

Intermediate Self-Study Pack

Pack B: Weeks 7 – 12

Welcome to TREE's Intermediate Self-Study Pack B

Introduction

This pack offers links to a range of content, organised according to level and theme.

For each week we provide a link to at least three specially selected activities which you can work through in your own time. You can check answers at the end of each activity and re-do any activities which you found challenging.

If you are not sure of your level, you can do this quick online test:

<https://learnenglishteens.britishcouncil.org/content>

Organise your time



We suggest you set aside regular short periods of time during the week to work on your English. The schedule we provide allocates tasks for you to complete on Mondays, Wednesdays and Fridays, but please feel free to change the days and times to suit your schedule.

Keep a notebook



Remember to record new words and phrases in your notebook during each session. Try to include an example of the new word in a sentence, or maybe include a drawing, or translate the word into Myanmar. All of these things will help you to remember them.

Keep any written work in this notebook too, so you can refer to it and see how your English has improved over time.

Record your progress



On the contents page, there is a chart like this one:

Task	Completed √ / x
LISTENING: Transport Announcements	
READING PRACTICE- Bangkok	
LISTENING: Panama Canal	

You can record your progress by ticking off the tasks as you complete them.

If you complete all of the tasks in 6 weeks, **CONGRATULATIONS!** Give yourself a reward before you move on to the next level.

Additional Materials



You can also find additional free resources at <https://learnenglishteens.britishcouncil.org/> and <https://learnenglish.britishcouncil.org/>

If you are teacher, you can find resources and information about teaching English at <https://www.teachingenglish.org.uk/>

Contents and Progress

Task	Completed √ / x
Week 7- Digital Habits Across Generations	
READING 1: Mobile Phones	
READING 2: Digital Habits across Generations	
Week 8- Travel and Adventure	
WRITING: Staying in Touch	
READING: Amazing Adventures	
Week 9- International Women	
WRITING: Someone I Admire	
READING: Good night stories for Rebel Girls	
Week 10- Climate Change	
READING: COP 26	
Week 11- The Environment	
READING: Animals in the City	
Week 12- It's a Wrap	
READING: Happiness	

How much do you love *your* mobile phone? Could you live without it? Find out what British teenagers, parents and teachers say about the subject!

How old were you when you got a mobile? Everybody knows that teenagers love their phones. Here are some mobile phone facts.

- Two-thirds of 12-15-year-olds in the UK have a smartphone.
- People in the UK send 50 text messages a week on average.
- British 12-15-year-olds send an average of 200 messages a week.
- British girls aged between 12 and 15 text more than boys of the same age group. Girls send 221 messages a week!

Parents

Parents want their kids to be safe. Are teenagers safer with a mobile phone or without? Many parents want their children to have a phone so that they can be in contact at any time or in any place. On the other hand, for lots of parents a phone is a source of possible danger. Parents worry that their child may meet the wrong kind of 'friends' on social networking sites or that they might receive cruel messages from school bullies. Some parents have rules about their children's mobile phone and internet usage and bad behaviour can result in removal of mobile privileges.

'The great thing about my kids having mobile phones is that I can keep in touch with them. The worst thing about teenagers having phones is that some young people use them to send offensive messages to each other.'

William, from Coventry. William is a parent of two teenagers.

'A teenager feels lost without a phone. If my daughters behave badly, I confiscate their phones and their behaviour quickly improves.'

Kiera, mother of 15-year-old twins.

School

Mobile phones are permitted at school in the UK but pupils are not allowed to use them in class and they must be on silent during lessons. Teachers can take away phones if these rules are broken. School students can use their phones at break time and at lunchtime. Some teachers in British schools complain that pupils don't always follow the rules and that lessons are disrupted by people texting, making and receiving calls, looking at social networking sites, watching videos and even making videos in the class.

'My mum is scared that I'm going to lose my phone or that someone is going to steal it. She won't buy me the really cool phone that I want. I've got this rubbish one that doesn't do much. I suppose that makes sense but it's not fair that everyone else has a smartphone and I don't.'

Tam, 14, from Wrexham.

'I know that some people want mobiles to be banned at school but as a language teacher I find that phones can be pretty useful in class ... for educational purposes of course. For example, the students write a dialogue in French, they record it on a phone, then they listen to the recording and try to correct any mistakes or improve pronunciation. They love it!'

Stan, from Chester. Stan is a French teacher.

Messaging

A mobile phone contract in the UK usually comes with a number of text messages included in the price. Of course lots of people send messages completely free of charge using an app that's also free to download. If you want to send text messages in English you need to know some abbreviations. Here are some to get you started:

LOL	= laugh out loud
POS	= parent over shoulder
BRB	= be right back
TYVM	= thank you very much
BCNU	= be seeing you (meaning 'goodbye')
ASAP	= as soon as possible
OIC	= oh I see (means 'I understand')
TTFN	= Ta ta for now (means 'goodbye')
BFFL	= best friends for life

TYVM 4 reading this article. BCNU!

Do the preparation task first. Then read the article about British teenagers and their mobile phones and do the exercises to check your understanding.

Preparation

Match the vocabulary with the correct definition and write a–h next to the numbers 1–8.

- | | | | |
|--------|--------------------------------|----|--|
| 1..... | cruel | a. | to communicate with somebody |
| 2..... | a contract | b. | unkind, mean |
| 3..... | allowed to do something | c. | the ability to do something special or fun |
| 4..... | a privilege | d. | to punish somebody by taking away something that belongs to them |
| 5..... | to confiscate something | e. | able and permitted to do something |
| 6..... | to be in contact with somebody | f. | a short form of a long word or phrase |
| 7..... | disrupted | g. | an agreement between a buyer and a seller |
| 8..... | an abbreviation | h. | interrupted; stopped from going smoothly |

1. Check your understanding: true or false

Circle *True* or *False* for these sentences.

- | | | | |
|----|--|-------------|--------------|
| 1. | British girls send more text messages than boys. | <i>True</i> | <i>False</i> |
| 2. | Some parents think that mobile phones are dangerous. | <i>True</i> | <i>False</i> |
| 3. | Kiera takes away her daughters' phones if they behave badly. | <i>True</i> | <i>False</i> |
| 4. | Mobile phones are not allowed at school in Britain. | <i>True</i> | <i>False</i> |
| 5. | Tam is happy with her mobile phone. | <i>True</i> | <i>False</i> |
| 6. | Some teachers use mobiles phones to help their students learn. | <i>True</i> | <i>False</i> |

2. Check your understanding: gap fill

Complete the sentences with a word from the box.

soon	you	laugh	shoulder	friends	see	now	much
------	-----	-------	----------	---------	-----	-----	------

1. LOL means '_____ out loud'.
2. POS means 'parent over _____'.
3. TYVM means 'Thank you very _____'.
4. BCNU means 'be seeing _____'.
5. ASAP means 'as _____ as possible'.
6. OIC means 'oh I _____'.
7. TTFN means 'ta ta for _____'.
8. BFFL means 'best _____ for life'.

3. Check your grammar: multiple choice – prepositions

Circle the best preposition to complete these sentences.

1. Many parents want their children to have a phone so that they can be **in / on / at** contact at any time.
2. **On / Of / To** the other hand, for lots of parents a phone is a source of possible danger.
3. Some young people use mobile phones to send offensive messages **at / on / to** each other.
4. Mobile phones are permitted **on / to / at** school in the UK.
5. School students can use their phones **of / at / on** break time.
6. Some teachers complain that lessons are disrupted by people looking **in / at / to** social networking sites.
7. They record the dialogue **at / on / in** the phone.
8. Then they listen **to / of / at** the recording.

Discussion

Some parents confiscate their teenager's phone as a punishment for poor behaviour. Is that a good idea? What's your opinion? Should mobile phones be allowed in schools?

Answers to **Mobile phones – exercises**

Preparation

- | | |
|------|------|
| 1. b | 5. d |
| 2. g | 6. a |
| 3. e | 7. h |
| 4. c | 8. f |

1. Check your understanding: true or false

- | | |
|---------|----------|
| 1. True | 4. False |
| 2. True | 5. False |
| 3. True | 6. True |

2. Check your understanding: gap fill

- | | |
|-------------|------------|
| 1. laugh | 5. soon |
| 2. shoulder | 6. see |
| 3. much | 7. now |
| 4. you | 8. friends |

3. Check your grammar: multiple choice – prepositions

- | | |
|-------|-------|
| 1. in | 5. at |
| 2. On | 6. at |
| 3. to | 7. on |
| 4. at | 8. to |

Digital habits across generations

Read an article about how people at different ages use computers and smartphones to practise and improve your reading skills.

Before reading

Do the preparation task first. Then read the text and do the exercises.

Preparation task

Match the definitions (1–8) with the vocabulary (a–h).

Vocabulary

1. to miss out on
2. addiction
3. constantly
4. to be cut off from
5. unlike
6. social media
7. ironically
8. early adopters

Definitions

- a. websites and apps like Facebook, Twitter and Instagram
- b. in a funny or strange way because it's unexpected
- c. different from
- d. to not get the benefits of
- e. needing something too much or in an unhealthy way
- f. people who are the first to buy or use new technology
- g. all the time without a break
- h. to have no access to

Reading text: Digital habits across generations

Today's grandparents are joining their grandchildren on social media, but the different generations' online habits couldn't be more different. In the UK the over-55s are joining Facebook in increasing numbers, meaning that they will soon be the site's second biggest user group, with 3.5 million users aged 55–64 and 2.9 million over-65s.

Sheila, aged 59, says, 'I joined to see what my grandchildren are doing, as my daughter posts videos and photos of them. It's a much better way to see what they're doing than waiting for letters and photos in the post. That's how we did it when I was a child, but I think I'm lucky I get to see so much more of their lives than my grandparents did.'

Ironically, Sheila's grandchildren are less likely to use Facebook themselves. Children under 17 in the UK are leaving the site – only 2.2 million users are under 17 – but they're not going far from their smartphones. Chloe, aged 15, even sleeps with her phone. 'It's my alarm clock so I have to,' she says. 'I look at it before I go to sleep and as soon as I wake up.'

Unlike her grandmother's generation, Chloe's age group is spending so much time on their phones at home that they are missing out on spending time with their friends in real life. Sheila, on the other hand, has made contact with old friends from school she hasn't heard

from in forty years. 'We use Facebook to arrange to meet all over the country,' she says. 'It's changed my social life completely.'

Teenagers might have their parents to thank for their smartphone and social media addiction as their parents were the early adopters of the smartphone. Peter, 38 and father of two teenagers, reports that he used to be on his phone or laptop constantly. 'I was always connected and I felt like I was always working,' he says. 'How could I tell my kids to get off their phones if I was always in front of a screen myself?' So, in the evenings and at weekends, he takes his SIM card out of his smartphone and puts it into an old-style mobile phone that can only make calls and send text messages. 'I'm not completely cut off from the world in case of emergencies, but the important thing is I'm setting a better example to my kids and spending more quality time with them.'

Is it only a matter of time until the generation above and below Peter catches up with the new trend for a less digital life?

Tasks

Task 1

Are the sentences true or false?

	Answer	
1. More people aged 55 or more use Facebook than people aged 65 or more.	True	False
2. Grandparents typically use Facebook less than their grandchildren.	True	False
3. Sheila feels grateful to social media.	True	False
4. Peter found his own smartphone use affected how he felt about how much his children used their phones.	True	False
5. Peter has changed how much he uses his phone during the working day.	True	False
6. Peter feels that the changes make him a better parent.	True	False

Task 2

Write the phrases in the correct group.

are returning to older technology	are less keen on Facebook	like to keep their phones near them
use social media to find old friends	were the first generation to get smartphones	feel lucky to have the internet in their lives

Teens	Grandparents	Parents

Discussion

Who uses their phone the most among your family or friends?

Answers

Preparation task

1. d
2. e
3. g
4. h
5. c
6. a
7. b
8. f

Task 1

1. True
2. False
3. True
4. True
5. False
6. True

Task 2

Teens	Grandparents	Parents
are less keen on Facebook like to keep their phones near them	use social media to find old friends feel lucky to have the internet in their lives	were the first generation to get smartphones are returning to older technology

Writing: B2

An informal email to a friend

Learn how to write an informal email to a friend.

Before reading

Do the preparation task first. Then read the text and tips and do the exercises.

Preparation task

Write the phrases in the correct group.

Hi Pradeep!	Dear Sir/Madam,	Hope to hear from you soon,	How's it going?
I look forward to a prompt reply.	Yours sincerely,	Take care,	I am writing to request ...

Informal	Formal

Reading text: An informal email to a friend

Hi Linda,

How's it going?

Sorry I haven't been in touch for such a long time but I've had exams so I've been studying every free minute. Anyway, I'd love to hear all your news and I'm hoping we can get together soon to catch up. We just moved to a bigger flat so maybe you can come and visit one weekend?

How's the new job?

Looking forward to hearing from you!

Helga

.....

Hi Helga,

I've been meaning to write to you for ages now so don't worry! How did your exams go? When will you know your results? I'm sure you did brilliantly as always!

As for me, I'll have been in the new job three months by the end of next week so I'm feeling more settled in. At first I felt like I had no idea what I was doing but now I realise it's normal to feel like that. There was a lot to learn – there still is actually – and I soon had to get used to the idea that I can't know everything. I used to work late a lot and at weekends but I'm slowly getting into a normal routine.

Which means I'd love to come and visit! We really need a good catch up! I can't believe we haven't seen each other since Carl's wedding. How does next month sound?

Anyway, I'd better get back to work.

Congratulations on the new flat! Can't wait to see you!

Love,

Linda

.....

Tips

1. You can start an informal email with *Hi ...*
2. Make sure you answer any questions that were asked.
3. Use informal vocabulary like phrasal verbs (e.g. *to get together, to catch up*) to create a friendly tone.
4. Before you sign off, close the email with a phrase like *Looking forward to seeing you!* Or *Good luck with your exams!*
5. End with *Love*, (for close friends and family) or *Take care*, before signing your name on the next line.

Tasks

Task 1

Are the sentences true or false?

	Answer	
1. <i>Hi ...</i> is less formal than <i>Dear ...</i> , .	True	False
2. <i>How's it going?</i> is an informal way to say <i>How are you?</i> .	True	False
3. It's important to give the reason for writing in the first sentence.	True	False
4. Phrasal verbs like <i>catch up</i> make your writing sound more formal.	True	False
5. <i>How does ... sound?</i> is an informal way of suggesting something.	True	False
6. People don't write in paragraphs in informal emails.	True	False

Task 2

Match the sentences (1–6) with the replies (a–f).

Sentences

- I was wondering if you want to go for dinner.
- I'm really sorry I've not been in touch.
- How are you doing?
- Just to let you know I passed my exams!
- I've been ill for most of the month so I couldn't come to your party.
- I was hoping you could do me a favour.

Replies

- Things have been good and ...
- Sorry to hear that!
- Don't worry! I've been super busy too.
- I'd love to. How about Tuesday?
- Happy to help any way I can.
- So good to hear your news.

Task 3

Write one word to fill each gap.

- Sorry I haven't been touch for such a long time.
- I've been meaning to write to you ages.
- How did your exams ?
- I felt like I didn't know what I was doing first!
- Anyway, I'd better back to work.
- Can't wait see you!
- We really need a good catch !
- I can't believe we haven't seen each other Carl's wedding.

Discussion

What's the best way to stay in touch with friends you don't see often?

Answers

Preparation task

Informal	Formal
<p>Hi Pradeep</p> <p>Hope to hear from you soon,</p> <p>How's it going?</p> <p>Take care,</p>	<p>Dear Sir/Madam</p> <p>I look forward to a prompt reply.</p> <p>Yours sincerely,</p> <p>I am writing to request ...</p>

Task 1

1. True
2. True
3. False
4. False
5. True
6. False

Task 2

1. d
2. c
3. a
4. f
5. b
6. e

Task 3

1. in
2. for
3. go
4. at
5. get | go
6. to
7. up
8. since

From walking along the entire Amazon River to skiing to the South Pole, take a look at some of the 21st century's most amazing adventurers!

Amazing adventurers

Have you ever dreamt of climbing Mount Everest or visiting Antarctica? If so, you're not alone. Every year, thousands of people try to climb the world's highest mountains or walk across continents. In the past, explorers had compasses and maps, but today's adventurers have satellite phones and GPS. They also use their travels to let the world know about climate change and help people in the countries they visit. Let's take a look at some of the 21st century's greatest adventurers.

Amazon adventurer

Ed Stafford from the UK is the first person to walk the length of the Amazon River. He started by a small stream in the Andes mountains of Peru and arrived at the river's mouth in Brazil, two years and four months later. Snakes, crocodiles and jaguars live in the Amazon rainforest, so it's a dangerous place. Luckily, Ed avoided the big animals, but he was bitten by ants and mosquitoes every day. On his trip, Ed had to find food each morning. Sometimes the fruit, nuts and fish he ate were hard to find and Ed often felt weak and hungry.

Technology was essential for Ed. He used a radio to ask local people for food and permission to enter their land. Many of them came to meet him and guide him through the dense rainforest. As he walked, Ed wrote a blog about his daily experiences.

Ed used his walk to let the world know about climate change and raise money for environmental charities in Brazil and Peru.

A mountain climber

Four thousand climbers, aged between 13 and 80, have been to the top of Everest. Climbing high mountains requires a lot of preparation and is very dangerous, but some of the world's best climbers are now looking for new challenges.

Gerlinde Kaltenbrunner from Austria fell in love with climbing as a teenager. When she left school, she worked as a nurse and climbed in her free time. Starting with Everest, she has been climbing all the world's fourteen peaks over 8,000 metres. To increase the challenge, Gerlinde climbs without using oxygen tanks. Low oxygen levels can make climbers ill, so Gerlinde has to climb slowly. Gerlinde is passionate about Nepal and raises money for a charity for poor children and orphans there.

More than one adventure

Some of today's adventurers go from challenge to challenge. Meagan McGrath from Canada has climbed the highest mountain on each continent, ridden a bike across Canada and run a long-distance race in the Sahara Desert. But perhaps her most incredible journey was a skiing trip to the South Pole. She pulled a tent and all her food on a sledge behind her as she skied. On the first day, she fell into a glacier and had to be rescued. Many people would have given up, but Meagan decided to carry on. Skiing through ice storms, she arrived at the South Pole forty days later.

Erik Weißenmayer from the United States is another unstoppable adventurer. He's climbed mountains, ridden a bike through the deserts of Morocco and kayaked through the Grand Canyon. Amazingly, Erik has been blind since the age of 13. Apart from his travels, he helps people with disabilities to live active lives and takes groups of young blind people on climbing expeditions.

Where next?

Despite new technologies, adventurers still have to live with terrible weather, lack of food and wild animals. Preparation and training are essential, but if you have a sense of adventure, there are continents to cross and hundreds of mountains to climb.

Robin Newton

Easy reading: Amazing adventurers (level 2) – exercises

Do the preparation exercise first. Then read the text and do the exercises to check your understanding.

Preparation

Match the vocabulary with the correct definition and write a–h next to the numbers 1–8.

- | | |
|--------------------------|--|
| 1..... a charity | a. getting ready for something |
| 2..... to rescue someone | b. an organisation that helps people in need |
| 3..... essential | c. a small river |
| 4..... preparation | d. necessary or needed |
| 5..... a stream | e. something that is difficult but stimulating to do |
| 6..... a challenge | f. to save someone from danger |
| 7..... the peak | g. unable to see |
| 8..... blind | h. the very top of a mountain |

1. Check your understanding: multiple choice

Circle the best option to complete these sentences.

- Modern explorers use **compasses and maps / satellite phones and GPS / local guides** .
- Ed often didn't have enough **sleep / food / oxygen** .
- Erik takes groups of blind people **up mountains / along rivers / through deserts** .
- Gerlinde / Erik / Ed** used technology to contact local people.
- Gerlinde supports a charity that helps **blind people / the environment / children** .
- Gerlinde / Erik / Meagan** hasn't done a long-distance bike ride.
- Gerlinde / Ed / Meagan** had to look out for wild animals.
- Gerlinde / Ed / Meagan** had to go slowly because there wasn't much oxygen.

2. Check your understanding: gap fill

Complete the sentences with a word from the box.

eighty	eight thousand	thirteen	forty
twenty-eight		four thousand	

- The oldest person to climb Everest is _____ years old.
- Ed Stafford's journey took _____ months.
- Erik Weißenmayer has been blind since he was _____.
- Meagan McGrath took _____ days to ski to the South Pole.
- There are fourteen mountains with a height over _____ metres.
- More than _____ climbers have climbed Everest.

Discussion

Which of these adventures would you most like to go on?

Vocabulary Box

Write any new words you have learnt in this lesson.

Answers to Amazing adventurers (level 2) – exercises**Preparation**

- | | |
|------|------|
| 1. b | 5. c |
| 2. f | 6. e |
| 3. d | 7. h |
| 4. a | 8. g |

1. Check your understanding: multiple choice

- | | |
|-----------------------------|-------------|
| 1. satellite phones and GPS | 5. children |
| 2. food | 6. Gerlinde |
| 3. up mountains | 7. Ed |
| 4. Ed | 8. Gerlinde |

2. Check your understanding: gap fill

- | | |
|-----------------|-------------------|
| 1. eighty | 4. forty |
| 2. twenty-eight | 5. eight thousand |
| 3. thirteen | 6. four thousand |

Writing skills practice: Someone I admire – exercises

Look at the description and do the exercises to practise and improve your writing skills.


Preparation

Match the vocabulary with the correct definition and write a-g next to the number 1-7.

- | | |
|---------------------|--|
| 1..... kind | a. having a positive feeling of pleasure and satisfaction |
| 2..... shy | b. behaving in a pleasant way to other people |
| 3..... friendly | c. having a lot of belief in yourself |
| 4..... happy | d. being generous to other people and thinking about other people's feelings |
| 5..... hard-working | e. being nervous or uncomfortable with other people |
| 6..... serious | f. thinking a lot and not joking or laughing very much |
| 7..... confident | g. doing a lot of work all the time and keeping busy |

Someone I admire

My cousin Laura



Someone I admire is my cousin Laura. She's five years older than me, so she's 19 now and she lives in Bristol. She's very friendly and confident and she's got long, wavy, brown hair and greeny-brown eyes. She's medium height, slim and very fit because she's a dancer.

She's been dancing since she was six years old and trains every day at her dance school. She wants to be a professional dancer, but it's a very difficult profession because it's so competitive. She often dances in shows and I've been to watch her several times. Her favourite type of dance is modern, which is sometimes a bit strange, but I love watching her dance.

Laura is very busy because she also studies photography at university. She's a really good photographer and has taken lots of amazing photos of me and my family. Her photos have won a few prizes and last year one of her photos was in an exhibition at an art gallery in London.

Laura doesn't have a lot of free time and she's also trying to learn German because she wants to go to Germany next year to do a photography course. I think Laura is very hard-working and she deserves to become a professional dancer one day.

1. Check your understanding: multiple choice

Circle the best word or phrase to complete these sentences.

1. Laura currently lives in **London / Bristol / Germany** .
2. Laura started dancing when she was **5 / 6 / 19** .
3. Laura goes to university and studies **German / dance / photography** .
4. Laura has won prizes for her **photography / dancing / language skills** .
5. Laura's dream is to be a **German teacher / professional dancer / professional photographer** .
6. Laura is very **busy and hard-working / beautiful and kind / fit and strong** .

2. Check your writing: grouping – vocabulary about appearance

Write the words in the correct group. Some words can be added to more than one group.

long	tall	brown	blue	wavy	green
overweight	average build	grey	short	straight	
slim	curly	blond	shoulder-length	medium height	

eyes	hair	height	build

3. Check your writing: gap fill – completing a description

Complete the description with words from the box.

hard-working	sad	brother	creative	young	successful
fit	dream	better	patient	blond	London

Someone I admire is my ¹ _____ David. He is seven years older than me so he is 23 now. He has recently moved to ² _____ for his new job. He is very friendly, ³ _____ and he has a good sense of humour. He is tall and has short ⁴ _____ hair.

David has loved computer games since he was a child. Now he designs new computer games so he is very ⁵ _____. He can also speak Chinese very well and his ⁶ _____ is to work in China in the future.

David is also very ⁷ _____ because he loves to play sports, especially football. When I visit him in London he often takes me to watch live football! It's great.

When we were ⁸ _____ we used to play football in the garden, but he was much ⁹ _____ than me!

David doesn't have a lot of free time these days because he works so hard. I really admire how ¹⁰ _____ he is and how ¹¹ _____ he has been in his career. I always look forward to visiting him but I will be ¹² _____ if he moves to China.

Discussion

Who do you admire among your friends and family?

Do you have a role model?

Answers to **Someone I admire** – exercises

Preparation

- | | |
|------|------|
| 1. d | 5. g |
| 2. e | 6. f |
| 3. b | 7. c |
| 4. a | |

1. Check your understanding: multiple choice

- | | |
|----------------|--------------------------|
| 1. Bristol | 4. photography |
| 2. 6 | 5. professional dancer |
| 3. photography | 6. busy and hard-working |

2. Check your writing: grouping – vocabulary about appearance

eyes	hair	height	build
	long		
	short		
	shoulder-length		
brown	curly	tall	overweight
blue	wavy	medium height	average build
green	straight	short	slim
grey	brown		
	grey		
	blond		

3. Check your writing: gap fill – completing a description

- | | |
|-------------|------------------|
| 1. brother | 7. fit |
| 2. London | 8. young |
| 3. patient | 9. better |
| 4. blond | 10. hard-working |
| 5. creative | 11. successful |
| 6. dream | 12. sad |

***Good Night Stories for Rebel Girls* is for people who want something different from fairy tale princesses. Here you'll find the amazing stories of one hundred inspiring women from the past and present.**

We all know how fairy tales go. A beautiful girl waits for a prince to come and rescue her. Then she marries him and lives happily ever after. But what if the girl was clever, creative, brave or strong instead of beautiful? What if she wanted to be an astronaut, a politician, a pirate or a spy instead of a princess? And what if she didn't need a prince to make it happen? That's the idea behind the book *Good Night Stories for Rebel Girls*. It's a book of fairy tales with a difference: all the stories are true.

The book tells the stories of one hundred inspiring women from 1500 BC in the time of Ancient Egypt to the modern day. The magic of the book is in the way it is written. It's not just boring biographies but it's told in the style of fairy tales. Some of the stories begin 'Once upon a time' just like a traditional fairy tale. They paint a picture of the life, dreams and achievements of each of the women and girls.

You probably won't recognise the names of most of the women but, by the time you finish reading, you'll wonder why. Sometimes, it's because people tried to remove them from history. Like Hatshepsut, one of the most successful pharaohs of Egypt. She brought peace and money to Egypt for 25 years. But after her death, her name was removed from government documents – and some of her statues were destroyed – by men who came after her. Other times, it's because a man's name became more famous. For example, Charles Babbage is called the 'father of computers' but a woman, Ada Lovelace, wrote the first computer program.

For many of the others, it's not obvious why we haven't learned about these women before. Society has often rewarded and celebrated the achievements of men more than women. If you close your eyes and imagine a war hero, an architect and an explorer, the picture that comes into your mind is probably of men. If you read the book, you can start to replace those pictures with women of all colours and ages. These women fought for their rights, broke rules and refused to behave the way society expected them to.

One problem with the book, unfortunately, is the title because it suggests it's a book for girls. It's a great idea to celebrate and inspire young girls to show them how powerful they can be. But the stories are just as interesting for boys to read. And it's just as important that boys imagine women as scientists, Formula One race car drivers and presidents.

Not all the women included are 'good girls'. Margaret Thatcher's story is a good example. She was Britain's first female prime minister and it gives one example of why people liked her and one example of why people didn't like her. But people didn't like a lot of things Margaret Thatcher did and the book doesn't make it clear that most people do not see her as a hero. Another woman, Jingū, Empress of Japan, decided to start a war with Korea because of a dream and the writers don't make any comment about this either. Pirates too might seem unusual heroes. They were, after all, dangerous criminals. Although it's good to see girls in a variety of roles, including politicians, pirates and invaders, it would be interesting to have a moral judgement sometimes. If these characters had a bad ending to their story or got what they deserved, it would show that just because they're female, they're not always good people.

There are now two *Rebel Girls* books after the first book sold a million copies in 36 different languages. The authors, Elena Favilli and Francesca Cavallo, raised the money to make the first book from crowdfunding on Kickstarter in 2016. With the help of 13,454 people from 75 countries, they raised \$1 million – the most money ever raised for an original book on Kickstarter. Readers wanted more, so the authors raised another \$866,000. In 2017, they produced a second book with another hundred women's stories.

Good Night Stories for Rebel Girls is the perfect book for reading a bit here and a bit there. But if you're the kind of person who watches a whole series of a TV show in one weekend, you'll probably do the same thing with this book.

Do the preparation exercise first. Then read the text and do the exercises to check your understanding.

Preparation

Match the vocabulary with the correct definition and write a–h next to the numbers 1–8.

- | | |
|--------------------------|---|
| 1..... rights | a. a kind of queen, but of a group of countries, not just one country |
| 2..... a moral judgement | b. a story that usually begins 'Once upon a time' and has a happy ending |
| 3..... a role | c. a method of raising money using the internet to ask large numbers of people for small amounts of money, usually for a business |
| 4..... crowdfunding | d. someone who does the opposite of what society tells them to do |
| 5..... inspiring | e. things that you can do or have that no one is allowed to take away, for example your life or your education |
| 6..... an empress | f. making you want to do your best and be the best |
| 7..... a rebel | g. a part you play in society |
| 8..... a fairy tale | h. an opinion about if something is right or wrong |

1. Check your understanding: gap fill

Complete the sentences with a name or word from the box.

Ada Lovelace	Hatshepsut	Margaret Thatcher
Elena Favilli and Francesca Cavallo	Jingū	Princesses

- _____ was the first female leader of her country.
- _____ get married to achieve a dream.
- _____ invented something that makes using modern computers possible.
- _____ made men jealous after she died.
- _____ started a war with a neighbouring country.
- _____ found help from many different people to achieve a dream.

2. Check your understanding: true or false

Circle *True* or *False* for these sentences.

- | | | | |
|----|--|-------------|--------------|
| 1. | The book is written in a normal writing style for facts and information. | <i>True</i> | <i>False</i> |
| 2. | Many of the women's stories have not been told often, some never. | <i>True</i> | <i>False</i> |
| 3. | The book is about many different kinds of women. | <i>True</i> | <i>False</i> |
| 4. | The book is more suitable for girls than boys. | <i>True</i> | <i>False</i> |
| 5. | The women are all inspiring because they helped others. | <i>True</i> | <i>False</i> |
| 6. | You won't want to stop when you start reading. | <i>True</i> | <i>False</i> |

Discussion

Have you read *Good Night Stories for Rebel Girls*?

Vocabulary box

Write any new words you have learned in this lesson.

Answers to Good Night Stories for Rebel Girls: book review (level 2) – exercises**Preparation**

- | | |
|------|------|
| 1. e | 5. f |
| 2. h | 6. a |
| 3. g | 7. d |
| 4. c | 8. b |

1. Check your understanding: gap fill

- | | |
|----------------------|--|
| 1. Margaret Thatcher | 4. Hatshepsut |
| 2. Princesses | 5. Jingū |
| 3. Ada Lovelace | 6. Elena Favilli and Francesca Cavallo |

2. Check your understanding: true or false

- | | |
|----------|----------|
| 1. False | 4. False |
| 2. True | 5. False |
| 3. True | 6. True |

COP26 – the UN Climate Change Conference

COP26 will take place from 1 to 12 November 2021 in Glasgow, Scotland. Find out what it's for, what will happen and how young people are getting involved.

Tasks

Do the preparation task first. Then read the article and do the exercises to check your understanding.

Preparation task

Match the definitions (a–h) with the vocabulary (1–8).

Vocabulary

1. a conference
2. make or break
3. to postpone
4. funds
5. to go on strike
6. to adapt
7. emissions
8. on track

Definition

- a. an important situation which will lead to either success or failure
- b. a programme of talks or meetings about a particular issue
- c. to decide to do something later than you had originally planned
- d. harmful gases that are sent into the air, e.g. from factories or vehicles
- e. to change and become better able to live in your environment
- f. money that is used for a specific purpose
- g. making good progress towards a goal
- h. to stop doing something (e.g. work or study) because you want to draw people's attention to an issue you are suffering from

COP26 – the UN Climate Change Conference

Introduction

Climate change is causing problems all over the world. Compared with 40 years ago, we have almost five times more floods, droughts, heatwaves and other natural disasters today. And some of the poorest people in the world are the ones most in danger from climate change. That's why the United Nations Secretary-General António Guterres recently said, '2021 is a make or break year to confront the global climate emergency.' Action needs to be taken now to reduce climate change – before it is too late.

What is COP26?

COP26 is the 26th United Nations Climate Change Conference. These events are also known as 'COPs', which stands for 'Conference of the Parties'. At COP26, world leaders, scientists and environmental campaigners will work together and plan action against climate change to protect people and the planet.

COP26 will be held from 1 to 12 November 2021, in Glasgow, Scotland. It should have taken place in 2020, but it was postponed for a year because of the Covid-19 pandemic.

What does COP26 hope to achieve?

The event has four goals.

1. **To get countries to set higher targets for reducing emissions.** Countries will need to reduce the use of fossil fuels, protect trees and forests, use more electric vehicles and invest in clean energy.
2. **To help countries to adapt to the changing climate.** Countries will need to protect their natural environment and find ways to protect people from climate problems, such as by building defences against natural disasters.
3. **To raise funds.** Countries will need money to achieve goals 1 and 2.
4. **To work together.** The climate emergency can only be solved if countries work together. Countries will need to agree how to do this and then take action quickly.

The 2015 Paris Agreement

Six years ago, at COP21, the Paris Agreement was signed. The goal is to keep global warming below 2°C, ideally 1.5°C. The Paris Agreement was important because it was the first ever legal agreement bringing countries together to act. Since then, 190 countries have joined the Paris Agreement. However, time is running out. Not enough has been done, and COP26 is seen as a last opportunity to meet the goals of the Paris Agreement. COP26 will try to get climate action on track.

How are young people getting involved?

Young people are at the front of the movement for climate action. School students around the world went on strike in 2019 to call for more urgent action, and Greta Thunberg has spoken to world leaders about it.

Before COP26 in Glasgow, there will be a COP26 Youth Summit from 28 to 30 September in Milan, Italy. About 400 young people from 197 countries will attend. Some will travel to Milan, and others will attend online. The young people will work together in groups to develop proposals for climate action.

Find out how you can get involved by visiting the British Council's Climate Connection site: <https://www.britishcouncil.org/climate-connection>.

Tasks

Task 1

Are the sentences true or false?

	Answer	
1. Natural disasters are more common today than 40 years ago.	True	False
2. Only politicians will go to COP26.	True	False
3. The COP26 conference was supposed to happen in 2019.	True	False
4. Countries need to work harder and faster to reduce climate change.	True	False
5. The Paris Agreement has been a total success.	True	False
6. At the COP26 Youth Summit in Milan, young people will mainly listen to politicians' proposals about how to solve the climate emergency.	True	False

Task 2

Write a number (1–5) to put the events in the correct order from the first to the last.

- _____ School students went on strike.
- _____ The Paris Agreement was signed.
- _____ COP26 will be held.
- _____ COP26 was postponed.
- _____ The COP26 Youth Summit will be held.

Task 3

Complete the sentences.

warming	leaders	disasters	change
goals	break	emissions	proposals

- The conference is about the issue of climate
- António Guterres said that '2021 is a make or year to confront the global climate emergency.'

3. COP26 is a last opportunity for countries to meet the of the Paris Agreement.
4. International will come together at COP26 to discuss the action needed.
5. The aim is to limit global to below 2°C.
6. Countries need to cut CO₂
7. Countries also need to protect their people from natural
8. At the Youth Summit, young people will develop for action.

Discussion

What do you think is the most important action that needs to be taken to confront the climate emergency?

Answers

Preparation task

1. b
2. a
3. c
4. f
5. h
6. e
7. d
8. g

Task 1

1. True
2. False
3. False
4. True
5. False
6. False

Task 2

- 2 School students went on strike.
- 1 The Paris Agreement was signed.
- 5 COP26 will be held.
- 3 COP26 was postponed.
- 4 The COP26 Youth Summit will be held.

Task 3

1. change
2. break
3. goals
4. leaders
5. warming
6. emissions
7. disasters
8. proposals

Graded reading: Animals in the city (level 2) – text

Wild animals in cities can cause lots of problems. From baboons to squirrels, you'll learn a lot more about the problems some cities face in this article.

Recently, there have been many reports in newspapers and on TV about big animals coming into towns and cities. There have been bears in Vancouver parks, leopards on the streets of Mumbai and wild pigs in gardens in Berlin. What happens when big animals come into our cities? Is it a good thing or is it dangerous for us and the animals?

Wild animals usually come into cities to look for food. In Cape Town, South Africa, baboons sometimes come into the suburbs. They eat fruit from gardens and go into people's kitchens and take food from cupboards and fridges! Baboons are strong animals and sometimes they scare children and fight with pet dogs. Many people do not like them, but the city can be dangerous for baboons too. Sometimes, baboons are hurt in car accidents and the sugar in human food can be very bad for their teeth. The city council in Cape Town has a team of Baboon Monitors. Their job is to find baboons in the city and take them back to the countryside. This makes the city safer for people and it is healthier for the baboons. The problem is that a lot of baboons will come back to the city to find food again.

In Berlin in Germany, groups of wild pigs sometimes come into the city to look for food. Pigs have come into the city for hundreds of years, but now the winters are warmer, there are more pigs than in the past. Pigs eat flowers and plants and dig in gardens and parks in the city. They also walk in the street and cause traffic accidents. Some city residents like the pigs and give them food. But the city council is worried about the traffic accidents. They have told people to stop giving the pigs food and have put up fences to stop the pigs entering the city.

In Moscow in Russia, there are 35,000 wild dogs. They live in parks, empty houses, markets and train stations. Some of the dogs were pets that people did not want so they left them on the streets. Others were born on the streets and have always lived there. Some dogs live alone and others live in packs (a pack is the name for a group of dogs). In 2010, scientists studied the dogs. They found some very interesting facts:

- Packs have leaders. The leaders are the most intelligent dogs and not the biggest or strongest ones.
- Dogs know that it is safer to cross the street with people and some dogs understand traffic lights.
- Dogs have learnt that people give more food to small, cute dogs than to big ones. The cutest dogs in a pack wait on the street for people to give them food. When they have got some food, they share it with the other dogs in the pack.
- Some dogs have started travelling on the Moscow underground trains.

What do the people in Moscow think of the dogs? A lot of people like them and are used to seeing them on the streets. They give the dogs food and water to drink. The winter in Moscow is very cold with lots of snow and temperatures of -10°C. It can be hard for dogs to survive but some city residents have built small huts

for the dogs to live in during the winter.

Mice, squirrels and birds often live in cities and survive. Some bigger animals like the dogs in Moscow can survive in the city too, with a little help from their human friends. For many big animals, cities are dangerous places and they need our help to return to the countryside.

Robin Newton









Graded reading: Animals in the city (level 2) – exercises

Do the preparation exercise first. Then read the text and do the exercises to check your understanding.

Preparation

Write the correct word in the box below the picture.

cupboard	bin	vet	baboon
lorry	mice	bear	squirrel

1. Check your understanding: grouping

Write the sentences in the correct group.

People help them survive the cold winters.	They have been coming into the city for centuries.	They sometimes take food from people's houses.	People are not allowed to give them food.
Some of them have learnt to travel by public transport.	Sometimes, children are scared of them.	Some of these animals were originally pets.	The city council has put up fences to stop them.

The baboons in Cape Town	The pigs in Berlin	The dogs in Moscow

2. Check your understanding: true or false

Circle *True* or *False* for these sentences.

- | | | | |
|----|--|-------------|--------------|
| 1. | Human food is bad for baboons' teeth. | <i>True</i> | <i>False</i> |
| 2. | The Baboon Monitors feed the baboons. | <i>True</i> | <i>False</i> |
| 3. | There are more pigs in Berlin now because people give them food. | <i>True</i> | <i>False</i> |
| 4. | The dogs in Moscow always live in packs. | <i>True</i> | <i>False</i> |
| 5. | Baboons and pigs sometimes cause traffic accidents. | <i>True</i> | <i>False</i> |
| 6. | People are more generous to big dogs. | <i>True</i> | <i>False</i> |









Discussion

Which animals do you see in the town or city where you live? Are any of them dangerous?

Does your town or city have any problems with wild animals?

Answers to **Animals in the city (level 2)** – exercises

Preparation

			
bear	bin	lorry	vet
			
baboon	cupboard	mice	squirrel

1. Check your understanding: grouping

The baboons in Cape Town	The pigs in Berlin	The dogs in Moscow
They sometimes take food from people's houses.	They have been coming into the city for centuries.	Some of them have learnt to travel by public transport.
Sometimes, children are scared of them.	People are not allowed to give them food.	Some of these animals were originally pets.
	The city council has put up fences to stop them.	People help them survive the cold winters.

2. Check your understanding: true or false

- | | |
|----------|----------|
| 1. True | 4. False |
| 2. False | 5. True |
| 3. False | 6. False |

What makes you happy? Read about how to design your life to maximise happiness.

Do you know what makes you happy or do you just think you know? At first glance, these two questions look like the same thing. If you think something makes you happy, then it must make you happy. After all, you know yourself, don't you?

Write a list of all the things that make you happy. Now look at that list and tick all the ones that are fun or enjoyable. Probably most of them, right? So, if you spend your time doing all this fun stuff, you'll be really happy, won't you?

Well, maybe not. For most people, only doing things for fun isn't enough for real happiness. That's because, according to author of *Happiness by Design* Paul Dolan, your happiness depends on a 'pleasure-purpose balance'. If most of the things on your list are about pleasure, that might be what you think makes you happy. But in order to be happy, you also need activities that give your life purpose. We usually know if something is enjoyable, but to know what brings meaning and value requires more thought. For example, most people will say that air pilots have jobs with clear purpose. They are responsible for hundreds of people and fly all over the world. But they often have to spend time in boring hotels or stuck in airports and they perform routine actions hundreds of times. Those activities might not feel like they have meaning – and they're probably not fun either. Just like everyone else, pilots need balance in their work and life to be happy.

There are different ways we can find purpose in things. Some activities might be motivating because they work towards the 'greater good' of society or the world around us. Or what you do might help a team you're working in. Or it might be motivating to see you're making progress.

If you're still in education, you can think of your 'job' as studying and passing exams. It's easy to do well in subjects you enjoy. But subjects you don't like are much less motivating. You can't always choose not to do those subjects, so you need to find a sense of purpose. Realistically, society won't benefit from you getting an A in a subject you hate. But can you find a way to be part of a study team? Maybe you could find others who find that subject difficult. Each person can study one part until they understand it and then teach it to the others in the group. The purpose becomes about helping the team. Or you can find purpose in progress, for example divide a job into smaller jobs and take a reward or a break as you complete each one.

Go back to your list of things that make you happy. How many of them are activities that bring purpose? Can you add any?

Now you need to find balance, but that doesn't mean it has to be 50/50 – 60/40 or 70/30 might work better for you and, of course, some activities might bring both pleasure and purpose. Paul Dolan believes in 'deciding, designing, doing'. First decide what things in life bring you pleasure and/or purpose – which is what your two lists are for. Then, don't just think about doing these activities, design your life so you do as many of them as possible.

It's easy to make excuses not to do things because they're not convenient. For example, you might love riding a bike but never have time to do it. But it's up to you to build a routine where you can use it to go to school or the library or the shops. If you live too far from those things, take your bike on the bus or train and get off early so you can cycle the rest of the way. If you go in the car, put it in the back, get out of the car halfway and cycle the rest. Or move somewhere you can cycle more. Some parts of our lives are the result of good or bad luck, but we can still design the parts that are under our control to maximise happiness.

Nicola Prentis

Do the preparation exercise first. Then read the text and do the exercises to check your understanding.

Preparation: multiple choice

Choose the correct definition of the word in CAPITALS.

1. Happiness depends on a **BALANCE** of two things.
a. having the minimum amount
b. having equal or correct amounts
c. having more than you need
2. We don't know what brings **MEANING**.
a. money
b. fun
c. value
3. Some activities might be **MOTIVATING**.
a. make you want to do them
b. easy and relaxing
c. boring
4. **REALISTICALLY**, society won't benefit from you getting an A in a subject you hate.
a. probably
b. definitely
c. if you really think about it
5. Get out of the car **HALFWAY** to school and cycle the rest.
a. 25% of the way
b. 50% of the way
c. 75% of the way
6. We design our lives to **MAXIMISE** happiness.
a. make as small as possible
b. make as fast as possible
c. make as big as possible

1. Check your understanding: true or false

Circle *True* or *False* for these sentences.

- | | | | |
|----|--|-------------|--------------|
| 1. | Everyone knows what makes them happy. | <i>True</i> | <i>False</i> |
| 2. | You'll be happy if you're always having fun. | <i>True</i> | <i>False</i> |
| 3. | Pilots have the best job in the world. | <i>True</i> | <i>False</i> |

- | | | | |
|----|--|-------------|--------------|
| 4. | Being in a team gives us purpose. | <i>True</i> | <i>False</i> |
| 5. | School is similar, in some ways, to having a job. | <i>True</i> | <i>False</i> |
| 6. | You need equal amounts of pleasure and purpose in your life. | <i>True</i> | <i>False</i> |

2. Check your understanding: gap fill

Complete the sentences with a word from the box.

enjoyable	good	purpose
happiness	pleasure	balance

- It's more difficult to know what brings meaning than what's _____.
- Happiness depends on a _____ of two things.
- Doing something for society is one way to find a sense of _____.
- Some activities are motivating because they help us work towards the 'greater _____'.
- You should design your life to maximise _____.
- Spending time with friends brings _____.

Discussion

What makes you happy?

Vocabulary box

Write any new words you have learned in this lesson.

Answers to Happiness (level 2) – exercises**Preparation**

- | | |
|------|------|
| 1. b | 4. c |
| 2. c | 5. b |
| 3. a | 6. c |

1. Check your understanding: true or false

- | | |
|----------|----------|
| 1. False | 4. True |
| 2. False | 5. True |
| 3. False | 6. False |

2. Check your understanding: gap fill

- | | |
|--------------|--------------|
| 1. enjoyable | 4. good |
| 2. balance | 5. happiness |
| 3. purpose | 6. pleasure |

