is correct there, not "used to move" or "would move."

Figure 7

1. Sentence structure



2. Forms and examples



Reference Table: used to vs. would for Past Habits

used to + infinitive (habit)	a repeated action in the past that no longer happens	We used to visit my grandmother's farm every summer.
used to + infinitive (state)	a past situation, feeling, or fact that is no longer true	Elena used to have a telephone at home.
would + infinitive	a repeated past action only, common in storytelling; not used for states	Neighbors would gather at the shop to hear the news.
didn't use to + infinitive	negative form, for habits or states	They didn't use to own a car.
Did...use to + infinitive?	question form, for habits or states	Did you use to play outside every afternoon?

Examples

1. When Elena was young, she used to write letters instead of sending emails.
2. Every Sunday, the family would walk to the main square to listen to music.

3. Elena's mother used to make tortillas and soap at home.
4. There didn't use to be a supermarket in Elena's town.
5. Did people use to buy milk directly from a farmer in your town too?
6. In the evenings, Elena's father would tell long stories about local legends.

English Usage

Learn and practice these useful expressions.

- Back in the day, ...
used to introduce a memory from long ago
- Things were so different when I was a kid.
used to compare the past with the present
- I still remember when...
used to share a vivid personal memory
- We never used to have...
used to point out something that didn't exist before
- Kids these days...
used to compare younger and older generations
- It's hard to believe that...
used to express surprise at how much has changed
- Life was so much simpler back then.
used to express nostalgia for a simpler past
- Nowadays, it's a completely different story.
used to contrast the present with the past

Sample Dialogue

- A: Back in the day, we didn't even have a computer at home.
- B: Really? I still remember when my dad brought home our first one. It was huge!
- A: Things were so different when I was a kid. We used to play outside until dark.
- B: Kids these days just stay on their phones all afternoon.
- A: Exactly. We never used to have video games, so we would invent our own.
- B: It's hard to believe that people used to write letters instead of texting.
- A: We would wait weeks for a reply! Life was so much simpler back then.
- B: Nowadays, it's a completely different story. Everything happens instantly.
- A: True, but I sometimes miss those quieter days.
- B: I understand. My grandmother used to tell me similar stories about her own childhood.
- A: Did she use to live in the countryside?
- B: Yes, she would walk two miles to school every morning.
- A: That sounds tough, but also kind of wonderful.

B: I guess every generation thinks the past was better in some ways.

Practice

Choose the best expression for each situation.

1. Which phrase would you use to introduce a memory from long ago?

- A) Nowadays, it's a completely different story.
- B) It's hard to believe that...
- C) Back in the day, ...
- D) Kids these days...

2. Which phrase points out that something didn't exist in the past?

- A) We never used to have...
- B) Life was so much simpler back then.
- C) I still remember when...
- D) Things were so different when I was a kid.

3. Someone says, "Kids these days just don't play outside anymore." What is this phrase mainly used for?

- A) Introducing a vivid personal memory
- B) Contrasting the present with the future
- C) Expressing surprise about technology
- D) Comparing younger and older generations

4. Which phrase best expresses nostalgia for a simpler past?

- A) Nowadays, it's a completely different story.
- B) Life was so much simpler back then.
- C) Kids these days...
- D) It's hard to believe that...

5. You want to express surprise at how much something has changed. Which phrase fits best?

- A) It's hard to believe that...
- B) Back in the day, ...
- C) We never used to have...
- D) Things were so different when I was a kid.

Practice Quiz (25 Questions)

Choose the only correct answer for each question, based on international exams. Answers are in the Answer Key at the end of the book.

1. When I was a child, I _____ swim in the river every summer.

- A) use to
- B) am used to

- C) would
- D) will

2. My grandmother _____ a small house near the church.

- A) would have
- B) would has
- C) used to have
- D) uses to have

3. They _____ own a car when they were young.

- A) didn't used to
- B) don't used to
- C) not used to
- D) didn't use to

4. _____ you use to walk to school when you were a child?

- A) Do
- B) Were
- C) Did
- D) Have

5. Choose the correct sentence.

- A) I would live in a small town when I was a child.
- B) I am used to living in a small town when I was a child.
- C) I used to live in a small town when I was a child.
- D) I use to live in a small town when I was a child.

6. Every evening, Elena's father _____ tell stories about local legends.

- A) used
- B) uses to
- C) would
- D) is used to

7. Which sentence describes a single, completed past action, NOT a habit?

- A) We would visit our grandmother every summer.
- B) We used to visit our grandmother often.
- C) We visited our grandmother last weekend.
- D) We used to visit our grandmother regularly.

8. Choose the INCORRECT sentence.

- A) I used to hate vegetables when I was young.
- B) I used to have long hair.
- C) I didn't use to like coffee.
- D) I would hate vegetables when I was young.

9. Neighbors _____ gather at the shop to hear the news.

- A) used
- B) use
- C) are used to
- D) would

10. My grandmother's town _____ have a hospital, but now it does.

- A) used to
- B) would
- C) wouldn't
- D) didn't use to

11. "Nostalgia" is best described as...

- A) a plan for the future
- B) a type of legend
- C) a kind of technology
- D) a feeling of missing the past

12. Which word means "a group of people born around the same time"?

- A) community
- B) generation
- C) harvest
- D) privacy

13. Choose the correct question form.

- A) Did they used to live here?
- B) Did they use to live here?
- C) Did they lived here?
- D) Do they used to live here?

14. As a teenager, my father _____ work in the fields every summer.

- A) will
- B) is
- C) has
- D) would

15. Which sentence is grammatically correct?

- A) She would be a teacher for ten years.
- B) She used to be a teacher for ten years.
- C) She would teach at that school for ten years.
- D) She used to being a teacher for ten years.

16. Elena's mother _____ make tortillas at home every day.

- A) would
- B) is
- C) has
- D) will

17. "Nowadays" is closest in meaning to...

- A) back then
- B) at present
- C) never again
- D) once a week

18. Choose the correct negative sentence.

- A) We didn't use to have a telephone at home.
- B) We didn't used to have a telephone at home.
- C) We don't use to have a telephone at home.
- D) We no used to have a telephone at home.

19. When people needed to make a call, they _____ walk to the corner shop.

- A) would
- B) are
- C) have
- D) will

20. Which sentence describes a past HABIT, not a state?

- A) I used to live in that house.
- B) I used to have a dog.
- C) Every Sunday, we would walk to the square.
- D) I used to be very shy.

21. A "legend" passed down through a family is best described as...

- A) a scientific fact
- B) a traditional story
- C) a modern law
- D) a type of letter

22. Choose the sentence that correctly uses "would" for a repeated action.

- A) Every summer, we would visit my grandmother's farm.
- B) I would live in Rome for three years.
- C) She would be a nurse when she was young.
- D) They would own a small farm in the countryside.

23. My grandmother says life _____ feel simpler when she was a girl.

- A) used to
- B) would

- C) is used to
- D) uses to

24. Choose the correct sentence about the past.

- A) People didn't use to have mobile phones fifty years ago.
- B) People didn't used to had mobile phones fifty years ago.
- C) People not used to have mobile phones fifty years ago.
- D) People don't use to had mobile phones fifty years ago.

25. Which word best completes: "Everyone in town felt a strong sense of _____, helping each other with daily tasks."?

- A) privacy
- B) community
- C) appreciation
- D) nostalgia

UNIT 8

I Enjoy Learning, I Want to Learn

Objective (CEFR B1): to understand and use expressions related to picking up new skills and pursuing lifelong learning as an adult, and to communicate with reasonable fluency on familiar topics, connecting ideas to describe experiences, events, and opinions.

Reading: It's Never Too Late to Learn

Elena Martinez had always enjoyed learning new things, but at forty-two, with a full-time job as a nurse and two teenage children at home, she never imagined she would decide to start studying a new language. It all began the day her sister announced that she was moving to Brazil to work for two years. Elena wanted to visit her as often as possible, and she also hoped to communicate with her sister's new friends and colleagues without always needing a translator. So, after thinking about it for a few weeks, she decided to begin learning Portuguese.

At first, Elena considered joining a traditional evening class, but her irregular hospital shifts made attending fixed classes almost impossible. Instead, she chose to try an online course, a MOOC designed for busy adults who wanted to learn at their own pace. She remembers feeling nervous about studying online rather than in a classroom, but she soon discovered that she actually preferred learning this way. She could keep on practising during short breaks at work, and she enjoyed reviewing vocabulary while waiting for the bus or cooking dinner. She also liked being able to pause a video lesson whenever her phone rang or a colleague needed help, something that would have been impossible in a traditional classroom. Before starting the course, she had worried about missing the face-to-face contact of a normal class, but the discussion forums and weekly video calls turned out to give her exactly the kind of support she needed.

Elena's biggest challenge was not finding time to study, but managing her fear of making mistakes. Like many adult learners, she hated getting things wrong in front of other people, and this fear nearly made her give up studying altogether during her first month. Her teacher, however, kept encouraging her to keep practising, and reminded the whole class that learning a language inevitably means making mistakes. "Avoid worrying about sounding perfect," her teacher suggested. "Focus on communicating your ideas instead." Elena decided to follow this advice, and little by little, she stopped being afraid of speaking. She even started to enjoy chatting with other students from around the world during the course's weekly video calls.

Juggling work and study was not easy. Elena often finished a twelve-hour hospital shift and then spent thirty minutes reviewing grammar before falling asleep. She admits that she sometimes felt like giving up, especially during exam weeks at the hospital, when she barely had energy to cook dinner, let alone study a foreign language. Her husband and children helped by taking over some of the housework, and her younger daughter even began testing her with flashcards after dinner, which Elena found both useful and encouraging. Still, she refused to quit. She promised herself that she would finish the course, and she managed to complete it in just under a year, despite missing several weeks because of an unexpected flu.

outbreak at the hospital. Looking back, she believes that setting a realistic weekly goal, rather than trying to study every single day without a break, was the habit that finally helped her keep going.

Learning Portuguese changed more than Elena's ability to speak with her sister's friends; it also changed how she thought about learning itself. She began to notice that continuing to study something new, even for just twenty minutes a day, made her feel more energetic and less stressed after long days at work. Researchers who study adult learning suggest that this is not unusual: keeping the brain active by acquiring new skills, whether that means learning a language, playing an instrument, or practising a new sport, appears to improve memory and even delay certain signs of ageing. For Elena, the psychological benefits were as important as being able to order food in Portuguese during her visit to Brazil.

Encouraged by her success, Elena decided to try something completely different: painting. She had always wanted to paint but had convinced herself for years that she was "too old to start" or "not talented enough." After finishing her language course, she felt confident enough to try. She signed up for a beginner's painting workshop that met on Saturday mornings, something she never expected to enjoy as much as she did. Her first paintings, she admits with a laugh, were not particularly impressive, but she kept practising anyway, and after several months she managed to produce a small landscape that she was genuinely proud to hang on her living room wall.

Elena's story is far from unique. Across the world, more and more adults are choosing to return to learning, whether by studying a language, taking an online course, or picking up a musical instrument they abandoned decades earlier. Experts suggest that adults often learn differently from children: they tend to need clearer reasons for studying something, and they benefit from connecting new information to real experiences. Adults also frequently need to plan their learning carefully around work and family responsibilities, something young students rarely have to consider.

What advice does Elena give to other adults who are thinking about learning something new? "Don't wait for the perfect moment, because it never really arrives," she says. "Decide to start, accept that you will make mistakes, and try to enjoy the process rather than worrying only about the final result." She also recommends finding a community, whether online or in person, because sharing the experience of learning with others makes it far easier to keep going when motivation drops. Today, Elena continues to study Portuguese twice a week, and she has already started planning her next challenge: learning to play the guitar. Learning, she has discovered, does not stop simply because school does. For her, continuing to grow and improve has become one of the most rewarding parts of adult life.

Reading Comprehension – True or False

Read the text again and decide if each statement is true (T) or false (F).

1. Elena decided to learn Portuguese because her sister was moving to Brazil. ____ (T / F)
2. Elena joined a traditional evening class to study Portuguese. ____ (T / F)
3. Elena's biggest challenge was managing her fear of making mistakes. ____ (T / F)
4. Elena gave up studying Portuguese before finishing the course. ____ (T / F)
5. After finishing the language course, Elena decided to try painting. ____ (T / F)

Reading Comprehension – Multiple Choice

Read each question and choose the correct answer.

1. Why did Elena decide to start learning Portuguese?

- A) She wanted to move to Brazil permanently
- B) Her sister was moving to Brazil to work
- C) She needed it for her nursing job
- D) Her children were studying Portuguese at school

2. Why did Elena choose an online course instead of a traditional class?

- A) Online courses were free
- B) Her sister recommended it
- C) She did not like her local language school
- D) Her irregular work shifts made fixed classes difficult

3. What was Elena's biggest challenge while studying?

- A) Managing her fear of making mistakes
- B) Finding a computer to use
- C) Understanding Portuguese grammar rules
- D) Paying for the course

4. What did Elena do after completing the Portuguese course?

- A) She stopped studying anything new
- B) She began teaching Portuguese to nurses
- C) She started a painting workshop
- D) She moved to Brazil

5. According to the text, what advice does Elena give to other adults?

- A) Wait until you have more free time
- B) Avoid making mistakes at all costs
- C) Study only in a traditional classroom
- D) Decide to start and accept that you will make mistakes

Key Vocabulary

High-frequency words and expressions (Oxford 3000, New General Service List and Brown Corpus), filtered by topic relevance and B1 level. Meanings are in the Dictionary at the end of the book.

1–10	11–20	21–30	31–40
1. lifelong learning	11. tutor	21. to motivate	31. to practice
2. skill	12. mentor	22. persistence	32. feedback

3. to acquire	13. mentorship	23. determination	33. to adapt
4. to master	14. progress	24. to struggle (with)	34. adaptable
5. to pick up (a skill)	15. to improve	25. challenge	35. knowledge
6. self-taught	16. improvement	26. to overcome	36. to gain
7. curriculum	17. achievement	27. comfort zone	37. certificate
8. to enroll	18. to achieve	28. to develop	38. qualification
9. course	19. goal	29. development	39. online course
10. workshop	20. motivation	30. potential	40. to retrain

Vocabulary Practice

Choose the correct option to complete each sentence.

1. In the reading, "irregular" (as in "irregular hospital shifts") means:

- A) happening at fixed, predictable times
- B) very long and tiring
- C) paid extra money
- D) not following a regular pattern or schedule

2. The word "encouraging" is closest in meaning to:

- A) giving someone confidence or support
- B) criticizing
- C) ignoring
- D) forbidding

3. "Confident" (as in "she felt confident enough to try") describes someone who:

- A) feels nervous and unsure
- B) feels tired and bored
- C) feels sure of their own abilities
- D) feels angry

4. In the text, "abandoned" (as in "an instrument they abandoned decades earlier") means:

- A) bought recently
- B) given up or stopped using
- C) repaired carefully
- D) sold for money

5. A "workshop," as used in the reading, is:

- A) a place where cars are repaired
- B) a type of musical instrument
- C) a formal exam
- D) a short course where people practice a skill

6. The phrase "flu outbreak" refers to:

- A) a sudden increase in cases of an illness
- B) a type of weather event
- C) a music festival
- D) a work holiday

7. "Rewarding" (as in "one of the most rewarding parts of adult life") means:

- A) boring and pointless
- B) giving satisfaction or a sense of value
- C) expensive
- D) dangerous

8. To "delay" something means to:

- A) make it happen earlier
- B) cancel it completely
- C) make it happen later than planned
- D) repeat it several times

9. "Acquiring" (as in "acquiring new skills") is closest in meaning to:

- A) losing
- B) gaining or obtaining
- C) forgetting
- D) teaching

10. In the sentence "she was genuinely proud," the word "genuinely" means:

- A) slightly
- B) falsely
- C) secretly
- D) truly and sincerely

Grammar Focus: Gerunds and Infinitives

In English, when one verb follows another, the second verb often takes the form of a gerund (the -ing form) or a to-infinitive, depending on the first verb. Certain verbs are always followed by a gerund, including enjoy, avoid, finish, suggest, give up, and keep on. For example, in the reading, Elena "enjoyed learning new things" and later "kept on practising" even when she felt nervous. Notice that after these verbs, the second verb cannot change to the base form or the to-infinitive: we say "she avoided making mistakes," never "she avoided to make mistakes." Learning which verbs belong to this group takes practice, but many of them share a common idea of continuing, finishing, avoiding, or enjoying an activity.

Other verbs, however, are followed by a to-infinitive rather than a gerund. Common examples include want, decide, hope, plan, manage, and promise, as in "she decided to begin learning Portuguese" or "she managed

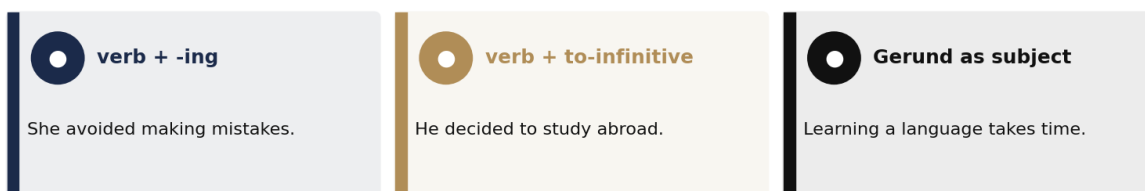
to complete it in just under a year." These verbs often express an intention, a hope, or a future plan rather than an activity already in progress. A gerund can also function as the subject of a sentence, as in "Learning a language changed how she thought about learning itself," or it can follow a preposition, as in "she was proud of finishing her first painting." As an advanced tip, a small number of verbs, such as stop, remember, and try, can be followed by either form with a real difference in meaning: "she stopped studying" means she no longer studies, while "she stopped to study" would mean she paused another activity in order to study.

Figure 8

1. Sentence structure



2. Forms and examples



Reference Table: Gerunds and Infinitives

Verb + -ing (gerund)	enjoy, avoid, finish, suggest, give up, keep on	She enjoys learning new languages every week.
Verb + to-infinitive	want, decide, hope, plan, manage, promise	He decided to start a painting course.
Gerund as subject	learning, studying, practising	Learning a language takes time and patience.
Gerund after preposition	interested in, afraid of, good at, instead of	She is good at solving problems quickly.
Verbs with both forms (meaning changes)	stop, remember, try	He stopped studying to answer the phone.

Examples

1. Elena enjoys learning new languages in her free time.
2. She decided to study Portuguese before visiting her sister in Brazil.
3. Learning a new skill as an adult takes patience and consistency.
4. He avoided making mistakes by practising every single day.

5. They are looking forward to finishing the online course together.
6. She promised to keep practising the guitar, even during busy weeks.

English Usage

Learn and practice these useful expressions.

- I've been meaning to...
expresses an intention you haven't acted on yet
- It's never too late to...
encourages starting something despite one's age
- Practice makes perfect.
emphasizes that repeated effort leads to skill
- I'm getting the hang of it.
shows growing confidence with a new skill
- I keep putting off...
admits you keep delaying a task
- Little by little, ...
describes gradual, steady progress
- I've made a lot of progress with...
reports noticeable improvement over time
- It's worth a try.
encourages attempting something new despite uncertainty

Sample Dialogue

A: I've been meaning to learn how to play the guitar for years.

B: Why haven't you started yet?

A: I keep putting off signing up for lessons. I'm worried I'll be bad at it.

B: It's never too late to start learning something new. My uncle began painting at sixty.

A: Really? That's inspiring. Did he get good quickly?

B: Not at first. He struggled a lot, but he kept practicing. Practice makes perfect, after all.

A: I guess I should stop worrying about looking silly.

B: Exactly. Why don't you try a free online course first? It's worth a try.

A: Good idea. I'll start by watching some beginner videos instead of just thinking about it.

B: That's a great first step. Little by little, you'll improve.

A: I hope so. I want to enjoy playing, not just finish learning it.

B: You will. In a few months, I bet you'll be getting the hang of it.

A: Thanks for the encouragement. I've made a lot of progress with cooking this year, so maybe I can do the same with music.

B: See? You just needed to stop postponing and start doing.

Practice

Choose the best expression for each situation.

1. Which phrase expresses an intention you've had for a while but haven't acted on yet?

- A) It's worth a try.
- B) I've been meaning to...
- C) Little by little, ...
- D) Practice makes perfect.

2. A friend says they're too old to start dancing lessons. Which phrase best encourages them?

- A) I keep putting off...
- B) I'm getting the hang of it.
- C) It's never too late to...
- D) I've made a lot of progress with...

3. Which phrase means that repeated effort leads to improving a skill?

- A) Practice makes perfect.
- B) It's worth a try.
- C) Little by little, ...
- D) I keep putting off...

4. You feel more confident using a new skill after some practice. Which phrase fits?

- A) I keep putting off...
- B) It's never too late to...
- C) Practice makes perfect.
- D) I'm getting the hang of it.

5. Which phrase admits that you keep delaying something you should do?

- A) I keep putting off...
- B) Little by little, ...
- C) It's worth a try.
- D) I've made a lot of progress with...

Practice Quiz (25 Questions)

Choose the only correct answer for each question, based on international exams. Answers are in the Answer Key at the end of the book.

1. Elena decided ____ Portuguese after her sister moved to Brazil.

- A) to study
- B) studying
- C) study
- D) studies

2. She enjoys ____ new languages in her free time.

- A) learn
- B) learning
- C) to learn
- D) learned

3. He avoided ____ mistakes by practising every day.

- A) make
- B) to make
- C) making
- D) makes

4. They promised ____ the course by the end of the year.

- A) finishing
- B) finish
- C) finished
- D) to finish

5. ____ a new language takes time and patience.

- A) Learning
- B) Learn
- C) To learning
- D) Learned

6. She kept on ____ even though she felt nervous.

- A) practise
- B) practising
- C) to practise
- D) practised

7. He is interested in ____ how to paint.

- A) learn
- B) to learn
- C) learning
- D) learns

8. She managed ____ the online course in less than a year.

- A) complete
- B) completing
- C) completes
- D) to complete

9. They suggested ____ an online course instead of a traditional class.

- A) joining
- B) to join
- C) join
- D) joins

10. Elena hopes ____ the guitar next year.

- A) learning
- B) to learn
- C) learn
- D) learns

11. Choose the correct sentence.

- A) She gave up to study Portuguese after one week.
- B) She gave up study Portuguese after one week.
- C) She gave up studying Portuguese after one week.
- D) She gave up studied Portuguese after one week.

12. He is good at ____ new skills quickly.

- A) acquire
- B) to acquire
- C) acquired
- D) acquiring

13. She stopped ____ Portuguese because she found a better course.

- A) studying
- B) to study
- C) study
- D) studies

14. He stopped ____ his phone when it started ringing during class.

- A) checking
- B) to check
- C) check
- D) checked

15. ____ mistakes is a normal part of learning a language.

- A) Make
- B) To making
- C) Making
- D) Made

16. They plan ____ a painting workshop next month.

- A) joining
- B) join

- C) joins
- D) to join

17. Choose the sentence with correct grammar.

- A) She wants to finish the course this year.
- B) She wants finish the course this year.
- C) She wants finishing the course this year.
- D) She wants finished the course this year.

18. He finished ____ his homework before dinner.

- A) to do
- B) doing
- C) do
- D) does

19. Which word means "gaining a new skill or ability"?

- A) abandoning
- B) delaying
- C) acquiring
- D) avoiding

20. She refused ____ even though the course was difficult.

- A) quitting
- B) quit
- C) quits
- D) to quit

21. Which sentence uses a gerund as the subject correctly?

- A) Learning a language changes your life.
- B) To learn a language change your life.
- C) Learn a language changes your life.
- D) Learned a language changes your life.

22. He is proud of ____ his first painting.

- A) finish
- B) finishing
- C) to finish
- D) finished

23. The word "rewarding" in the context of learning something new is closest to:

- A) boring
- B) expensive
- C) satisfying
- D) confusing

24. She decided ____ studying even during a busy work week.

- A) keep
- B) keeping
- C) kept
- D) to keep

25. Choose the correct sentence about advice for adult learners.

- A) Try enjoying the process instead of worrying only about the result.
- B) Try to enjoying the process instead of worrying only about the result.
- C) Try enjoy the process instead of worrying only about the result.
- D) Try enjoyed the process instead of worrying only about the result.

UNIT 9

The Person Who Changed Everything

Objective (CEFR B1): to understand and use expressions related to describing influential people and the impact they had on our lives, and to communicate with reasonable fluency on familiar topics, connecting ideas to describe experiences, events, and opinions.

Reading: The Teacher Who Believed in Me

When people ask me who had the greatest influence on my life, I never have to think for long. My answer is always the same: Mr. Alan Reyes, the science teacher who taught me at my old secondary school. He was the person who changed everything for me, and even now, almost fifteen years later, I still think about the lessons he taught, both in class and about life.

I met Mr. Reyes when I was fourteen. My parents had just separated, and I was the kind of student who sat at the back of the classroom, said almost nothing, and expected almost nothing from myself. School was a place I tolerated rather than enjoyed, and I certainly did not think of myself as someone who could ever be good at science.

Everything began to change on the day Mr. Reyes, who had just started working at our school, walked into our classroom carrying a small, battered box. Inside the box was a simple electric circuit, the kind of thing that seems ordinary now but that seemed almost magical to me then. Instead of writing a definition on the board, which is what most teachers did, he asked us a question: "What do you think will happen if I connect these two wires?" It was a small moment, but it was the first time a teacher had ever asked me what I thought before telling me what to think.

Mr. Reyes was not the kind of teacher who simply repeated facts from a textbook. He was someone who believed that questions mattered more than answers. He ran a small science club after school, which met every Wednesday in a classroom that smelled faintly of chemicals and old paper. It was a place where students who did not fit in anywhere else could finally feel that they belonged.

I remember one afternoon in particular, when I had built a small model bridge for a class project. The bridge, which I had made from wooden sticks and glue, collapsed the moment Mr. Reyes placed a small weight on it. I was embarrassed and wanted to throw it in the bin immediately. Instead, he picked it up carefully, turned it over in his hands, and said something I have never forgotten: "A bridge that fails today is not a failure. It's information. Now you know something you didn't know this morning." That was the moment I began to understand that mistakes were not the opposite of learning, but part of it.

Mr. Reyes never treated me as the quiet boy at the back of the room. He treated me as a scientist who simply had not discovered that fact about himself yet. He was the teacher who first suggested that I might study engineering, an idea that had honestly never occurred to me before. When I told him I did not think my family could afford university, he was the one who found out about a scholarship programme, whose deadline was only a few weeks away, and personally helped me complete the application.

There is a particular street near my old school, Maple Street, where Mr. Reyes used to walk every morning before class. Whenever I pass that street now, I think of him standing there with his old leather bag, ready to open the science room early for any student who wanted to come. It is strange how a single street can suddenly hold so many memories.

Years later, after I had finished my engineering degree, which took me five long years to complete, I went back to visit him. He was older by then, and his hair, which I remembered as dark brown, had turned almost completely grey. He still remembered the bridge that collapsed. He still remembered the boy who sat at the back of the room and said almost nothing. "I always knew you would find your way," he told me, "even on the days you didn't believe it yourself." I did not know what to say. I simply thanked him, though I knew that no words could really express what his patience had meant to me.

What made Mr. Reyes different from other teachers was not his knowledge of science, although he certainly knew a great deal. It was his ability to see potential in students who could not yet see it in themselves. He gave his time to anyone who showed even the smallest sign of interest, and he never made a student feel small for asking a question that seemed obvious. I have met many talented people since those school days, but I have never met anyone who used that talent so generously.

Today, I work as a structural engineer, a job that would have seemed impossible to the boy I used to be. I design bridges, real ones this time, that will carry real weight for real people. Whenever I finish a difficult calculation, I sometimes think of that small wooden bridge that fell apart in a classroom years ago, and of the teacher who taught me that failure was simply another word for progress.

I try, in my own small way, to be the kind of mentor to younger engineers that Mr. Reyes was to me. I remember how much it mattered to have someone who believed in me before I believed in myself, and I try to offer that same belief to others whenever I can. Mr. Reyes is retired now, but the community where he taught for over thirty years still remembers him fondly, and so do the hundreds of students, including me, whose lives he quietly changed, one science lesson at a time.

If someone had told me, at fourteen, that a battered box of wires would eventually lead me to a career I love, I would never have believed them. But that is exactly what happened, and it happened because one teacher decided that a quiet boy at the back of the room deserved his full attention. That, I think, is the real definition of a great teacher: someone who changes the direction of a life without ever announcing that they are doing it.

Reading Comprehension – True or False

Read the text again and decide if each statement is true (T) or false (F).

1. The narrator's greatest influence was a science teacher named Mr. Alan Reyes. ____ (T / F)
2. The narrator loved science and was already a confident student before meeting Mr. Reyes. ____ (T / F)
3. Mr. Reyes ran a science club that met every Wednesday after school. ____ (T / F)
4. Mr. Reyes told the narrator that his collapsed bridge project was a complete failure. ____ (T / F)
5. The narrator later became a structural engineer who designs real bridges. ____ (T / F)

Reading Comprehension – Multiple Choice

Read each question and choose the correct answer.

1. How old was the narrator when he first met Mr. Reyes?

- A) Fourteen
- B) Twelve
- C) Sixteen
- D) Eighteen

2. What did Mr. Reyes bring into the classroom on the day the narrator first noticed him?

- A) A textbook about famous scientists
- B) A box containing a simple electric circuit
- C) A model of a bridge
- D) A poster about scholarships

3. What did Mr. Reyes say about the bridge that collapsed?

- A) That the narrator should not build bridges again
- B) That the bridge was poorly designed from the start
- C) That the failure was information, not a failure
- D) That the project would receive a low grade

4. Who helped the narrator apply for a scholarship?

- A) His parents
- B) A school counsellor
- C) A university representative
- D) Mr. Reyes

5. What is the narrator's job today?

- A) A science teacher
- B) A structural engineer
- C) A scholarship administrator
- D) A university professor

Key Vocabulary

High-frequency words and expressions (Oxford 3000, New General Service List and Brown Corpus), filtered by topic relevance and B1 level. Meanings are in the Dictionary at the end of the book.

1–10	11–20	21–30	31–40
1. mentor	11. advice	21. insight	31. tribute
2. influence	12. lesson	22. motivation	32. legacy

3. inspire	13. impact	23. achievement	33. influential
4. guidance	14. turning point	24. potential	34. supportive
5. role model	15. determination	25. appreciate	35. outlook
6. gratitude	16. confidence	26. acknowledge	36. breakthrough
7. grateful	17. patience	27. dedication	37. resilience
8. encourage	18. generosity	28. perseverance	38. humility
9. support	19. kindness	29. compassion	39. selfless
10. wisdom	20. example	30. honesty	40. nurture

Vocabulary Practice

Choose the correct option to complete each sentence.

1. What does it mean to "inspire" someone?

- A) To make them feel encouraged and want to do something
- B) To criticise them strongly
- C) To ignore their opinions completely
- D) To pay them for their work

2. In the reading, "influence" is closest in meaning to:

- A) A type of illness
- B) The effect one person or thing has on another
- C) A formal document
- D) A financial reward

3. A "mentor" is best described as:

- A) A stranger you meet only once
- B) A person who competes against you
- C) An experienced person who guides and supports someone less experienced
- D) A type of school subject

4. If you are "grateful" to someone, you feel:

- A) Angry with them
- B) Bored by them
- C) Suspicious of their motives
- D) Thankful for what they did

5. The word "impact" in the reading refers to:

- A) A strong effect or influence on something
- B) A small piece of furniture
- C) A type of scientific tool
- D) A written test

6. To "collapse" (as the bridge did in the story) means to:

- A) Improve suddenly
- B) Fall down or break apart suddenly
- C) Increase in value
- D) Become brighter

7. If a student is described as "curious," they are:

- A) Afraid of making mistakes
- B) Uninterested in the subject
- C) Eager to learn and ask questions
- D) Rude to their teachers

8. A "scholarship" is:

- A) A type of examination
- B) A school building
- C) A teacher's daily schedule
- D) Money given to a student to help pay for their studies

9. To "tolerate" something (as the narrator tolerated school) means to:

- A) Accept it even though you don't particularly like it
- B) Enjoy it enthusiastically
- C) Refuse to do it at all
- D) Improve it quickly

10. "Potential," as used in the reading, means:

- A) A type of scientific equipment
- B) A person's ability to develop and succeed in the future
- C) A formal complaint
- D) A short vacation

Grammar Focus: Relative Clauses: Defining and Non-Defining

A defining relative clause gives essential information that identifies exactly who or what we are talking about. Without this clause, the sentence would be unclear or incomplete, because we would not know which person or thing is meant. For example, in "The teacher who inspired me was called Mr. Reyes," the clause "who inspired me" tells us exactly which teacher we mean, out of all the teachers the person ever had. Defining clauses are not separated from the rest of the sentence by commas, and in many cases we can use "that" instead of "who" or "which," especially in informal English. When the relative pronoun is the object of the clause, it can often be left out completely, as in "The book (that) she gave me changed my life."

A non-defining relative clause, in contrast, adds extra information that is not necessary to identify the person or thing, because we already know who or what is being talked about. This extra information could be

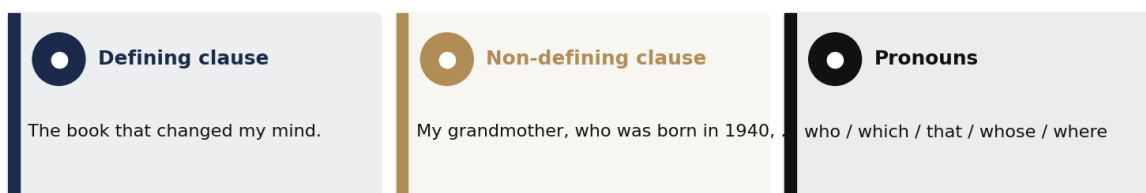
removed from the sentence without causing any confusion. For example, "My grandmother, who was born in 1940, taught me to read," already identifies a specific person, "my grandmother," so the clause "who was born in 1940" is simply additional detail. Non-defining clauses are always separated from the main sentence by commas, and "that" cannot be used in this type of clause. The choice of relative pronoun depends on what is being described: "who" and "whose" (for possession) refer to people, "which" refers to things or ideas, "that" refers to people or things in defining clauses only, "where" refers to places, and "when" refers to times.

Figure 9

1. Sentence structure



2. Forms and examples



Reference Table: Defining vs. Non-Defining Relative Clauses

Defining	who / that (people)	The teacher who taught me science became a good friend.
Defining	which / that (things)	The bridge that I built in class collapsed immediately.
Non-defining	who (people)	My mentor, who taught for thirty years, retired last spring.
Non-defining	which (things)	The scholarship, which arrived just in time, paid for my studies.
Both types	whose / where / when	The teacher whose class I loved most taught chemistry.

Examples

1. The teacher who changed my life the most was Mr. Reyes.
2. My grandmother, who never finished school herself, always encouraged me to study.
3. The science club, which met every Wednesday, became my favourite part of the week.

4. He is the mentor whose advice I still remember today.
5. Maple Street, where Mr. Reyes used to walk every morning, is close to my old school.
6. The scholarship, which had a very short deadline, changed the direction of my life.

English Usage

Learn and practice these useful expressions.

- I owe a lot to...
used to acknowledge someone's help or influence
- She taught me to...
introduces a lesson or skill someone passed on
- I couldn't have done it without...
emphasizes how essential someone's support was
- He always encouraged me to...
describes ongoing support for a specific action
- I'll never forget when...
introduces a memorable moment of impact
- What I admire most about her is...
highlights a specific admirable quality
- Thanks to him, I...
shows a direct result of someone's influence
- She's the kind of person who...
introduces a defining relative clause about character

Sample Dialogue

A: Who's the person in that photo on your desk?

B: That's my old chemistry teacher, Mr. Adeyemi. I owe a lot to him, actually.

A: Really? What did he do that made such a difference?

B: He's the kind of person who noticed when a student was struggling and quietly stepped in to help. He taught me to believe in my own ideas.

A: That sounds like real mentorship, not just teaching.

B: Exactly. I'll never forget when I failed my first exam and wanted to quit. He sat down with me after class and just listened.

A: What I admire most about him is that he never gave up on anyone.

B: I couldn't have done it without him, honestly. He always encouraged me to ask questions, even when they seemed obvious.

A: Thanks to him, I guess you ended up studying science yourself?

B: Yes, I did. He was the teacher who changed everything for me.

A: We should all be so lucky to meet someone like that.

B: I agree. Not everyone gets a mentor whose influence lasts a lifetime.

Practice

Choose the best expression for each situation.

1. Which phrase would you use to acknowledge that someone helped shape who you are?

- A) I'll never forget when...
- B) I owe a lot to...
- C) She's the kind of person who...
- D) What I admire most about her is...

2. You want to describe a specific, unforgettable moment when a mentor influenced you. Which phrase fits best?

- A) I'll never forget when...
- B) Thanks to him, I...
- C) He always encouraged me to...
- D) I owe a lot to...

3. Complete the sentence naturally: " ____ push myself even when I was afraid of failing."

- A) I couldn't have done it without
- B) He always encouraged me to
- C) I'll never forget when
- D) What I admire most about her is

4. Which phrase is typically followed by a defining relative clause describing character?

- A) Thanks to him, I...
- B) I owe a lot to...
- C) She's the kind of person who...
- D) I'll never forget when...

5. Which phrase best expresses that someone's support was absolutely essential?

- A) He always encouraged me to...
- B) What I admire most about her is...
- C) I couldn't have done it without...
- D) Thanks to him, I...

Practice Quiz (25 Questions)

Choose the only correct answer for each question, based on international exams. Answers are in the Answer Key at the end of the book.

1. The scientist ____ discovered this treatment worked for many years in the same laboratory.

- A) who
- B) which

- C) whose
- D) where

2. My uncle, ___ moved to Canada in 1998, still calls me every Sunday.

- A) that
- B) who
- C) which
- D) whom

3. This is the book ___ changed the way I think about science.

- A) who
- B) whose
- C) that
- D) when

4. Choose the correct sentence.

- A) The teacher, that inspired me, retired last year.
- B) The teacher, who inspired me retired last year.
- C) The teacher who inspired me, retired last year.
- D) The teacher who inspired me retired last year.

5. My mother, ___ has always supported my decisions, taught me to be independent.

- A) who
- B) that
- C) which
- D) whose

6. The town ___ I grew up has changed enormously in the last twenty years.

- A) which
- B) where
- C) that
- D) who

7. Choose the correct sentence.

- A) The scholarship, that helped me most, was named after a former student.
- B) The scholarship, which helped me most was named after a former student.
- C) The scholarship that helped me most was named after a former student.
- D) The scholarship who helped me most was named after a former student.

8. The engineer ___ designed this bridge studied under a famous professor.

- A) whose
- B) which
- C) where
- D) who

9. Dr. Patel, ____ research focuses on renewable energy, will give a lecture tomorrow.

- A) whose
- B) who
- C) which
- D) that

10. Identify the sentence with a non-defining relative clause.

- A) The student who asked the question was very shy.
- B) My best friend, who lives in Madrid, is visiting next week.
- C) The car that broke down belonged to my neighbour.
- D) The building that collapsed was very old.

11. The year ____ I finished university was one of the most difficult of my life.

- A) where
- B) who
- C) when
- D) which

12. Choose the sentence WITHOUT a comma error.

- A) My father who taught me to drive, is a very patient man.
- B) My father, who taught me to drive is a very patient man.
- C) My father who taught me to drive is, a very patient man.
- D) My father, who taught me to drive, is a very patient man.

13. The company ____ products I admire most is based in Japan.

- A) whose
- B) who
- C) which
- D) that

14. This is the classroom ____ we had our science lessons.

- A) who
- B) where
- C) which
- D) whose

15. Choose the sentence that does NOT need a comma.

- A) My father, who taught me everything, is retiring soon.
- B) Mr. Reyes, who inspired me, became a mentor.
- C) The teacher who taught me science was very patient.
- D) My grandmother, who was born in 1940, loved reading.

16. The mentor ____ advice I valued most has since retired.

- A) who
- B) which
- C) that
- D) whose

17. Which sentence uses "that" correctly?

- A) The bridge that collapsed was rebuilt within a year.
- B) My grandmother, that raised five children, was very strong.
- C) Mr. Reyes, that taught me science, changed my life.
- D) The scholarship, that arrived late, almost caused problems.

18. If someone gives you helpful guidance and support over time, that person is your ____.

- A) rival
- B) mentor
- C) stranger
- D) competitor

19. Choose the sentence that needs commas.

- A) The teacher who taught me most was Mr. Reyes.
- B) The book that I borrowed was excellent.
- C) Mr. Reyes who taught me science for two years became a close friend.
- D) The student who won the prize studied very hard.

20. She thanked the professor ____ recommendation had helped her get the job.

- A) who
- B) which
- C) where
- D) whose

21. The village ____ my grandparents were born no longer exists.

- A) where
- B) which
- C) that
- D) who

22. When we feel thankful for something someone has done, we feel ____.

- A) curious
- B) grateful
- C) impatient
- D) suspicious

23. Choose the correctly punctuated sentence.

- A) Maple Street where I grew up, has changed completely.
- B) Maple Street where, I grew up, has changed completely.

- C) Maple Street, where I grew up, has changed completely.
- D) Maple Street, where I grew up has changed completely.

24. The students ____ attended the science club met every Wednesday afternoon.

- A) whose
- B) where
- C) when
- D) who

25. Which sentence is grammatically INCORRECT?

- A) My mother, that taught me to read, loves books.
- B) The teacher that taught me was very kind.
- C) My mother, who taught me to read, loves books.
- D) The book that taught me the most was a science textbook.

UNIT 10

If I Had Known...

Objective (CEFR B1): to understand and use expressions related to reflecting on regrets, turning points, and life lessons, and to communicate with reasonable fluency on familiar topics, connecting ideas to describe experiences, events, and opinions.

Reading: Looking Back: The Value of Hindsight

Have you ever lain awake at night wondering how your life would be different if you had made one different choice? Most people have. Psychologists call this kind of thinking "counterfactual thinking" — imagining alternative pasts and the different futures they might have created. If we had chosen another path, would we be happier today? Nobody can really know, but the exercise of imagining it teaches us a great deal about who we are and what we value.

Consider Maria, a forty-five-year-old accountant from Guadalajara. At eighteen, she was accepted into two university programs: one in engineering and one in accounting. Her parents encouraged her to choose accounting because it seemed safer and more practical, and, like many eighteen-year-olds, she followed their advice without questioning it too much. "If I had known how much I would love mathematics and design, I would have studied engineering," she says today. "If I had chosen differently, my career would have looked completely different, and I probably would have ended up designing buildings instead of balancing budgets." Yet Maria doesn't sound bitter. She explains that if she hadn't studied accounting, she wouldn't have met her business partner during a university project, and together they wouldn't have built the small firm that now employs twelve people. "Everything is connected," she says. "If one thing had changed, everything else would have changed too. I try to remember that whenever I start imagining a different life."

James, a fifty-two-year-old teacher from Manchester, tells a similar story about relationships rather than careers. In his twenties, he was offered a two-year contract teaching at an international school abroad, but he turned it down to stay close to his family after his father was diagnosed with a long-term illness. "If I had taken that job, I would have travelled the world and learned three languages," he admits. "But if I had left, I wouldn't have been there when my father needed me most, and I would have missed years with my own children later on, because everything would have happened differently." For James, the third conditional isn't just grammar — it's a way of processing a decision he still thinks about almost every year. "I don't regret staying," he says, "but I sometimes wonder what would have happened if I had gone, and whether I would have become a different kind of person."

Not every story of hindsight ends so peacefully. Sofia, a twenty-nine-year-old graphic designer, describes a more painful memory. She left university just before finishing her final year because a well-known design studio offered her what seemed like a dream job with an excellent salary. The company closed unexpectedly within eighteen months, and she found herself without a completed degree, without savings, and without a clear plan for what to do next. "If I had finished my studies first, I would have had something to fall back on when the company failed," she says. "If I hadn't been in such a hurry to start earning money, I would have

made a wiser decision and avoided that stressful year." Sofia eventually went back to school part-time and finished her degree five years later, working nights to pay her tuition. "It took much longer than it should have," she admits, "but if I hadn't gone through that difficult period, I don't think I would have become as determined and resourceful as I am now."

Why do we spend so much time thinking about roads not taken, replaying old conversations and imagining alternative outcomes long after the moment has passed? According to psychologist Dr. Elena Vargas, who has spent the last fifteen years studying decision-making and memory at a university in Madrid, regret serves an important purpose. "If people never reflected on their past choices, they would never learn from their mistakes," she explains. "Regret is uncomfortable, but it's also a teacher. If we hadn't evolved the ability to imagine alternative outcomes, we wouldn't be able to plan for the future or avoid repeating errors." Dr. Vargas points out that the most common regrets people report are not about things they did, but about things they didn't do. "If I had asked her out." "If I had taken that risk." "If I had spoken up in the meeting." Opportunities that were never tried seem to haunt people more than mistakes they actually made.

There is, however, a difference between reflecting on the past and being trapped by it. Dr. Vargas warns that constantly replaying "if only" scenarios can become harmful if it stops people from making decisions in the present. "If someone spends all their energy imagining a different past, they won't have any energy left for building a better future," she says. The healthiest approach, she suggests, is to use hindsight as information rather than punishment: to ask what a past choice can teach you about your values, and then to apply that lesson going forward.

Maria, James, and Sofia all agree on one thing: if they had known then what they know now, some choices would have been easier. But none of them would trade the lives they eventually built, imperfect as the path to get there was. As Sofia puts it, "If I hadn't made that mistake, I wouldn't be the person I am today, and honestly, I like who I've become." Perhaps that is the real lesson of hindsight — not that we should have done everything perfectly, but that even our wrong turns can lead somewhere worth arriving at, as long as we are willing to look back with honesty and move forward with hope. Every turning point, however small it seemed at the time, becomes part of the story we eventually learn to tell with pride, and that, in the end, may be the most valuable opportunity hindsight ever gives us.

Reading Comprehension – True or False

Read the text again and decide if each statement is true (T) or false (F).

1. Maria studied engineering at university. ____ (T / F)
2. James turned down a job abroad to stay close to his family. ____ (T / F)
3. Sofia finished her university degree before starting her dream job. ____ (T / F)
4. According to Dr. Vargas, regret can help people learn from their mistakes. ____ (T / F)
5. Dr. Vargas suggests that hindsight should be used as information rather than punishment. ____ (T / F)

Reading Comprehension – Multiple Choice

Read each question and choose the correct answer.

1. Why did Maria choose to study accounting instead of engineering?

- A) It seemed safer and more practical
- B) She wasn't accepted into the engineering program
- C) Her parents chose it for her
- D) She didn't like mathematics

2. What does James say he would have done if he had taken the job abroad?

- A) Started his own business
- B) Travelled and learned three languages
- C) Studied for a new degree
- D) Moved back to Manchester

3. Why did Sofia leave university before finishing her final year?

- A) She ran out of money
- B) She decided to travel instead
- C) She was offered what seemed like a dream job
- D) She failed her exams

4. According to Dr. Vargas, what kind of regrets do people report most often?

- A) Regrets about things they did
- B) Regrets about spending too much money
- C) Regrets about choosing the wrong friends
- D) Regrets about things they didn't do

5. What does Dr. Vargas warn about constantly replaying "if only" scenarios?

- A) It can prevent people from building a better future
- B) It improves long-term memory
- C) It has no real effect on people
- D) It always leads to depression

Key Vocabulary

High-frequency words and expressions (Oxford 3000, New General Service List and Brown Corpus), filtered by topic relevance and B1 level. Meanings are in the Dictionary at the end of the book.

1–10	11–20	21–30	31–40
1. regret	11. crossroads	21. dwell on	31. milestone
2. mistake	12. consequence	22. what if	32. reconsider
3. turning point	13. remorse	23. make amends	33. impulsive
4. hindsight	14. wisdom	24. personal growth	34. cautious

5. reflect on	15. forgive yourself	25. maturity	35. hold back
6. decision	16. the road not taken	26. take a chance	36. fate
7. opportunity	17. life-changing	27. second chance	37. destiny
8. miss out on	18. move on	28. let go of	38. take responsibility
9. lesson learned	19. closure	29. gut feeling	39. come to terms with
10. look back on	20. self-reflection	30. overthink	40. bittersweet

Vocabulary Practice

Choose the correct option to complete each sentence.

1. What does "regret" mean in the reading?

- A) a feeling of sadness about something you did or didn't do
- B) a strong feeling of happiness
- C) a plan for the future
- D) a type of academic degree

2. "Hindsight" refers to...

- A) the ability to predict the future accurately
- B) understanding a situation only after it has already happened
- C) a sudden change of career
- D) a formal job interview

3. In the reading, "practical" is closest in meaning to...

- A) expensive
- B) artistic
- C) sensible and useful in real life
- D) impossible to achieve

4. To "reflect" on something means to...

- A) forget about it completely
- B) argue with someone about it
- C) copy someone else's idea
- D) think carefully about it

5. An "opportunity" is...

- A) a chance to do something beneficial
- B) a serious mistake
- C) a legal document
- D) a type of punishment

6. If someone is "determined," they are...

- A) confused about their goals

- B) firmly decided to achieve something
- C) easily persuaded to give up
- D) unaware of their surroundings

7. To feel "trapped" by the past means to...

- A) feel free to make new choices
- B) enjoy remembering old memories
- C) feel unable to escape a difficult situation
- D) plan a trip somewhere new

8. If a memory "haunts" you, it...

- A) makes you forget the past completely
- B) helps you fall asleep easily
- C) has no effect on your feelings
- D) continues to trouble or bother you

9. If you have something "to fall back on," you have...

- A) a backup plan or resource in case of difficulty
- B) no other choice at all
- C) a reason to feel embarrassed
- D) a new job offer

10. Something "imperfect" is...

- A) completely without flaws
- B) not perfect; having some flaws
- C) extremely expensive
- D) very rare to find

Grammar Focus: Third Conditional

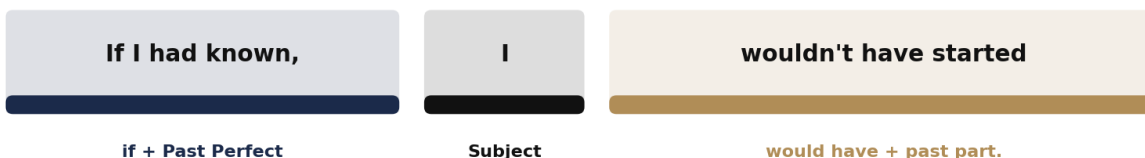
The Third Conditional is used to talk about hypothetical situations in the past — things that did not really happen — and to imagine what their results would have been. It is formed with: If + subject + past perfect (had + past participle), + subject + would have + past participle. For example: "If I had known about the meeting, I would have attended it." In this sentence, the speaker did not know about the meeting and did not attend it; the sentence simply imagines a different, unreal past. Negative forms are made with "hadn't" in the if-clause and/or "wouldn't have" in the main clause, and questions move "would" before the subject: "Would you have helped me if I had asked?" The if-clause and the main clause can appear in either order, and when the if-clause comes first, it is usually followed by a comma.

It is important not to confuse the Third Conditional with the Second Conditional, which students already know. The Second Conditional (If + past simple, + would + base form) talks about present or future situations that are unreal, impossible, or unlikely right now — for example, "If I had more time, I would travel more"

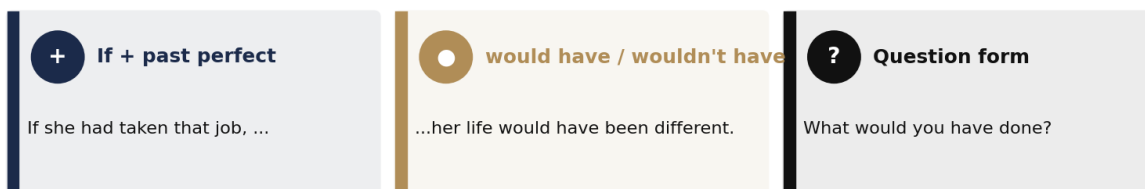
describes a hypothetical present. The Third Conditional, in contrast, always looks back at a past that cannot be changed — for example, "If I had had more time last year, I would have travelled more." Both structures express imagination rather than fact, but the Third Conditional adds a sense of reflection and, very often, regret or relief about something that is already finished.

Figure 10

1. Sentence structure



2. Forms and examples



Reference Table: Third Conditional

Affirmative	If + past perfect, ... would have + past participle	If she had left earlier, she would have caught the bus.
Negative (if-clause)	If + hadn't + past participle, ... would have + past participle	If he hadn't forgotten his notes, he would have passed the test.
Negative (main clause)	If + past perfect, ... wouldn't have + past participle	If I had known, I wouldn't have said that.
Question	Would + subject + have + past participle + if + past perfect...?	Would you have helped me if I had asked?
Mixed negative	If + hadn't + past participle, ... wouldn't have + past participle	If we hadn't argued, we wouldn't have lost that friendship.

Examples

1. If I had known how difficult the exam would be, I would have studied harder.
2. If she had accepted the job offer, she would have moved to another city.
3. If he hadn't missed the flight, he would have arrived in time for the interview.
4. If they had saved more money, they would have bought their own house.
5. If we had asked for advice, we wouldn't have made so many mistakes.
6. If I hadn't met my business partner, I wouldn't have started my own company.

English Usage

Learn and practice these useful expressions.

- Looking back, I...
introduces a reflection on a past experience
- I wish I had...
expresses regret about something not done
- If only I had...
expresses strong regret or longing for a different past
- I should have...
criticizes a past decision or missed action
- In hindsight, ...
evaluates a past event using present knowledge
- Everything happens for a reason.
offers reassurance about a past event
- What's done is done.
encourages someone to accept and move past a mistake
- I've learned my lesson.
acknowledges growth or change after a mistake

Sample Dialogue

A: Hey, you seem quiet today. Is everything okay?

B: Yeah, I'm fine. Looking back, I've just been thinking about my decision to quit university.

A: Do you regret it?

B: Sometimes. If I had stayed in university, I would have graduated with my class.

A: I should have warned you it would be tough without a degree.

B: It's not your fault. In hindsight, I made the choice too quickly, without really thinking it through.

A: If only you had talked to someone first.

B: True, but if I hadn't quit, I wouldn't have started my own business.

A: That's a good point. Everything happens for a reason, right?

B: Maybe. I've learned my lesson, though. I always research things now before deciding.

A: Well, what's done is done. You can't change the past.

B: Exactly. I just try to focus on the future instead.

Practice

Choose the best expression for each situation.

1. Your friend is upset about a mistake they made years ago and can't stop thinking about it. What could you say to reassure them?

- A) Everything happens for a reason.
- B) I should have known better.
- C) I wish I had told you.
- D) In hindsight, I was wrong.

2. You are evaluating a past decision now that you have more information. Which phrase fits best?

- A) What's done is done.
- B) In hindsight, I made a mistake.
- C) I've learned my lesson.
- D) If only I had known.

3. You want to tell someone to stop worrying about something that cannot be changed. What do you say?

- A) Looking back, I regret it.
- B) I wish I had tried harder.
- C) What's done is done.
- D) Everything happens for a reason.

4. You are criticizing your own past action or decision. Which phrase expresses this?

- A) Looking back, I think it was fine.
- B) What's done is done.
- C) Everything happens for a reason.
- D) I should have called you earlier.

5. You want to say that you now understand why you made a mistake and won't repeat it. Which phrase fits?

- A) I've learned my lesson.
- B) If only I had known.
- C) In hindsight, nothing changed.
- D) What's done is done.

Practice Quiz (25 Questions)

Choose the only correct answer for each question, based on international exams. Answers are in the Answer Key at the end of the book.

1. "If she _____ the job, she would have moved to London."

- A) had taken
- B) took
- C) takes
- D) will take

2. "If I had known about the traffic, I _____ earlier."

- A) leave
- B) would have left
- C) will leave

D) left

3. Third conditional sentences describe...

- A) real situations in the present
- B) possible future plans
- C) hypothetical past situations that did not happen
- D) general facts about the world

4. Choose the correct sentence.

- A) If he would have studied, he had passed.
- B) If he studied, he would have passed.
- C) If he studies, he would pass.
- D) If he had studied, he would have passed.

5. "If they _____ the map, they wouldn't have got lost."

- A) had checked
- B) checked
- C) check
- D) will check

6. "We would have arrived on time if the train _____ late."

- A) isn't
- B) hadn't been
- C) wasn't
- D) won't be

7. Which auxiliary verbs form the third conditional's main clause?

- A) will + base form
- B) would + base form
- C) would have + past participle
- D) had + past participle

8. "If I had saved more money, I _____ that trip."

- A) take
- B) would take
- C) will have taken
- D) would have taken

9. Choose the correct question form.

- A) If you had known, would you have told me?
- B) If you knew, would you have told me?
- C) If you had known, would you tell me?
- D) If you know, would you have told me?

10. "If she hadn't missed the flight, she _____ the meeting."

- A) attends
- B) would have attended
- C) attended
- D) will attend

11. What is the main difference between the second and third conditional?

- A) The second conditional is used for past events, the third for future events
- B) There is no real difference
- C) The second conditional refers to present/future hypothetical situations, the third to past ones
- D) The third conditional never uses "if"

12. "If I _____ that mistake, I wouldn't have lost my job."

- A) don't make
- B) didn't make
- C) won't make
- D) hadn't made

13. Choose the negative third conditional sentence.

- A) If we hadn't argued, we would have stayed friends.
- B) If we don't argue, we will stay friends.
- C) If we argued, we would stay friends.
- D) If we hadn't argued, we will stay friends.

14. "A turning point" in someone's life is...

- A) a small daily habit
- B) a moment when an important change happens
- C) a type of academic essay
- D) a financial mistake

15. "If he had asked for help, he _____ so stressed."

- A) isn't
- B) wouldn't be
- C) wouldn't have been
- D) hadn't been

16. Complete: "If it _____ raining, we would have gone for a walk."

- A) doesn't stop
- B) didn't stop
- C) won't stop
- D) hadn't stopped

17. "If I had listened to my parents, I _____ so much money on that car."

- A) wouldn't have wasted

- B) don't waste
- C) won't waste
- D) wasn't wasting

18. What does "determined" mean?

- A) confused and uncertain
- B) firmly decided to do something
- C) extremely tired
- D) financially independent

19. "If they had left earlier, _____ the storm?"

- A) will they avoid
- B) do they avoid
- C) would they have avoided
- D) did they avoid

20. Which sentence correctly uses the third conditional?

- A) If I would know, I would have called you.
- B) If I knew, I would call you.
- C) If I know, I will call you.
- D) If I had known, I would have called you.

21. "She wouldn't have become a doctor if she _____ so hard in school."

- A) hadn't studied
- B) didn't study
- C) doesn't study
- D) won't study

22. "Hindsight" means...

- A) the ability to plan far in advance
- B) understanding of a situation only after it has already happened
- C) a sudden feeling of fear
- D) a formal apology

23. "If we _____ more carefully, we wouldn't have made that error."

- A) plan
- B) will plan
- C) had planned
- D) plans

24. Identify the correctly formed third conditional negative question.

- A) Wouldn't you have gone if you knew?
- B) Wouldn't you go if you had known?
- C) Didn't you go if you had known?

D) Wouldn't you have gone if you had known?

25. "If I hadn't taken that opportunity, my life _____ completely different."

- A) would have been
- B) will be
- C) is
- D) would be

Answer Key

Below are the correct answers to all reading comprehension, vocabulary, English Usage and practice-quiz exercises in each unit.

Unit 1: Tell Me What Happened

True/False: 1. T 2. F 3. T 4. F 5. T

Reading Comprehension (multiple choice): 1. A 2. B 3. C 4. D 5. A

Vocabulary: 1. A 2. B 3. C 4. D 5. A 6. B 7. C 8. D 9. A 10. B

English Usage – Practice: 1. B 2. A 3. C 4. D 5. B

Practice Quiz: 1. A 2. B 3. C 4. D 5. A 6. B 7. C 8. D 9. A 10. B 11. C 12. D 13. A

14. B 15. C 16. D 17. A 18. B 19. C 20. D 21. A 22. B 23. C 24. D 25. A

Unit 2: She Said That...

True/False: 1. T 2. F 3. F 4. T 5. F

Reading Comprehension (multiple choice): 1. A 2. B 3. C 4. D 5. A

Vocabulary: 1. A 2. B 3. C 4. D 5. A 6. B 7. C 8. D 9. A 10. B

English Usage – Practice: 1. A 2. B 3. C 4. D 5. B

Practice Quiz: 1. A 2. B 3. C 4. D 5. A 6. B 7. C 8. D 9. A 10. B 11. C 12. D 13. A

14. B 15. C 16. D 17. A 18. B 19. C 20. D 21. A 22. B 23. C 24. D 25. A

Unit 3: How It's Made

True/False: 1. T 2. F 3. T 4. F 5. T

Reading Comprehension (multiple choice): 1. B 2. D 3. A 4. C 5. B

Vocabulary: 1. A 2. B 3. C 4. D 5. A 6. B 7. C 8. D 9. A 10. C

English Usage – Practice: 1. B 2. C 3. A 4. C 5. A

Practice Quiz: 1. A 2. B 3. C 4. D 5. A 6. B 7. C 8. D 9. A 10. B 11. C 12. D 13. A

14. B 15. C 16. D 17. A 18. B 19. C 20. D 21. A 22. B 23. C 24. D 25. D

Unit 4: What Would You Do?

True/False: 1. T 2. F 3. T 4. F 5. T

Reading Comprehension (multiple choice): 1. A 2. B 3. C 4. D 5. A

Vocabulary: 1. A 2. B 3. C 4. D 5. A 6. B 7. C 8. D 9. A 10. B

English Usage – Practice: 1. A 2. B 3. C 4. D 5. A

Practice Quiz: 1. A 2. B 3. C 4. D 5. A 6. B 7. C 8. D 9. A 10. B 11. C 12. D 13. A

14. B 15. C 16. D 17. A 18. B 19. C 20. D 21. A 22. B 23. C 24. D 25. A

Unit 5: It Must Be Him

True/False: 1. T 2. F 3. F 4. T 5. F

Reading Comprehension (multiple choice): 1. A 2. B 3. C 4. D 5. A

Vocabulary: 1. B 2. A 3. D 4. C 5. D 6. C 7. B 8. A 9. B 10. D

English Usage – Practice: 1. D 2. A 3. C 4. B 5. D

Practice Quiz: 1. A 2. B 3. C 4. D 5. A 6. B 7. C 8. D 9. A 10. B 11. C 12. D 13. A

14. B 15. C 16. D 17. A 18. B 19. C 20. D 21. A 22. B 23. C 24. D 25. A

Unit 6: How Long Have You Been Doing That?

True/False: 1. T 2. F 3. T 4. F 5. T

Reading Comprehension (multiple choice): 1. B 2. A 3. D 4. C 5. B

Vocabulary: 1. B 2. C 3. A 4. D 5. A 6. B 7. A 8. D 9. B 10. C

English Usage – Practice: 1. B 2. D 3. A 4. B 5. C

Practice Quiz: 1. A 2. B 3. C 4. D 5. A 6. B 7. C 8. D 9. A 10. B 11. C 12. D 13. A

14. B 15. C 16. D 17. A 18. B 19. C 20. D 21. A 22. B 23. C 24. D 25. A

Unit 7: Life Used to Be Different

True/False: 1. F 2. T 3. F 4. T 5. T

Reading Comprehension (multiple choice): 1. B 2. C 3. A 4. D 5. C

Vocabulary: 1. A 2. B 3. C 4. D 5. A 6. B 7. C 8. D 9. A 10. B

English Usage – Practice: 1. C 2. A 3. D 4. B 5. A

Practice Quiz: 1. C 2. C 3. D 4. C 5. C 6. C 7. C 8. D 9. D 10. D 11. D 12. B 13. B

14. D 15. B 16. A 17. B 18. A 19. A 20. C 21. B 22. A 23. A 24. A 25. B

Unit 8: I Enjoy Learning, I Want to Learn

True/False: 1. T 2. F 3. T 4. F 5. T

Reading Comprehension (multiple choice): 1. B 2. D 3. A 4. C 5. D

Vocabulary: 1. D 2. A 3. C 4. B 5. D 6. A 7. B 8. C 9. B 10. D

English Usage – Practice: 1. B 2. C 3. A 4. D 5. A

Practice Quiz: 1. A 2. B 3. C 4. D 5. A 6. B 7. C 8. D 9. A 10. B 11. C 12. D 13. A

14. B 15. C 16. D 17. A 18. B 19. C 20. D 21. A 22. B 23. C 24. D 25. A

Unit 9: The Person Who Changed Everything

True/False: 1. T 2. F 3. T 4. F 5. T

Reading Comprehension (multiple choice): 1. A 2. B 3. C 4. D 5. B

Vocabulary: 1. A 2. B 3. C 4. D 5. A 6. B 7. C 8. D 9. A 10. B

English Usage – Practice: 1. B 2. A 3. B 4. C 5. C

Practice Quiz: 1. A 2. B 3. C 4. D 5. A 6. B 7. C 8. D 9. A 10. B 11. C 12. D 13. A

14. B 15. C 16. D 17. A 18. B 19. C 20. D 21. A 22. B 23. C 24. D 25. A

Unit 10: If I Had Known...

True/False: 1. F 2. T 3. F 4. T 5. T

Reading Comprehension (multiple choice): 1. A 2. B 3. C 4. D 5. A

Vocabulary: 1. A 2. B 3. C 4. D 5. A 6. B 7. C 8. D 9. A 10. B

English Usage – Practice: 1. A 2. B 3. C 4. D 5. A

Practice Quiz: 1. A 2. B 3. C 4. D 5. A 6. B 7. C 8. D 9. A 10. B 11. C 12. D 13. A

14. B 15. C 16. D 17. A 18. B 19. C 20. D 21. A 22. B 23. C 24. D 25. A

Dictionary

Meaning of all key words and expressions in the book, organized by unit. (Meanings are given in Spanish.)

Unit 1: Tell Me What Happened

Word / expression	Meaning	Word / expression	Meaning
backpack	mochila	survivor	superviviente
beforehand	de antemano	tent	tienda de campaña
campfire	fogata	terrified	aterrorizado
campsite	campamento	thunder	trueno
current (river)	corriente	thunderstorm	tormenta eléctrica
downpour	aguacero	to drag	arrastrar
exhausted	exhausto	to evacuate	evacuar
flash flood	riada repentina	to hike	hacer senderismo
flashlight	linterna	to overflow	desbordarse
lightning	relámpago	to panic	entrar en pánico
overturned	volcado	to realize	darse cuenta
panic	pánico	to rescue	rescatar
previously	anteriormente	to shelter	refugiarse
relief	alivio	to soak	empapar
rescue	rescate	to sweep away	arrastrar (por el agua)
riverbank	orilla del río	to trap	atrapar
shelter	refugio	to warn	advertir
sleeping bag	saco de dormir	trail	sendero
soaked	empapado	trapped	atrapado
suddenly	de repente	warning	advertencia

Unit 2: She Said That...

Word / expression	Meaning	Word / expression	Meaning
achievement	logro	to admit	admitir
anecdote	anécdota	to answer	responder
article	artículo	to ask	preguntar
background	trasfondo	to claim	afirmar

biographer	biógrafo	to complain	quejarse
career	carrera	to confirm	confirmar
direct speech	estilo directo	to deny	negar
follow-up question	pregunta de seguimiento	to describe	describir
headline	titular	to explain	explicar
insight	perspectiva	to insist	insistir
interview	entrevista	to mention	mencionar
interviewee	entrevistado	to paraphrase	parafrasear
journalist	periodista	to promise	prometer
memoir	memorias	to quote	citar
quote	cita	to recall	recordar
reported speech	estilo indirecto	to reveal	revelar
reporter	reportero	to state	declarar
source	fuelle	to suggest	sugerir
statement	declaración	to warn	advertir
tense shift	cambio de tiempo verbal	to wonder	preguntarse

Unit 3: How It's Made

Word / expression	Meaning	Word / expression	Meaning
assemble	ensamblar	package	empaquetar
assembly line	línea de ensamblaje	packaging	embalaje
batch	lote	plant	planta industrial
component	componente	pour	verter
cool	enfriar	process	proceso
cut	cortar	production	producción
defect	defecto	quality control	control de calidad
distribute	distribuir	raw material	materia prima
equipment	equipo	seal	sellar
factory	fábrica	shape	dar forma
heat	calentar	ship	enviar
inspect	inspeccionar	skill	habilidad
inventory	inventario	storage	almacenamiento
label	etiqueta	supplier	proveedor

machine	máquina	technician	técnico
manager	gerente	tool	herramienta
manufacture	fabricar	transport	transportar
melt	fundir	warehouse	almacén
mix	mezclar	weld	soldar
mould	molde	worker	trabajador

Unit 4: What Would You Do?

Word / expression	Meaning	Word / expression	Meaning
benefit	beneficio	risk	riesgo
choice	elección	selfish	egoísta
compromise	acuerdo	selfless	desinteresado
conscience	conciencia	temptation	tentación
consequence	consecuencia	to betray	traicionar
decision	decisión	to blame	culpar
dilemma	dilema	to choose	elegir
dishonest	deshonesto	to consider	considerar
drawback	desventaja	to decide	decidir
ethical	ético	to justify	justificar
fair	justo	to lie	mentir
guilt	culpa	to persuade	persuadir
honest	honesto	to regret	arrepentirse
hypothetical	hipotético	to risk	arriesgar
loyalty	lealtad	to sacrifice	sacrificar
moral	moral	to tempt	tentar
option	opción	to trust	confiar
outcome	resultado	to weigh (options)	sopesar
priority	prioridad	trustworthy	confiable
regret	arrepentimiento	unfair	injusto

Unit 5: It Must Be Him

Word / expression	Meaning	Word / expression	Meaning
alibi	coartada	suspect	sospechoso

break-in	allanamiento	suspicious	sospechoso (adj.)
burglary	robo con allanamiento	testimony	testimonio
clue	pista	theft	robo
crime scene	escena del crimen	to accuse	acusar
culprit	culpable	to confess	confesar
detective	detective	to deny	negar
disappearance	desaparición	to disappear	desaparecer
evidence	prueba, evidencia	to hide	esconder
fingerprint	huella dactilar	to interrogate	interrogar
footprint	huella	to investigate	investigar
hiding place	escondite	to lie	mentir
investigation	investigación	to notice	notar
lie (noun)	mentira	to reveal	revelar
missing	desaparecido	to suspect	sospechar
motive	motivo	to trust	confiar
mysterious	misterioso	trespasser	intruso
proof	prueba	victim	víctima
secret	secreto	weapon	arma
strange	extraño	witness	testigo

Unit 6: How Long Have You Been Doing That?

Word / expression	Meaning	Word / expression	Meaning
accomplish	lograr	hobby	pasatiempo
achievement	logro	improve	mejorar
beginner	principiante	inspire	inspirar
breakthrough	avance importante	journey	trayectoria
challenge	desafío	lifelong	de toda la vida
commitment	compromiso	master (verb)	dominar
consistency	constancia	milestone	hito
craft	oficio, arte	motivate	motivar
dedication	dedicación	overcome	superar
determination	determinación	passion	pasión
develop	desarrollar	patience	paciencia

devoted	devoto, entregado	persistence	persistencia
discipline	disciplina	practice	práctica
effort	esfuerzo	progress	progreso
enthusiast	entusiasta	pursue	perseguir
experience	experiencia	routine	rutina
expert	experto	skill	habilidad
fulfilling	gratificante	struggle	luchar, dificultad
goal	meta	talent	talento
grow	crecer	technique	técnica

Unit 7: Life Used to Be Different

Word / expression	Meaning	Word / expression	Meaning
black-and-white TV	TV en blanco y negro	lifestyle	estilo de vida
cassette tape	cinta de casete	neighborhood	vecindario
childhood memory	recuerdo de infancia	nostalgia	nostalgia
community	comunidad	old-fashioned	anticuado
convenience	comodidad	outdated	obsoleto
custom	costumbre	outdoor games	juegos al aire libre
cutting-edge	de vanguardia	pace of life	ritmo de vida
decade	década	postage stamp	estampilla postal
device	dispositivo	reminisce	recordar con nostalgia
digital native	nativo digital	rotary phone	teléfono de disco
entertainment	entretenimiento	simpler times	tiempos más simples
face-to-face	cara a cara	smartphone	teléfono inteligente
gadget	aparato	social media	redes sociales
generation	generación	streaming	transmisión en línea
good old days	los buenos tiempos	technological advance	avance tecnológico
handwritten letter	carta escrita a mano	tradition	tradición
household chore	tarea doméstica	typewriter	máquina de escribir
innovation	innovación	upbringing	crianza
landline	teléfono fijo	vinyl record	disco de vinilo
leisure time	tiempo libre	way of life	modo de vida

Unit 8: I Enjoy Learning, I Want to Learn

Word / expression	Meaning	Word / expression	Meaning
achievement	logro	progress	progreso
adaptable	adaptable	qualification	título/calificación
certificate	certificado	self-taught	autodidacta
challenge	desafío	skill	habilidad
comfort zone	zona de confort	to achieve	lograr
course	curso	to acquire	adquirir
curriculum	plan de estudios	to adapt	adaptarse
determination	determinación	to develop	desarrollar
development	desarrollo	to enroll	inscribirse
feedback	retroalimentación	to gain	ganar/adquirir
goal	meta	to improve	mejorar
improvement	mejora	to master	dominar
knowledge	conocimiento	to motivate	motivar
lifelong learning	aprendizaje permanente	to overcome	superar
mentor	mentor/a	to pick up (a skill)	aprender de forma informal
mentorship	mentoría	to practice	practicar
motivation	motivación	to retrain	recapacitarse
online course	curso en línea	to struggle (with)	costarle trabajo (a alguien)
persistence	perseverancia	tutor	tutor/a
potential	potencial	workshop	taller

Unit 9: The Person Who Changed Everything

Word / expression	Meaning	Word / expression	Meaning
achievement	logro	insight	perspicacia
acknowledge	reconocer	inspire	inspirar
advice	consejo	kindness	amabilidad
appreciate	apreciar	legacy	legado
breakthrough	avance decisivo	lesson	lección
compassion	compasión	mentor	mentor, guía
confidence	confianza	motivation	motivación
dedication	dedicación	nurture	fomentar, criar

determination	determinación	outlook	perspectiva, punto de vista
encourage	animar, alentar	patience	paciencia
example	ejemplo	perseverance	perseverancia
generosity	generosidad	potential	potencial
grateful	agradecido	resilience	resiliencia
gratitude	gratitud	role model	modelo a seguir
guidance	orientación	selfless	desinteresado
honesty	honestidad	support	apoyo
humility	humildad	supportive	comprensivo, solidario
impact	impacto	tribute	homenaje
influence	influencia	turning point	punto de inflexión
influential	influyente	wisdom	sabiduría

Unit 10: If I Had Known...

Word / expression	Meaning	Word / expression	Meaning
bittersweet	agridulce	maturity	madurez
cautious	precavido	milestone	hito
closure	cierre emocional	miss out on	perderse algo
come to terms with	aceptar, resignarse a	mistake	error
consequence	consecuencia	move on	pasar página
crossroads	encrucijada	opportunity	oportunidad
decision	decisión	overthink	darle demasiadas vueltas
destiny	sino, destino	personal growth	crecimiento personal
dwell on	obsesionarse con	reconsider	reconsiderar
fate	destino	reflect on	reflexionar sobre
forgive yourself	perdonarse	regret	arrepentimiento
gut feeling	corazonada	remorse	remordimiento
hindsight	perspectiva retrospectiva	second chance	segunda oportunidad
hold back	contenerse	self-reflection	autorreflexión
impulsive	impulsivo	take a chance	arriesgarse
lesson learned	lección aprendida	take responsibility	asumir la responsabilidad
let go of	soltar, dejar ir	the road not taken	el camino no tomado
life-changing	que cambia la vida	turning point	punto de inflexión

look back on	mirar atrás	what if	y si...
make amends	reparar el daño	wisdom	sabiduría

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