

# 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**

Implemented by:



<p>The <b>learning outcome</b> is in the purple speech bubble.</p>	<p><b>I can understand information on a train timetable and a ticket.</b></p>
<p>The ‘<b>Let’s ...</b>’ 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><b>Let’s practise reading</b></p>
<p><b>Language</b> lists the items of language students will practise while doing the activity.</p>	<p><b>Language:</b> related to train timetables and tickets</p>
<p><b>Time for the activities</b> estimates how long each activity should take. Note when clicking on ‘<b>online link for the activities</b>’, 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 <b>five</b> activities: one pre-reading <b>Preparation</b> exercise, one reading text and three post-reading <b>Exercises</b>.</p> <p>▶ Preparation</p>	<p><a href="https://learnenglishteens.britishcouncil.org/skills/reading/elementary-a2-reading/train-timetable">https://learnenglishteens.britishcouncil.org/skills/reading/elementary-a2-reading/train-timetable</a></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



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.

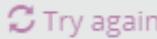
To reach a place, especially at the end of a journey.

depart

arrive

Implemented by:



<p>For each activity, there are instructions how to do the activity in the resource pack.</p>	<p><b>Preparation</b> Match the words with the definitions.</p>
<p>When students have completed the activity, click <i>Finish</i> to check their answers.</p>	<p> <b>Finish</b>  <b>Try again</b></p>
<p>Students receive <i>Feedback</i> and corrections.</p>	<div data-bbox="1215 779 1965 949" style="border: 1px solid black; padding: 10px; text-align: center;"> <p><b>Feedback</b></p> <p>Total score is 2 out of 4 (50%)</p> </div>

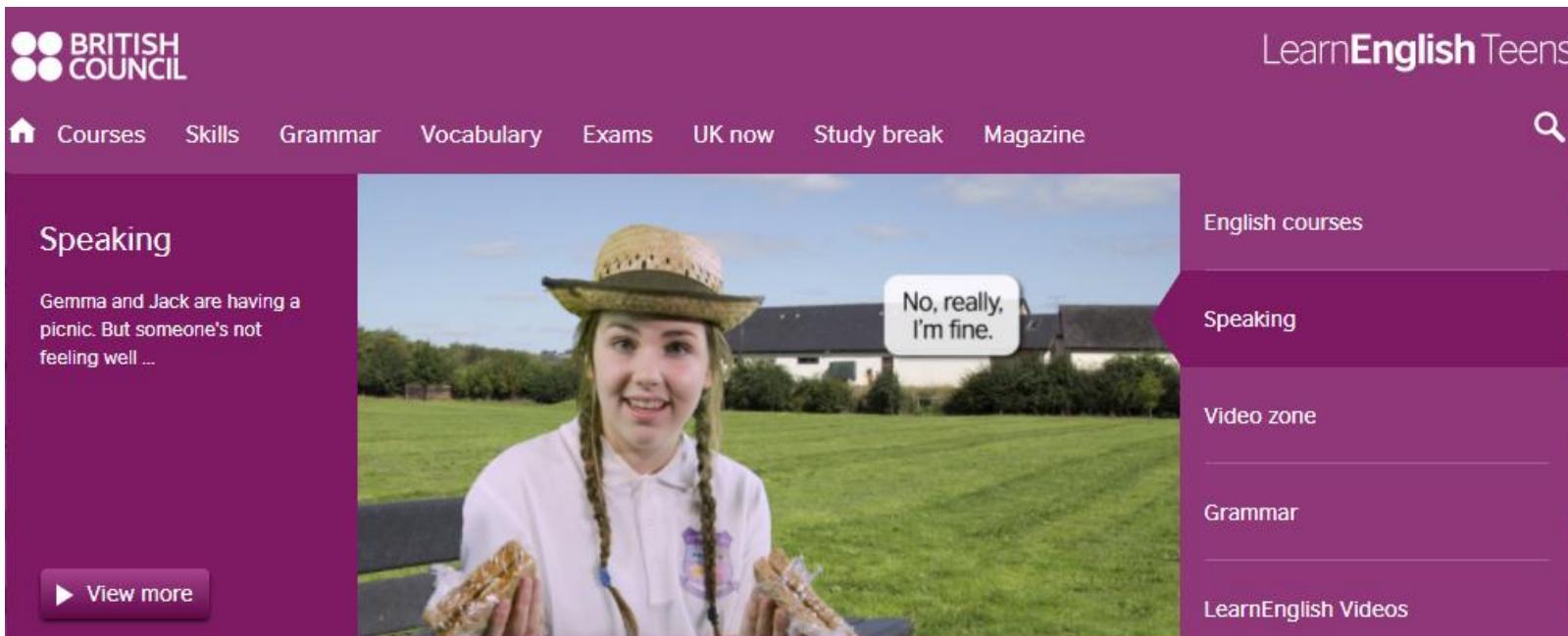
	<p>depart</p> <div style="border: 1px solid #ccc; padding: 5px; background-color: #e0f2e0; display: inline-block;">       To go away or leave, especially at the start of a journey. <span style="float: right;">✓</span> </div> <p>arrive</p> <div style="border: 1px solid #ccc; padding: 5px; background-color: #e0f2e0; display: inline-block;">       To reach a place, especially at the end of a journey. <span style="float: right;">✓</span> </div> <p>duration</p> <div style="border: 1px solid #ccc; padding: 5px; background-color: #f2e0e0; display: inline-block;">       The place in a train station to get on your train. <span style="float: right;">✗</span> </div> <p>platform</p> <div style="border: 1px solid #ccc; padding: 5px; background-color: #f2e0e0; display: inline-block;">       The time a journey takes from start to end. <span style="float: right;">✗</span> </div>
<p>After that, <i>Show answers</i> or click <i>Try again</i> to do the activity again.</p>	<div style="background-color: #e0e0e0; padding: 10px; text-align: center;"> <a href="#" style="color: #800080; text-decoration: none; font-weight: bold;">&gt;Show answers</a> </div> <div style="background-color: #e0e0e0; padding: 10px; text-align: center;"> <a href="#" style="color: #800080; text-decoration: none; font-weight: bold;">&gt;Show feedback</a> </div> <div style="background-color: #e0e0e0; padding: 10px; text-align: center;"> <a href="#" style="color: #800080; text-decoration: none; font-weight: bold;">Try again</a> </div>

## 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://learnenglishteens.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 and the text 'LearnEnglish Teens'. A navigation bar includes links for 'Courses', 'Skills', 'Grammar', 'Vocabulary', 'Exams', 'UK now', 'Study break', and 'Magazine'. A search icon is also present. The main content area has a purple background. On the left, a 'Speaking' section shows a video thumbnail of a girl in a straw hat holding sandwiches, with the caption 'Gemma and Jack are having a picnic. But someone's not feeling well ...' and a 'View more' button. On the right, a sidebar lists 'English courses', 'Speaking', 'Video zone', 'Grammar', and 'LearnEnglish Videos'.

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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.

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montrose  
Creating pragmatic solutions that make life better

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.



# Activity pages

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vso



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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	Grammar study	Practice
<p>How to do:</p> <ol style="list-style-type: none"> <li>1) Watch the video</li> <li>2) Look at the examples of the definite article. They are in <b>red</b> in the subtitles.</li> </ol> 	<p>How to do:</p> <ol style="list-style-type: none"> <li>1) Read the grammar explanation for 'the'-definite article.</li> <li>2) Watch the video again if you want.</li> </ol> <p>Yes, we sometimes use <b>the</b> in fixed expressions for musical instruments, entertainment and transport.</p> <p><i>He plays <b>the</b> piano brilliantly. They're going to <b>the</b> opera tonight. (also: <b>the</b> cinema, <b>the</b> football, <b>the</b> shops, etc.) We took a taxi to <b>the</b> airport. (also: <b>the</b> bus stop, <b>the</b> station, etc.)</i></p>	<p>How to do:</p> <ol style="list-style-type: none"> <li>1) Grouping - Put the words and phrases in the correct groups.</li> <li>2) Multiple choice – Choose the correct option to complete the sentences.</li> <li>3) Gap fill - Fill in the gaps with 'the' or 'Ø' from the box.</li> </ol> <p><b>The definite article</b> put the words and phrases in the correct groups. 8 items remaining</p> <p>The _____ Andes</p> <p>Ø _____ love (in general) Lake Geneva</p>

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## 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.

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## Unit 1 Language

### Let's practise grammar- countable and uncountable nouns

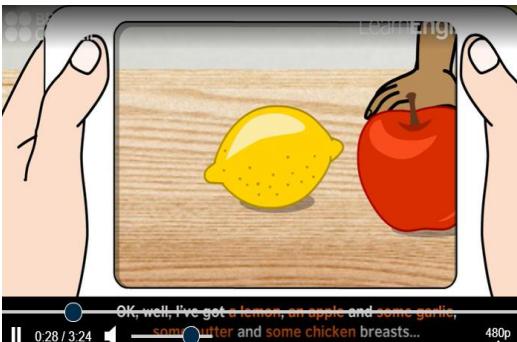
**Language:** countable and uncountable nouns

**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	Grammar study	Exercises
<p>1) Watch the video</p> <p>2) Look at the examples of countable and uncountable nouns. They are in red in the subtitles.</p> 	<p><b>How to do:</b></p> <ol style="list-style-type: none"><li>1) Read the conversation</li><li>2) Watch the video again if you want.</li></ol> <p>What are examples of countable nouns?</p> <p>Here are a few:</p> <p>I've got a steak, <b>some</b> red chilli peppers, <b>some</b> potatoes... OK, well, I've got a lemon, an apple ... and <b>some</b> chicken breasts. I'd like <b>a</b> blue pen, please.</p>	<p><b>How to do:</b></p> <ol style="list-style-type: none"><li>1) Matching - match the words and the pictures.</li></ol> <p>a chicken  a pizza  some chicken  a coffee  some pizza  some coffee </p>   <p>a cake  some cake </p> <ol style="list-style-type: none"><li>2) Gap fill – complete the sentence with the correct word from the box.</li><li>3) Multiple choice - choose the correct option.</li></ol>

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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>

<p><b>Video</b></p> <ol style="list-style-type: none"> <li>1) Watch the video</li> <li>2) Look at the examples of countable and uncountable nouns. They are in red in the subtitles.</li> </ol> 	<p><b>Grammar study</b></p> <p>Read the conversation to learn more.</p> <table border="1" data-bbox="797 809 1403 1111"> <thead> <tr> <th>In</th> <th>on</th> <th>at</th> </tr> </thead> <tbody> <tr> <td><b>Months:</b> in January / in April</td> <td><b>Days of the week:</b> on Monday</td> <td><b>Clock times:</b> at 7.30 a.m. / at 5 o'clock</td> </tr> <tr> <td><b>Seasons:</b> in spring / in winter</td> <td><b>Days + parts of days:</b> on Tuesday afternoon / on Saturday mornings</td> <td><b>Festivals:</b> at Christmas / at Easter</td> </tr> <tr> <td><b>Years:</b> in 1984 / in 2015</td> <td><b>Dates:</b> on November 22nd</td> <td></td> </tr> </tbody> </table>	In	on	at	<b>Months:</b> in January / in April	<b>Days of the week:</b> on Monday	<b>Clock times:</b> at 7.30 a.m. / at 5 o'clock	<b>Seasons:</b> in spring / in winter	<b>Days + parts of days:</b> on Tuesday afternoon / on Saturday mornings	<b>Festivals:</b> at Christmas / at Easter	<b>Years:</b> in 1984 / in 2015	<b>Dates:</b> on November 22nd		<p><b>Exercises</b></p> <ol style="list-style-type: none"> <li>1) Grouping - put the words and phrases in the correct groups.</li> <li>2) Gap fill - write the preposition to complete the sentences.</li> </ol> <p><b>Prepositions of time</b></p> <p>Write the preposition to fill the gaps.</p> <p>8 items remaining</p> <ol style="list-style-type: none"> <li>1. I finish school early <input type="text"/> Wednesdays.</li> <li>2. Are you going to work <input type="text"/> the summer holidays?</li> <li>3. I only ever see my cousins <input type="text"/> Christmas.</li> <li>4. <input type="text"/> the past, you couldn't buy such a variety of different foods.</li> </ol> <p>3) Multiple choice. Choose the correct option.</p>
In	on	at												
<b>Months:</b> in January / in April	<b>Days of the week:</b> on Monday	<b>Clock times:</b> at 7.30 a.m. / at 5 o'clock												
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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	Grammar study	Practice
<p><b>How to do:</b></p> <ol style="list-style-type: none"> <li>1) Watch the video.</li> <li>2) Look at the examples of questions. They are in <b>red</b> in the subtitles.</li> </ol>  <p>Dale wanted to see that new sci-fi thriller, the one with ... oh, <b>what's his name?</b></p>	<p><b>Grammar study</b></p> <p><b>How to do:</b></p> <ol style="list-style-type: none"> <li>1) Read the grammar explanation for different ways to ask questions.</li> <li>2) Watch the video again if you want.</li> </ol> <p>I know you know the basics, but questions are quite tricky. Let's just go over the main rules.</p> <p>We usually form questions by putting an <i>auxiliary verb</i>, or a <i>modal verb</i>, <i>before the subject</i>.</p> <p><i>Does it suit me?</i>  <i>Has Mum called?</i>  <i>Can you get the tea?</i>  <i>Shall I pass you to Oliver?</i></p>	<p><b>Practice</b></p> <p><b>How to do:</b></p> <ol style="list-style-type: none"> <li>1) Gap fill - Fill the gaps with the correct question word from the box.</li> </ol> <p><b>Question words</b></p> <p>Fill the gaps with the correct question word from the box.</p> <p>6 items remaining</p> <p>Who <input type="text"/> Why <input type="text"/> What <input type="text"/> How <input type="text"/> whose <input type="text"/> How often <input type="text"/></p> <p>1. A: <input type="text"/> are you going on holiday?  B: Next Friday.</p> <p>2. A: <input type="text"/> are you going?  B: Croatia.</p> <ol style="list-style-type: none"> <li>2) Multiple choice - Choose the correct option.</li> <li>3) Ordering- Put the words in the correct order to make questions.</li> </ol>

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I can understand the plot of a Shakespeare play.

## 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>

Preparation	Video	Practice
<p><b>How to do:</b> Match the words with the definitions.</p> <p><b>Romeo and Juliet</b> Match the words with the definitions.</p> <p>to step in <input type="checkbox"/> lifeless <input type="checkbox"/> a priest <input type="checkbox"/> a tomb <input type="checkbox"/> poison <input type="checkbox"/> in disguise <input type="checkbox"/></p> <p>to happen <input type="checkbox"/></p> <p>to take place <input type="checkbox"/></p> <p>to really want something <input type="checkbox"/></p> <p>to be keen for something <input type="checkbox"/></p>	<p><b>How to do:</b> Watch and listen to the story of Romeo and Juliet</p> 	<p><b>How to do:</b></p> <ol style="list-style-type: none"> <li>1) Reordering - Put the events in the order that they happen.</li> </ol> <p><b>Romeo and Juliet</b> Put the events in the order that they happen.</p> <p>Juliet takes a drug to make people think she's dead. <input type="checkbox"/> Romeo and Juliet secretly get married. <input type="checkbox"/> Romeo and Juliet meet and fall in love. <input type="checkbox"/> Juliet wakes up, sees Romeo dead and kills herself. <input type="checkbox"/> Romeo thinks Juliet is really dead. He takes poison. <input type="checkbox"/></p> <p>The Montagues and the Capulets hate each other. <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> The two families make peace. <input type="checkbox"/></p> <ol style="list-style-type: none"> <li>2) Multiple choice - Choose the correct option to complete the sentence.</li> </ol> <p><b>Romeo and Juliet</b> Choose the correct option to complete the sentence.</p> <p>The Montagues and the Capulets hate each other so much that they ...</p> <p><input type="radio"/> don't speak to each other. <input checked="" type="radio"/> fight whenever they meet. <input type="radio"/> play horrible tricks on each other.</p>

Implemented by:



I can understand an article about Shakespeare.

## 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>

Preparation	Text	Practice tasks
<p>How to do: Match the words with the definitions.</p> <p><b>Shakespeare</b> Match the words with the definitions.</p> <p>3 items remaining</p> <p>a theatre <input type="checkbox"/> a sonnet <input type="checkbox"/> a quotation <input type="checkbox"/></p> <p>a story for actors to perform</p> <p>a play</p>	<p><b>Text</b></p> <p>How to do:</p> <ol style="list-style-type: none"><li>1) Read the article.</li><li>2) Guess any unknown words and check later.</li></ol> <p><b>The Merchant of Venice</b></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><b>Practice tasks</b></p> <p>How to do:</p> <ol style="list-style-type: none"><li>1) Multiple choice - Read the questions and choose the correct answer.</li></ol> <p><b>Shakespeare</b> 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"><li>2) Gap fill - Fill the gaps with the correct verb from the box.</li></ol> <p><b>Shakespeare</b> Fill the gaps with the correct verb from the box.</p> <p>6 items remaining</p> <p>pay <input type="checkbox"/> hide <input type="checkbox"/> loses <input type="checkbox"/> fight <input type="checkbox"/> get <input type="checkbox"/> cut <input type="checkbox"/></p> <p>1. William Shakespeare and Anne Hathaway <input type="checkbox"/> had three children.</p> <p>2. Shakespeare <input type="checkbox"/> went to London to work as an actor and a writer.</p> <ol style="list-style-type: none"><li>3) Gap fill – Write the past simple form of the verbs.</li></ol>

Implemented by:



I can recognise different types of numbers.

## 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.

#### 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.

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 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

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I can use words about money to complete sentences.

## Unit 3 Zero

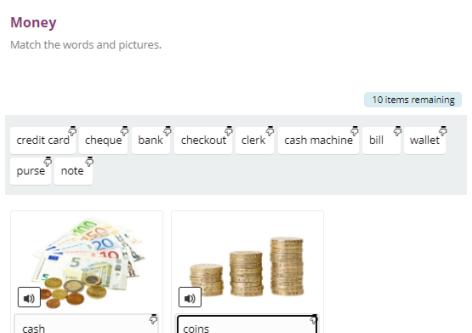
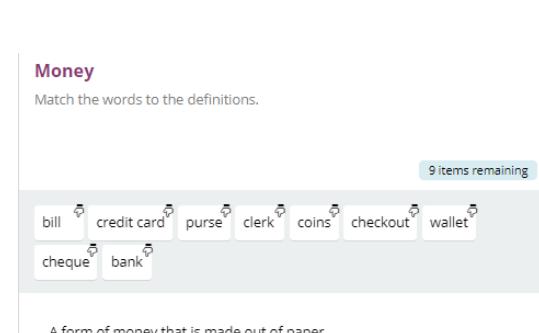
### Let's learn vocabulary: money

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>

<p><b>Preparation</b> How to do: Match the words and pictures.</p> <p><b>Money</b> Match the words and pictures.</p> 	<p><b>Vocabulary Practice 1</b> How to do: 1) Matching exercise - Match the words to the definitions.</p> <p><b>Money</b> Match the words to the definitions.</p>  <p>A form of money that is made out of paper.</p> <p><input type="text" value="note"/></p>	<p><b>Vocabulary Practice 1</b> How to do: 1) Gap fill - Write the word to fill the gaps.</p> <p><b>Money</b> Write the word to fill the gaps.</p> <p><b>9 items remaining</b></p> <ol style="list-style-type: none"> <li>1. A <input type="text" value="clerk"/> works in a bank and helps you open an account.</li> <li>2. A <input type="text" value="bank"/> is a large building that keeps your money safe.</li> <li>3. Women keep their cash and cards in a <input type="text"/></li> </ol>
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Implemented by:



I can use colours to complete sentences.

## 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>

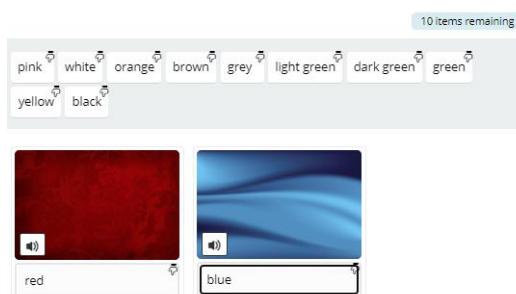
#### Exercise 1

How to do:

Match the names of colours with the pictures.

##### Colours

Match the words and pictures.



#### 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.



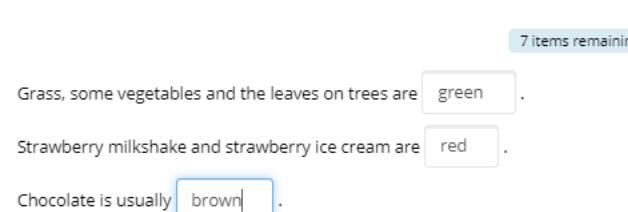
#### Exercise 3

How to do:

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

##### Colours

Write the word to fill the gaps.



Implemented by:



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

## 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.

**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

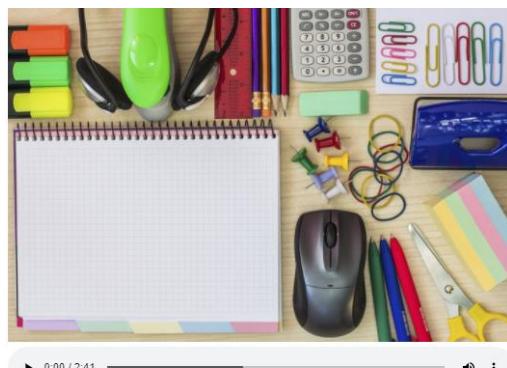
is red, white and blue. sells pens and paper.  
days, weeks and months of a year. coding to organise homework.  
from a library. to remember important things.

You can use colour

A stationery shop

#### Audio

Listen to the presentation.



#### 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.

Implemented by:



## 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><b>Grammar test 1</b></p> <p>How to do: Choose the correct verb tense.</p> <p><b>Grammar A1-A2: Past continuous and past simple: 1</b> Choose the correct verb tense.</p> <p>I ____ work at 9 a.m. this morning.</p> <p><input type="radio"/> started <input type="radio"/> was starting</p> <p>8 items remaining</p>	<p><b>Grammar study</b></p> <p>How to do: Read the explanation to learn more about when to use the past simple and the past continuous tenses.</p> <p><b>Grammar explanation</b></p> <p>The past continuous and the past simple help us to show how two past actions or situations are connected.</p> <p><b>Past simple</b></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</i>, <i>played</i>, <i>arrived</i>). Irregular verbs have a different form, usually with a different vowel sound (e.g. <i>wake</i> → <i>woke</i>, <i>break</i> → <i>broke</i>, <i>feel</i> → <i>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><b>Grammar test 2</b></p> <p>How to do: Choose the correct verb tense.</p> <p><b>Grammar A1-A2: Past continuous and past simple: 2</b> Choose the correct verb tense.</p> <p>I ____ my new job yesterday.</p> <p><input type="radio"/> started <input type="radio"/> was starting</p> <p>7 items remaining</p>
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Implemented by:



I can understand conversations about train travel.

## 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>

#### 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.

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.



II 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>

Reading	Exercises	Writing								
<p><b>How to do:</b> Read two emails.</p> <p><b>Trains and travel</b></p> <p><b>From:</b> Kim <b>To:</b> Akiko <b>Subject:</b> 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><b>From:</b> Akiko <b>To:</b> Kim <b>Subject:</b> 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><b>How to do:</b> 1) Grouping – match the phrases to the correct writer.</p> <p><b>Trains and travel</b> Move the sentences to match Akiko or Kim.</p> <p>6 items remaining</p> <table border="1"> <tr> <td>... is waiting.</td> <td>... will take a bus.</td> <td>... is on the train.</td> <td>... is late.</td> </tr> <tr> <td>... asks three questions.</td> <td>... is at the train station.</td> <td></td> <td></td> </tr> </table> <p>Akiko</p> <p>Kim</p> <p>2) Put the phrases and sentences in the correct order.</p> <p><b>Trains and travel</b> Read the two emails and put them in the correct order.</p> <p>Hi Akiko</p> <p>Are you on the train? What time does it arrive? I'll wait for you here at the station.</p> <p>Kim</p> <p>See you soon</p> <p>Where are you? I'm at the station waiting for you.</p>	... is waiting.	... will take a bus.	... is on the train.	... is late.	... asks three questions.	... is at the train station.			<p><b>How to do:</b> Write a reply to an email.</p> <p><b>Trains and travel</b> 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,</p> <p>Where are you? What time do you arrive? Do you want to meet me at my house or the bus station?</p> <p>See you soon,</p> <p>Gareth</p> <p>-----</p> <p>(Start the email to Gareth - 2 words)</p> <p> </p>
... is waiting.	... will take a bus.	... is on the train.	... is late.							
... asks three questions.	... is at the train station.									

Implemented by:



## 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.

<p><b>Preparation</b> Choose the correct word to complete the sentences.</p> <p><b>At the train station</b> Choose the correct word to complete the sentences.</p> <p>At a train station you need a _____. <input type="radio"/> train ticket <input type="radio"/> passport</p> <p>2 items remaining</p>	<p><b>Reading text</b> Read the ticket</p> <p><b>UK TRAINS</b></p> <table border="1"><tr><td>CLASS</td><td>TICKET TYPE</td><td>PASSENGER TYPE</td></tr><tr><td>STD</td><td>SINGLE</td><td>ADULT</td></tr><tr><td>DATE VALID</td><td colspan="2">TICKET NUMBER</td></tr><tr><td>10 JULY 2014</td><td colspan="2">2012444122637</td></tr><tr><td>FROM</td><td colspan="2">##</td></tr><tr><td>MANCHESTER</td><td colspan="2">##</td></tr><tr><td>TO</td><td>PRICE</td><td></td></tr><tr><td>LIVERPOOL</td><td>£16.50</td><td></td></tr></table>	CLASS	TICKET TYPE	PASSENGER TYPE	STD	SINGLE	ADULT	DATE VALID	TICKET NUMBER		10 JULY 2014	2012444122637		FROM	##		MANCHESTER	##		TO	PRICE		LIVERPOOL	£16.50		<p><b>Practice tasks</b> How to do:</p> <p>1) True/false - answer true or false to the statements.</p> <p><b>At the train station</b> Are these sentences true or false?</p> <p>This is a single ticket. <input type="radio"/> True <input type="radio"/> False</p> <p>This is a child's ticket. <input type="radio"/> True <input type="radio"/> False</p> <p>2) Matching - match the two parts of the sentences.</p> <p>5 items remaining</p>
CLASS	TICKET TYPE	PASSENGER TYPE																								
STD	SINGLE	ADULT																								
DATE VALID	TICKET NUMBER																									
10 JULY 2014	2012444122637																									
FROM	##																									
MANCHESTER	##																									
TO	PRICE																									
LIVERPOOL	£16.50																									

Implemented by:



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.

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 22JULY2012 TICKET NUMBER **124466 9001273**

FROM **OXFORD (OXF)** ## PRICE **£22.50**

TO **LONDON (all stations)** ##



#### Exercises

How to do:

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

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

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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>

#### Video

How to do:

- 1) Watch the video
- 2) Look at the examples of present perfect simple and continuous. They are in **red** in the subtitles.



#### Grammar study

How to do:

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

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.

*My Chinese teacher has given* me some homework. (= I have the homework to do now.)

*I've forgotten.* (= I can't remember now.)

*She's broken* her leg. (= Her leg is still broken now.)

We also use present perfect with *just* for talking about a recent action.

#### Exercises

How to do:

- 1) Grouping - put the present perfect uses in the correct groups.

**Present perfect: simple and continuous**  
Put the uses in the correct groups.

When the action is more important	To talk about a finished activity
To say how long	To talk about life experience
To explain the 'side effects' of an activity, e.g. why the kitchen is a mess	To say how many times
When the result is more important	
To talk about a recent action which might not be finished	

8 items remaining

Present perfect simple (have/has done)

- 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.

Implemented by:



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

## 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>

Video	Grammar study	Exercises
<p>How to do:</p> <ol style="list-style-type: none"> <li>1) Watch the video</li> <li>2) Look at the examples of <i>used to</i>. They are in red in the subtitles.</li> </ol>	<p><b>Grammar study</b></p> <p>How to do:</p> <p>Read the grammar explanation. Watch the video again after if you want.</p> <p>Exactly. <i>Used to</i> is always for talking about actions or states in the past that are not true now.</p> <p><i>The record shop I always <b>used to visit</b> is now a really cool cafe. (I don't visit the place now.)</i></p>	<p><b>Exercises</b></p> <p>How to do:</p> <ol style="list-style-type: none"> <li>1) Gap fill - fill the gaps with the correct word from the box.</li> <li>2) Grouping - put the sentences in the correct groups.</li> <li>3) Gap fill - complete the sentence using the correct form of 'used to' and one of the verbs.</li> </ol>

Implemented by:



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.		

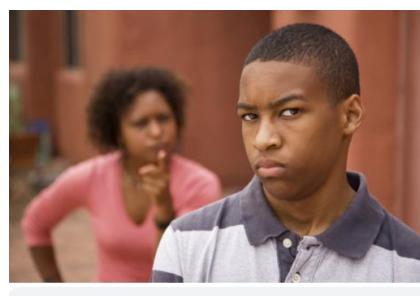
Your bus breaks

You fail

#### Listening practice

How to do:

Listen to 3 conversations.



▶ 0:06 / 4:03

#### 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  that .
2. The girl is telling her  that .
3. The boy is telling his  that .

- 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

Implemented by:



I can do a quiz about being a good 'citizen' online.

## 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>

Preparation	Reading	Exercises
<p>Choose the correct definition.</p> <p><b>Are you a good digital citizen?</b></p> <p>Choose the correct definition.</p> <p>8 items remaining</p> <p>to worry</p> <p><input type="radio"/> to think about problems or fears</p> <p><input type="radio"/> to feel nervous about meeting new people</p>	<p><b>Reading</b></p> <ol style="list-style-type: none"> <li>1) Do the quiz.</li> <li>2) After finishing, check your results.</li> </ol>  <p><b>Are you a good digital citizen?</b></p> <p>Try the quiz and check your result at the end.</p> <ol style="list-style-type: none"> <li>1. Do you believe all the information you see on the internet? 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.</li> <li>2. Are you interested in modern technology? 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.</li> </ol>	<p>How to do:</p> <ol style="list-style-type: none"> <li>1) Multiple selection - choose all the ideas that are mentioned in the text.</li> </ol> <p><b>Are you a good digital citizen?</b></p> <p>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> <p><input type="checkbox"/> You believe most of what you see on the internet.</p> <p><input type="checkbox"/> You are interested in modern technology.</p> <ol style="list-style-type: none"> <li>2) Gap fill - write the word to complete the sentences.</li> </ol>

Implemented by:



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>

Preparation	Quiz	Exercises
<p><b>How to do:</b> Match the words with the definitions.</p> <p><b>Friendship quiz</b> Match the words with the definitions.</p> 	<p><b>How to do:</b> 1) Read the quiz. 2) Answer the questions.</p>  <p><b>Friendship quiz</b> 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><b>1</b> 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 ...  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>	<p><b>How to do:</b> 1) True/False - answer true or false to the following statements.</p> <p><b>Friendship quiz</b> Are the sentences true or false?</p> <p>1. You can do this quiz to find out if you are a good friend.  <input type="radio"/> True <input type="radio"/> False</p> <p>2. In question 1, your friend can easily get a bus or taxi.  <input type="radio"/> True <input type="radio"/> False</p> <p>2) Multiple choice - read the sentences and choose the correct option.</p> <p><b>Friendship quiz</b> Read the questions and choose the correct answer.</p> <p>Which answer in question 1 sounds good but probably won't work?  <input type="radio"/> a  <input type="radio"/> b  <input type="radio"/> c</p>

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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	Grammar study	Exercises
<p>How to do:</p> <ol style="list-style-type: none"><li>1) Watch the video</li><li>2) Look at the examples of reported speech. They are in red in the subtitles.</li></ol>	<p><b>Grammar study</b></p> <p>How to do:</p> <p>Read the conversation to learn more about reported speech. Watch the video again if you want.</p> <p>So, <i>direct speech</i> is what someone actually says? Like 'I want to know about reported speech'?</p> <p>Yes, and you report it with a reporting verb.</p> <p><i>He said he wanted to know about reported speech.</i></p>	<p><b>Exercises</b></p> <p>How to do:</p> <ol style="list-style-type: none"><li>1) Matching - match the direct and indirect (reported) speech forms.</li><li>2) Error correction - correct the mistakes in the sentences.</li><li>3) Gap fill - complete the sentences in reported speech.</li></ol> <p><b>Reported speech</b></p> <p>Correct the mistakes in the sentences.</p> <p>8 items remaining</p> <p>1. He said her that he loved her. He <input type="text"/> her that he loved her.</p> <p>2. She said she knows the answer. She said she <input type="text"/> the answer.</p>

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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>

Preparation	Exercises	Exercises
<p>How to do: Match the words and pictures. Then click to listen to the word. Then practise saying it.</p> <p><b>Vocabulary A1-A2: Food in Britain 2</b> Match the words with the pictures.</p>	<p>How to do:</p> <ol style="list-style-type: none"><li>1) Put the words in alphabetical order.</li><li>2) Listen and put the letters in order to spell the words.</li></ol> <p><b>Vocabulary A1-A2: Food in Britain 2 - Spelling</b> Listen and put the letters in order to spell the words.</p>	<p>3) Complete the sentences with the words.</p> <p><b>Vocabulary A1-A2: Food in Britain 2 - Fill in the gaps</b> Complete the sentences with the words.</p>

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montrose  
Creating pragmatic solutions that make life better

I can use words about food to complete sentences.

## Unit 7 Talking about Myanmar snacks

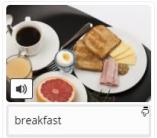
### Let's learn vocabulary: meals and food

Language: food and cooking vocabulary

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

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><b>Preparation</b></p> <p>How to do: Matching - match the words and pictures.</p> <p><b>Meals and cooking</b> 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</p> <p> lunch</p>	<p><b>Exercises</b></p> <p>How to do:</p> <ol style="list-style-type: none"><li>5) Ordering - put the words in alphabetical order.</li><li>6) Spelling - listen and put the letters in order to spell the words.</li><li>7) Matching – match the words with the definitions.</li><li>8) Gap fill - write the words to complete the sentences.</li><li>9) Ordering - put the words and phrases in order to make sentences.</li></ol>	<p><b>Vocabulary A1-A2: Meals and cooking - Definitions</b> 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><b>Vocabulary A1-A2: Meals and cooking - Write the words</b> 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><b>Grammar test 1</b></p> <p>How to do: Gap fill - choose the correct word.</p> <p><b>Grammar A1-A2: Adjectives ending in '-ed' and '-ing': 1</b></p> <p>Choose the correct word.</p> <p>You look really ___. Why don't you go to bed?</p> <p><input type="radio"/> tired <input type="radio"/> tiring</p>	<p><b>Grammar study</b></p> <p>Read the explanation to learn more.</p> <p>Adjectives that end in -ed (e.g. <i>bored, interested</i>) and adjectives that end in -ing (e.g. <i>boring, interesting</i>) are often confused.</p> <p><b>-ed adjectives</b></p> <p>Adjectives that end in -ed 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><b>-ing adjectives</b></p> <p>Adjectives that end in -ing generally describe the thing that causes the emotion – a boring lesson makes you feel bored.</p>	<p><b>Grammar test 2</b></p> <p>How to do: Choose the correct word.</p> <p><b>Grammar A1-A2: Adjectives ending in '-ed' and '-ing': 2</b></p> <p>Choose the correct word.</p> <p>She's a big dog but you don't need to be ____.</p> <p><input checked="" type="radio"/> frightened <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	Video	Exercise
<p>How to do: Match the words to the definitions.</p> <p><b>Video zone: How to make perfect pancakes – preparation</b> Match the words to the definitions.</p> <p>6 items remaining</p> <p>to whisk a pinch batter savoury flip to pour</p> <p>instructions for preparing and cooking food</p> <p>a recipe</p> <p>a large cup</p> <p>a mug</p>	<p>1) Watch the video. 2) Listen to the instructions.</p> 	<p>How to do: Ordering - put the sentences in order to make the recipe.</p> <p><b>Video zone: How to make perfect pancakes – 1</b> Put the sentences in order to make the recipe.</p> <p>Then, put into a bowl one mug of milk, one mug of self-raising flour and one free-range egg.</p> <p>Add a pinch of salt and whisk.</p> <p>First, put a pan onto a medium heat.</p> <p>Rub the pan with a little butter, then pour in the batter.</p> <p>When the batter is cooked, flip the pancake.</p> <p>After one minute, your pancake is ready!</p>

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I can recognise animals and the groups they belong to.

## Unit 8 Food chain

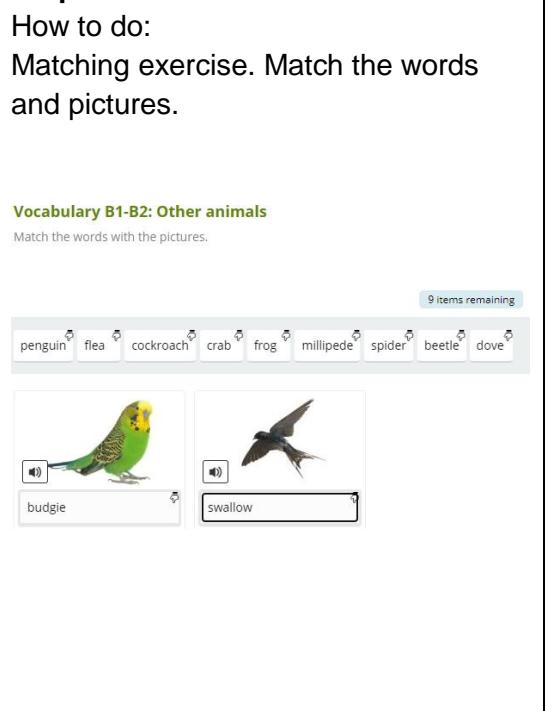
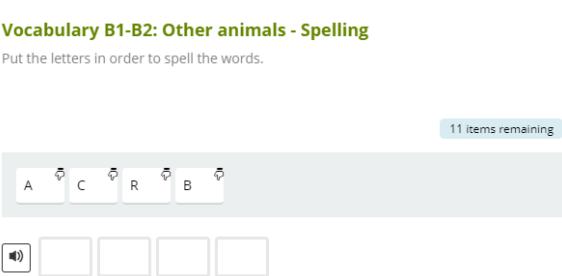
### Let's learn animal vocabulary

**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>

Preparation	Exercises	
<p>How to do: Matching exercise. Match the words and pictures.</p> <p><b>Vocabulary B1-B2: Other animals</b> Match the words with the pictures.</p> <p>9 items remaining</p> 	<p>How to do:</p> <ol style="list-style-type: none"> <li>1) Ordering - put the words in alphabetical order.</li> <li>2) Spelling - put the letters in order to spell the words. Listen and say the words.</li> <li>3) Grouping - put the words in the correct groups.</li> <li>4) Grouping - select the animals that belong to each group.</li> </ol>	<p><b>Vocabulary B1-B2: Other animals - Spelling</b> Put the letters in order to spell the words.</p> <p>11 items remaining</p>  <p><b>Vocabulary B1-B2: Other animals - Grouping</b> Select the animals that belong to each group.</p> <p>Animals that have wings</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> beetle</li> <li><input type="checkbox"/> cockroach</li> <li><input type="checkbox"/> crab</li> <li><input type="checkbox"/> dove</li> <li><input type="checkbox"/> swallow</li> </ul>

Implemented by:



## 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

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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>

#### Grammar test 1

How to do:

Gap fill – choose the correct passive verb to complete the sentence.

##### Grammar B1-B2: Passives: 1

Choose the correct option to complete the sentence.

8 items remaining

The Egyptian pyramids \_\_\_ thousands of years ago.

- are built
- been built
- were built

#### Grammar study

Read the explanation to learn more.

##### Grammar explanation

We use the passive voice to change the focus of the sentence.

*My bike was stolen.* (passive – focus on *my bike*)  
*Someone stole my bike.* (active – focus on *someone*)

We often use the passive:

- 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.

#### Grammar test 2

How to do:

Gap fill – choose the correct passive verb to complete the sentence.

##### Grammar B1-B2: Passives: 2

Choose the correct option to complete the sentence.

All our lamps \_\_\_ from original 1950s designs.

- produce
- is produced
- are produced

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I can understand details in an anecdote.

## 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>

#### 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.



▶ 0:00 / 1:08

#### 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

<input type="text"/>					
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Implemented by:



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>

Preparation	Video	Exercises
<p><b>How to do:</b> Match the words to the definitions.</p> <p><b>Ten cat facts</b> 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 mysterious</p> <p>an animal's foot</p> <p>8 items remaining</p>	<p>1) Watch the video. 2) Listen to the cat tips.</p> 	<p><b>How to do:</b></p> <p>1) True or false – answer true or false to the statements.</p> <p><b>Ten cat facts</b> Are the sentences true or false?</p> <p>8 items remaining</p> <p>The biggest cat in the world is the Siberian tiger. <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. <input type="radio"/> True <input type="radio"/> False</p> <p>2) Ordering - put the words in order to make phrases from the video.</p>

Implemented by:



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	Video	Exercises
<p>Answer the questions</p> <p><b>Before you watch</b></p> <p>Think about the following questions:</p> <ul style="list-style-type: none"> <li>• What wild animals do you usually see in the city?</li> <li>• Have you ever volunteered for a charity?</li> <li>• Would you donate money to help animals?</li> </ul>	<p><b>Video</b></p> 	<p><b>Exercises</b></p> <p><b>How to do:</b></p> <ol style="list-style-type: none"> <li>1) Matching - put the parts of the documentary in the same order as the video.</li> </ol> <p><b>Check your understanding</b></p> <p>Put the parts of the documentary in the same order as the video.</p> <p>3 items remaining</p> <p>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</p> <p>00.00 - 01.10</p> <ol style="list-style-type: none"> <li>2) True or false – answer true or false to the statements.</li> <li>3) Matching – match the words in the box with the words in <b>bold</b> with the same meaning.</li> </ol> <p><b>Vocabulary – sickness and health</b></p> <p>Use the words to complete the sentences. The words in <b>bold</b> should have the same meaning as the words that go in the gaps.</p> <p>3 items remaining</p> <p>injuries looks after well</p> <p>1. London is home to many wild animals and sometimes they can get <b>hurt</b> / <b>injured</b> .</p> <p>2. Our work here is to care for <b>sick</b> / <b>ill</b> and injured animals and birds.</p>

Implemented by:



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><b>Magazine: World Environment Day – preparation</b> Match the words with the definitions.</p> <p>8 items remaining</p> <div style="border: 1px solid #ccc; padding: 5px; display: inline-block;"> <span>island nations</span> <span>a slogan</span> <span>local community</span> <span>illegal trading</span> <span>to focus on</span>  <span>to host</span> <span>a cause</span> <span>global warming</span> </div> <p>Countries that are made up of one or more islands</p> <div style="border: 1px solid #ccc; width: 200px; height: 30px; margin-top: 5px;"></div>	<p>How to do: Match the words with the definitions.</p> <p><b>How it first started</b> 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><b>The first World Environment Day</b> 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"> <li>1) Matching - match the section titles with the information.</li> <li>2) Grouping - put the phrases in the correct group.</li> </ol> <p><b>Magazine: World Environment Day – 2</b> Put the phrases in the correct group.</p> <p>9 items remaining</p> <div style="border: 1px solid #ccc; padding: 5px; display: inline-block;"> <span>Raise your voice, not the sea level</span> <span>rising sea levels</span> <span>visiting the official website</span>  <span>plastic waste</span> <span>Wild for Life</span> <span>planting trees</span> <span>Think. Eat. Save.</span>  <span>joining protests</span> <span>wasting food</span> </div> <p>Actions</p> <div style="border: 1px solid #ccc; width: 200px; height: 30px; margin-top: 5px;"></div> <p>Issues</p> <div style="border: 1px solid #ccc; width: 200px; height: 30px; margin-top: 5px;"></div>

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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>

Preparation	Video	Exercises
<p>How to do: Match the words with the definitions.</p> <p><b>Video zone: Greta Thunberg and George Monbiot on the climate crisis – preparation</b></p> <p>Match the words with the definitions.</p> <p>8 items remaining</p> <p>extinct a fossil fuel a drill to restore to fund carbon an ecosystem a subsidy</p> <p>practice for what you should do in an emergency</p>	<p>Watch and listen to Greta Thunberg and George Monbiot.</p>  <p>Much of our planet has been damaged.</p>	<p>How to do:</p> <p>1) Put the ideas in the order that they are mentioned in the video.</p> <p><b>Video zone: Greta Thunberg and George Monbiot on the climate crisis – 1</b></p> <p>Put the ideas in the order that they are mentioned in the video.</p> <p>We need to fund things that help nature, not things that destroy it.</p> <p>Trees take carbon out of the air and lock it away.</p> <p>We are destroying nature faster than ever.</p> <p>We need to protect nature.</p> <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	Grammar study	Exercises
<p>1) Watch the video 2) Look at the examples of future forms. They are in <b>red</b> in the subtitles.</p> <p>Right. I'm just going to get a pen so we can write our plan down.</p>	<p><b>Grammar study</b> Read the conversation to learn more.</p> <p>We use the present continuous more for arrangements with other people and <i>be + going to + infinitive</i> 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.</p> <p><i>Amy's coming round.</i> (= arrangement between Amy and Daisy) <i>Amy's going to come round.</i> (= Amy's intention) <i>I'm going to clean my room tonight.</i> (= intention) <i>I'm cleaning my room tonight.</i> (not an arrangement)</p>	<p><b>Exercises</b> How to do 1) Grouping - put the sentences in the correct groups. 2) Multiple choice - choose the correct option to complete the sentence.</p> <p><b>Future forms</b> Choose the correct option to complete the sentence.</p> <p>8 items remaining</p> <p>Don't worry about your driving test! I'm sure ____.</p> <p><input type="radio"/> you'll pass <input type="radio"/> you're passing</p> <p>3) Error correction - correct the mistakes with future forms.</p>

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## Unit 9 Climate change

### Let's practise grammar: conditionals 1 & 2

Language: 1<sup>st</sup> and 2<sup>nd</sup> 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 1<sup>st</sup> and 2<sup>nd</sup> 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?

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

## Unit 9 Climate change

### Let's practise grammar: conditional 3

Language: 3<sup>rd</sup> 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	Grammar study	Practice tasks
<p><b>Video</b></p> <ol style="list-style-type: none"> <li>1) Watch the video</li> <li>2) Look at the examples of the third conditional sentences. They are in <b>red</b> in the subtitles.</li> </ol>	<p><b>Grammar study</b></p> <p>How to do: Read the conversation to learn more.</p> <p>Yes, we also use <i>could</i> or <i>might</i>. <i>If they'd told me, I might have been able to help.</i></p>	<p><b>Practice tasks</b></p> <p>How to do:</p> <ol style="list-style-type: none"> <li>1) Matching - match the two parts of the sentences.</li> <li>2) Ordering - put the words in the correct order to make sentences.</li> </ol> <p><b>Third conditional</b></p> <p>Put the words in the correct order to make sentences.</p> <p>5 items remaining</p> <p>If she have had would revised more, passed the exam. she</p> <p>_____</p> <p>3) Gap fill - complete the sentences using the third conditional.</p>

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

## 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...

**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	Essay text	Exercises
<p><b>Grouping</b> – group the points in the correct group: video games or sports.</p> <p><b>An opinion essay</b> Are these points about video games or sports? Put the points in the correct group.</p> <p>5 items remaining</p> <p>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.</p>	<p><b>Essay text</b> Read the essay and the top writing tips.</p> <p><b>First of all, I think that</b> 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. <b>In my opinion</b>, 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.</p> <p><b>Top Tips for writing</b></p> <ol style="list-style-type: none"> <li>1. Write your essay in clear paragraphs. Use phrases like <b>First of all, In addition</b> and <b>To sum up</b> to start each paragraph.</li> <li>2. Express your own opinion using <b>I think, In my opinion</b> or <b>I believe</b>. Mention other viewpoints with phrases like <b>Some people think</b> and say whether you agree or disagree with them.</li> </ol>	<p><b>How to do:</b></p> <ol style="list-style-type: none"> <li>1) Multiple selection - choose the six points that are mentioned in the essay.</li> </ol> <p><b>An opinion essay</b> Choose the six points that are mentioned in the essay.</p> <p>6 items remaining</p> <p>Which of these ideas are mentioned in the essay? Choose six ideas.</p> <p><input type="checkbox"/> There are a lot of different types of games. <input type="checkbox"/> Video games are fun to play with your friends. <input type="checkbox"/> Video games allow you to play many different sports.</p> <ol style="list-style-type: none"> <li>2) Matching - match the words and phrases that have similar meanings.</li> </ol>

Implemented by:



## 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>

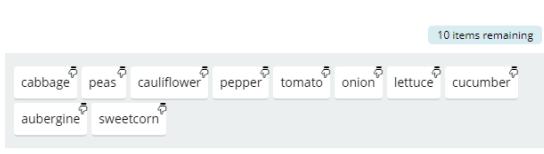
I can complete sentences and questions about vegetables.

#### Preparation

Match the words with the pictures. Click on the sound button, listen and say the word.

##### Vegetables

Match the words and pictures.



#### Practice tasks

How to do:

- 1) Ordering - put the words in alphabetical order.
- 2) Spelling - listen and write the words.

##### Vocabulary B1-B2: Vegetables 1 - Spelling

Listen and write the words.

1. p ea s

- 3) Gap fill - Complete the sentences to make definitions.



#### Practice tasks

How to do:

- 4) Answer the questions.

##### Vocabulary B1-B2: Vegetables 1 - Which vegetables?

Answer the questions by choosing the answers. There are three correct answers for each question.

9 items remaining

Which vegetables grow below ground?

- aubergine
- carrot
- lettuce

- 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.

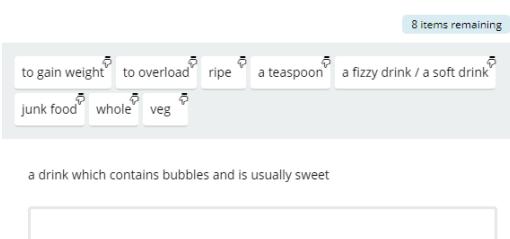
#### Preparation

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.

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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><b>An opinion essay about fast food</b> Match the words with the definitions.</p> <p>8 items remaining</p> <p>a treat<sup>1</sup> a portion<sup>2</sup> to outweigh something<sup>3</sup> a tax<sup>4</sup> to victimise somebody<sup>5</sup> detrimental<sup>6</sup> to seek out something<sup>7</sup> drastic<sup>8</sup></p> <p>an extra charge added by the government to the price of some goods and services</p> <p><input type="text"/></p>	<p><b>Reading</b> Read the exam question, essay and top tips for writing.</p> <p><b>Exam question</b> 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><b>Exercises</b></p> <ol style="list-style-type: none"> <li>1) Matching - match the essay paragraphs with their content.</li> <li>2) Gap fill – complete the sentences with a word in the box.</li> </ol> <p><b>An opinion essay about fast food</b> Fill the gaps with the correct collocating word from the box.</p> <p>8 items remaining</p> <p>penalise<sup>1</sup> treats<sup>2</sup> urgent<sup>3</sup> crisis<sup>4</sup> size<sup>5</sup> deny<sup>6</sup> detrimental<sup>7</sup> severity<sup>8</sup></p> <p>1. It is hard to <input type="text"/> that the problem is getting worse.</p> <p>2. Giving children little <input type="text"/> like sweets and chocolate is actually bad for their teeth.</p> <ol style="list-style-type: none"> <li>3) Multiple choice - choose the correct linker.</li> <li>4) Gap fill - write the correct form of the word in brackets.</li> </ol>

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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><b>How to do:</b> Match the words with the definitions.</p> <p><b>Writing B2: A letter of complaint – preparation</b> Match the words with the definitions.</p> <p>an overdose <input type="checkbox"/> a prescription <input type="checkbox"/> on duty <input type="checkbox"/> to call for something <input type="checkbox"/> dismay <input type="checkbox"/> a pharmacy <input type="checkbox"/> to take steps to do something <input type="checkbox"/> to bring something to someone's attention <input type="checkbox"/></p> <p>a strong feeling of disappointment or worry</p>	<p><b>Reading</b> Read the letter of complaint and the writing tips.</p> <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 Kendorol 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 Kendorol. This is ten times stronger than the prescription called for.</p> <p><b>Tips</b></p> <ol style="list-style-type: none"> <li>1. Focus on the most important facts. Don't give unnecessary background information.</li> <li>2. Make sure you include: <ul style="list-style-type: none"> <li>• the reason for writing (e.g. <i>I am writing to ...</i>)</li> <li>• what went wrong</li> <li>• what you would like to happen now.</li> </ul> </li> </ol>	<p><b>How to do:</b></p> <ol style="list-style-type: none"> <li>1) Matching - match the sentence with the part of the email.</li> <li>2) Grouping - put the sentences in the correct groups.</li> </ol> <p><b>Writing B2: A letter of complaint – 2</b> Put the sentences in the correct groups.</p> <p>8 items remaining</p> <p>There seems to be a problem with the battery. <input type="checkbox"/> The delay was unacceptable. <input type="checkbox"/> There is an error in the bill. <input type="checkbox"/> I must insist on a full refund. <input type="checkbox"/> I hope you can take steps to make sure this does not happen again. <input type="checkbox"/></p> <p>8 items remaining</p> <p>3) Rewrite these sentences using the passive form.</p>

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## Unit 11 Thanakha: uniquely Myanmar

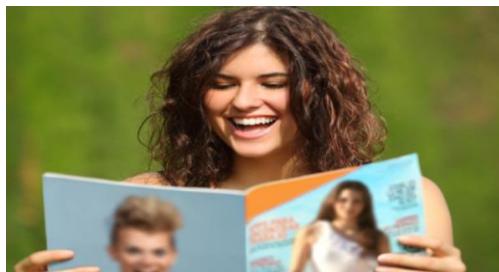
### Let's practise reading skills

**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.

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## 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.



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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	Grammar study	Exercises
<p>1) Watch the video</p> <p>2) Look at the examples of relative clauses. They are in <b>red</b> in the subtitles.</p>	<p><b>Grammar study</b> Read the conversation to learn more.</p> <p>What are defining relative clauses?</p> <p>They are clauses that you need in the sentence for it to make sense.</p> <p><i>The people who live here have had the same kind of lifestyle for hundreds of years.</i></p> <p>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.</p>	<p><b>Exercises</b> How to do:</p> <ol style="list-style-type: none"> <li>1) True/false – answer the sentences true or false.</li> <li>2) Gap fill - write a relative pronoun (that, which, who, where, when or whose) to fill each gap.</li> </ol> <p><b>Relative clauses</b> Write a relative pronoun (that, which, who, where, when or whose) to fill each gap.</p> <p>8 items remaining</p> <ol style="list-style-type: none"> <li>1. That's the house <input type="text"/> I was born.</li> <li>2. My Auntie Ella, <input type="text"/> is a journalist, is coming to visit next week.</li> <li>3. People <input type="text"/> like outdoor activities will love our holidays.</li> </ol> <p>3) Multiple choice - choose the correct option.</p>

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## 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...

I can identify useful phrases to write an informal email.

**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>

#### Preparation

How to do:

Match the words with the definitions.

##### Foreign exchange emails

Match the words with the definitions.

6 items remaining

a festival	a classmate	a host family	a foreign exchange student
a street performance	a school trip		

a student who goes to another country to study for a short time

\_\_\_\_\_

#### Reading

Read the email messages.

Fran Romero to Simon Allen  
Subject: Re: How's it going?  
20 August, 10:37

Hi Simon

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.

#### Exercises

How to do:

- 1) True/false – answer true or false for the sentences.
- 2) Matching - match the words and phrases which have the same meaning.

##### Foreign exchange emails

Match the words and phrases which have the same meaning.

8 items remaining

Hi ... / Hey ...	pretty	a bit	loads of	hang out	How's it going?
OK	nice				

Dear ...

\_\_\_\_\_

How are you?

\_\_\_\_\_

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I can understand a radio interview about living in London.

## 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>

Preparation	Listening	Exercises
<p>How to do: Match the words with the definitions.</p> <p><b>Audio zone: Living in London – preparation</b> Match the words with the definitions.</p> <p>8 items remaining</p> <p>an event <input type="checkbox"/> a local community <input type="checkbox"/> packed <input type="checkbox"/> trendy <input type="checkbox"/> the outskirts <input type="checkbox"/> the Tube <input type="checkbox"/> a love-hate relationship <input type="checkbox"/> rush hour <input type="checkbox"/></p> <p>strong feelings about something that are a mixture of love and hate</p> <p>1. Generally, people don't <input type="checkbox"/> in central London. They might <input type="checkbox"/> there, but they don't visit there.</p>	<p><b>Listening</b> Listen to Luke talking about London life and the best and worst things about living there.</p>  <p>▶ 0:00 / 3:18</p>	<p>How to do:</p> <ol style="list-style-type: none"><li>1) Multiple choice - choose the correct option.</li><li>2) Sentence completion - complete the sentences.</li></ol> <p><b>Audio zone: Living in London – 2</b> Complete the sentences.</p> <p>12 items remaining</p> <p>Tube <input type="checkbox"/> local community <input type="checkbox"/> live <input type="checkbox"/> downside <input type="checkbox"/> events <input type="checkbox"/> half an hour <input type="checkbox"/> outskirts <input type="checkbox"/> theatre <input type="checkbox"/> village <input type="checkbox"/> work <input type="checkbox"/> rush hour <input type="checkbox"/> quietness <input type="checkbox"/></p> <p>1. Generally, people don't <input type="checkbox"/> in central London. They might <input type="checkbox"/> there, but they don't visit there.</p>

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## 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.

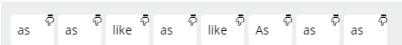
#### Grammar Test 1

Do the test

##### Grammar B1-B2: 'as' and 'like': 1

Complete the sentences with 'as' or 'like'.

8 items remaining



1.  you know, the factory will shut down in May.

#### Grammar explanation

Read the explanation to learn more

##### Grammar explanation

as and like are often confused since they can both be used for comparisons. There are, however, important differences.

##### Making comparisons

##### as + adjective + as and as much as

We often use the structure as + adjective + as or as much as to say if something has, or doesn't have, the same amount of that quality as something else.

*She loves curry as much as I do.  
He's not as tall as his brother.  
It's not as expensive as the other hotel.  
That dog is as big as that child!*

#### Grammar test 2

Do the test

##### Grammar B1-B2: 'as' and 'like': 2

Complete the sentences with 'as' or 'like'.

8 items remaining



1. She worked  a journalist before writing her first novel.

2. You look just  your mother when you smile.

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I can understand a video about a hospital visit.

## 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>

Preparation	Video	Exercises
<p>Answer the questions</p> <p>Think about the following questions:</p> <ul style="list-style-type: none"><li>• What procedure is typically followed when you go to see a doctor?</li><li>• How do you know if you've broken a bone?</li></ul> <p>Watch as Ashlie takes Stephen to hospital.</p>	<p>Watch the video at the hospital</p>  <p>1:27 / 4:11</p>	<p><b>Exercises</b></p> <p>How to do:</p> <ol style="list-style-type: none"><li>1) Multiple choice - choose the correct answer.</li><li>2) Dialogue completion - write the correct words to complete the conversation.</li></ol> <p><b>Check your understanding 2</b></p> <p>Write the correct words to complete the receptionist's sentences in her conversation with Ash and Stephen.</p> <p>4 items remaining</p> <p>Ash: Hi.</p> <p>Receptionist: Hello. <input type="text"/> (4 words)?</p> <p>Stephen: Yes. I think I've broken my ankle and my elbow. I think I need an X-ray.</p> <p>Receptionist: <input type="text"/> (5 words), please?</p> <p>Ash: It's Walker. Stephen Walker.</p> <p>Receptionist: OK. Thank you. <input type="text"/> (5 words), please, and someone will see you <input type="text"/></p> <p>3) Order the words to make sentences with 'just'.</p>

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## 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...**

I can use useful phrases to write a for and against' 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/upper-intermediate-b2-writing/against-essay-about-internet>

#### Preparation

Fill the gaps with the correct word from the box.

##### A for and against essay

Fill the gaps with the correct word from the box.

opinions<sup>5</sup> reasons<sup>5</sup> plan<sup>5</sup> disagree<sup>5</sup> formal<sup>5</sup>

5 items remaining

1. You should give your  on the topic.
2. Always give  for your opinions.
3. You can agree,  or discuss both sides of the statement.
4. The register used in an essay is usually quite .
5. You need to  your essay carefully before you start writing.

#### Reading

Read the essay and the top writing tips.

##### 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:

*Is the internet bad for young people?*

*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.*

#### Top Tips for writing

1. Start by saying what the current situation is or introducing the debate.
2. In the second paragraph talk about the advantages or reasons in favour. Use expressions like *One advantage of X is ... and Another advantage of X is ...*
3. In the third paragraph give the disadvantages or reasons against. You can start this contrasting paragraph with *On the other hand, ...*
4. Finally, sum up the main arguments using *To sum up, ... or To conclude, ... Give your opinion too, using expressions like Personally, ... or In my opinion, ...*

#### Exercises

How to do

- 1) Grouping – put the ideas in the correct groups.
- 2) Gap fill - fill the gaps with the correct word or phrase from the box.

##### A for and against essay

Fill the gaps with the correct word or phrase from the box.

8 items remaining

There is no doubt<sup>5</sup> Personally<sup>5</sup> positive aspect of<sup>5</sup>  
Another drawback is<sup>5</sup> One advantage of<sup>5</sup> On the other hand<sup>5</sup>  
To conclude<sup>5</sup> In addition<sup>5</sup>

that the subject of keeping animals in zoos creates a lot of debate.

Some people say zoos are traditional family entertainment and good for animals. Others say keeping animals in zoos is cruel and inhumane.

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I can understand a video about the British countryside.

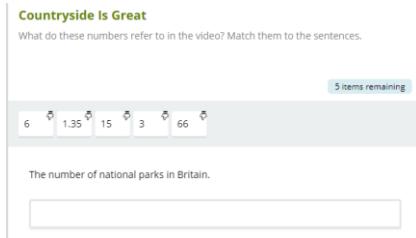
## Unit 12 Urbanization

### 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>

<p><b>Video</b> Watch the video about a man visiting beautiful parts of Britain.</p> 	<p><b>Exercises</b> How to do: 1) Headings - choose the best title for the video. 2) Matching – match the numbers to sentences from the video.</p> 	<p><b>Exercises</b> 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.</p> <p>People say that the house is haunted by the ghost of a little girl. The house <input type="text"/> haunted by the ghost of a little girl. (said)</p> <p>People believe that Angelina Jolie is the best-paid actress in Hollywood. Angelina Jolie <input type="text"/> the best-paid actress in Hollywood. (believed)</p>
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