B1

NIVEL INTERMEDIO

Lecturas en inglés

8 historias graduadas con vocabulario clave, preguntas de comprensión y soluciones. Para leer en papel, en casa o en clase.

CONTENIDO

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1 · LEE
Lee la historia entera sin diccionario. Quédate con la idea general.

2 · COMPRUEBA
Responde a las preguntas y busca en el texto la frase que lo demuestra.

3 · ESCUCHA
Escanea el código de cada historia para oírla y vuelve a leer en voz alta.

Vida diaria · 227 palabras · 4 min

Where Is My Phone?

Mia stopped at the supermarket on her way home from work. She had a shopping list on her phone, but by the time she reached the till, she was carrying bread, apples and a bottle of milk in both hands. She put her phone beside the card reader so that she could pay.

Outside, Mia wanted to call her brother. She searched the pocket of her coat, then her handbag. She found her keys and an apple that had fallen out of the shopping bag, but no phone. She checked the pavement behind her. Nothing.

Her first thought was that perhaps somebody had taken it. Then she remembered using her phone to check the shopping list just before paying. She went back into the supermarket and explained the problem to the cashier.

“Was it a black phone?” he asked. Mia nodded. He looked beside the card reader, moved a long receipt and picked up the phone. Mia felt relieved. The cashier said that several customers had left things on the counter that day because the shop was busy.

On her way out, Mia put the phone in the small zipped pocket inside her bag. She called her brother from outside the door, and he answered with a laugh. “Lost something again?” he asked. “Not for long,” Mia said. She checked the pocket once more before heading home.

PALABRAS CLAVE

cashier — cajero/a
till — caja de una tienda
relieved — aliviada
zipped pocket — bolsillo con cremallera

Actividades

Where Is My Phone?

Comprensión Elige la respuesta correcta

1 Where does Mia put her phone while paying?

○ A Inside the shopping bag. ○ B Beside the card reader. ○ C On a shelf near the door.

2 What does she find in her handbag instead?

○ A A phone charger and a train ticket. ○ B Her brother's wallet. ○ C Keys and an apple.

3 What helps Mia remember where her phone might be?

○ A She recalls checking her list before paying. ○ B She receives a call from the cashier.
○ C She sees a message on a public screen.

4 Who finds the phone?

○ A Her brother, outside the shop. ○ B The cashier, under a long receipt.
○ C A customer at the entrance.

5 What does Mia change before going home?

○ A She buys a second phone. ○ B She leaves the phone with the cashier.
○ C She puts the phone in a zipped pocket.

Después de leer

¿Qué habrías hecho tú en el lugar del protagonista? Explícalo en un párrafo de cuatro o cinco frases.

Escucha esta historia
Audio, ayuda en español y otros niveles en
letruna.com/historias/the-lost-phone-b1/

Trabajo · 311 palabras · 5 min

Where Is Meeting Room B?

Daniel arrived at his new office twenty minutes early. He was wearing the blue shirt he had chosen the night before and carrying a small notebook. His welcome email said that the team would meet in Room B at nine, but the building was bigger than it had looked in the interview. He wondered how he would find the room.

He took the lift to the second floor and followed a sign towards the meeting rooms. Two glass doors stood next to each other. He opened one, stepped inside and discovered a storage room full of old chairs and cardboard boxes. At least nobody was there to see his mistake.

Daniel went back to the lift. Rather than continue searching, he decided to ask the receptionist downstairs. “Excuse me, could you tell me where Meeting Room B is?” he said. She explained that it was behind the blue wall, not beside the storage room, and walked with him to the correct corridor. On the way, he asked if she knew how long the meeting would last. “I’m not sure,” she said, “but nobody has ever told me it was short.”

When Daniel finally entered, two colleagues, a man and a woman, were preparing the screen for the meeting. He introduced himself and admitted that he had taken a wrong turn. “Everybody does that in their first week,” the man said. “Last month I ended up in the kitchen during a client call.” Daniel laughed and asked whether anyone knew where the coffee was. “Down the corridor, second door,” the woman said. “Not the storage room.”

Daniel arrived on time and took notes as the team explained their projects. Before lunch, he added one more note for himself: if you don’t know where to go, ask. It was a useful first lesson, and it had nothing to do with the job description.

PALABRAS CLAVE

colleagues — compañeros de trabajo
corridor — pasillo
receptionist — recepcionista
storage room — trastero o almacén

Actividades

Where Is Meeting Room B?

Comprensión Elige la respuesta correcta

1 Where is Daniel supposed to be at nine?

○ A Meeting Room B. ○ B The kitchen. ○ C A storage room.

2 What happens when he opens the wrong door?

○ A He interrupts a meeting with clients. ○ B He enters a storage room.
○ C He arrives at the reception desk.

3 Who helps him find the correct room?

○ A A delivery driver. ○ B A colleague on the phone. ○ C The receptionist.

4 How do his colleagues react?

○ A They welcome him and share a similar mistake. ○ B They tell him to arrive earlier.
○ C They cancel the meeting.

5 What lesson does Daniel take from the experience?

○ A It is safer never to use a lift. ○ B It is useful to ask when he is unsure.
○ C He should memorise every room number.

Después de leer

¿Qué habrías hecho tú en el lugar del protagonista? Explícalo en un párrafo de cuatro o cinco frases.

Escucha esta historia
Audio, ayuda en español y otros niveles en
letruna.com/historias/my-first-day-at-work-b1/

Familia y amistad · 290 palabras · 4 min

A Box at the Door

Emma was making tea when she heard someone carrying boxes along the third-floor corridor. The flat next door had been empty for weeks, and she wondered whether the new tenant had finally moved in. A few minutes later, she opened her door and picked up a parcel from the floor.

The building number was correct, but the name on the label was not hers. It read “Mr Payne, Flat 3B.” Emma lived in 3A. She decided not to leave the parcel outside because the window at the end of the corridor was open and rain was blowing in. “I’ll drop it off next door,” she said to herself.

She carried the parcel to the flat next door and knocked. A man opened it with a cup of tea in his hand. Behind him were suitcases, books and several boxes that had not yet been unpacked. “I think this belongs to you,” Emma said.

Mr Payne thanked her and explained that he had moved in that morning. “I haven’t put my name on the door yet. Perhaps the driver confused 3A with 3B,” he said. The parcel contained a desk lamp, which he needed because there was hardly any light in his living room. “I’ll set it up tonight and turn it on,” he said. He asked Emma where he could buy food nearby. She looked up the supermarket on a map and warned him that it closed early on Sundays.

They chatted for another minute before Emma went back to her tea. That evening, someone knocked on her door. It was Mr Payne, holding a small bag of biscuits as a thank-you. Emma invited him in for a cup of tea. The delivery mistake had turned into a friendly introduction.

PALABRAS CLAVE

- ***biscuits*** — galletas
- ***corridor*** — pasillo
- ***parcel*** — paquete
- ***tenant*** — inquilino/a

Actividades

A Box at the Door

Comprensión Elige la respuesta correcta

1 How does Emma learn someone has moved in?

- ○ A She reads a notice from the building manager.
- ○ B She sees a new car outside.
- ○ C She hears boxes being moved along the corridor.

2 Why does Emma take the parcel inside the building?

- ○ A Rain is blowing into the corridor.
- ○ B The delivery driver asks for help.
- ○ C The parcel has no address.

3 What is Mr Payne expecting in the parcel?

- ○ A A coffee machine.
- ○ B A desk lamp.
- ○ C A set of books.

4 What local information does Emma give him?

- ○ A How to find the nearest school.
- ○ B Which tram is cheapest.
- ○ C Where the supermarket is and when it closes.

5 What does Mr Payne bring later?

- ○ A A bag of biscuits to thank Emma.
- ○ B A second parcel delivered in error.
- ○ C An invitation to a building meeting.

Después de leer

¿Qué habrías hecho tú en el lugar del protagonista? Explícalo en un párrafo de cuatro o cinco frases.

Escucha esta historia
Audio, ayuda en español y otros niveles en
letruna.com/historias/the-new-neighbor-b1/

Viajes · 231 palabras · 4 min

The Train Ticket

Hugo reached the station with twenty minutes to spare. He was travelling to Brighton to visit his cousin and had saved the ticket on his phone. The departure boards were crowded with information, and several trains were leaving at similar times.

Hugo glanced at the screen and saw a train departing at 10:15 from platform four. That matched the time on his ticket, so he joined the queue. He was almost at the door when the announcement mentioned Birmingham. Hugo stopped. He was sure his ticket said Brighton.

He stepped away from the queue and looked at the ticket properly. It showed Brighton, coach six, seat forty-two and platform five. The train on platform four happened to leave at exactly the same time, but it was going somewhere completely different.

To be certain, Hugo asked a station worker where platform five was. She pointed towards a staircase behind him and confirmed that the Brighton train had not started boarding yet. Hugo thanked her and walked over without running.

Once on the correct train, he found his seat and put his suitcase on the luggage rack. He sent his cousin a message: “On the train. Nearly got on the wrong one!” His cousin replied with a laughing face and a reminder to check the destination, not just the time. Hugo smiled. He would certainly remember that advice on the journey home.

PALABRAS CLAVE

announcement — anuncio por megafonía
departure boards — paneles de salidas
luggage rack — portaequipajes
platform — andén

Actividades

The Train Ticket

Comprensión Elige la respuesta correcta

1 Where is Hugo travelling?

○ A To Brighton to see his cousin. ○ B To Birmingham for work. ○ C To Boston for a conference.

2 Why does he join the wrong queue?

○ A He cannot read the station language. ○ B The train leaves at the same time as his.
○ C The correct platform is closed.

3 What makes him realise something is wrong?

○ A His ticket disappears from his phone. ○ B The train doors do not open.
○ C An announcement mentions Birmingham.

4 Who confirms the correct platform?

○ A A station worker. ○ B Another passenger with a suitcase. ○ C His cousin over the phone.

5 What does Hugo learn to check carefully?

○ A Only the coach number. ○ B The destination as well as the departure time.
○ C The price printed on the ticket.

Después de leer

¿Qué habrías hecho tú en el lugar del protagonista? Explícalo en un párrafo de cuatro o cinco frases.

Escucha esta historia
Audio, ayuda en español y otros niveles en
letruna.com/historias/the-train-ticket-b1/

Misterio · 262 palabras · 4 min

Look Under the Clock

Lena was about to turn off her phone when a message appeared. It was just after midnight, and the sender was her aunt Rosa, who was famous for her long phone calls on Sunday afternoons. A text at this hour was unusual, and Lena was worried about her. It said, “Look under the clock. Please don’t wake your mother.”

Lena sat up and listened to the silence. Her mother was asleep in the next room. Tomorrow was her birthday, and she had worked late all week. Lena didn’t want to disturb her, but she was curious about the message. She put on her slippers and walked quietly into the living room.

An old wall clock hung above the sofa. Lena looked behind it first, but there was nothing there. Then she noticed a white envelope taped to the wall just below it. Her name was written across the front. Inside was a black-and-white photograph of her mother at about ten years old. She was standing beside the same clock, smiling with a missing front tooth.

On the back, Lena’s aunt had written, “Clue one: ask her about the day this clock stopped.” Lena smiled. The photograph explained the late message, but it also raised a question: why had nobody ever told her the story?

She left the envelope beside the birthday card on the kitchen table. Everything depended on her mother’s answer, and Lena wanted to listen to it carefully. In the morning, she would make coffee and ask about the clock. For now, the secret could wait a few more hours.

PALABRAS CLAVE

clue — pista
disturb — molestar
envelope — sobre
midnight — medianoche

Actividades

Look Under the Clock

Comprensión Elige la respuesta correcta

1 Who sends Lena the midnight message?

○ A Her aunt. ○ B Her mother. ○ C A friend from school.

2 Why does Lena move quietly through the flat?

○ A She is hiding from a visitor. ○ B She does not want to wake her mother.
○ C She cannot turn on the lights.

3 Where does Lena find the envelope?

○ A Behind the kitchen door. ○ B Inside a photograph album. ○ C Below the wall clock.

4 What does the note on the photograph ask Lena to do?

○ A Ask her mother about the clock. ○ B Buy her mother a new clock.
○ C Phone her aunt immediately.

5 Why does Lena leave the envelope on the kitchen table?

○ A She wants her aunt to collect it. ○ B She plans to talk to her mother in the morning.
○ C She has forgotten what it contains.

Después de leer

¿Qué habrías hecho tú en el lugar del protagonista? Explícalo en un párrafo de cuatro o cinco frases.

Escucha esta historia
Audio, ayuda en español y otros niveles en
letruna.com/historias/a-message-at-midnight-b1/

Estudios · 247 palabras · 4 min

The Wrong Backpack

Nina stayed in the school library after class to finish an assignment. She put her blue backpack on the chair beside her. Another student, Leo, was sitting nearby with a backpack that looked almost the same. Nina noticed the colour but not the small details that made the two bags different.

When the bell rang, she closed her notebook, picked up the nearest blue bag and hurried to science class. She had barely sat down when she opened it to find her science textbook. Instead, she saw a history book, a red pencil case and a notebook with Leo's name on the cover.

Nina looked at the bag more carefully. Her own backpack had a yellow key ring on the zip; this one didn't. She realised what had happened and felt uncomfortable because Leo might need his books for the next lesson.

She told her teacher she had taken the wrong bag and asked if she could return it. Back in the library, Leo was checking under the table. "I'm really sorry," Nina said. "I think I took your backpack by mistake." Leo was relieved to see it. He had been worried that someone had stolen it.

They exchanged bags and checked the names inside. Before leaving, Nina tied a bright ribbon to her own zip so that she could recognise it quickly. Leo said he would put a sticker on his. They both laughed at how easy it had been to confuse two ordinary blue backpacks.

PALABRAS CLAVE

assignment — tarea escolar
relieved — aliviado
key ring — llavero
ribbon — cinta

Actividades

The Wrong Backpack

Comprensión Elige la respuesta correcta

1 Where does Nina confuse the two bags?

○ A At the bus station. ○ B In the school library. ○ C In the science laboratory.

2 What makes Nina realise the mistake?

○ A The bag has a broken strap. ○ B Her friend recognises the bag.
○ C She finds Leo's books in the bag.

3 How can Nina identify her own bag?

○ A It has a yellow key ring. ○ B It has a red pencil case. ○ C It has a name written on the back.

4 Why is Leo relieved when she returns?

○ A He needs the bag for a long journey. ○ B He thought someone had stolen his bag.
○ C He was looking for his keys.

5 What do they do to prevent another mix-up?

○ A Buy different-coloured backpacks immediately. ○ B Always leave bags at reception.
○ C Add distinctive marks to their bags.

Después de leer

¿Qué habrías hecho tú en el lugar del protagonista? Explícalo en un párrafo de cuatro o cinco frases.

Escucha esta historia
Audio, ayuda en español y otros niveles en
letruna.com/historias/the-wrong-backpack-b1/

Tecnología · 226 palabras · 4 min

Can You Hear Me?

Derek joined his online English class a few minutes early. He had prepared a short description of his last holiday because the teacher had asked everyone to practise speaking in the past tense. His camera worked, the lesson materials were open, and he felt ready.

When it was his turn, Derek started reading his first sentence. The teacher watched him but didn't respond. Then another student pointed at the microphone icon on the screen. It was red: nobody could hear him.

Derek clicked the icon, but nothing changed. He felt embarrassed, especially because he had spent so much time practising his answer. Instead of leaving the meeting, he typed, "Sorry, my microphone isn't working. I'm checking it now." The teacher thanked him and moved to another student while he tried to fix the problem.

Derek opened his browser settings and discovered that the website did not have permission to use the microphone. He changed the setting and returned to the meeting. "Can you hear me now?" he asked. Four people nodded, and the teacher smiled.

He read his description more slowly than he had planned. When he finished, the teacher said his past-tense verbs were clear and asked a follow-up question. Derek realised that he had learnt two things that evening: how to change a browser permission and how to explain a technical problem in English.

PALABRAS CLAVE

follow-up question — pregunta de seguimiento
past tense — tiempo pasado
microphone — micrófono
permission — permiso

Actividades

Can You Hear Me?

Comprensión Elige la respuesta correcta

1 What has Derek prepared for class?

- A A description of his last holiday.
- B A presentation about his new job.
- C A list of difficult pronunciation rules.

2 What shows that others cannot hear him?

- A His camera turns off.
- B His microphone icon is red.
- C His screen becomes dark.

3 What does the teacher do while he fixes the problem?

- A She ends the lesson.
- B She phones his family.
- C She lets another student speak.

4 What technical change helps?

- A Giving the website microphone permission.
- B Installing a new camera.
- C Switching to a different school account.

5 What else does Derek learn?

- A How to write a travel review.
- B How to explain a technical problem in English.
- C How to use a paper dictionary.

Después de leer

¿Qué habrías hecho tú en el lugar del protagonista? Explícalo en un párrafo de cuatro o cinco frases.

Escucha esta historia
Audio, ayuda en español y otros niveles en
letruna.com/historias/the-online-class-b1/

Decisiones · 291 palabras · 4 min

My First Guitar Class

Andrew has wanted to learn the guitar since he was a teenager, but he has always found a reason to wait. He has been busy at work for years, lessons seemed expensive and he thought he was too old to begin. At thirty-five, he finally signed up for an evening class.

On the first day, he carried his second-hand guitar across town in a black case. He has owned it for ten years, but it has stayed in a cupboard since 2016. When he entered the classroom, three younger students were already tuning their instruments. Andrew felt uncomfortable and almost went home. Then the teacher welcomed him, asked his name and showed him an empty chair.

They began with a simple chord. Andrew pressed the strings as carefully as he could, but the guitar made an unpleasant buzzing sound. He tried again, with almost the same result. “I think this instrument has a problem,” he joked.

The teacher smiled. “The instrument is fine,” she said. “Your fingers need time to learn the position. Some of my students have played for years and still make that noise.” She moved his hand slightly and asked him to play each string separately. One note sounded clear. Then another did too. Andrew was surprised by how pleased he felt about such a small improvement.

At the end of the lesson, the teacher said, “You should practise for ten minutes a day.” On the bus home, Andrew wrote a reminder on his phone. The next evening, he played the same chord again. It still wasn’t perfect, but he could hear the difference. “I have waited twenty years for this,” he said to himself, “and after only two days of practising, learning the guitar finally feels real.”

PALABRAS CLAVE

buzzing — zumbido
chord — acorde
practising — practicando
second-hand — de segunda mano

Actividades

My First Guitar Class

Comprensión Elige la respuesta correcta

1 Why has Andrew waited to take guitar lessons?

- A He has always found a reason to wait.
- B His guitar was lost for years.
- C His friends did not like music.

2 What nearly makes him leave the first class?

- A He feels out of place among younger students.
- B He has brought the wrong instrument.
- C The classroom is too noisy.

3 Why does the chord sound poor at first?

- A His finger position is not yet right.
- B The guitar has no strings.
- C The teacher gives him difficult music.

4 What small success encourages Andrew?

- A He learns an entire song.
- B He plays better than the other students.
- C He plays a few clear notes.

5 What does the teacher say Andrew should do?

- A Practise for ten minutes a day.
- B Buy a new guitar.
- C Take lessons every evening.

Después de leer

¿Qué habrías hecho tú en el lugar del protagonista? Explícalo en un párrafo de cuatro o cinco frases.

Escucha esta historia
Audio, ayuda en español y otros niveles en
letruna.com/historias/learning-something-new-b1/

Soluciones

Junto a cada respuesta, el párrafo de la historia donde se encuentra. Si fallas una, vuelve a leerlo: la pista casi siempre está en una sola frase.

01 · WHERE IS MY PHONE?

1 **B** *Beside the card reader.* · párrafo 1
2 **C** *Keys and an apple.* · párrafo 2
3 **A** *She recalls checking her list before paying.* · párrafo 3
4 **B** *The cashier, under a long receipt.* · párrafo 4
5 **C** *She puts the phone in a zipped pocket.* · párrafo 5

02 · WHERE IS MEETING ROOM B?

1 **A** *Meeting Room B.* · párrafo 1
2 **B** *He enters a storage room.* · párrafo 2
3 **C** *The receptionist.* · párrafo 3
4 **A** *They welcome him and share a similar mistake.* · párrafo 4
5 **B** *It is useful to ask when he is unsure.* · párrafo 5

03 · A BOX AT THE DOOR

1 **C** *She hears boxes being moved along the corridor.* · párrafo 1
2 **A** *Rain is blowing into the corridor.* · párrafo 2
3 **B** *A desk lamp.* · párrafo 4
4 **C** *Where the supermarket is and when it closes.* · párrafo 4
5 **A** *A bag of biscuits to thank Emma.* · párrafo 5

04 · THE TRAIN TICKET

1 **A** *To Brighton to see his cousin.* · párrafo 1
2 **B** *The train leaves at the same time as his.* · párrafo 2
3 **C** *An announcement mentions Birmingham.* · párrafo 2
4 **A** *A station worker.* · párrafo 4
5 **B** *The destination as well as the departure time.* · párrafo 5

05 · LOOK UNDER THE CLOCK

1 **A** *Her aunt.* · párrafo 1
2 **B** *She does not want to wake her mother.* · párrafo 2
3 **C** *Below the wall clock.* · párrafo 3
4 **A** *Ask her mother about the clock.* · párrafo 4
5 **B** *She plans to talk to her mother in the morning.* · párrafo 5

06 · THE WRONG BACKPACK

1 **B** *In the school library.* · párrafo 1
2 **C** *She finds Leo's books in the bag.* · párrafo 2
3 **A** *It has a yellow key ring.* · párrafo 3
4 **B** *He thought someone had stolen his bag.*
5 **C** *Add distinctive marks to their bags.* · párrafo 5

07 · CAN YOU HEAR ME?

1 **A** *A description of his last holiday.* · párrafo 1
2 **B** *His microphone icon is red.* · párrafo 2
3 **C** *She lets another student speak.* · párrafo 3
4 **A** *Giving the website microphone permission.* · párrafo 4
5 **B** *How to explain a technical problem in English.* · párrafo 5

08 · MY FIRST GUITAR CLASS

1 **A** *He has always found a reason to wait.* · párrafo 1
2 **A** *He feels out of place among younger students.* · párrafo 2
3 **A** *His finger position is not yet right.* · párrafo 4
4 **C** *He plays a few clear notes.* · párrafo 4
5 **A** *Practise for ten minutes a day.* · párrafo 5

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