

Online English Resource Pack

Grade 10

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1. Introduction

1.1. Who is this resource pack for?

This resource pack is primarily designed as a self-study resource for Grade 10 students. It contains a range of engaging and fun activities which supplement the themes and the language skills covered in the Basic Education curriculum for English.

It can also be used by Grade 10 English teachers as a source of extra practice activities for students to do in class or for homework.

Teacher Educators and Student Teachers may also find the materials useful for demonstration lessons.

1.2. What is in the resource pack

The resource pack is full of activities to help students improve their vocabulary in English and develop their reading and listening skills. The activities come from the British Council websites <https://learnenglishteens.britishcouncil.org/> and <https://learnenglish.britishcouncil.org>.

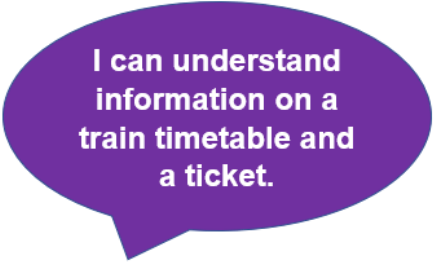

1.3. How to use the resource pack

For each unit / topic in the English textbook, there are a number of supplementary online activities in this resource pack which correspond to the topic, language points and skills introduced in the Grade 10 textbook.

The layout for all activity pages is similar. Let's look at one example. In unit 5 in the textbook, the topic is 'Trains'. In this resource pack, there are 6 online links for students to access activities to practise language related to the content in unit 5 of the textbook.

Turn to page 27.

The unit and topic from the English textbook is at the top of the page.	Unit 5 Trains
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<p>The learning outcome is in the purple speech bubble.</p>	
<p>The 'Let's ...' phrase shows you the main activity students will do after accessing the link, e.g. 'Let's practise reading' 'Let's learn vocabulary', 'Let's do a quiz'.</p>	<p>Let's practise reading</p>
<p>Language lists the items of language students will practise while doing the activity.</p>	<p>Language: related to train timetables and tickets</p>
<p>Time for the activities estimates how long each activity should take. Note when clicking on 'online link for the activities', there are a number of different activities students can do.</p>	<p>Preparation 5 minutes, Reading 5 - 10 minutes, Exercises 5 minutes each</p>
<p>Click on the link. You can see, in this example, there are five activities: one pre-reading Preparation exercise, one reading text and three post-reading Exercises.</p> 	<p>https://learnenglishteens.britishcouncil.org/skills/reading/elementary-a2-reading/train-timetable</p>

▶ Check your understanding: true or false

▶ Check your understanding: gap fill

▶ Check your understanding: multiple choice

UK TRAINS mini-timetable

Departs	From	To	Arrives	Duration	Changes
10:43	Oxford Platform 1	London Paddington Platform 11	11:54	1h 11m	1
11:01	Oxford Platform 1	London Paddington Platform 2	11:59	58m	0
11:07	Oxford Platform 1	London Paddington Platform 3	12:14	1h 07m	1
11:16	Oxford Platform 1	London Paddington (PAD) Platform 4	12:23	1h 07m	1

UK TRAINS

CLASS	TICKET TYPE	PASSENGER TYPE
STD	RETURN	ADULT
DATE VALID	TICKET NUMBER	
22JULY2012	124466 9001273	
FROM	PRICE	
OXFORD (OXF) ##	£22.50	
TO		
LONDON (all stations) ##		

Click on the first activity: **Preparation**

▼ Preparation

Do this exercise before you read.

At the train station


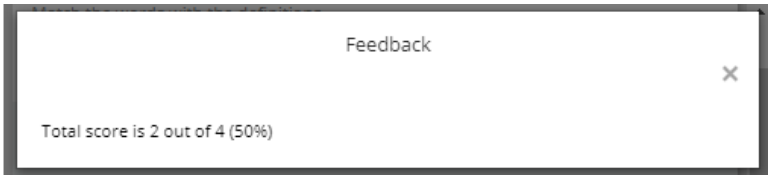
Match the words with the definitions.

4 items remaining

- The place in a train station to get on your train.
- To go away or leave, especially at the start of a journey.
- The time a journey takes from start to end.
- To reach a place, especially at the end of a journey.

depart

arrive

<p>For each activity, there are instructions how to do the activity in the resource pack.</p>	<p>Preparation Match the words with the definitions.</p>
<p>When students have completed the activity, click <i>Finish</i> to check their answers.</p>	
<p>Students receive <i>Feedback</i> and corrections.</p>	

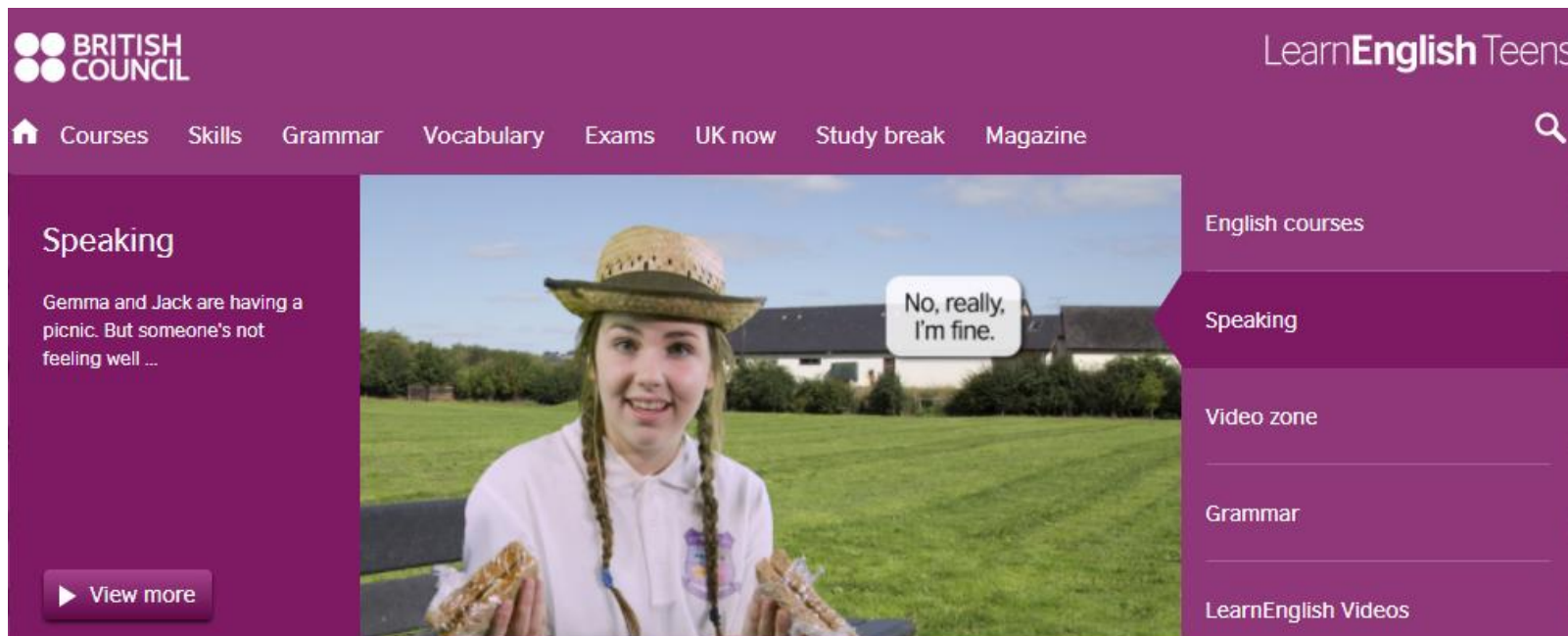
	<p>depart</p> <p>To go away or leave, especially at the start of a journey. ✓</p> <p>arrive</p> <p>To reach a place, especially at the end of a journey. ✓</p> <p>duration</p> <p>The place in a train station to get on your train. ✗</p> <p>platform</p> <p>The time a journey takes from start to end. ✗</p>
<p>After that, <i>Show answers</i> or click <i>Try again</i> to do the activity again.</p>	<p>Show answers</p> <p>Show feedback</p> <p>Try again</p>

1.4 Offline English resource pack for grade 10

You can supplement the activities in this online resource pack with offline activities from the **Offline English resource pack for grade 10** to provide further practice for students.

1.5. Other resources on learnenglishteens

The <https://learnglishteens.britishcouncil.org/> web-site provides a wide range of resources for young learners learning English. If you click on the homepage, you can see tabs for a variety of activities, including, skills: listening, reading, writing, speaking; grammar and vocabulary.



The screenshot shows the homepage of the LearnEnglish Teens website. The header features the British Council logo on the left and the text 'LearnEnglish Teens' on the right. Below the header is a navigation menu with tabs for 'Courses', 'Skills', 'Grammar', 'Vocabulary', 'Exams', 'UK now', 'Study break', and 'Magazine'. A search icon is located on the right side of the menu. The main content area is divided into two columns. The left column has a 'Speaking' section with a video thumbnail showing a young woman in a straw hat and a speech bubble that says 'No, really, I'm fine.' Below the video is a 'View more' button. The right column contains a vertical list of menu items: 'English courses', 'Speaking', 'Video zone', 'Grammar', and 'LearnEnglish Videos'.

For each tab,click to see a drop-down menu of options.

Listening

Practise and improve your listening skills for your school studies and your English exams. There are activities for different levels, so find your level and make a start.



Beginner A1 listening

Are you a beginner (CEFR level A1) learner of English? Practise and improve your listening skills with these listenings and exercises.



Elementary A2 listening

Are you an elementary (CEFR level A2) learner of English? Practise and improve your listening skills with these listenings and exercises.



Intermediate B1 listening

Are you an intermediate (CEFR level B1) learner of English? Practise and improve your listening skills with these listenings and exercises.

Implemented by:



You will see with the skills sections, content is divided into Beginner, Elementary, Intermediate and Upper Intermediate levels.

With the grammar and vocabulary sections, content is divided into Beginner and Intermediate grammar and Beginner and Advanced vocabulary.

If you scroll down the home page, you can also find a Games section with a variety of spelling and vocabulary games and with content divided into Elementary and Intermediate levels.



Topics: [spelling](#) [games](#) [vocabulary](#)

Language level: [Elementary/A2](#) [Intermediate/B1](#)

Activity pages

I can understand when to use the definite article 'the'.

Unit 1 Language

Let's practise grammar

Language focus: the definite article - the

Time for the activities: Video 5 minutes, Grammar study 15 minutes, Exercises 5-10 minutes each

Online link for the activities: <https://learnenglishteens.britishcouncil.org/grammar/beginner-grammar/definite-article>

Video

How to do:

- 1) Watch the video
- 2) Look at the examples of the definite article. They are in red in the subtitles.



Grammar study

How to do:

- 1) Read the grammar explanation for 'the'-definite article.
- 2) Watch the video again if you want.

Yes, we sometimes use *the* in fixed expressions for musical instruments, entertainment and transport.

*He plays **the** piano brilliantly.*

*They're going to **the** opera tonight. (also: **the** cinema, **the** football, **the** shops, etc.)*

*We took a taxi to **the** airport. (also: **the** bus stop, **the** station, etc.)*

Practice

How to do:

- 1) Grouping - Put the words and phrases in the correct groups.

The definite article
Put the words and phrases in the correct groups.

9 items remaining

Moon youngest roses (in general) Ministry of Education Jane's
Beasley Street Danube Mount Everest first

The _____
Andes

Ø _____
love (in general)
Lake Geneva

- 2) Multiple choice – Choose the correct option to complete the sentences.
- 3) Gap fill - Fill in the gaps with 'the' or 'Ø' from the box.

Implemented by:



Unit 1 Language

Let's practise grammar: conjunctions

Language: conjunctions

and, or, but, so, because, although

Time for the activities: Video 15-20 minutes, Grammar study 15 minutes, Exercises 5-10 minutes each

Online link for the activities: <https://learnenglishteens.britishcouncil.org/grammar/beginner-grammar/conjunctions-or-so-because-although>

I can use conjunctions to link two parts of a sentence.

Video

How to do:

- 1) Watch the video.
- 2) Look at the examples of conjunctions (*and, or, but, because, so, although*). They are in **red** in the subtitles.



Grammar study

How to do:

- 1) Read the grammar explanation for conjunctions.
- 2) Watch the video again if you want.

With that *although* sentence, can you put the clauses in a different order?

Yes, both orders are possible.

He goes to lots of music festivals, although he doesn't like camping.

Can you also say "*even though* he doesn't like camping"?

Yes, that means the same thing. There are a lot more conjunctions, but that's enough for today.

Practice

How to do:

- 1) Matching- Match the two parts of the sentences.
- 2) Multiple choice- Choose the correct word to complete the sentences.
- 3) Ordering- Put the words in the correct order to make sentences.

Conjunctions: and, or, but, so, because and although

Put the words in the correct order to make sentences.

8 items remaining

a lot of friends, she doesn't go out, Although, she has, very often.

Unit 1 Language

Let's practise grammar- countable and uncountable nouns

Language: countable and uncountable nouns

a, an, some + noun

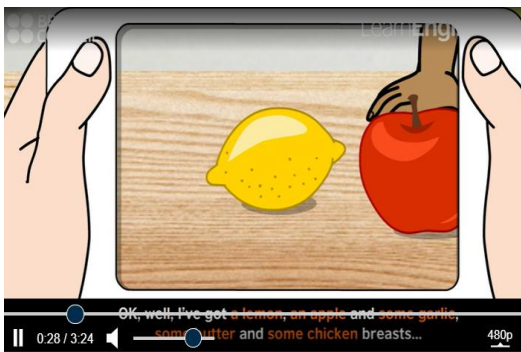
Time for the activities: Video 10 - 15 minutes, Grammar study 10 – 15 minutes, Exercises 5 minutes each.

Online link for the activities: <https://learnenglishteens.britishcouncil.org/grammar/beginner-grammar/countable-uncountable-nouns>

I can use 'a/an' and 'some' to talk about quantities.

Video

- 1) Watch the video
- 2) Look at the examples of countable and uncountable nouns. They are in red in the subtitles.



Grammar study

How to do:

- 1) Read the conversation
- 2) Watch the video again if you want.

What are examples of countable nouns?

Here are a few:

*I've got a steak, some red chilli peppers, some potatoes...
OK, well, I've got a lemon, an apple ... and some chicken breasts.
I'd like a blue pen, please.*

Exercises

How to do:

- 1) Matching - match the words and the pictures.

a chicken a pizza some chicken a coffee some pizza
some coffee



a cake



some cake

- 2) Gap fill – complete the sentence with the correct word from the box.
- 3) Multiple choice - choose the correct option.

I can use the prepositions at, on, in, for and during to talk about time.

Unit 1 Language


Let's practise grammar- prepositions of time

Language: Prepositions of time.

At, on, in, for, during

Time for the activities: Video 10-15 minutes, Grammar study 10 minutes, Exercises 5 minutes each.

Online link for the activities: <https://learnenglishteens.britishcouncil.org/grammar/beginner-grammar/prepositions-time>

Video	Grammar study	Exercises						
<p>1) Watch the video 2) Look at the examples of countable and uncountable nouns. They are in red in the subtitles.</p>  <p>BRITISH COUNCIL LearnEnglish Teens Prepositions of time: at, on, in, for and during Careers week Daisy is at home. She has a note for Sophie from the headmaster ... © British Council Animation by Cambridge English Online Ltd. www.britishcouncil.org/learnenglishteens</p>	<p>Read the conversation to learn more.</p> <table border="1" data-bbox="797 820 1420 1134"> <thead> <tr> <th>in</th> <th>on</th> <th>at</th> </tr> </thead> <tbody> <tr> <td>Months: in January / in April Seasons: in spring / in winter Years: in 1984 / in 2015 Centuries: in the 20th century</td> <td>Days of the week: on Monday Days + parts of days: on Tuesday afternoon / on Saturday mornings Dates: on November 22nd</td> <td>Clock times: at 7.30 a.m. / at 5 o'clock Festivals: at Christmas / at Easter</td> </tr> </tbody> </table>	in	on	at	Months: in January / in April Seasons: in spring / in winter Years: in 1984 / in 2015 Centuries: in the 20th century	Days of the week: on Monday Days + parts of days: on Tuesday afternoon / on Saturday mornings Dates: on November 22nd	Clock times: at 7.30 a.m. / at 5 o'clock Festivals: at Christmas / at Easter	<p>1) Grouping - put the words and phrases in the correct groups. 2) Gap fill - write the preposition to complete the sentences.</p> <p>Prepositions of time Write the preposition to fill the gaps.</p> <p>8 items remaining</p> <ol style="list-style-type: none"> I finish school early <input type="text"/> Wednesdays. Are you going to work <input type="text"/> the summer holidays? I only ever see my cousins <input type="text"/> Christmas. <input type="text"/> the past, you couldn't buy such a variety of different foods. <p>3) Multiple choice. Choose the correct option.</p>
in	on	at						
Months: in January / in April Seasons: in spring / in winter Years: in 1984 / in 2015 Centuries: in the 20th century	Days of the week: on Monday Days + parts of days: on Tuesday afternoon / on Saturday mornings Dates: on November 22nd	Clock times: at 7.30 a.m. / at 5 o'clock Festivals: at Christmas / at Easter						

I can ask questions about people and things.

Unit 1 Language

Let's practise grammar: questions

Language: Various ways of asking and answering questions

Time for the activities: Video 15-20 minutes, Grammar study 15 minutes, Exercises 5-10 minutes each

Online link for the activities: <https://learnenglishteens.britishcouncil.org/grammar/beginner-grammar/question-words>

Video

How to do:

- 1) Watch the video.
- 2) Look at the examples of questions. They are in **red** in the subtitles.



Grammar study

How to do:

- 1) Read the grammar explanation for different ways to ask questions.
- 2) Watch the video again if you want.

I know you know the basics, but questions are quite tricky. Let's just go over the main rules.

We usually form questions by putting an *auxiliary verb*, or a *modal verb*, before the subject.

- Does it suit me?*
- Has Mum called?*
- Can you get the tea?*
- Shall I pass you to Oliver?*

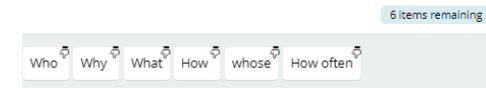
Practice

How to do:

- 1) Gap fill - Fill the gaps with the correct question word from the box.

Question words

Fill the gaps with the correct question word from the box.



1. A: are you going on holiday?

B: Next Friday.

2. A: are you going?

B: Croatia.

- 2) Multiple choice - Choose the correct option.

- 3) Ordering- Put the words in the correct order to make questions.

Unit 2 Literature

Let's watch about Shakespeare's Romeo and Juliet

Language: Storytelling

Time for the activities: Preparation 5 minutes, Video 10- 20 minutes, Practice 10 minutes each

Online link for the activities: <https://learnenglishteens.britishcouncil.org/uk-now/literature-uk/shakespeare-romeo-and-juliet>

I can understand the plot of a Shakespeare play.

Preparation

How to do:

Match the words with the definitions.

Romeo and Juliet

Match the words with the definitions.

6 items remaining

to step in[↕] lifeless[↕] a priest[↕] a tomb[↕] poison[↕] in disguise[↕]

to happen

to take place

to really want something

to be keen for something

Video

How to do:

Watch and listen to the story of Romeo and Juliet



Practice

How to do:

- 1) Reordering - Put the events in the order that they happen.

Romeo and Juliet

Put the events in the order that they happen.

1 item remaining

Juliet takes a drug to make people think she's dead.[↕]
Romeo and Juliet secretly get married.[↕]
Romeo and Juliet meet and fall in love.[↕]
Juliet wakes up, sees Romeo dead and kills herself.[↕]
Romeo thinks Juliet is really dead. He takes poison.[↕]

The Montagues and the Capulets hate each other.[↕]

The two families make peace.[↕]

- 2) Multiple choice - Choose the correct option to complete the sentence.

Romeo and Juliet

Choose the correct option to complete the sentence.

11 items remaining

The Montagues and the Capulets hate each other so much that they ...

don't speak to each other.

fight whenever they meet.

play horrible tricks on each other.

Implemented by:



Unit 2 Literature

Let's practise reading skills: Shakespeare

Language: A biography and plot summaries.

Time for the activities: Preparation 5 minutes, Text 15 minutes, Practice tasks 5 minutes each.

Online link for the activities: <https://learnenglishteens.britishcouncil.org/uk-now/read-uk/shakespeare>

I can understand an article about Shakespeare.

Preparation	Text	Practice tasks
<p>How to do: Match the words with the definitions.</p> <p>Shakespeare Match the words with the definitions.</p> <p>3 items remaining</p> <p>a theatre a sonnet a quotation</p> <p>a story for actors to perform</p> <p>a play</p>	<p>How to do:</p> <ol style="list-style-type: none">1) Read the article.2) Guess any unknown words and check later. <p>The Merchant of Venice</p> <p>This play is about the idea that people usually get what they deserve in the end, good or bad. Antonio, a businessman, borrows money from Shylock, a money lender. If he doesn't pay back this money in time, Shylock will cut off a piece of his body. Antonio loses all his business and must pay this terrible price ... but is saved by love.</p>	<p>How to do:</p> <ol style="list-style-type: none">1) Multiple choice - Read the questions and choose the correct answer. <p>Shakespeare Read the questions and choose the correct answer.</p> <p>5 items remaining</p> <p>When was William Shakespeare born?</p> <p><input type="radio"/> 1498</p> <p><input checked="" type="radio"/> 1564</p> <p><input type="radio"/> 1895</p> <ol style="list-style-type: none">2) Gap fill - Fill the gaps with the correct verb from the box. <p>Shakespeare Fill the gaps with the correct verb from the box.</p> <p>6 items remaining</p> <p>pay hide loses fight get cut</p> <ol style="list-style-type: none">1. William Shakespeare and Anne Hathaway had three children.2. Shakespeare went to London to work as an actor and a writer. <ol style="list-style-type: none">3) Gap fill – Write the past simple form of the verbs.

Unit 3 Zero

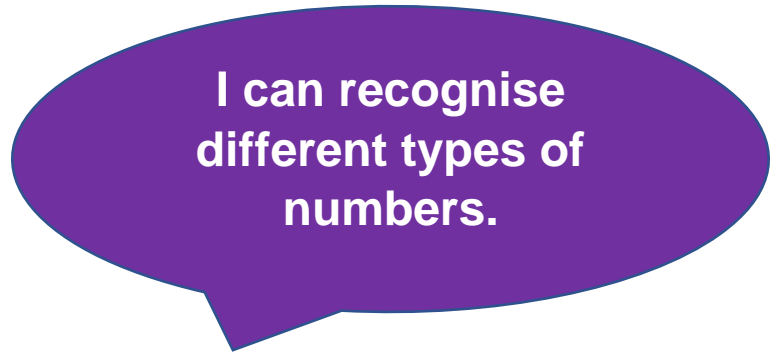
Let's practise numbers

Language: cardinal and ordinal numbers, dates.

three thousand six hundred and twenty, the third of April etc.

Time for the activities: Preparation 5 minutes; Listening practice 5- 10 minutes each exercise.

Online link for the activities: <https://learnenglishteens.britishcouncil.org/skills/listening/beginner-a1-listening/understanding-numbers>



Preparation

How to do:

Match the numbers with the way we say them.

Understanding numbers

Match the numbers with the way we say them.

6 items remaining

one thousand, three hundred and sixty-five	one metre fourteen
the third of April	nineteen sixty-eight
the ninth of September	two million

3rd April

Listening Practice 1

How to do:

- 1) Listen and put the numbers in the order that you hear them.

Understanding numbers

Put the numbers in the order that you hear them.

103
25th June
8,000,000
1985
5,325
671
0208 542 8976
1.27 m
14
68

Listening Practice 2

How to do:

- 1) Listen again and group the numbers according to those you hear and those you don't.

Understanding numbers

Put the numbers in the correct groups.

14 items remaining

25th June	0208 542 8976	14	1.27m	103	8,000	525
1985	1995	671	40	8,000,000	5,325	68

Numbers you hear

21st June

Numbers you don't hear

01442 9977

Unit 3 Zero

Let's learn vocabulary: money

Language: vocabulary - money

credit/ debit card, cash machine, currency, bank, wallet, purse, bill, cheque, note, coins, checkout

Time for the activities: Preparation 5 minutes, Practice 5- 10 minutes each exercise.)

Online link for the activities: <https://learnenglishteens.britishcouncil.org/vocabulary/beginner-vocabulary/money>

I can use words about money to complete sentences.

<p>Preparation How to do: Match the words and pictures.</p> <p>Money Match the words and pictures.</p> <p>10 items remaining</p> <p>credit card, cheque, bank, checkout, clerk, cash machine, bill, wallet, purse, note</p> <p>cash, coins</p>	<p>Vocabulary Practice 1 How to do: 1) Matching exercise - Match the words to the definitions.</p> <p>Money Match the words to the definitions.</p> <p>9 items remaining</p> <p>bill, credit card, purse, clerk, coins, checkout, wallet, cheque, bank</p> <p>A form of money that is made out of paper.</p> <p>note</p>	<p>Vocabulary Practice 1 How to do: 1) Gap fill - Write the word to fill the gaps.</p> <p>Money Write the word to fill the gaps.</p> <p>9 items remaining</p> <p>1. A clerk works in a bank and helps you open an account. 2. A bank is a large building that keeps your money safe. 3. Women keep their cash and cards in a .</p>
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Unit 4 Painting

Let's learn colour vocabulary

Language: colour related

yellow, red, pink, white, blue, brown, grey, black, orange, green, light green, dark green

Time for the activities: Exercises 5-10 minutes each.

Online link for the activities: <https://learnenglishteens.britishcouncil.org/vocabulary/beginner-vocabulary/colours>

I can use colours to complete sentences.

Exercise 1

How to do:

Match the names of colours with the pictures.

Colours

Match the words and pictures.

10 items remaining

pink white orange brown grey light green dark green green
yellow black



Exercise 2

How to do:

Gap fill - Complete the sentences with the correct colours.

Colours

Fill the gaps with the correct word from the box.

8 items remaining

pink green grey yellow black orange brown white

Tomatoes and strawberries are both red .

The sky and the jeans we wear are blue .

Exercise 3

How to do:

Gap fill – Write the colour word to complete the sentence.

Colours

Write the word to fill the gaps.

7 items remaining

Grass, some vegetables and the leaves on trees are green .

Strawberry milkshake and strawberry ice cream are red .

Chocolate is usually brown .

Unit 4 Painting

Let's practise listening skills

Language: various - related to organising using colours.

Time for the activities: Preparation 5 minutes, Audio 5 minutes, Exercises 5 minutes each.

I can understand a presentation about using colour to organise homework.

Online link for the activities: <https://learnenglishteens.britishcouncil.org/skills/listening/elementary-a2-listening/using-colours-do-homework>

Preparation

Match the two parts of the sentences.

Using colours to do homework

Match the two parts of the sentences.

6 items remaining

is red, white and blue. sells pens and paper.
days, weeks and months of a year. coding to organise homework.
from a library. to remember important things.

You can use colour

A stationery shop

Audio

Listen to the presentation.



0:00 / 2:41

Exercises

How to do:

- 1) True/false – answer true or false to the statements.
- 2) Matching - match the subjects with the colours.
- 3) Gap fill - fill the gaps with the correct word.

subject calendar notes pages folders

1. The speaker uses colour coding to organise her homework.

Unit 4 Painting

Let's practise grammar: past tenses

Language: past simple and continuous tenses

I went, she didn't come, he was walking, they weren't feeling right...

Time for the activities: Grammar study 10-15 minutes, Grammar tests 5 minutes each.

Online link for the activities: <https://learnenglish.britishcouncil.org/grammar/beginner-to-pre-intermediate/past-continuous-and-past-simple>

I can use the past simple and past continuous tenses to describe past events.

<p>Grammar test 1 How to do: Choose the correct verb tense.</p> <p>Grammar A1-A2: Past continuous and past simple: 1 Choose the correct verb tense.</p> <p style="text-align: right;">8 items remaining</p> <p>I ____ work at 9 a.m. this morning.</p> <p><input type="radio"/> started</p> <p><input type="radio"/> was starting</p>	<p>Grammar study How to do: Read the explanation to learn more about when to use the past simple and the past continuous tenses.</p> <p>Grammar explanation</p> <p>The past continuous and the past simple help us to show how two past actions or situations are connected.</p> <p>Past simple</p> <p>The past simple shows us that an action was in the past, not in the present. Regular past simple verbs have <i>-ed</i> at the end (e.g. <i>called, played, arrived</i>). Irregular verbs have a different form, usually with a different vowel sound (e.g. <i>wake → woke, break → broke, feel → felt</i>).</p> <p><i>My parents called me yesterday. I woke up early this morning. Sam played basketball when he was at university.</i></p>	<p>Grammar test 2 How to do: Choose the correct verb tense.</p> <p>Grammar A1-A2: Past continuous and past simple: 2 Choose the correct verb tense.</p> <p style="text-align: right;">7 items remaining</p> <p>I ____ my new job yesterday.</p> <p><input checked="" type="radio"/> started</p> <p><input type="radio"/> was starting</p>
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Unit 5 Trains

Let's practise listening skills: train travel

Language: Phrases and structures related to train travel

single ticket, return ticket, platform 9, delayed, on time, departing, arriving at...

Time for the activities: Preparation 5 minutes, Listening 3 minutes, Exercises 5 – 10 minutes each

Online link for the activities: <https://learnenglishteens.britishcouncil.org/skills/listening/elementary-a2-listening/trains-travel>

I can understand conversations about train travel.

Preparation

How to do:

- 1) Match the words with the definitions.
- 2) Listen and say the words.

Trains and travel

Match the words with the definitions.

3 items remaining

platform return (ticket) single (ticket)

A small piece of paper to allow you to use a train or bus.

ticket

Listening Practice

How to do:

Listen to the 5 short conversations in the station and on the train.



0:16 / 2:33

Exercises

- 1) Matching – match the speaker with the place they are going to.

Trains and travel

Match the speaker with the place they are going to.

5 items remaining

Oxford London Exeter Cambridge Manchester

Listening A:

The passenger wants to go to .

- 2) Answer the questions

Trains and travel

Write one word to answer each question.

6 items remaining

1. Which platform does the 10.15 train to Cambridge leave from?
2. How much is a single ticket to Manchester? (e.g. £15.95) £
3. Which platform does the 12.30 train to Manchester leave from?
4. What time does the train arrive at Exeter?
5. What time is the train back to London?
6. Which platform does the train back to London leave from?

Implemented by:



I can write an email message about train travel.

Unit 5 Trains

Let's practise writing skills: messages

Language: related to writing messages

Time for the activities: Reading 5 minutes, Exercises 5 minutes each, Writing 5 – 10 minutes.

Online link for the activities: <https://learnenglishteens.britishcouncil.org/skills/writing/elementary-a2-writing/trains-travel>

<p>Reading How to do: Read two emails.</p> <p>Trains and travel</p> <p>From: Kim To: Akiko Subject: Where are you? Hi Akiko Where are you? I'm at the station waiting for you. Are you on the train? What time does it arrive? I'll wait for you here at the station. See you soon Kim</p> <p>From: Akiko To: Kim Subject: Re: Where are you? Hi Kim I'm on the train, but it's late! It arrives at 17:30. Don't wait for me at the station. I'll get a bus to your house. What's the bus number? See you later Akiko</p>	<p>Exercises How to do:</p> <p>1) Grouping – match the phrases to the correct writer.</p> <p>Trains and travel Move the sentences to match Akiko or Kim.</p> <p>6 items remaining</p> <p>... is waiting. ... will take a bus. ... is on the train. ... is late. ... asks three questions. ... is at the train station.</p> <p>Akiko</p> <p>Kim</p> <p>2) Put the phrases and sentences in the correct order.</p> <p>Trains and travel Read the two emails and put them in the correct order.</p> <p>Hi Akiko Are you on the train? What time does it arrive? I'll wait for you here at the station. Kim See you soon Where are you? I'm at the station waiting for you.</p>	<p>Writing How to do: Write a reply to an email.</p> <p>Trains and travel Write an email to reply to Gareth. Don't forget to use correct punctuation in your sentences.</p> <p>5 items remaining</p> <p>Hi Jon, Where are you? What time do you arrive? Do you want to meet me at my house or the bus station? See you soon, Gareth</p> <p>-----</p> <p>(Start the email to Gareth - 2 words)</p> <p> </p>
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Unit 5 Trains

Let's practise reading for information

Language: train ticket information

Time for the activities: Preparation 5 minutes, Reading 5 minutes, Exercises 5 minutes each.

Online link for the activities: <https://learnenglishteens.britishcouncil.org/skills/reading/beginner-a1-reading/train-station>

I can understand information on a train ticket.

Preparation

Choose the correct word to complete the sentences.

At the train station

Choose the correct word to complete the sentences.

2 items remaining

At a train station you need a _____.

- train ticket
- passport

Reading text

Read the ticket



Practice tasks

How to do:

- 1) True/false - answer true or false to the statements.

At the train station

Are these sentences true or false?

5 items remaining

This is a single ticket.

- True False

This is a child's ticket.

- True False

- 2) Matching - match the two parts of the sentences.

I can understand information on a train timetable and a ticket.

Unit 5 Trains

Let's practise reading

Language: related to train timetables and tickets

Time for the activities: Preparation 5 minutes, Reading 5 - 10 minutes, Exercises 5 minutes each.

Online link for the activities: <https://learnenglishteens.britishcouncil.org/skills/reading/elementary-a2-reading/train-timetable>

Preparation

Match the words with the definitions.

At the train station

Match the words with the definitions.

4 items remaining

To go away or leave, especially at the start of a journey.

To reach a place, especially at the end of a journey.

The place in a train station to get on your train.

The time a journey takes from start to end.

depart

arrive

Reading

Read the timetable.

Departs	From	To	Arrives	Duration	Changes
10:43	Oxford Platform 1	London Paddington Platform 11	11:54	1h 11m	1
11:01	Oxford Platform 1	London Paddington Platform 2	11:59	58m	0
11:07	Oxford Platform 1	London Paddington Platform 3	12:14	1h 07m	1
11:16	Oxford Platform 1	London Paddington (PAD) Platform 4	12:23	1h 07m	1

UK TRAINS

CLASS	TICKET TYPE	PASSENGER TYPE
STD	RETURN	ADULT
DATE VALID	TICKET NUMBER	
22JULY2012	124466 9001273	
FROM	PRICE	
OXFORD (OXF) ##	£22.50	
TO		
LONDON (all stations) ##		

Exercises

How to do:

- True/false - answer true or false to the statements.
- Gap fill - fill the gaps with the correct word.

At the train station

Fill the gaps with the correct number from the box.

6 items remaining

1
58
22.50
12:14
11:16
22

This ticket is for the nd July only.

The ticket costs £ .

The 11:07 train from Oxford arrives in London at .

The 11:01 train from Oxford takes minutes.

All trains from Oxford leave from platform .

The train at London Paddington platform 4 left Oxford at .

- Multiple choice - Choose the correct option to complete the sentences.

I can use the present perfect simple and continuous tenses to talk about past actions connected with the present.

Unit 5 Trains


Let's practise grammar: the present perfect

Language: Present perfect: simple and continuous

I've forgotten, she's been there, we've been waiting...

Time for the activities: Video 10 minutes, Grammar study 15-20 minutes, Exercises 5 – 10 minutes each.

Online link for the activities: <https://learnenglishteens.britishcouncil.org/grammar/intermediate-grammar/present-perfect-simple-continuous>

<p>Video How to do:</p> <ol style="list-style-type: none"> 1) Watch the video 2) Look at the examples of present perfect simple and continuous. They are in red in the subtitles. 	<p>Grammar study How to do: Read the grammar explanation. Watch the video again after if you want.</p> <p>Well, no, it's quite logical, but it does have different uses. We often use present perfect for talking about something which happened in the past which is important now.</p> <p><i>My Chinese teacher has given me some homework.</i> (= I have the homework to do now.) <i>I've forgotten.</i> (= I can't remember now.) <i>She's broken her leg.</i> (= Her leg is still broken now.)</p> <p>We also use present perfect with <i>just</i> for talking about a recent action.</p>	<p>Exercises How to do:</p> <ol style="list-style-type: none"> 1) Grouping - put the present perfect uses in the correct groups. <p>Present perfect: simple and continuous Put the uses in the correct groups.</p> <div data-bbox="1496 932 1832 1171"> <p>8 items remaining</p> <ul style="list-style-type: none"> When the action is more important To talk about a finished activity To say how long To talk about life experience To say how many times To explain the 'side effects' of an activity, e.g. why the kitchen is a mess When the result is more important To talk about a recent action which might not be finished <p>Present perfect simple (have/has done)</p> </div> <ol style="list-style-type: none"> 2) Gap fill - complete the sentences using the verb in the present perfect simple or continuous. 3) Multiple choice - read the sentences and choose the correct option.
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Unit 5 Trains

Let's practise grammar: 'used to' for past habits

Language: structures with 'used to'+ infinitive

They used to go dancing/ be friends, he didn't use to visit...

Time for the activities: Video 10-15 minutes, Grammar study 15 – 20 minutes, Exercises 5 – 10 minutes each.

Online link for the activities: <https://learnenglishteens.britishcouncil.org/grammar/intermediate-grammar/used>

I can write sentences using 'used to' about actions in the past.

Video

How to do:

- 1) Watch the video
- 2) Look at the examples of *used to*. They are in red in the subtitles.



Grammar study

How to do:

Read the grammar explanation. Watch the video again after if you want.

Exactly. *Used to* is always for talking about actions or states in the past that are not true now.

The record shop I always used to visit is now a really cool café. (I don't visit the place now.)

Exercises

How to do:

- 1) Gap fill - fill the gaps with the correct word from the box.
- 2) Grouping - put the sentences in the correct groups.

Used to
Put the sentences in the correct groups.

6 items remaining

When I was a child, my hair used to be much blonder than now.

I used to walk to school. I don't like using public transport and my mum doesn't have a car anymore.

'Didn't you use to wear glasses?' 'Yes, but I had an operation on my eyes.'

I used to like his music before he went all hip-hop! But how...?

I never used to go to football, I hate it. I can't understand why people like it.

We used to visit my grandmother every weekend. I love listening to her stories.

Correct

Incorrect

- 3) Gap fill - complete the sentence using the correct form of 'used to' and one of the verbs.

I can understand people talking about their problems.

Unit 6 The prodigal son

Let's practise listening skills

Language: various - reporting difficulties

Time for the activities: Preparation 5 minutes, Listening 5 - 10 minutes, Exercises 5 minutes each.

Online link for the activities: <https://learnenglishteens.britishcouncil.org/skills/listening/intermediate-b1-listening/difficult-situations>

Preparation

How to do:

Match the two parts of the sentences to describe difficult situations.

Difficult situations

Match the two parts of the sentences to describe difficult situations.

6 items remaining

your phone. an exam. down and you are late for school. up with her.
keys inside the house. dies.

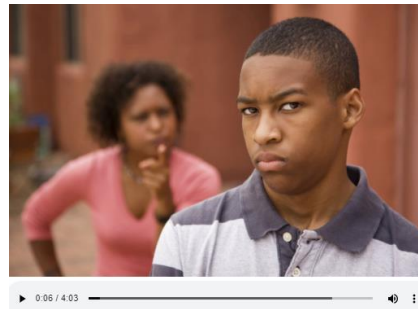
Your bus breaks

You fail

Listening practice

How to do:

Listen to 3 conversations.



Exercises

How to do:

- 1) Gap fill - fill in the gaps with the correct option from the box.

Difficult situations

Fill the gaps with the correct option from the box.

6 items remaining

friend he failed his exam mum dad
the mobile phone he borrowed got stolen her dog got hit by a car

1. The boy is telling his chat .
2. The girl is telling her chat .
3. The boy is telling his chat .

- 2) True/False – answer true or false to the following statements.

Difficult situations

Are the sentences true or false?

- 9 items remaining
- A - The boy revised all weekend for his Economics exam.
 True False
- A - It wasn't an important exam.
 True False
- A - His mum is worried about the cost of retaking the course.
 True False

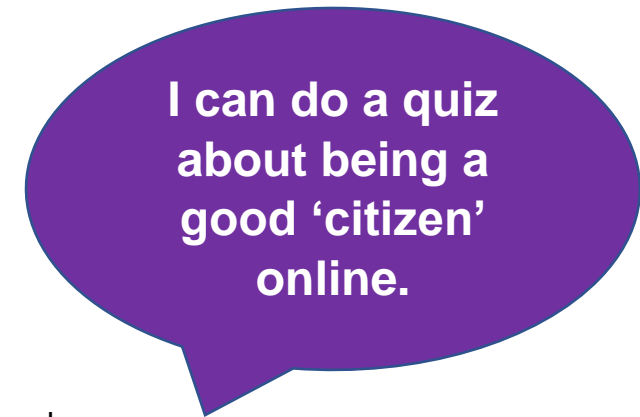
Unit 6 The prodigal son


Let's do a quiz

Language: Various - related to digital habits

Time for the activities: Preparation 5 minutes, Quiz 10-15 minutes, Exercises 5 minutes each

Online link for the activities: <https://learnenglishteens.britishcouncil.org/skills/reading/elementary-a2-reading/are-you-good-digital-citizen>



<p>Preparation Choose the correct definition.</p> <p>Are you a good digital citizen? Choose the correct definition.</p> <p>8 items remaining</p> <p>to worry</p> <ul style="list-style-type: none"><input type="radio"/> to think about problems or fears<input type="radio"/> to feel nervous about meeting new people	<p>Reading</p> <ol style="list-style-type: none">1) Do the quiz.2) After finishing, check your results.  <p>Are you a good digital citizen?</p> <p>Try the quiz and check your result at the end.</p> <p>1. Do you believe all the information you see on the internet?</p> <ul style="list-style-type: none">A. No! I always check that information is true.B. I don't really think about the information being true or not.C. I believe everything I see online. <p>2. Are you interested in modern technology?</p> <ul style="list-style-type: none">A. Yes, I love learning and reading about all kinds of modern technology.B. I'm interested in some modern technology but not everything.C. I'm not at all interested in modern technology.	<p>Exercises</p> <p>How to do:</p> <ol style="list-style-type: none">1) Multiple selection - choose all the ideas that are mentioned in the text. <p>Are you a good digital citizen? Choose all the ideas that are mentioned in the text.</p> <p>6 items remaining</p> <p>Which advice is true about being a good digital citizen? Choose six answers.</p> <ul style="list-style-type: none"><input type="checkbox"/> You believe most of what you see on the internet.<input type="checkbox"/> You are interested in modern technology. <ol style="list-style-type: none">2) Gap fill - write the word to complete the sentences.
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I can understand and answer questions about friendship.


Unit 6 The prodigal son

Let's read about friendship.

Language: question forms and vocabulary related to the topic of friendship

Time for the activities: Preparation 5 minutes, Quiz 15 – 20 minutes, Exercises 5 -10 minutes each.

Online link for the activities: <https://learnenglishteens.britishcouncil.org/skills/reading/intermediate-b1-reading/friendship-quiz>

<p>Preparation</p> <p>How to do: Match the words with the definitions.</p> <p>Friendship quiz Match the words with the definitions.</p> <p>6 items remaining</p> <p>timid, nervous or embarrassed when with other people</p> <p>use someone unfairly, especially if they are trying to be nice or help you</p> <p>be on a trip, not at home</p> <p>happening soon</p> <p>mates</p> <p>be away</p> <p>behave (in a certain way) towards someone</p> <p>friends</p>	<p>Quiz</p> <p>How to do:</p> <ol style="list-style-type: none"> 1) Read the quiz. 2) Answer the questions.  <p>You might think you are the perfect friend, but are you really? What do your mates think of you? Take this short test to find out.</p> <p>1 You are at home on a Saturday afternoon when your friend phones you and says he/she is in the town centre and has spent all his/her money and feels really ill. His/her family is away for the day. You ...</p> <ol style="list-style-type: none"> a go as quickly as you can to help your friend, even though it will take a long time on the bus to get into town. b tell your friend to find a taxi and come to your house. You think your parents will probably pay, but it might be very hard to find a taxi. c recommend that your friend walks home. The fresh air will make your friend feel better. 	<p>Exercises</p> <p>How to do:</p> <ol style="list-style-type: none"> 1) True/False - answer true or false to the following statements. <p>Friendship quiz Are the sentences true or false?</p> <p>6 items remaining</p> <ol style="list-style-type: none"> 1. You can do this quiz to find out if you are a good friend. <ul style="list-style-type: none"> <input type="radio"/> True <input type="radio"/> False 2. In question 1, your friend can easily get a bus or taxi. <ul style="list-style-type: none"> <input type="radio"/> True <input type="radio"/> False <ol style="list-style-type: none"> 2) Multiple choice - read the sentences and choose the correct option. <p>Friendship quiz Read the questions and choose the correct answer.</p> <p>6 items remaining</p> <p>Which answer in question 1 sounds good but probably won't work?</p> <ol style="list-style-type: none"> a b c
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Unit 6 The prodigal son

Let's practise grammar: reported speech

Language: related to reported speech

She said/ told me/ mentioned (that), he asked if...

Time for the activities: Video 5 - 10 minutes, Grammar study 15-20 minutes, Exercises 5 minutes each.

Online link for the activities: <https://learnenglishteens.britishcouncil.org/grammar/intermediate-grammar/reported-speech>

I can use reported speech to report what people say.

Video

How to do:

- 1) Watch the video
- 2) Look at the examples of reported speech. They are in red in the subtitles.



Grammar study

How to do:

Read the conversation to learn more about reported speech. Watch the video again if you want.

So, *direct speech* is what someone actually says? Like 'I want to know about reported speech?'

Yes, and you report it with a reporting verb.

He said he wanted to know about reported speech.

Exercises

How to do:

- 1) Matching - match the direct and indirect (reported) speech forms.
- 2) Error correction - correct the mistakes in the sentences.

Reported speech

Correct the mistakes in the sentences.

8 items remaining

1. He said her that he loved her.

He her that he loved her.

2. She said she knows the answer.

She said she the answer.

- 3) Gap fill - complete the sentences in reported speech.

I can spell words and complete sentences about international food.

Unit 7 Talking about Myanmar snacks

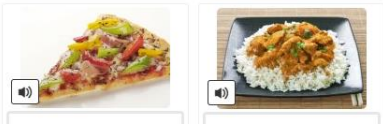
Let's learn food vocabulary

Language: international food

pizza, sushi, takeaway, curry, fruit salad, rice, dumplings, croissant, omelette, soup, sandwich, spices

Time for the activities: Preparation 5-10 minutes, Exercises 5 minutes each.

Online link for the activities: <https://learnenglish.britishcouncil.org/vocabulary/beginner-to-pre-intermediate/food-in-britain-2>

<p>Preparation How to do: Match the words and pictures. Then click to listen to the word. Then practise saying it.</p> <p>Vocabulary A1-A2: Food in Britain 2 Match the words with the pictures.</p> <p>12 items remaining</p> <p>omelette, sushi, fruit salad, rice, dumplings, soup, sandwich, takeaway, spices, croissant, curry, pizza</p> 	<p>Exercises How to do: 1) Put the words in alphabetical order. 2) Listen and put the letters in order to spell the words.</p> <p>Vocabulary A1-A2: Food in Britain 2 - Spelling Listen and put the letters in order to spell the words.</p> <p>I, C, R, E</p> <p>Speaker icon and empty boxes for spelling.</p>	<p>Exercises 3) Complete the sentences with the words.</p> <p>Vocabulary A1-A2: Food in Britain 2 - Fill in the gaps Complete the sentences with the words.</p> <p>10 items remaining</p> <p>takeaway, croissant, soup, omelette, sandwich, rice, Curry, fruit salad, Dumplings, Sushi</p> <p>1. <input type="text"/> is meat or vegetables cooked in a spicy sauce. It often comes with rice.</p> <p>4) Choose the foods that are usually cooked in an oven.</p>
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Unit 7 Talking about Myanmar snacks

Let's learn vocabulary: meals and food

Language: food and cooking vocabulary

bake, boil, grill, steam, breakfast, lunch, dinner, snack, roast, burn, fry, microwave, cook...

I can use words about food to complete sentences.

Time for the activities: Preparation 5 minutes, Exercises 5-10 minutes each.

Online link for the activities: <https://learnenglish.britishcouncil.org/vocabulary/beginner-to-pre-intermediate/meals-and-cooking>

<p>Preparation</p> <p>How to do: Matching - match the words and pictures.</p> <p>Meals and cooking Match the words and pictures.</p> <p>10 items remaining</p> <p>bake fry roast boil grill microwave burn dinner cook steam</p> <p>breakfast lunch</p>	<p>Exercises</p> <p>How to do:</p> <ol style="list-style-type: none">Ordering - put the words in alphabetical order.Spelling - listen and put the letters in order to spell the words.Matching – match the words with the definitions.Gap fill - write the words to complete the sentences.Ordering - put the words and phrases in order to make sentences.	<p>Vocabulary A1-A2: Meals and cooking - Definitions Choose the best answer.</p> <p>12 items remaining</p> <p>To prepare food for eating with heat</p> <p><input type="radio"/> to burn</p> <p><input type="radio"/> to cook</p> <p><input type="radio"/> dinner</p> <p>Vocabulary A1-A2: Meals and cooking - Write the words Write the words to complete the sentences.</p> <p>10 items remaining</p> <p>1. We must <input type="text"/> some foods before we can eat them.</p>
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Unit 7 Talking about Myanmar snacks

Let's look at adjective endings

Language: adjectives ending in '-ed' and '-ing'

bored/ boring, frightened/ frightening...

Time for the activities: Grammar tests 5 – 10 minutes each, Explanation 10-15 minutes.

Online link for the activities: <https://learnenglish.britishcouncil.org/grammar/beginner-to-pre-intermediate/adjectives-ending-in-ed-and-ing>

I can use adjectives ending in 'ed' and 'ing' to describe how things are or how people feel.

<p>Grammar test 1 How to do: Gap fill - choose the correct word.</p> <p>Grammar A1-A2: Adjectives ending in '-ed' and '-ing': 1 Choose the correct word.</p> <p style="text-align: right;">8 items remaining</p> <p>You look really ____ Why don't you go to bed?</p> <p><input type="radio"/> tired</p> <p><input type="radio"/> tiring</p>	<p>Grammar study Read the explanation to learn more.</p> <p>Adjectives that end in <i>-ed</i> (e.g. <i>bored, interested</i>) and adjectives that end in <i>-ing</i> (e.g. <i>boring, interesting</i>) are often confused.</p> <p>-ed adjectives</p> <p>Adjectives that end in <i>-ed</i> generally describe emotions – they tell us how people feel.</p> <p><i>I was so bored in that lesson, I almost fell asleep. He was surprised to see Helen after all those years. She was really tired and went to bed early.</i></p> <p>-ing adjectives</p> <p>Adjectives that end in <i>-ing</i> generally describe the thing that causes the emotion – a boring lesson makes you feel bored.</p>	<p>Grammar test 2 How to do: Choose the correct word.</p> <p>Grammar A1-A2: Adjectives ending in '-ed' and '-ing': 2 Choose the correct word.</p> <p style="text-align: right;">7 items remaining</p> <p>She's a big dog but you don't need to be ____.</p> <p><input checked="" type="radio"/> frightened</p> <p><input type="radio"/> frightening</p>
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Unit 7 Talking about Myanmar snacks

Let's practise grammar: instructions, imperatives

Language: Instructions - following a recipe

put flour into a bowl, add an egg, pour into the pan, sweet, savoury...

Time for the activities: Preparation 5 minutes, Video 5 minutes, Exercise 5 minutes

Online link for the activities: <https://learnenglish.britishcouncil.org/general-english/video-zone/how-to-make-perfect-pancakes>

I can understand instructions how to make pancakes.

Preparation

How to do:

Match the words to the definitions.

Video zone: How to make perfect pancakes - preparation

Match the words to the definitions.

6 items remaining

to whisk a pinch batter savoury flip to pour

instructions for preparing and cooking food

a recipe

a large cup

a mug

Video

- 1) Watch the video.
- 2) Listen to the instructions.



Exercise

How to do:

Ordering - put the sentences in order to make the recipe.

Video zone: How to make perfect pancakes - 1

Put the sentences in order to make the recipe.

Then, put into a bowl one mug of milk, one mug of self-raising flour and one free-range egg.

Add a pinch of salt and whisk.

First, put a pan onto a medium heat.

Rub the pan with a little butter, then pour in the batter.

When the batter is cooked, flip the pancake.

After one minute, your pancake is ready!

Implemented by:



Unit 8 Food chain

Let's learn animal vocabulary

Language: animals, birds, insects

swallow, beetle, flea, dove, crab, frog, spider, penguin, millipede, cockroach, budgie.

Time for the activities: Preparation 5 minutes, Exercises 5-10 minutes each.

Online link for the activities: <https://learnenglish.britishcouncil.org/vocabulary/intermediate-to-upper-intermediate/other-animals>

I can recognise animals and the groups they belong to.

Preparation

How to do:


Matching exercise. Match the words and pictures.


Vocabulary B1-B2: Other animals

Match the words with the pictures.

9 items remaining

penguin flea cockroach crab frog millipede spider beetle dove

 budgie

 swallow

Exercises

How to do:


- 1) Ordering - put the words in alphabetical order.
- 2) Spelling - put the letters in order to spell the words. Listen and say the words.
- 3) Grouping - put the words in the correct groups.
- 4) Grouping - select the animals that belong to each group.

Vocabulary B1-B2: Other animals - Spelling

Put the letters in order to spell the words.

11 items remaining

A C R B



Vocabulary B1-B2: Other animals - Grouping

Select the animals that belong to each group.

Animals that have wings

- beetle
- cockroach
- crab
- dove
- swallow

Unit 8 Food chain

Let's practise grammar: phrasal verbs

Language: phrasal verbs

pick up, turn down, look after, fill in, bring up, look into, come up with...

Time for the activities: Grammar tests 5 minutes each, Grammar study 10-15 minutes.

Online link for the activities: <https://learnenglish.britishcouncil.org/grammar/intermediate-to-upper-intermediate/phrasal-verbs>

I can make sentences using phrasal verbs.

Grammar test 1

How to do:

Ordering - put the words in the correct order.

Grammar B1-B2: Phrasal verbs: 1

Put the words in the correct order.

8 items remaining

Give me the form and I'll for you. it in fill

Grammar study

Read the explanation to learn more.

Grammar explanation

Phrasal verbs are very common in English, especially in more informal contexts. They are made up of a verb and a particle or, sometimes, two particles. The particle often changes the meaning of the verb.

*I called Jen to see how she was. (call = to telephone)
They've called off the meeting. (call off = to cancel)*

In terms of word order, there are two main types of phrasal verb: separable and inseparable.

Grammar test 2

How to do:

Ordering - put the words in the correct order.

Grammar B1-B2: Phrasal verbs: 2

Put the words in the correct order.

8 items remaining

for Mika's birthday? with Has anyone a good idea up come

I can use passive forms to complete sentences about what happens to people or things.

Unit 8 Food chain

Let's practise grammar: passives

Language: passive forms, various tenses

Are produced, is being processed, was assassinated, have been grown here...

Time for the activities: Grammar tests 5 minutes each, Grammar study 10-15 minutes.

Online link for the activities: <https://learnenglish.britishcouncil.org/grammar/intermediate-to-upper-intermediate/passives>

<p>Grammar test 1 How to do: Gap fill – choose the correct passive verb to complete the sentence.</p> <p>Grammar B1-B2: Passives: 1 Choose the correct option to complete the sentence.</p> <p>8 items remaining</p> <p>The Egyptian pyramids ___ thousands of years ago.</p> <ul style="list-style-type: none"> <input type="radio"/> are built <input type="radio"/> been built <input type="radio"/> were built 	<p>Grammar study Read the explanation to learn more.</p> <p>Grammar explanation</p> <p>We use the passive voice to change the focus of the sentence.</p> <p><i>My bike was stolen. (passive – focus on my bike)</i> <i>Someone stole my bike. (active – focus on someone)</i></p> <p>We often use the passive:</p> <ul style="list-style-type: none"> • when we prefer not to mention who or what does the action (for example, it's not known, it's obvious or we don't want to say) • so that we can start a sentence with the most important or most logical information • in more formal or scientific writing. 	<p>Grammar test 2 How to do: Gap fill – choose the correct passive verb to complete the sentence.</p> <p>Grammar B1-B2: Passives: 2 Choose the correct option to complete the sentence.</p> <p>All our lamps ___ from original 1950s designs.</p> <ul style="list-style-type: none"> <input type="radio"/> produce <input type="radio"/> is produced <input type="radio"/> are produced
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Unit 8 Food chain

Let's practise listening skills

Language: Various - describing an unusual event

Time for the activities: Preparation 5 minutes, Audio 5 - 10 minutes, Exercises 5 minutes each.

Online link for the activities: <https://learnenglish.britishcouncil.org/general-english/audio-zone/my-strange-encounter-with-a-wild-pig>

I can understand details in an anecdote.

Preparation

How to do:

Match the words with their definitions.

Audio zone: My strange encounter with a wild pig - preparation

Match the words with their definitions.

8 items remaining

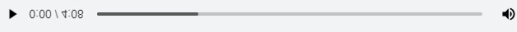
weird to mess around a boar suddenly comfy piggy to pat
like

a male pig

Audio text

How to do:

Listen to a woman talking about an unusual visit from a wild animal.



Exercises

How to do:

1) Ordering - put the sentences in order.

Audio zone: My strange encounter with a wild pig - 1

Put the sentences in order.

The children got excited and started calling the pig names.

The teaching assistant screamed.

The pig went 'upstairs'.

The pig tried to get through the window.

The children started singing.

2) Ordering - put the words in order to make sentences.

Audio zone: My strange encounter with a wild pig - 2

Put the words in order to make sentences.

8 items remaining

here. strange thing Sunday I saw Last a very

I can understand information about cats.


Unit 8 Food chain

Let's practise listening skills

Language: Various - information about cats

Time for the activities: Preparation 5 minutes, Video 5 – 10 minutes, Exercises 5 minutes each

Online link for the activities: <https://learnenglish.britishcouncil.org/general-english/video-zone/ten-cat-facts>

<p>Preparation How to do: Match the words to the definitions.</p> <p>Ten cat facts Match the words to the definitions.</p> <p>8 items remaining</p> <p>a purr a paw an athlete prey a feline rare to lap up</p> <p>mysterious</p> <p>an animal's foot</p>	<p>Video</p> <ol style="list-style-type: none"> 1) Watch the video. 2) Listen to the cat tips. 	<p>Exercises How to do:</p> <ol style="list-style-type: none"> 1) True or false – answer true or false to the statements. <p>Ten cat facts Are the sentences true or false?</p> <p>8 items remaining</p> <p>The biggest cat in the world is the Siberian tiger.</p> <p><input type="radio"/> True <input type="radio"/> False</p> <p>The eyes of a caracal are controlled by 20 muscles allowing them to pinpoint their prey.</p> <p><input type="radio"/> True <input type="radio"/> False</p> <ol style="list-style-type: none"> 2) Ordering - put the words in order to make phrases from the video.
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I can understand a video about animals in a city.

Unit 8 Food chain

Let's practise listening skills

Language: various - how animals survive in a city

Time for the activities: Preparation 5-10 minutes, Video 10-15 minutes, Exercises 5 minutes each.

Online link for the activities: <https://learnenglish.britishcouncil.org/general-english/word-on-the-street/animals/wild-animals>

Preparation

Answer the questions

Before you watch

Think about the following questions:

- What wild animals do you usually see in the city?
- Have you ever volunteered for a charity?
- Would you donate money to help animals?

Video



Exercises

How to do:

- 1) Matching - put the parts of the documentary in the same order as the video.

Check your understanding

Put the parts of the documentary in the same order as the video.

3 items remaining

Introduction to the Wildlife Rescue and Ambulance Service

Introduction to the animal hospital

A hedgehog returns to the wild

A conversation with Barry

A conversation with June

00:00 - 01:10

- 2) True or false – answer true or false to the statements.

- 3) Matching – match the words in the box with the words in **bold** with the same meaning.

Vocabulary - sickness and health

Use the words to complete the sentences. The words in **bold** should have the same meaning as the words that go in the gaps.

3 items remaining

injuries

looks after

well

1. London is home to many wild animals and sometimes they can get **hurt** / injured.
2. Our work here is to care for **sick** / ill and injured animals and birds.

I can understand a text about the Environment.

Unit 9 Climate change

Let's practise reading skills

Language: various - related to the Environment

Time for the activities: Preparation 5 minutes, Reading 10-15 minutes, Exercises 5 minutes each.

Online link for the activities: <https://learnenglish.britishcouncil.org/general-english/magazine/world-environment-day>

Preparation	Reading	Exercises
<p>How to do: Match the words with the definitions.</p> <p>Magazine: World Environment Day - preparation Match the words with the definitions.</p> <p>8 items remaining</p> <p>island nations, a slogan, local community, illegal trading, to focus on, to host, a cause, global warming</p> <p>Countries that are made up of one or more islands</p> <input type="text"/>	<p>Read the text. Guess any unknown words from the context, look them up after.</p> <p>How it first started</p> <p>The United Nations (UN) named 5 June as international World Environment Day at the Stockholm Conference on the Human Environment in 1972. The idea was to draw attention to the many problems that are facing our environment. They wanted to include as many people, organisations and governments, both local and national, as possible. They wanted to show that positive change is possible when people work together to fight for a common cause.</p> <p>The first World Environment Day</p> <p>The first WED was celebrated in 1974 in the city of Spokane in the USA. The slogan for that first year was 'Only One Earth' and it was celebrated with the world's first world fair to be dedicated to the environment. The exhibition lasted for six months.</p>	<p>How to do:</p> <ol style="list-style-type: none"> 1) Matching - match the section titles with the information. 2) Grouping - put the phrases in the correct group. <p>Magazine: World Environment Day - 2 Put the phrases in the correct group.</p> <p>9 items remaining</p> <p>Raise your voice, not the sea level, rising sea levels, visiting the official website, plastic waste, Wild for Life, planting trees, Think. Eat. Save, joining protests, wasting food</p> <p>Actions</p> <input type="text"/> <p>Issues</p> <input type="text"/>

I can understand a short film about the climate crisis.


Unit 9 Climate change

Let's practise listening skills

Language: various - related to the Environment

Time for the activities: Preparation 5 minutes, Video 10-15 minutes, Exercises 5 minutes each.

Online link for the activities: <https://learnenglish.britishcouncil.org/general-english/video-zone/greta-thunberg-and-george-monbiot-on-the-climate-crisis>

<p>Preparation How to do: Match the words with the definitions.</p> <p>Video zone: Greta Thunberg and George Monbiot on the climate crisis - preparation Match the words with the definitions.</p> <div style="border: 1px solid #ccc; padding: 5px; margin: 10px 0;"> <p style="text-align: right; font-size: small;">8 items remaining</p> <p>extinct a fossil fuel a drill to restore to fund carbon an ecosystem a subsidy</p> </div> <p>practice for what you should do in an emergency</p> <input style="width: 100%; height: 20px;" type="text"/>	<p>Video Watch and listen to Greta Thunberg and George Monbiot.</p> 	<p>Exercises How to do:</p> <p>1) Put the ideas in the order that they are mentioned in the video.</p> <p>Video zone: Greta Thunberg and George Monbiot on the climate crisis - 1 Put the ideas in the order that they are mentioned in the video.</p> <div style="border: 1px solid #ccc; padding: 5px; margin: 5px 0;"> <p>We need to fund things that help nature, not things that destroy it.</p> </div> <div style="border: 1px solid #ccc; padding: 5px; margin: 5px 0;"> <p>Trees take carbon out of the air and lock it away.</p> </div> <div style="border: 1px solid #ccc; padding: 5px; margin: 5px 0;"> <p>We are destroying nature faster than ever.</p> </div> <div style="border: 1px solid #ccc; padding: 5px; margin: 5px 0;"> <p>We need to protect nature.</p> </div> <p>2) Put the words in order to make sentences.</p>
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Unit 9 Climate change

Let's practise grammar: future forms

Language: future forms

She's going to try, I'm going with her, we'll do it

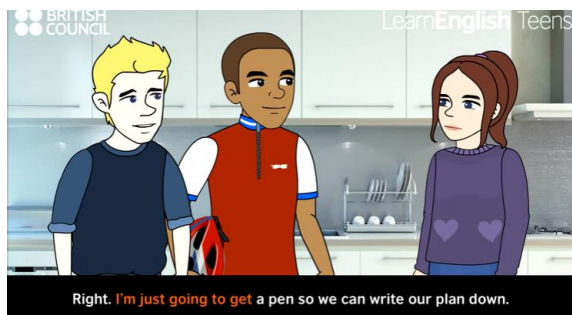
Time for the activities: Video 10 minutes, Grammar explanation 10-15 minutes, Exercises 5 minutes each.

Online link for the activities: <https://learnenglishteens.britishcouncil.org/grammar/intermediate-grammar/future-forms>

I can use future forms to discuss future events, forecasts and plans.

Video

- 1) Watch the video
- 2) Look at the examples of future forms. They are in red in the subtitles.



Grammar study

Read the conversation to learn more.

We use the present continuous more for arrangements with other people and *be + going to + infinitive* for intentions. Sometimes it's important to choose the right structure, but often we could use either because many events are both arrangements and intentions.

Amy's coming round. (= arrangement between Amy and Daisy)

Amy's going to come round. (= Amy's intention)

I'm going to clean my room tonight. (= intention)

I'm cleaning my room tonight. (not an arrangement)

Exercises

How to do

- 1) Grouping - put the sentences in the correct groups.
- 2) Multiple choice - choose the correct option to complete the sentence.

Future forms

Choose the correct option to complete the sentence.

8 items remaining

Don't worry about your driving test! I'm sure ____.

- you'll pass
- you're passing

- 3) Error correction - correct the mistakes with future forms.

Unit 9 Climate change

Let's practise grammar: conditionals 1 & 2

Language: 1st and 2nd conditional tenses

If she goes, I'll take her place; if I went, she would take mine...

Time for the activities: Video 10 minutes, Grammar 10-15 minutes, Exercises 5 minutes each.

Online link for the activities: <https://learnenglishteens.britishcouncil.org/grammar/intermediate-grammar/conditionals>

I can use 1st and 2nd conditional forms to talk about future possibilities.

Video

- 1) Watch the video
- 2) Look at the examples of conditional sentences. They are in red in the subtitles.



Grammar study

Read the conversation to learn more.

Right again! This is for talking about an unlikely or unreal condition.

If you travelled less because of me, I'd feel worse.

If I had the opportunity to visit places like that, I wouldn't complain!

So, in the second example, Oliver doesn't think he will have the opportunity to travel a lot. It's possible but improbable. We use the past simple to show that it's not likely, not to indicate past time.

Exercises

How to do:

- 1) Matching - match the two parts of the sentences.
- 2) Multiple choice - choose the correct verb form to complete the conditional sentences.
- 3) Gap fill - write one word to fill each gap.

Conditionals

Write one word to fill each gap.

8 items remaining

1. If I enough money, I'd buy a car.
2. If I to Dan's party, I'll call you.
3. I sleep better if I didn't have to share a room.
4. you call me when you get there?

I can use the 3rd conditional form to talk about unreal possibilities in the past.

Unit 9 Climate change

Let's practise grammar: conditional 3

Language: 3rd conditional tense

If she had gone, I would have realised; if they hadn't tried, they wouldn't have succeeded...

Time for the activities: Video 10 minutes, Grammar 10-15 minutes, Exercises 5 minutes each.

Online link for the activities: <https://learnenglishteens.britishcouncil.org/grammar/intermediate-grammar/third-conditional>

Video

- 1) Watch the video
- 2) Look at the examples of the third conditional sentences. They are in red in the subtitles.



Grammar study

How to do:

Read the conversation to learn more.

Yes, we also use *could* or *might*.

If they'd told me, I might have been able to help.

Practice tasks

How to do:

- 1) Matching - match the two parts of the sentences.
- 2) Ordering - put the words in the correct order to make sentences.

Third conditional

Put the words in the correct order to make sentences.

5 items remaining

If she have had would revised more, passed the exam.
she

- 3) Gap fill - complete the sentences using the third conditional.

Unit 9 Climate change

Let's look at an opinion essay

Language: related to sequencing and giving opinions.

Firstly, in addition, to sum up, I think/ believe. In my opinion...

I can understand an opinion essay and identify useful phrases to use in writing an essay.

Time for the activities: Preparation 5 minutes, Reading 10 – 15 minutes, Exercises 5 -10 minutes each.

Online link for the activities: <https://learnenglishteens.britishcouncil.org/skills/writing/intermediate-b1-writing/opinion-essay>

Preparation

Grouping – group the points in the correct group: video games or sports.

An opinion essay

Are these points about video games or sports? Put the points in the correct group.

5 items remaining

You can play them even when the weather is bad.

You can play them outside in the fresh air.

You can compete with people all over the world via the internet.

You can play basketball, water-ski or dance in your own room.

It's the best way to stay physically fit and healthy.

Essay text

Read the essay and the top writing tips.

First of all, I think that active video games are a good way to keep fit. There are lots of different types of exercise you can do such as basketball, water-skiing and dance and, what's more, you can play them in the comfort of your own home. In my opinion, these games are fun and interactive because you can play them with friends and, if you play online, you don't need to be in the same place as your friend to play.

Top Tips for writing

1. Write your essay in clear paragraphs. Use phrases like *First of all*, *In addition* and *To sum up* to start each paragraph.
2. Express your own opinion using *I think*, *In my opinion* or *I believe*. Mention other viewpoints with phrases like *Some people think* and say whether you agree or disagree with them.

Exercises

How to do:

- 1) Multiple selection - choose the six points that are mentioned in the essay.

An opinion essay

Choose the six points that are mentioned in the essay.

6 items remaining

Which of these ideas are mentioned in the essay? Choose six ideas.

- There are a lot of different types of games.
- Video games are fun to play with your friends.
- Video games allow you to play many different sports.

- 2) Matching - match the words and phrases that have similar meanings.

Unit 10 Food safety

Let's build our vocabulary


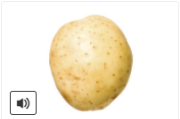


Language: vegetables

aubergine, peas, cabbage, onion, cauliflower, potato, pepper, cucumber, sweetcorn, carrot, lettuce, tomato

Time for the activities: Preparation 5-10 minutes, Exercises 5 – 10 minutes each.

Online link for the activities: <https://learnenglish.britishcouncil.org/vocabulary/intermediate-to-upper-intermediate/vegetables-1>

I can complete sentences and questions about vegetables.

<p>Preparation Match the words with the pictures. Click on the sound button, listen and say the word.</p> <p>Vegetables Match the words and pictures.</p> <p>10 items remaining</p> <p>cabbage peas cauliflower pepper tomato onion lettuce cucumber aubergine sweetcorn</p> <p> </p> <p>carrot potato</p>	<p>Practice tasks How to do:</p> <ol style="list-style-type: none">1) Ordering - put the words in alphabetical order.2) Spelling - listen and write the words. <p>Vocabulary B1-B2: Vegetables 1 - Spelling Listen and write the words.</p> <p>11 items remaining</p> <p>1.  p ea s</p> <ol style="list-style-type: none">3) Gap fill - Complete the sentences to make definitions. <p></p>	<p>Practice tasks How to do:</p> <ol style="list-style-type: none">4) Answer the questions. <p>Vocabulary B1-B2: Vegetables 1 - Which vegetables? Answer the questions by choosing the answers. There are three correct answers for each question.</p> <p>9 items remaining</p> <p>Which vegetables grow below ground?</p> <p><input type="checkbox"/> aubergine <input type="checkbox"/> carrot <input type="checkbox"/> lettuce</p> <ol style="list-style-type: none">5) Word completion - finish writing the words to complete the recipe.
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Unit 10 Food safety

Let's practise listening skills

Language: various - related to health and diet

Time for the activities: Preparation 5 minutes, Video 5 minutes, Exercises 5 – 10 minutes.

Online link for the activities: <https://learnenglish.britishcouncil.org/general-english/video-zone/can-eating-fruit-be-bad-for-you>

I can understand a video about healthy eating.

Preparation

How to do:

Match the words with the definitions.

Video zone: Can eating fruit be bad for you? - preparation

Match the words with the definitions.

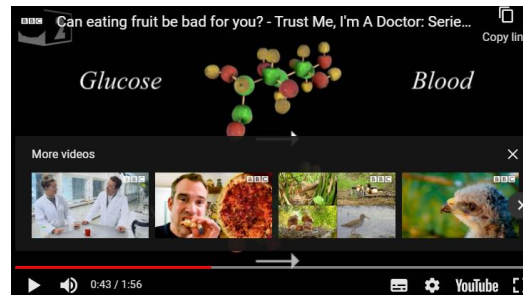
8 items remaining

to gain weight to overload ripe a teaspoon a fizzy drink / a soft drink
junk food whole veg

a drink which contains bubbles and is usually sweet

Video

Watch and listen to the video, about sugars in food.



Exercises

How to do:

- 1) True/false – answer true or false to the sentences.
- 2) Sentence completion - write a word to complete the sentences.

Video zone: Can eating fruit be bad for you? - 2

Write a word to complete the sentences.

- 6 items remaining
1. A regular-sized soft drink contains about seven to eight of sugar.
 2. These are chemically identical to the sugars you get in food.
 3. Sugar is sugar. And you're going to gain if you eat too much of it.

I can understand an opinion essay and identify useful phrases to use in writing an essay.

Unit 10 Food safety


Let's practise writing skills

Language: related to discussing a topic and giving opinions and fast food.

Firstly, another important point is that, despite, on the other hand, however, while, to conclude, fast food, obesity, consumption, nutrition...

Time for the activities: Preparation 5 minutes, Reading 10 minutes, Exercises 5 minutes each.

Online link for the activities: <https://learnenglishteens.britishcouncil.org/skills/writing/advanced-c1-writing/opinion-essay-about-fast-food>

Preparation	Reading	Exercises
<p>How to do: Match the words with the definitions.</p> <p>An opinion essay about fast food Match the words with the definitions.</p> <p>8 items remaining</p> <p>a treat[🔗] a portion[🔗] to outweigh something[🔗] a tax[🔗] to victimise somebody[🔗] detrimental[🔗] to seek out something[🔗] drastic[🔗]</p> <p>an extra charge added by the government to the price of some goods and services</p> <p><input type="text"/></p>	<p>Exam question</p> <p>In some countries an increasing number of people are suffering from health problems as a result of eating too much fast food. It is therefore necessary for governments to impose a higher tax on this kind of food.</p> <p>To what extent do you agree or disagree with this opinion?</p>  <p>Nowadays, more and more people are affected by health issues such as diabetes and heart disease which are linked to overconsumption of cheap, mass-produced food. Some people believe the only solution is to make fast food less affordable by taxing it highly. Despite the severity of the problem, I think this is quite wrong. Increasing the tax on fast food would unfairly penalise people and may not necessarily bring about the desired health benefits.</p>	<p>1) Matching - match the essay paragraphs with their content. 2) Gap fill – complete the sentences with a word in the box.</p> <p>An opinion essay about fast food Fill the gaps with the correct collocating word from the box.</p> <p>8 items remaining</p> <p>penalise[🔗] treats[🔗] urgent[🔗] crisis[🔗] size[🔗] deny[🔗] detrimental[🔗] severity[🔗]</p> <p>1. It is hard to <input type="text"/> that the problem is getting worse. 2. Giving children little <input type="text"/> like sweets and chocolate is actually bad for their teeth.</p> <p>3) Multiple choice - choose the correct linker. 4) Gap fill - write the correct form of the word in brackets.</p>

I can identify useful phrases to use in writing a letter of complaint.

Unit 10 Food safety

Let's practise writing skills

Language: functional – making a complaint

Time for the activities: Preparation 5 minutes, Reading 10-15 minutes, Exercises 5 minutes each.

Online link for the activities: <https://learnenglish.britishcouncil.org/skills/writing/upper-intermediate-b2/a-letter-of-complaint>

Preparation	Reading	Exercises
<p>How to do: Match the words with the definitions.</p> <p>Writing B2: A letter of complaint – preparation Match the words with the definitions.</p> <div style="border: 1px solid #ccc; padding: 5px; margin: 10px 0;"> <p style="text-align: right; font-size: small;">8 items remaining</p> <p>an overdose a prescription on duty to call for something dismay</p> <p>a pharmacy to take steps to do something</p> <p>to bring something to someone's attention</p> </div> <p>a strong feeling of disappointment or worry</p> <div style="border: 1px solid #ccc; height: 20px; width: 100%; margin-top: 10px;"></div>	<p>Read the letter of complaint and the writing tips.</p> <div style="background-color: #e6f2e6; padding: 10px; margin: 10px 0;"> <p>Dear Sir/Madam,</p> <p>I am writing to express my dismay at the service at your Eden Hill branch on Saturday 14 January.</p> <p>I often collect prescriptions from the pharmacy on behalf of my grandmother, Mrs Elaine Bingham. On this occasion there were two prescriptions: one for 10 x 50 mg Kendomol and one for 50 x 100 mg Leoprone. I was served quickly even though there appeared to be only one pharmacist on duty. However, as I was leaving I saw that I had been given 500 mg tablets of Kendomol. This is ten times stronger than the prescription called for.</p> </div> <p>Tips</p> <ol style="list-style-type: none"> Focus on the most important facts. Don't give unnecessary background information. Make sure you include: <ul style="list-style-type: none"> the reason for writing (e.g. <i>I am writing to ...</i>) what went wrong what you would like to happen now. 	<p>How to do:</p> <ol style="list-style-type: none"> Matching - match the sentence with the part of the email. Grouping - put the sentences in the correct groups. <p>Writing B2: A letter of complaint – 2 Put the sentences in the correct groups.</p> <div style="border: 1px solid #ccc; padding: 5px; margin: 10px 0;"> <p style="text-align: right; font-size: small;">8 items remaining</p> <p>There seems to be a problem with the battery. The delay was unacceptable.</p> <p>There is an error in the bill. I must insist on a full refund.</p> <p>I hope you can take steps to make sure this does not happen again.</p> </div> <ol style="list-style-type: none"> Rewrite these sentences using the passive form.

Unit 11 Thanakha: uniquely Myanmar

Let's practise reading skills

Language: Various - topic of 'ideal woman'

Time for the activities: Reading 15 minutes.

I can understand a magazine article about the ideal woman.

Online link for the activities: <https://learnenglishteens.britishcouncil.org/magazine/life-around-world/ideal-woman>



Magazine article

Read the article. Try to guess unknown words from their context. Look them up after.

Every day we are confronted with pictures of people with perfect bodies. The men in adverts have dreamy eyes and large muscles. The women in magazines are slender women with curves in all the right places. These images are shown as beautiful; the bodies are perfect and ideal. These photographs can often trigger the question 'why can't I look like that?' or declarations of 'she's so lucky!'

It seems, however, that the women lucky enough to have the 'ideal' body change endlessly. The most desired body type is different depending on which country you look at and in what year. The Ancient Greeks thought women should be plump and full-bodied but the people of the Hans Dynasty thought the most appealing females had slim waists.

Implemented by:



Unit 11 Thanakha: uniquely Myanmar.

Let's practise extensive listening skills

Language: general chat and instructions

Time for the activities: Video 10-15 minutes.

Online link for the activities: <https://learnenglishteens.britishcouncil.org/study-break/youtubers/diy-hair-mask>

I can understand a video about beauty tips.

Video

- 1) Watch the video and use the subtitles and the transcript to help you.



I can use relative pronouns and clauses to give extra information about people and things.

Unit 11 Thanakha: uniquely Myanmar.

Let's practise grammar- relative clauses

Language: relative clauses

which, who, that + phrase

Time for the activities: Video 10 minutes, Grammar study 15 minutes, Exercises 5 minutes each.

Online link for the activities: <https://learnenglishteens.britishcouncil.org/grammar/intermediate-grammar/relative-clauses>

Video

- 1) Watch the video
- 2) Look at the examples of relative clauses. They are in red in the subtitles.



Grammar study

Read the conversation to learn more.

What are defining relative clauses?

They are clauses that you need in the sentence for it to make sense.

The people who live here have had the same kind of lifestyle for hundreds of years.

If I said 'The people have had the same kind of lifestyle for hundreds of years', you wouldn't know which people I was talking about.

Exercises

How to do:

- 1) True/false – answer the sentences true or false.
- 2) Gap fill - write a relative pronoun (that, which, who, where, when or whose) to fill each gap.

Relative clauses

Write a relative pronoun (that, which, who, where, when or whose) to fill each gap.

8 items remaining

1. That's the house I was born.
2. My Auntie Ella, is a journalist, is coming to visit next week.
3. People like outdoor activities will love our holidays.

- 3) Multiple choice - choose the correct option.

Unit 11 Thanakha: uniquely Myanmar

Let's practise reading and writing messages

Language: related to emails about foreign exchange.

foreign exchange student, host family, school trip, classmate...

Time for the activities: Preparation 5-10 minutes, Reading 10 minutes, Exercises 5 minutes each.

Online link for the activities: <https://learnenglishteens.britishcouncil.org/skills/reading/intermediate-b1-reading/foreign-exchange-emails>

I can identify useful phrases to write an informal email.

Preparation	Reading	Exercises
<p>How to do: Match the words with the definitions.</p> <p>Foreign exchange emails Match the words with the definitions.</p> <p>6 items remaining</p> <p>a festival a classmate a host family a foreign exchange student a street performance a school trip</p> <p>a student who goes to another country to study for a short time</p> <input type="text"/>	<p>Read the email messages.</p> <div data-bbox="862 821 1375 1045"><p>Fran Romero to Simon Allen Subject: Re: How's it going? 20 August, 10:37</p><p>Hi Simon</p><p>Sorry I haven't written till now. Since I got here I've been really busy with the course and making new friends. I'm speaking English all the time and going out in the evenings with my classmates. We're a real mix of nationalities: Chinese, Russian, Thai, Italian, Spanish, Brazilian ... We all talk in English but I'm learning loads about other languages and countries too.</p></div>	<p>How to do:</p> <ol style="list-style-type: none">1) True/false – answer true or false for the sentences.2) Matching - match the words and phrases which have the same meaning. <p>Foreign exchange emails Match the words and phrases which have the same meaning.</p> <p>3 items remaining</p> <p>Hi ... / Hey ... pretty a bit loads of hang out How's it going? OK nice</p> <p>Dear ...</p> <input type="text"/> <p>How are you?</p> <input type="text"/>

Unit 12 Urbanization

Let's practise listening extensively

Language: various - related to urban living.

Time for the activities: Preparation 5 minutes, Listening 10-15 minutes, Exercises 5 minutes each.

Online link for the activities: <https://learnenglish.britishcouncil.org/general-english/audio-zone/living-in-london>

I can understand a radio interview about living in London.

Preparation

How to do:

Match the words with the definitions.

Audio zone: Living in London - preparation

Match the words with the definitions.

8 items remaining

an event a local community packed trendy the outskirts the Tube
a love-hate relationship rush hour

strong feelings about something that are a mixture of love and hate

Listening

Listen to Luke talking about London life and the best and worst things about living there.



▶ 0:00 / 3:18

Exercises

How to do:

- 1) Multiple choice - choose the correct option.
- 2) Sentence completion - complete the sentences.

Audio zone: Living in London - 2

Complete the sentences.

12 items remaining

Tube local community live downside events half an hour
outskirts theatre village work rush hour quietness

1. Generally, people don't in central London. They might there, but they don't visit there.

Unit 12 Urbanization

Let's practise grammar - as & like

Language: comparisons

as, like

Time for the activities: Grammar tests 5 minutes each, Reading 10-15 minutes.

Online link for the activities: <https://learnenglish.britishcouncil.org/grammar/intermediate-to-upper-intermediate/as-and-like>

I can use 'as' and 'like' to compare people and things.

<h3>Grammar Test 1</h3> <p>Do the test</p> <p>Grammar B1-B2: 'as' and 'like': 1</p> <p>Complete the sentences with 'as' or 'like'.</p> <p>8 items remaining</p> <p>as as like as like As as as</p> <p>1. <input type="text"/> you know, the factory will shut down in May.</p>	<h3>Grammar explanation</h3> <p>Read the explanation to learn more</p> <p>Grammar explanation</p> <p>as and like are often confused since they can both be used for comparisons. There are, however, important differences.</p> <p>Making comparisons</p> <p>as + adjective + as and as much as</p> <p>We often use the structure <i>as + adjective + as</i> or <i>as much as</i> to say if something has, or doesn't have, the same amount of that quality as something else.</p> <p><i>She loves curry as much as I do.</i> <i>He's not as tall as his brother.</i> <i>It's not as expensive as the other hotel.</i> <i>That dog is as big as that child!</i></p>	<h3>Grammar test 2</h3> <p>Do the test</p> <p>Grammar B1-B2: 'as' and 'like': 2</p> <p>Complete the sentences with 'as' or 'like'.</p> <p>8 items remaining</p> <p>as as as as like as like As</p> <p>1. She worked <input type="text"/> a journalist before writing her first novel.</p> <p>2. You look just <input type="text"/> your mother when you smile.</p>
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Unit 12 Urbanization

Let's practice listening skills

Language: various - hospital and injury related.

Time for the activities: Preparation 5 minutes, Video 10-15 minutes, Exercises 5 minutes each.

Online link for the activities: <https://learnenglish.britishcouncil.org/general-english/word-on-the-street/hospital/hospital-scene-2>

I can understand a video about a hospital visit.

Preparation

Answer the questions

Think about the following questions:

- What procedure is typically followed when you go to see a doctor?
- How do you know if you've broken a bone?

Watch as Ashlie takes Stephen to hospital.

Video

Watch the video at the hospital



Exercises

How to do:

- 1) Multiple choice - choose the correct answer.
- 2) Dialogue completion - write the correct words to complete the conversation.

Check your understanding 2

Write the correct words to complete the receptionist's sentences in her conversation with Ash and Stephen.

4 items remaining

Ash: Hi.

Receptionist: Hello. (4 words)?

Stephen: Yes. I think I've broken my ankle and my elbow. I think I need an X-ray.

Receptionist: (5 words), please?

Ash: It's Walker. Stephen Walker.

Receptionist: OK. Thank you. (5 words), please, and someone will see you

- 3) Order the words to make sentences with 'just'.

Unit 12 Urbanization

Let's practise essay writing skills

Language: related to arguing a point.

One advantage is, on the other hand, to sum up...

Time for the activities: Preparation 5 minutes, Reading 10 – 15 minutes, Exercises 5 – 10 minutes each.

Online link for the activities: <https://learnenglishteens.britishcouncil.org/skills/writing/upper-intermediate-b2-writing/against-essay-about-internet>

I can use useful phrases to write a for and against' essay.

<p>Preparation Fill the gaps with the correct word from the box.</p> <p>A for and against essay Fill the gaps with the correct word from the box.</p> <p>5 items remaining</p> <p>opinions reasons plan disagree formal</p> <ol style="list-style-type: none">You should give your <input type="text"/> on the topic.Always give <input type="text"/> for your opinions.You can agree, <input type="text"/> or discuss both sides of the statement.The register used in an essay is usually quite <input type="text"/>.You need to <input type="text"/> your essay carefully before you start writing.	<p>Reading Read the essay and the top writing tips.</p> <p>Exam question Your English class have been discussing the topic of young people using the internet. Your teacher has asked you to write an essay answering the following question:</p> <p><i>Is the internet bad for young people?</i></p> <p><i>It is now easier than ever to access the internet, whether you are using a computer, phone or tablet. There is no doubt that many young people are spending more and more time online, with both positive and negative consequences.</i></p> <p>Top Tips for writing</p> <ol style="list-style-type: none">Start by saying what the current situation is or introducing the debate.In the second paragraph talk about the advantages or reasons in favour. Use expressions like <i>One advantage of X is ...</i> and <i>Another advantage of X is ...</i>In the third paragraph give the disadvantages or reasons against. You can start this contrasting paragraph with <i>On the other hand, ...</i>Finally, sum up the main arguments using <i>To sum up, ...</i> or <i>To conclude, ...</i>. Give your opinion too, using expressions like <i>Personally, ...</i> or <i>In my opinion, ...</i>	<p>Exercises How to do</p> <ol style="list-style-type: none">Grouping – put the ideas in the correct groups.Gap fill - fill the gaps with the correct word or phrase from the box. <p>A for and against essay Fill the gaps with the correct word or phrase from the box.</p> <p>8 items remaining</p> <p>There is no doubt Personally positive aspect of Another drawback is One advantage of On the other hand To conclude In addition</p> <p><input type="text"/> that the subject of keeping animals in zoos creates a lot of debate.</p> <p>Some people say zoos are traditional family entertainment and good for animals. Others say keeping animals in zoos is cruel and inhumane.</p>
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Unit 12 Urbanization

Let's practise listening skills

Language: various - related to the countryside.

Time for the activities: Video 10-15 minutes, Exercises 10 minutes.

Online link for the activities: <https://learnenglish.britishcouncil.org/general-english/britain-is-great/countryside-is-great-part-1>

I can understand a video about the British countryside.

Video

Watch the video about a man visiting beautiful parts of Britain.



Exercises

How to do:

- 1) Headings - choose the best title for the video.
- 2) Matching – match the numbers to sentences from the video.

Countryside Is Great
What do these numbers refer to in the video? Match them to the sentences.

5 items remaining

6 1.35 15 3 66

The number of national parks in Britain.

Exercises

How to do:

- 3) Ordering - put the words in order to make sentences from the video.
- 4) Sentence completion - complete the second sentence so that it means the same as the first one.

People say that the house is haunted by the ghost of a little girl.

The house haunted by the ghost of a little girl. (said)

People believe that Angelina Jolie is the best-paid actress in Hollywood.

Angelina Jolie the best-paid actress in Hollywood. (believed)