



# **DIGITAL RESOURCES FOR LEARNERS OF GRADES 5-6**

**Teacher's Guide**





This guide of the British Council electronic resources for English teachers is mapped to the primary level (grades 5-6) of the Georgian National Curriculum and contains supplementary online materials for classroom work or self-study with the aim to make the learning process more motivating and enjoyable for young learners.

We hope you find the resources useful. For more ideas, activities and advice visit our website.

**<http://learnenglishkids.britishcouncil.org/en>**

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# Introduction

Nowadays, with tablets, iPads and computers replacing textbooks, social media has become one of the most used communication channels and the effect of technology has become more predominant. Adopting the changes and transforming our classrooms into an up-to-date environment reflecting the interests and real-life needs of students should be a number one priority for any teacher. This is what has shaped how teachers teach and learners learn. By embracing and integrating technology in the classroom, we are setting our students up for a successful life outside of school.

Moreover, not only students find technology and electronic resources enjoyable as teachers can also benefit from these resources by exploiting a range of useful tools, for example, those internet sites providing teaching resources such as ready-made lesson plans, video materials, podcasts, etc. This powerful tool can help a teacher expand the four walls of the classroom and coach students to learn for their future lives. In addition, catering for the learning needs of different students in the group can be a challenging experience, especially for beginner teachers. E-resources enable people to work at their own pace, which would minimize irritation, expand concentration span and encourage collaboration among students. And, at the same time as putting the teacher in the role of facilitator or guide, rather than leader, it also allows students to be at the center of the learning experience, just where they should be. The final, and possibly most important, advantage is that the learning process will no longer be a daunting, repetitive series of lessons for either students or teachers.

Yet e-resources can only complement the traditional teaching-learning process and seldom replace it. Only a teacher can judge if the techniques or materials promote and advance the teaching process; only a teacher can control the frequency and suitability of the material.

## Overview

Considering widespread teaching tendencies and sharing the best practices of educational institutions, the British Council initiated a project to encourage and promote e-learning in English language classrooms.

This teacher's guide provides electronic resources mapped to the Georgian National Curriculum. Its aim is to offer a range of useful links, aligned to the common topics covered in a particular language level/grade, to supplement classroom material. The links to the British Council LearnEnglish kids (<http://learnenglishkids.britishcouncil.org/en/>), LearnEnglish teens (<http://learnenglishteens.britishcouncil.org/>) and LearnEnglish website (<http://learnenglish.britishcouncil.org/en/>) offer a range of grammar, vocabulary and communicative activities to support the development of the four key skills (reading, listening, writing and speaking) through songs, stories, games and more. The variety of the resources allows the teacher to choose, adapt and customize the activities to the level of difficulty or learning needs of their students.

In addition, in order to encourage the professional development of the teachers themselves, the guide promotes the resources available at the British Council TeachingEnglish website (<https://www.teachingenglish.org.uk/teaching-kids>) which allow any interested teacher to explore various materials not only on teaching methodology, lesson frameworks and teaching techniques, but also ready-made lesson plans and discussion blogs.

## What is the purpose of the guide

The main purpose of the guide is to provide teachers with useful website links offered by the high-quality British Council online resources mapped to the Georgian National Curriculum for grades I-XII. It serves as a set of supplementary materials to classroom activities at primary, basic and secondary levels of language learning. Teachers will benefit from having access to authentic materials, saving them time and motivating their students to learn language through engaging online activities.

## Who is the guide for

The guide can be a helpful combination of resources for any interested primary, basic and secondary teacher:

- inexperienced teachers who wish to use modern technologies in the classroom;
- teachers with no or little experience of applying e-resources in the classroom;
- experienced teachers with extensive teaching practice who are not familiar with the new technology and would like to use it in their teaching practice;
- experienced teachers with strong e-skills and who already use online resources in their teaching practice but would like to save wasted time searching the internet for appropriate materials;

## Structure of the guide

The structure of the Teacher's Guide is designed for three stages, in line with the Georgian National Curriculum:

- **Primary stage that comprises three parts:**

- » part 1 - for grades I - II
- » part 2 - for grades III - IV
- » part 3 - for grades V - VI;

- **Basic stage** for grades VII - IX;

- **Secondary stage** for grades X - XII

Accordingly, each part covers age appropriate, topic- and skills-oriented materials such as songs, rhymes, games, stories, fairytales, etc. that can be used with learners in the relevant grade. In addition, it provides general features of the teaching-learning process considering the particularities of the level in accordance with the Georgian National Curriculum and standards. It also contains information on how to use the links and download the activities.

The guide has the following structure:

- Key features to teaching at different stages
- Introduction to the British Council website
- Digital Map

To make the guide easy to use, the materials are organized in the following sections:

- **Listen & watch**
- **Read & write/draw**
- **Speak,**
- **Functional exponents/Functions**
- **Vocabulary**
- **Phonology /Grammar**
- **Resources**

Additionally, the resources are grouped according to the following topics: **introducing myself, family, colours, feelings, body parts, numbers, animals/pets, food, school/school objects, toys, daily routine activities/ everyday activities, culture/celebrations**. Finally, in order to make the teaching process more realistic to apply in the classroom, there is a wide variety of teachers' resources added for the best use of teachers.

# RESOURCES FOR PRIMARY SCHOOL

## GRADES 5-6





# Key features of primary teaching

Working with young learners can be demanding. There are many issues to take into consideration - limited attention span, different learning habits and styles, interests, mixed abilities, etc. – which we must first identify and then analyze in order to find the best ways to deal with them. To address the issues, not only young learners need to acquire certain skills, but also teachers should develop skills to make the process smoother. One of the best solutions is to make the teaching-learning process a positive and enjoyable journey for both teacher and learner.

The main aim of teaching at the primary level is to prepare learners for the next stage of education. The preparation is a complex process consisting of a number of components which make the basis of the Georgian National Curriculum:

- Activating background knowledge and stimulating psycho-emotional potential (memory, imagination, comprehension, etc);
- Creating positive attitude to peers, the learning process and, generally, generating interest to explore unknown environments;
- Identifying and developing learning style;
- Developing learning habits such as cooperation, team- and group-work, and discipline.

We all know that completing these components is easier said than done. What we need to consider is that classical lesson frameworks cannot be applied to the needs or abilities of young learners. Children at a young age acquire a language when exposed to it rather than by learn different aspects of it e.g. grammar rules, a particular structure or a set of vocabulary. This is why providing language input through songs, rhymes and games from the English-speaking world is a useful instrument in the hands of a teacher. What's more, making the classroom involvement relevant to the students' lives will make the teaching-learning process more enjoyable and help to build on what the young learners already know or to develop the skills they may already have.

As our responsibility is not only to teach language but also to build the basis for further education, all efforts will be wasted if students do not enjoy coming to classes. Thus, creating a positive and welcoming atmosphere is the key for the best start. One of the most important features is positive reinforcement - a technique that makes desirable behavior happen again and again. Positive reinforcement increases the likelihood that the student will be motivated to repeat the 'sought-after' action. As a result, the sequence of 'sought-after' actions will become a positive attitude, behavior or a learner with a well-developed learning style. An interesting thing to consider is that a particular positive reinforcement for one student may not be the same for another, which is why we need to carefully choose the way we praise our students- be it a complement, a system of small tokens, or something else entirely.

The process of gradually building and developing a system of discipline and motivation in the classroom will result in providing ample opportunities for young learners to explore the unknown and interesting world of learning.

## Teaching skills at V and VI grades

This part of the guide covers resources for the V and VI grades as they both share the features and characteristics of teaching, considering the age, needs and interests of students at this stage of education.

Developing language skills at the age of 11-12 is not an easy job to undertake as this is the period when children develop similar skills in their native language. Very often, these parallel processes may upset or demotivate a child. That is why creating a comfortable social and linguistic environment in the language classroom is of utmost importance.



In the previous part of the guidebook we spoke of the importance of following the steps of the natural process of language acquisition and providing tasks resembling the daily activities of the child such as rhymes, stories, songs, etc. These activities and tasks are tools to help young learners get engaged in the learning process. That said, a teacher should find the best use of them in her/his classroom by organizing and adapting the materials to learner needs.

In this part of the guidebook we offer a few practical examples how the supplementary materials can be used to achieve a particular learning aim. The guidebook covers a wide variety of the most frequently used activities, such as songs and rhymes and short stories. The multifunctional features of these activities can benefit learners at different stages of their early education. What's more, bearing in mind the fact that the main purpose and duty of teachers is to ensure a student-oriented atmosphere in the classroom, where a lot of learning is happening, a series of age and level-adjusted e-resources is just the helping hand you need.

## Plenty of classroom learning

The fun part about using rhymes, songs, and short stories in the classroom is that we can sing them, read them, do fingerplays, act them out and teach with them. Thus, they can serve a variety of purposes, such as teaching new vocabulary, working on pronunciation (word families, similar sounds, rhyming words), developing listening, reading and writing/drawing skills.

These activities are an ideal source to create a solid base for further language development. Here, we are going to discuss which learning objectives can be achieved by using rhymes, songs and short stories in the English Language classroom.

- Developing listening skills for gist and details
- Developing reading skills for gist and details (identifying title, paragraphs, font size etc)
- Developing writing skills (drawing/rewriting the character names)
- Developing pronunciation
- Developing communication skills (role play, reciting the rhyme orally, performing the rhyme)

## Songs and Rhymes

Of course, one rhyme/song cannot and should not serve all aims at one time. That is why choosing a rhyme or a song is the basic step to take once you have defined the aims of your lesson. Let's choose one of the most popular song/rhymes, 'Mary Had a Little Lamb,' to demonstrate practical use of such in the classroom.

### Activity 1. (Listening & Reading)

- Use pictures/slides/video or flashcards to set the context. Ask questions to let learners make some predictions (Where do you think Mary lives? Do you think Mary and the lamb are friends? If possible, show the video muted so learners can guess who is who, where they are; what they are doing, etc.
- If none of the above-mentioned is available, you can draw Mary and the lamb on the board and then add details to the drawing throughout the lesson.
- This is a good stage to pre-teach new words. Prepare the words you anticipate may be unknown to your learners and put them on a chart and stick images representing the words next to the written version, if possible.

### Activity 2.

- Read the rhyme or let the learners listen to/watch it to check if their predictions were right.
- Read the rhyme; ask the learners to follow the text line by line by pointing at the words with a finger. At the beginning the pace should be slow, then gradually speed up.





- Read the rhyme again; this time stop at the point when you should say Mary or the lamb, or any other word you would like to focus on; Learners have to shout out the words.
- Ask learners to follow the text line by line and read the rhyme aloud themselves. This could be a group activity e.g. Group A reads first line, Group B reads the second one etc. Alternatively, the teacher could read the first line; and the group reads the next one, etc.

### Activity 3. (Pronunciation)

- Find the rhyming words in the poem. Drill the rhyming words with the whole class, in small groups and individually. For example:
- snow - go,
- rule - school,
- play - day.
- Alternatively,
- Create a word family chart using the root, -ow (snow, grow, blow, tow, row, know, low and so on).
- Create another word family chart using the root -ool (for example, school, pool, drool, cool, tool, wool, stool and so on.)
- Drill phrases separately, then, join the sentences. Drill the whole rhyme with the class.
- These activities can also be easily adapted to tongue twisters.

### Activity 4 (Writing/drawing)

- Repeat the rhyme with the whole class. One of these activities can be a concluding part of the lesson.
- This would be a great day to create a textured lamb with cotton balls, drawing a lamb or any other animal.
- Kinesthetic learners will love the opportunity to transform the newly learned words into things.
- or
- Learners will have fun drawing Mary and the lamb.
- or
- Ask them to think of a name for the lamb. Put it on the board and let learners redraw/rewrite it from the board.
- or
- Ask learners to draw their own pet or one they would like to have; think of a name for the pet and write/draw the name next to it. Then get them to talk about it. Sometimes children may talk about a pet they have never had but would love to.

### Short stories

“Young learners acquire language unconsciously. The activities you do in class should help this kind of acquisition. Stories are the most valuable resource you have. They offer children a world of supported meaning that they can relate to. Later on you can use stories to help children practise listening, speaking, reading, and writing.” (Slatterly & Willis, 2001). Children like stories, and they find stories easy to access and understand. They are motivating for young learners, and can create a happy and enjoyable learning environment. What’s more, stories are incredible sources for young learners in effective language learning.

### Activity 1. (Reading)

Use picture/slides or flashcards to set the context. Ask questions to let learners make some predictions about the story. Alternatively, you can draw the characters on the board and introduce who they are. Then ask the learners who they are, where they might live; what kind of relationship they might have, etc. This is a good stage to pre-teach the new words. Prepare the words you anticipate may be unknown to your learners and put them on the chart and stick images of the words next to the words, if possible. For better association, you can stick the new words to the characters they are connected to on the board.



## Activity 2. (Reading & listening)

- For better understanding, first read the story slowly and ask learners to point at the characters on the board while you are reading. Use gestures, mime, and facial expressions to help convey the meaning. Vary the pace, tone, and volume of your voice.
- Ask learners to check their predictions.
- Read the story. Ask the learners to follow the text line by line by pointing at the words with a finger. At the beginning the pace should be slow and then gradually speed up.
- Ask learners to follow the text line by line and read the story aloud. This could be a group activity.
- Activity 3 (Listening & Pronunciation: rhythm, intonation & repetition)

### Step 1

- Read slowly and clearly. Give your pupils time to relate what they hear to what they see in the pictures, to think, ask questions, and make comment. However, do vary the pace when the story speeds up.
- Use gestures, mime and facial expressions to help convey the meaning.
- Vary the pace, tone, and volume of your voice.
- Pause where appropriate to add dramatic effect or to give children time to relate what they hear to what they see, and to assimilate details in the illustrations.
- Change your voice for the different characters as much as you can to signal when different characters are speaking and help convey meaning.
- Ask questions to involve the children. What do you think is going to happen next? What would you do? etc.
- Repeat, expand and reformulate.

### Step 2

- Read the story at a slower pace again. Let students read along with you by whispering the words sentence by sentence.
- Ask volunteers to roleplay the story. Assign the roles and ask them to roleplay the story in an open-class using the same techniques as you have demonstrated.
- When you feel that your pupils are ready, you can divide the class into smaller groups. Assign the roles and repeat the activity.

## Activity 4

- After you have worked on the story, ask students to choose their favourite character.
- Ask them to draw it and rewrite their words from the story. You can also create a handout with a speech bubble on it to make the task more motivating.

As you can see, activities created based on rhymes, songs and stories are quite simple to run and can bring a lot of benefits with regards to language learning and the development of positive attitudes to the learning process. We do believe that these practical tasks will be an enjoyable experience for both you and your students.



# Introduction to the British Council website



## INTRODUCTION

LearnEnglish Kids (<http://learnenglishkids.britishcouncil.org/en/>) is the British Council's website for children who are learning English throughout the world. The site is designed for 5-12 year olds to use on their own, or with parents, friends or classmates.

In the primary classroom it is especially important that English language lessons are enjoyable and unthreatening. A key aim of teaching young learners is to develop a positive attitude to English through the use of motivating exercises, including games, songs, crafts, stories, puzzles and plenty of personalisation. Multiple intelligence levels should be taken into consideration as the classroom is full of children who learn more effectively in different ways.

On the LearnEnglish Kids website there is a variety of free songs, games and other activities that learners can do at their own pace and which suit their particular level. Children benefit from exposure to a wide range of activities that contain simple, repetitive words or phrases from the same lexical sets, basic grammar and syntactical patterns. These activities help develop children's language skills (listening, speaking, reading, and writing), as well as vocabulary and grammar. To develop correct articulation, there are activities for phonetic drilling. Teachers can also print worksheets out to use at home or in the classroom.

We hope the website links mapped to the Georgian National Curriculum will prove a great help for teachers. Different types of activities which are relevant to the age of the students and the Georgian National Curriculum can be found in the following website sections:





**BRITISH COUNCIL** **Clothes**

V	B	E	L	T	S	H	W	S	L
H	E	G	R	J	F	H	P	D	Z
G	J	A	C	K	E	T	O	Z	K
U	L	Q	C	S	M	A	U	E	V
B	C	O	P	A	O	L	N	T	S
D	X	S	V	E	P	C	M	S	K
L	D	F	Z	E	A	Z	K	T	I
G	K	Y	Q	K	S	U	D	S	R
H	G	Z	J	L	T	I	E	Z	T
Q	S	Q	Z	V	E	S	T	Y	U

Clue 1 Clue 2 Clue 3 Clue 4 Clue 5 Clue 6 Clue 7 Clue 8 Clue 9 Clue 10

Timer: 8 sec

## KIDS GAMES

This is one of the most popular sections on the site. There are lots of games, organised into sub-sections. The 'word games' (learn words, find words, play with words and spell words) are based on the most high frequency topics and words that primary children around the world are introduced to.

**BRITISH COUNCIL** **LearnEnglish Kids**

Video Flash Words to song

**Ten little aeroplanes**

© British Council. Traditional song. Animation by Cambridge English Online Ltd. www.britishcouncil.org/learnenglishkids

## LISTEN & WATCH

In this section there are animated songs and stories. They all focus on common themes taught in primary schools. The songs all have a read-along feature which can help learners follow the text as they listen. Each song and story has a loading game which introduces key words before learners listen. To help exploit the songs and stories, each has a printable transcript, a worksheet and an answer sheet.

**BRITISH COUNCIL** **LearnEnglish Kids**

**Ten little aeroplanes**

One little, two little  
Three little aeroplanes  
Four little, five little  
Six little aeroplanes  
Seven little, eight little  
Nine little aeroplanes  
Ten little aeroplanes flying high.

Ten little, nine little  
Eight little aeroplanes  
Seven little, six little  
Five little aeroplanes  
Four little, three little  
Two little aeroplanes  
One little aeroplane flying high.

Listen to this song: <http://www.britishcouncil.org/learnenglishkids>

**BRITISH COUNCIL** **LearnEnglish Kids**

**Ten little aeroplanes**

1. Count them up!  
Count the aeroplanes and trace the number.

1	6
2	7
3	8
4	9
5	10

[www.britishcouncil.org/learnenglishkids](http://www.britishcouncil.org/learnenglishkids)

**BRITISH COUNCIL**

**Ten Little Aeroplanes**

One it-ty, two it-ty, three it-ty aer-o-planes. Four it-ty, five it-ty, six it-ty aer-o-planes. Seven it-ty, eight it-ty, nine it-ty aer-o-planes. Ten it-ty aer-o-planes fly-ing high.

Ten it-ty, nine it-ty, eight it-ty aer-o-planes. Seven it-ty, six it-ty, five it-ty aer-o-planes. Four it-ty, three it-ty, two it-ty aer-o-planes. One it-ty aeroplane flying high.

<http://www.britishcouncil.org/learnenglish>



## MAKE

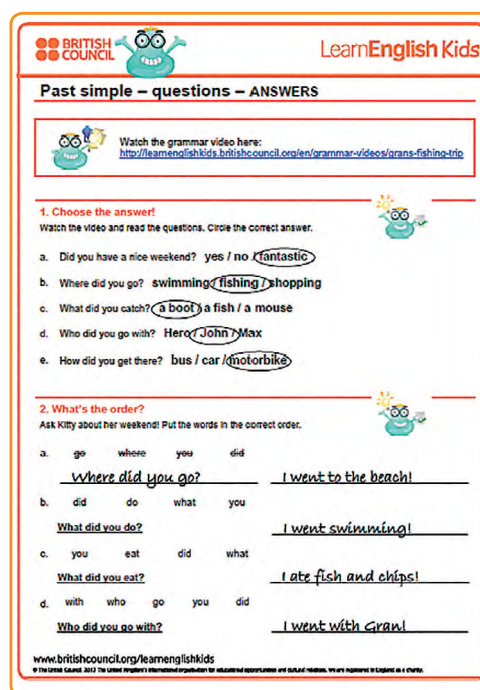
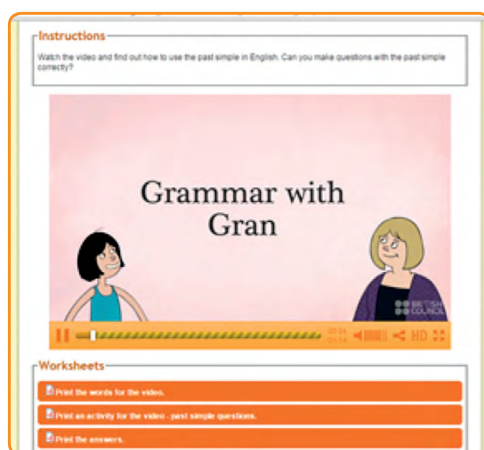
In the 'craft downloads' sub-section, teachers can find a variety of craft activities to print. These include making puppets and masks to help re-enact traditional stories, seasonal crafts and teaching tools such as a clock to practise telling the time. Some of the worksheets have 'how to' videos as well. In this section there are also on-line activities where learners can create their own stories, monsters and comics.

## SPEAK AND SPELL

This section is based on the Letters and Sounds literacy programme in the UK. The main characters in this section are Sam and Pam, super space spies who have come to earth to learn English. The progress they make through the sound, speak and spell sub-sections mirrors the language learning journey of a young language learner. The songs are action songs and are great for TPR (Total Physical Response) for Very Young Learners. As Sam and Pam start to learn how to speak in English the 'speak' stories focus on different sets of phonemes. The accompanying worksheets focus more explicitly on the phonemes. Once Sam and Pam have learnt how to speak in English they want to learn how to spell so each story in the 'spell' sub-section focuses on a different spelling rule. The tricky words sub-section is very popular with learners. They can play spelling games which help them with some of the tricky English spelling rules. Teachers can also download spelling tests and learners can record their scores each time to keep track of their progress.

## GRAMMAR

In this section, teachers will have access to grammar materials on up to 30 grammar points. Materials include 'Grammar with Gran' videos which introduce 10 common grammar points for older primary children. Each live action/animation video has an accompanying worksheet and transcript. More grammar points are practised in the 'grammar games' section and also have accompanying worksheets. In the 'grammar tests' there are useful reference cards which can be personalised, as well as the grammar rule and printable tests. Finally, for logged in users they can practise their grammar in the 'grammar quiz' sub-section. All of these activities will easily supplement lessons looking at these grammar points.





# How to register on LearnEnglish Kids website

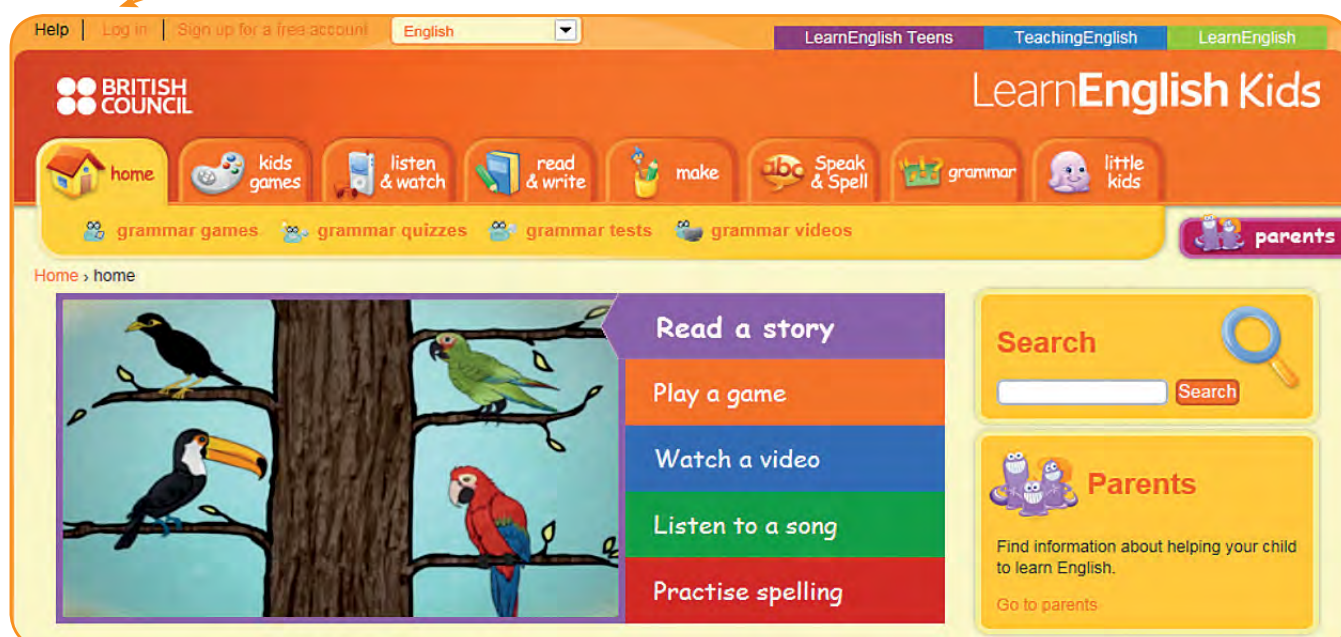
Before you start using this map, you should log into the website download and try activities for yourself. You will register as a teacher; encourage your students to register as kids and parents to register as parents to get the most out of the website. If they don't register, they won't be able to leave comments and interact with children and parents learning English from all over the world.

To use the map, you can get to the website just by clicking on the link. When you click on the link, you will instantly be brought to a page with all of the relevant activities the site has to offer. There are lots of downloadable materials on the website, and many of the activities focus on particular grammar points or language use.

So, to register on the website, please follow the steps:

1. Go to <http://learnenglishkids.britishcouncil.org/en/>
2. On the left upper side of the home page click on a *Log in* section:

Click here







- It will take you to the *User account* page. Enter your *Username* and *Password* to log in if you registered before. If not, click on *Create new account* button.

Click here

Home > Log in > User account

## User account

Create new account Log in Request new password

**Username or e-mail address: \***

You may login with either your assigned username or your e-mail address.

**Password: \***


The password field is case sensitive.

Log in


- Choose a user role.

Click here

## Choose a user role

 kids

 parents

 Teachers



5. You will be navigated to the registration page. Fill in the required fields and click on *Create new account* button

[Create new account](#)
[Log in](#)
[Request new password](#)

Fill out the form below and you will become a member of LearnEnglish Kids!

### Account information

**Username: \***

Spaces are allowed; punctuation is not allowed except for periods, hyphens, and underscores.

**E-mail address: \***

A valid e-mail address. All e-mails from the system will be sent to this address. The e-mail address is not made public and will only be used if you wish to receive a new password or wish to receive certain news or notifications by e-mail.

**Fill in**

### Personal Information

☐ **Do you want to receive news and updates from the British Council?**

The British Council can keep you up to date with information about events and opportunities in your country and region. If you would be happy for the British Council to contact you with information about this, please tick this box. Your personal details are protected, as outlined by our [Privacy Policy](#).

**Click here**

**Given name(s): \***

The content of this field is kept private and will not be shown publicly.

**Family name: \***

The content of this field is kept private and will not be shown publicly.

**I was born on: \***

The content of this field is kept private and will not be shown publicly.

**Fill in**

### Profile Information

**Country: \***

Choose one please

Choose your country from the list. Your country will be displayed in your user profile for other site users to see.

**Choose from the list**

### Terms of Use

Please read the full [Terms of Use](#) and [Privacy](#) policy before you agree to join LearnEnglish Kids. You must also follow the [House Rules](#) while you are a member.

☐ **I am over the age of 18 and agree with these terms. \***

**Click here**

By submitting this form, you accept the [Mollom privacy policy](#).

[Create new account](#)

Please, remember your **Username** and **Password** to enter the website next time.

# Introduction to the British Council LearnEnglish Teens website

The **LearnEnglish Teens** website is designed especially for 13-to-17-year-olds and offers texts, dialogues, tongue-twisters, songs, games and videos which can be used both in the classroom and at home. LearnEnglish Teens has a 'responsive design', which means it works on different screen sizes such as smartphones, tablets and computers. Users of this age can:

- Practise their reading, writing, listening and speaking skills;
- Practise grammar and improve their vocabulary with videos and exercises;
- Find top tips to help them pass their exams;
- Find out about life in the UK by watching videos and reading stories and articles; relax and learn at the same time by watching fun videos.
- Play games and do puzzles in the study break section.
- Read articles written by young people on a wide range of topics in the magazine section.
- Find suitable material easily by level, topic or section.
- Interact with each other and our moderators to practice their English by writing comments on the site.

There are different types of activities and sections which are relevant for age of the students and for the National Curriculum: Skills, Grammar and Vocabulary, Exams, UK Now, Study Break, Magazine.

## HOMEPAGE

In the middle of the homepage there is a block which highlights new or topical content and it is updated weekly. 13–17-year-old learners can sign up for the website from the homepage. Teachers have full access to the site (including worksheets) without registering. There are links to Social Media pages where teachers can click on 'like' on Facebook, but the page is aimed at 13–17-year-olds as an extra space for interaction.

## HOW A PAGE IS ORGANISED

The sections throughout the website are organised in the same way. The only section that is organised differently is Exams. The instructions are always under the main purple box at the bottom of the page. There are different aspects listed on the main section page with relevant exercises and activities for practice on the right side. Each aspect contains content which is organised according to the levels or the rate of popularity, alphabetic order or date of creation. The content of the video or text is always on the top of the page.

Online exercises are all expandable when you click on the relevant bar. Sometimes you have to wait a few seconds for the game to appear as they are pulled in from the server, so please be patient and wait for exercises to load. There are worksheet versions of all the online exercises so you can use them offline and as homework tasks. Transcripts and texts are also available as worksheets.

All the content on the website is tagged with topic, language level, popularity, date of creation etc. So it's easy to search for. You can download worksheets to support classwork and homework tasks. You will find various types of worksheets:

- Exercises
- Answer sheets
- Transcripts of audio for listening and video tasks or quizzes

In the exams section you will be presented with different exams help and advice. You should use the 'Book

navigation' box on the right hand side of the page to work through the section. You can also ask questions in the comments if anything is not clear.

Fast phrasal comics are available in printable form and also with blank speech bubbles for students to write in.

## SKILLS

This is the first main section which provides graded practice to develop listening, reading and writing. Tasks in the skills section are designed to help students use English in the real world, and provide help with school-/exam-style tasks.

## GRAMMAR AND VOCABULARY

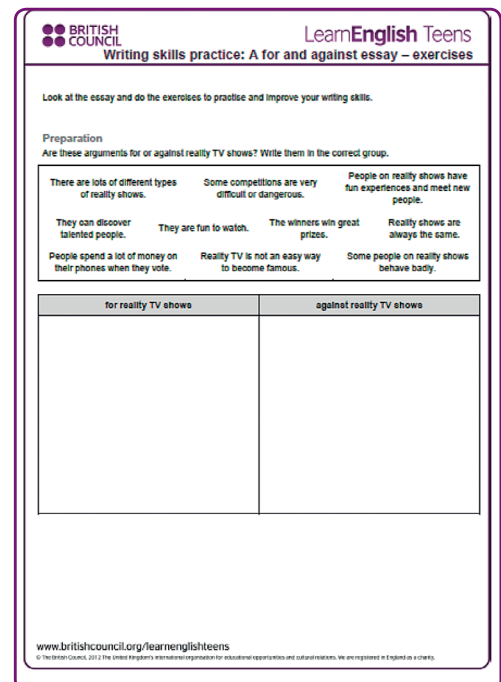
This contains three sections – Grammar videos, Phrasal verb videos and Vocabulary exercises.

Grammar videos – Grammar snacks: Each one consists of a video (target language in context, highlighted in red in the subtitles), a grammar explanation ("Grammar snack" conversation between learner + expert, explaining grammar and anticipating learner questions), practice exercises, and a discussion question which provides free practice of target language.

Word sets on a range of different topics are presented with pictures and audio and then practised with different exercises. Phrasal verb videos – Fast Phrasals are comic-style video stories presenting small sets of phrasal verbs in context. Exercises clarify and practise the featured phrasal verbs. You can also print out all the comic strips, with and without text.

## EXAMS

The exams section provides tips and advice to help develop students' exam technique. There is information on the kind of tasks students should expect; how to prepare for them and tips to do better in listening, reading, and speaking exams. The comments sections here also function as a kind of forum with users sharing their own techniques and personal experiences. They can also ask for advice with their particular difficulties, with the opportunity to seek professional advice from the site editor and coordinators, who are experienced language teachers. Exam speaking video section has videos of real students doing typical speaking exam tasks (peer modelling – real teenage learners with excellent but not perfect English), along



**BRITISH COUNCIL** LearnEnglish Teens  
Writing skills practice: A for and against essay – exercises

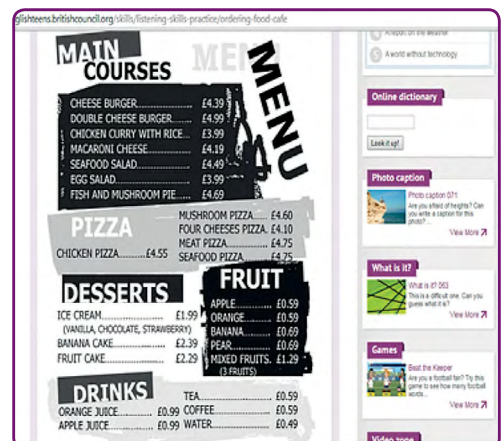
Look at the essay and do the exercises to practise and improve your writing skills.

**Preparation**  
Are these arguments for or against reality TV shows? Write them in the correct group.

There are lots of different types of reality shows.	Some competitions are very difficult or dangerous.	People on reality shows have fun experiences and meet new people.
They can discover talented people.	They are fun to watch.	The winners win great prizes.
People spend a lot of money on their phones when they vote.	Reality TV is not an easy way to become famous.	Some people on reality shows behave badly.

for reality TV shows	against reality TV shows

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APPLE JUICE	£0.99
WATER	£0.49

Navigation on the right: Online dictionary, Photo caption, What is it?, Games, Video zone.



**Future forms**

Oliver and Alfie decide to enter a bike race.

**The bike race**  
Future forms  
Oliver and Alfie decide to enter a bike race.

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00:07 / 02:25

We have different ways of talking about the future. We often use **going to** (+ infinitive), the present continuous (to be + -ing) or **will** (+ infinitive). The structure we use depends on the function of what we want to say, whether we are talking about arrangements, plans, predictions, etc.



with tips and exercises to help students get the most from the video models. As usual, the downloadable worksheets are available on this page, including the transcript of the interview exactly as heard and with corrections marked on.

## UK NOW

UK now has articles, videos and literature with a focus on the UK. All featured content has exercises for both comprehension and language focus. Topics are chosen to be relevant and interesting for teenagers, with lots of potential links to coursebook material. UK now consists of:

- Read UK articles with a British connection – latest trends, special days, news, and what real-life people do and talk about in the UK today. Good for cross-curricular links to work on aspects of UK culture, topical events like the birth of the Royal baby, Halloween, etc., or as a lead-in to debates, e.g. graffiti, mobile phones.
- Video UK videos are about a wide variety of topics. They all relate to different aspects of life in the UK, e.g. food in Britain, street art, Christmas shopping. Language graded to around B1 level, key words and phrases appear on screen.
- Short stories and poems: Authentic literature for higher levels (C1+) by British authors.
- Film UK offers the chance to watch some amazing short films that were made by young people in the UK.
- Science UK brings articles from the British Council's science magazine, Cubed, so the learners can read about the world of science and research in the UK.

## STUDY BREAK

Study break consists of:

- Video zone (authentic videos on a wide range of topics of interest to teenagers, with transcript and exercises)
- Games (Sushi Spell, Magic Gopher, Pic-your wits, Wordshake, Beat the Keeper, Word Wangling)

### Exam study tips

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This section gives you some great tips to help you pass your exams. We all have exams and most of us get nervous before them. In this section, our tips will help you to prepare well for your exams and to feel more confident during them.



Lots of things will help you to get better marks in your exams. Getting enough sleep, eating well and planning your time are just three of the areas covered in this section.

Use the 'Book navigation' box on the right-hand side of the page to work through this section.

### The Mystery of the Stolen FA Cup Medal

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Are you a football fan? David Rooney, the main character in this story, is crazy about football. One day he discovers that the old man who is his next door neighbour has an interesting past.

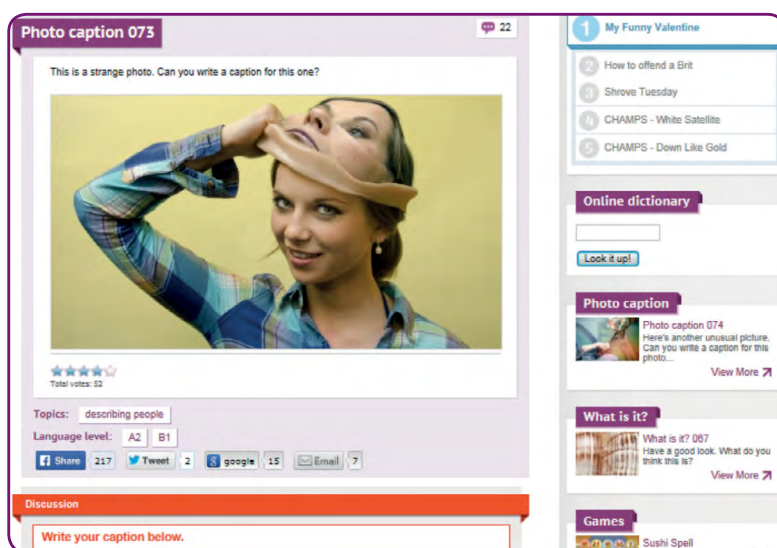




- Photo caption (users comment, writing captions for funny or weird photos)
- What is it? (users comment, trying to guess what the photo is)
- Easy reading (short stories and articles graded to three different levels).

## MAGAZINE

The Magazine section is different to all the other sections on the site: Articles are written by a team of bloggers who are (or were recently) working as British Council Language Assistants. They are not professional writers and they are not EFL writers, although they are aware of the audience and have been encouraged to write clearly and simply. (Articles are not proofread and corrected as they are on the rest of the site, so there may be the odd mistake or typo.) The bloggers choose the topics, which means they write about topics that are interesting for teenagers and from a young person's point of view. The way this section is produced means it is constantly being updated with fresh, new and topical material.



## EASY STEP GUIDE ON HOW TO REGISTER ON LEARNENGLISH TEENS WEBSITE

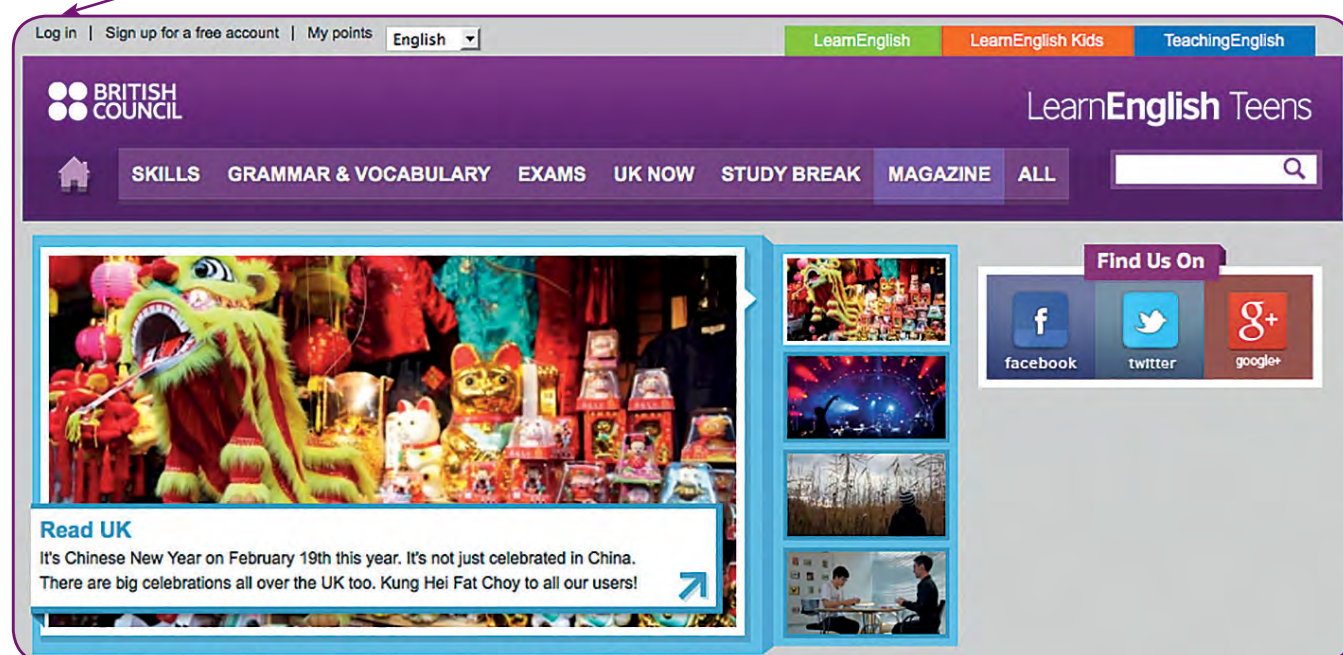
Before you start using this map, download and try activities, you should log into the website. You or your student will register to get the most out of the site. If your students don't register, they won't be able to leave comments and interact with children learning English from all over the world.

To use the map, you can get to the website just by clicking on the link. When you click on the link, you will instantly be brought to a page with all of the relevant activities the site has to offer. There are lots of downloadable materials on the website, and many of the activities focus on particular grammar points or language use.

So, to register on the website, please follow the steps:

1. Go to **<http://learnenglishteens.britishcouncil.org/>**
2. On the home page on the left upper side there is a Log in section:
3. It will take you to the next page. Enter your Username and Password to log in if you registered before. If not, click on *Create new account button*.
4. You will be navigated to the registration page. Fill in the required fields and click on Create new account

Click here



button

Please, remember your Username and Password to enter the website next time.

Click here

### User login

Create new account

Log in

Request new password

**Username \***

Enter your LearnEnglishTeens username.

**Password \***

Enter the password that accompanies your username.

[Log in using OpenID](#)

Log in

### Create new account

Create new account

Log in

Request new password

**Username (Do not use your first name and surname for your username.) \***

Spaces are allowed; punctuation is not allowed except for periods, hyphens, apostrophes, and underscores.

**E-mail address \***

A valid e-mail address. All e-mails from the system will be sent to this address. The e-mail address is not made public and will only be used if you wish to receive a new password or wish to receive certain news or notifications by e-mail.

**Country \***

- Select a value -

**Date of birth \***

Month \* Day \* Year \*

Feb

21

2002

**Terms of Use**

☒ agree with the Terms of Use \*

By submitting this form, you accept the [Mollom privacy policy](#).

Create new account

Fill in

Click here

Click here



# Digital Map

Grades 5-6

	Listening	Reading	Speaking (watch and read)	Writing
Family				
	<b>Introducing a friend</b> <a href="https://learnenglishteens.britishcouncil.org/skills/listening/beginner-a1-listening/introducing-friend">https://learnenglishteens.britishcouncil.org/skills/listening/beginner-a1-listening/introducing-friend</a>			<b>Introducing yourself by email</b> <a href="https://learnenglishteens.britishcouncil.org/skills/writing/beginner-a1-writing/introducing-yourself-email">https://learnenglishteens.britishcouncil.org/skills/writing/beginner-a1-writing/introducing-yourself-email</a>
<b>Vocabulary</b>	Fine, how are you, Where are you from?, etc.			Examination mark, capital letter, comma, full stop, etc.
<b>Activities</b>	Gap fill, gap fill typing, discussion			True/false, discussion
<b>Resources</b>	Exercises, answers, transcript			Exercises, answers, email, writing practice, writing tips
	<b>Describing people</b> <a href="https://learnenglishteens.britishcouncil.org/skills/listening/beginner-a1-listening/describing-people">https://learnenglishteens.britishcouncil.org/skills/listening/beginner-a1-listening/describing-people</a>		<b>Talking about your family</b> <a href="https://learnenglishteens.britishcouncil.org/skills/speaking/elementary-a2-speaking/talking-about-your-family">https://learnenglishteens.britishcouncil.org/skills/speaking/elementary-a2-speaking/talking-about-your-family</a>	<b>About my family</b> <a href="https://learnenglishteens.britishcouncil.org/skills/writing/beginner-a1-writing/about-my-family">https://learnenglishteens.britishcouncil.org/skills/writing/beginner-a1-writing/about-my-family</a>
<b>Vocabulary</b>	Curly, straight, glasses, etc.		Family related vocabulary.	Family, live, California, mom, dad, etc.
<b>Activities</b>	Multiple choice, gap fill typing, discussion		Multiple choice, gap fill, gap fill typing, discussion	Gap fill, multiple choice, discussion
<b>Resources</b>	Exercises, answers, transcript		Exercises, answers, transcript	Exercises, answers, email, writing practice
		<b>A thank you email</b> <a href="https://learnenglishteens.britishcouncil.org/skills/reading/beginner-a1-reading/thank-you-email">https://learnenglishteens.britishcouncil.org/skills/reading/beginner-a1-reading/thank-you-email</a>	<b>Making plans</b> <a href="https://learnenglishteens.britishcouncil.org/skills/speaking/elementary-a2-speaking/making-plans">https://learnenglishteens.britishcouncil.org/skills/speaking/elementary-a2-speaking/making-plans</a>	<b>An invitation to a party</b> <a href="https://learnenglishteens.britishcouncil.org/skills/writing/intermediate-b1-writing/invitation-party">https://learnenglishteens.britishcouncil.org/skills/writing/intermediate-b1-writing/invitation-party</a>
<b>Vocabulary</b>		Birthday present, computer game, good luck, etc.	Birthday party, bowling, shopping center, etc.	Birthday party, fun, people, lemonade, crisps, etc.
<b>Activities</b>		Quiz, grouping, matching, discussion	Multiple choice, gap fill, discussion	Multiple choice, talking about arrangements, time references, completing an invitation, discussion
<b>Resources</b>		Exercises, answers, email	Exercises, answers, transcript.	Exercises, answers, invitation, writing practice



			<b>What is it?</b> <a href="https://learnenglishteens.britishcouncil.org/study-break/what-it/what-it-058">https://learnenglishteens.britishcouncil.org/study-break/what-it/what-it-058</a>	<b>Chat</b> <a href="https://learnenglishteens.britishcouncil.org/skills/writing/elementary-a2-writing/chat">https://learnenglishteens.britishcouncil.org/skills/writing/elementary-a2-writing/chat</a>
<b>Vocabulary</b>				Liza's house, kisses, laughing out loud, etc.
<b>Activities</b>				Gap fill, discussion.
<b>Resources</b>				Exercises, answers, text, writing practice.
<b>School</b>				
	<b>First day at school</b> <a href="https://learnenglishteens.britishcouncil.org/skills/listening/beginner-a1-listening/first-day-school">https://learnenglishteens.britishcouncil.org/skills/listening/beginner-a1-listening/first-day-school</a>			<b>At school</b> <a href="https://learnenglishteens.britishcouncil.org/skills/writing/beginner-a1-writing/school">https://learnenglishteens.britishcouncil.org/skills/writing/beginner-a1-writing/school</a>
<b>Vocabulary</b>	Teacher, homework, classroom, family, etc.			Art, PE, history, science, geography, etc.
<b>Activities</b>	True/false, reordering, discussion			true/false, error correction, discussion
<b>Resources</b>	Exercise, answers, transcript			Exercises, answers, timetable, writing practice
			<b>Meeting people</b> <a href="https://learnenglishteens.britishcouncil.org/skills/speaking/beginner-a1-speaking/meeting-people">https://learnenglishteens.britishcouncil.org/skills/speaking/beginner-a1-speaking/meeting-people</a>	<b>Introducing yourself on a blog</b> <a href="https://learnenglishteens.britishcouncil.org/skills/writing/beginner-a1-writing/introducing-yourself-blog">https://learnenglishteens.britishcouncil.org/skills/writing/beginner-a1-writing/introducing-yourself-blog</a>
<b>Vocabulary</b>			look lost, new at school, late, worry, etc.	British, Chinese, Mexican, Scottish, etc.
<b>Activities</b>			True/false, reordering, gap fill, discussion	Multiple choice, gap fill typing, ordering, discussion
<b>Resources</b>			Exercise, answers, transcript	Exercise, answers, blog, writing practice, tips
		<b>School library</b> <a href="https://learnenglishteens.britishcouncil.org/skills/reading/beginner-a1-reading/school-library">https://learnenglishteens.britishcouncil.org/skills/reading/beginner-a1-reading/school-library</a>		<b>A social network site</b> <a href="https://learnenglishteens.britishcouncil.org/skills/writing/elementary-a2-writing/social-network-site">https://learnenglishteens.britishcouncil.org/skills/writing/elementary-a2-writing/social-network-site</a>
<b>Vocabulary</b>		Library, borrow bookshop, study, etc.		Welcome, make friends, like sports, etc.
<b>Activities</b>		true/false, grouping, matching, discussion		True/false, capital letters, discussion
<b>Resources</b>		Exercises, answers		Exercises, answers, messages, writing practice



	<b>At the library-giving personal information</b> <a href="https://learnenglishteens.britishcouncil.org/skills/listening/beginner-a1-listening/library-giving-personal-information">https://learnenglishteens.britishcouncil.org/skills/listening/beginner-a1-listening/library-giving-personal-information</a>			<b>At the library</b> <a href="https://learnenglishteens.britishcouncil.org/skills/listening/beginner-a1-listening/library-giving-personal-information">https://learnenglishteens.britishcouncil.org/skills/listening/beginner-a1-listening/library-giving-personal-information</a>
<b>Vocabulary</b>	First name, surname, pet, etc.			Library card, borrow books, member, etc.
<b>Activities</b>	Multiple choice, gap fill			true/false, gap fill
<b>Resources</b>	Exercises, answers, transcript			Exercises, answers, library card
	<b>Study tips</b> <a href="https://learnenglishteens.britishcouncil.org/skills/listening/beginner-a1-listening/study-tips">https://learnenglishteens.britishcouncil.org/skills/listening/beginner-a1-listening/study-tips</a>	<b>7 tips of a tidy desk</b> <a href="https://learnenglishteens.britishcouncil.org/skills/reading/elementary-a2-reading/7-tips-tidy-desk">https://learnenglishteens.britishcouncil.org/skills/reading/elementary-a2-reading/7-tips-tidy-desk</a>		<b>Study diary</b> <a href="https://learnenglishteens.britishcouncil.org/skills/writing/beginner-a1-writing/study-diary">https://learnenglishteens.britishcouncil.org/skills/writing/beginner-a1-writing/study-diary</a>
<b>Vocabulary</b>	Marks, lucky, important, number, etc.	Scanner, Smartphone, notice board, bin, etc.		Week days, science, Geography, etc.
<b>Activities</b>	Grouping, gap fill, discussion	True and false, grouping, discussion.		Multiple choice, ordering, gap fill, discussion
<b>Resources</b>	Exercises, answers, transcript	Exercises, answers, tips		Exercises, answers, diary, writing practice
	<b>Stop wasting time</b> <a href="https://learnenglishteens.britishcouncil.org/skills/listening/elementary-a2-listening/stop-wasting-time">https://learnenglishteens.britishcouncil.org/skills/listening/elementary-a2-listening/stop-wasting-time</a>		<b>What is it?</b> <a href="https://learnenglishteens.britishcouncil.org/study-break/what-it/what-it-056">https://learnenglishteens.britishcouncil.org/study-break/what-it/what-it-056</a>	
<b>Vocabulary</b>	End up, start off, waste, turn off, etc.			
<b>Activities</b>	Reordering, true/false, discussion.			
<b>Resources</b>	Exercises, answers, transcript.			
	<b>Taking notes</b> <a href="https://learnenglishteens.britishcouncil.org/skills/listening/elementary-a2-listening/taking-notes">https://learnenglishteens.britishcouncil.org/skills/listening/elementary-a2-listening/taking-notes</a>	<b>Exam help message</b> <a href="https://learnenglishteens.britishcouncil.org/skills/reading/beginner-a1-reading/exam-help-messages">https://learnenglishteens.britishcouncil.org/skills/reading/beginner-a1-reading/exam-help-messages</a>	<b>Homework problems</b> <a href="https://learnenglishteens.britishcouncil.org/skills/speaking/beginner-a1-speaking/homework-problems">https://learnenglishteens.britishcouncil.org/skills/speaking/beginner-a1-speaking/homework-problems</a>	<b>Study date email</b> <a href="https://learnenglishteens.britishcouncil.org/skills/writing/beginner-a1-writing/study-date-email">https://learnenglishteens.britishcouncil.org/skills/writing/beginner-a1-writing/study-date-email</a>





<b>Vocabulary</b>	Taking notes, matter, exam, worry, etc.	Exam, message, help, easy, choose, timetable, etc.	homework, math, special, repeat, exam, etc.	Exam, invite, friend, house, invitation, etc.
<b>Activities</b>	True/false, gap fill, discussion	true/false, matching, discussion	True/false, gap fill, gap fill typing, discussion	True/false, gap fill, gap fill typing, discussion
<b>Resources</b>	Exercises, answers, transcript	Exercises, answers, messages	Exercises, answers, transcript	Exercises, answers, email, writing practice, tips
	<b>Using colours to do homework</b> <a href="https://learnenglishteens.britishcouncil.org/skills/listening/elementary-a2-listening/using-colours-do-homework">https://learnenglishteens.britishcouncil.org/skills/listening/elementary-a2-listening/using-colours-do-homework</a>		<b>What is it?</b> <a href="https://learnenglishteens.britishcouncil.org/study-break/what-it/what-it-019">https://learnenglishteens.britishcouncil.org/study-break/what-it/what-it-019</a>	
<b>Vocabulary</b>	Colours, coding, organize, homework, etc.			
<b>Activities</b>	True/false, matching, gap fill			
<b>Resources</b>	Exercises, answers, transcript			
	<b>Understanding numbers</b> <a href="https://learnenglishteens.britishcouncil.org/skills/listening/beginner-a1-listening/understanding-numbers">https://learnenglishteens.britishcouncil.org/skills/listening/beginner-a1-listening/understanding-numbers</a>	<b>About the Earth</b> <a href="https://learnenglishteens.britishcouncil.org/skills/reading/elementary-a2-reading/about-earth">https://learnenglishteens.britishcouncil.org/skills/reading/elementary-a2-reading/about-earth</a>	<b>What is it?</b> <a href="https://learnenglishteens.britishcouncil.org/study-break/what-it/what-it-017">https://learnenglishteens.britishcouncil.org/study-break/what-it/what-it-017</a>	<b>School poster project</b> <a href="https://learnenglishteens.britishcouncil.org/skills/writing/beginner-a1-writing/school-poster-project">https://learnenglishteens.britishcouncil.org/skills/writing/beginner-a1-writing/school-poster-project</a>
<b>Vocabulary</b>	Numbers, metre, etc.	Coldest continent, the Mediterranean Sea, The Pacific, etc.		Poster, safe, online, photos, password, etc.
<b>Activities</b>	Reordering, grouping, discussion	Earth quiz, gap fill numbers, superlative adjectives, discussion.		Gap fill, discussion
<b>Resources</b>	Exercises, answers, transcript	Exercises, answers, quiz.		Exercises, answers, poster, writing practice, tips
		<b>At the university sport club</b> <a href="https://learnenglishteens.britishcouncil.org/skills/reading/beginner-a1-reading/university-sports-club">https://learnenglishteens.britishcouncil.org/skills/reading/beginner-a1-reading/university-sports-club</a>	<b>What is it?</b> <a href="https://learnenglishteens.britishcouncil.org/study-break/what-it/what-it-020">https://learnenglishteens.britishcouncil.org/study-break/what-it/what-it-020</a>	<b>An email about sports</b> <a href="https://learnenglishteens.britishcouncil.org/skills/writing/elementary-a2-writing/email-about-sports">https://learnenglishteens.britishcouncil.org/skills/writing/elementary-a2-writing/email-about-sports</a>
<b>Vocabulary</b>		University, sports team, volleyball, swimming, etc.		Sports, ice hockey, swimming, volleyball, etc.
<b>Activities</b>		True/false, gap fill		True/false, multiple choice, discussion
<b>Resources</b>		Exercises, answers, poster		Exercises, answers, email, writing practice, tips



	<b>Getting an ID card</b> <a href="https://learnenglishteens.britishcouncil.org/skills/listening/beginner-a1-listening/getting-id-card">https://learnenglishteens.britishcouncil.org/skills/listening/beginner-a1-listening/getting-id-card</a>	<b>The language school</b> <a href="https://learnenglishteens.britishcouncil.org/skills/reading/beginner-a1-reading/language-school">https://learnenglishteens.britishcouncil.org/skills/reading/beginner-a1-reading/language-school</a>	<b>What is it?</b> <a href="https://learnenglishteens.britishcouncil.org/study-break/what-it/what-it-064-0">https://learnenglishteens.britishcouncil.org/study-break/what-it/what-it-064-0</a>	<b>Student card application</b> <a href="https://learnenglishteens.britishcouncil.org/skills/writing/beginner-a1-writing/student-card-application">https://learnenglishteens.britishcouncil.org/skills/writing/beginner-a1-writing/student-card-application</a>
<b>Vocabulary</b>	Spell, names, International, student, ID card, surname, etc.	Read, listen, write, speak, teacher, student, etc.		Application, date of birth, place of study, address, etc.
<b>Activities</b>	Reordering, multiple choice, discussion	Multiple choice, matching, discussion		True/false, gap fill, discussion
<b>Resources</b>	Exercises, answers, transcript	Exercises answers, flyer		Exercises, answers, form, writing practice
	<b>Spelling names</b> <a href="https://learnenglishteens.britishcouncil.org/skills/listening/beginner-a1-listening/spelling-names">https://learnenglishteens.britishcouncil.org/skills/listening/beginner-a1-listening/spelling-names</a>  <b>Spelling colours</b> <a href="https://learnenglishteens.britishcouncil.org/skills/listening/beginner-a1-listening/spelling-colours">https://learnenglishteens.britishcouncil.org/skills/listening/beginner-a1-listening/spelling-colours</a>	<b>On the internet</b> <a href="https://learnenglishteens.britishcouncil.org/skills/reading/elementary-a2-reading/internet">https://learnenglishteens.britishcouncil.org/skills/reading/elementary-a2-reading/internet</a>	<b>What is it?</b> <a href="https://learnenglishteens.britishcouncil.org/study-break/what-it/what-it-049">https://learnenglishteens.britishcouncil.org/study-break/what-it/what-it-049</a>	
<b>Vocabulary</b>	Spelling, alphabet, letters, colours	Sumer courses, children, teenagers, students, hours, classes, etc.		
<b>Activities</b>	Gap fill, reordering, discussion	True/false, gap fill, discussion		
<b>Resources</b>	Exercises, answers, transcript	Exercises, answers, website		
<b>Technology</b>				
		<b>Are you a good digital citizen?</b> <a href="https://learnenglishteens.britishcouncil.org/skills/reading/elementary-a2-reading/are-you-good-digital-citizen">https://learnenglishteens.britishcouncil.org/skills/reading/elementary-a2-reading/are-you-good-digital-citizen</a>		
<b>Vocabulary</b>		Digital citizen, modern world, active, online, etc.		
<b>Activities</b>		Multiple selection, gap fill, discussion.		
<b>Resources</b>		Exercises, answers, quiz		





	<b>Online safety conversation</b> <a href="https://learnenglishteens.britishcouncil.org/skills/listening/beginner-a1-listening/online-safety-conversation">https://learnenglishteens.britishcouncil.org/skills/listening/beginner-a1-listening/online-safety-conversation</a>	<b>Online safety poster</b> <a href="https://learnenglishteens.britishcouncil.org/skills/reading/elementary-a2-reading/online-safety-poster">https://learnenglishteens.britishcouncil.org/skills/reading/elementary-a2-reading/online-safety-poster</a>		
<b>Vocabulary</b>	Computer, privacy, social networking, etc.	take care, keep, personal information, etc		
<b>Activities</b>	True/false, matching, discussion	Grouping, reordering, discussion		
<b>Resources</b>	Exercises, answers, conversation	Exercises, answers, poster		
<b>Jobs</b>				
	<b>Work</b> <a href="https://learnenglishteens.britishcouncil.org/skills/listening/elementary-a2-listening/work">https://learnenglishteens.britishcouncil.org/skills/listening/elementary-a2-listening/work</a>	<b>Finding a job</b> <a href="https://learnenglishteens.britishcouncil.org/skills/reading/elementary-a2-reading/finding-job">https://learnenglishteens.britishcouncil.org/skills/reading/elementary-a2-reading/finding-job</a>		<b>Applying for a job</b> <a href="https://learnenglishteens.britishcouncil.org/skills/writing/beginner-a1-writing/applying-job">https://learnenglishteens.britishcouncil.org/skills/writing/beginner-a1-writing/applying-job</a>
<b>Vocabulary</b>	Shop assistant, doctor, pilot teacher, nurse, etc.	Babysitter, shop assistant, paper boy, cashier, etc.		Apply, jobs, organize, information, etc.
<b>Activities</b>	Matching, multiple, choice, discussion	Matching, multiple choice, true/false, discussion.		Grouping, email structure, writing an email,
<b>Resources</b>	Exercises, answers, transcript	Exercises, answers, adverts.		Exercises, answers, adverbs and emails, writing practice, tips
	<b>Interview with a swimmer</b> <a href="https://learnenglishteens.britishcouncil.org/skills/listening/beginner-a1-listening/interview-swimmer">https://learnenglishteens.britishcouncil.org/skills/listening/beginner-a1-listening/interview-swimmer</a>		<b>What is it?</b> <a href="https://learnenglishteens.britishcouncil.org/study-break/what-it/what-it-034">https://learnenglishteens.britishcouncil.org/study-break/what-it/what-it-034</a>	<b>Summer Jobs</b> <a href="https://learnenglishteens.britishcouncil.org/skills/writing/elementary-a2-writing/summer-jobs">https://learnenglishteens.britishcouncil.org/skills/writing/elementary-a2-writing/summer-jobs</a>
<b>Vocabulary</b>	Swimmer, interview, typical day, early, etc.			Drama, photography, instructor, art, etc.
<b>Activities</b>	True/false, gap fill, discussion			Information transfer, gap fill, discussion.
<b>Resources</b>	Exercises, answers, transcript			Exercises, answers, text, writing practice.
	<b>A good night's sleep (Interview with a doctor)</b> <a href="https://learnenglishteens.britishcouncil.org/skills/listening/beginner-a1-listening/good-nights-sleep">https://learnenglishteens.britishcouncil.org/skills/listening/beginner-a1-listening/good-nights-sleep</a>			



<b>Vocabulary</b>	Busy, loud, hardest, bedtime, an exam, etc.			
<b>Activities</b>	True/false, gap fill, discussion			
<b>Resources</b>	Exercises, answers, transcript			
<b>entertainment</b>				
	<b>Going to the cinema</b> <a href="https://learnenglishteens.britishcouncil.org/skills/listening/elementary-a2-listening/going-cinema">https://learnenglishteens.britishcouncil.org/skills/listening/elementary-a2-listening/going-cinema</a>	<b>Films and Entertainment</b> <a href="https://learnenglishteens.britishcouncil.org/skills/reading/elementary-a2-reading/films-entertainment">https://learnenglishteens.britishcouncil.org/skills/reading/elementary-a2-reading/films-entertainment</a>	<b>Giving your opinion</b> <a href="https://learnenglishteens.britishcouncil.org/skills/speaking/elementary-a2-speaking/giving-your-opinion">https://learnenglishteens.britishcouncil.org/skills/speaking/elementary-a2-speaking/giving-your-opinion</a>	<b>Film review</b> <a href="https://learnenglishteens.britishcouncil.org/skills/writing/elementary-a2-writing/film-review">https://learnenglishteens.britishcouncil.org/skills/writing/elementary-a2-writing/film-review</a>
<b>Vocabulary</b>	Science fiction, romantic, historical drama, etc.	Award, actress, star, nominate, celebrity, etc.	Boring, exciting, annoying, cool, etc.	Types of films, sci-fi, terrible, etc.
<b>Activities</b>	Multiple choice, discussion	Ordering, true/false, multiple choice, discussion.	Matching, gap fill, reordering, discussion	Multiple choice, grouping, discussion
<b>Resources</b>	Exercises, answers, transcript	Exercises, answers, article.	Exercises, answers, transcript	Exercises, answers, text, writing practice
	<b>Inviting someone to the cinema</b> <a href="https://learnenglishteens.britishcouncil.org/skills/listening/beginner-a1-listening/inviting-someone-cinema">https://learnenglishteens.britishcouncil.org/skills/listening/beginner-a1-listening/inviting-someone-cinema</a>	<b>On the telephone</b> <a href="https://learnenglishteens.britishcouncil.org/skills/reading-skills-practice/telephone">https://learnenglishteens.britishcouncil.org/skills/reading-skills-practice/telephone</a>		<b>Meeting friends</b> <a href="https://learnenglishteens.britishcouncil.org/skills/writing/beginner-a1-writing/meeting-friends">https://learnenglishteens.britishcouncil.org/skills/writing/beginner-a1-writing/meeting-friends</a>
<b>Vocabulary</b>	Cinema, film, comedy, romcom, etc.	Text message, cinema, tonight, meet, etc.		Text message
<b>Activities</b>	Multiple choice, gap fill typing, discussion	True/false, gap fill, matching, discussion		True/false, text messaging, discussion
<b>Resources</b>	Exercises, answers, transcript	Exercises, gap fill, matching		Exercises, answers, text messages, writing practice
	<b>Band auditions</b> <a href="https://learnenglishteens.britishcouncil.org/skills/listening/beginner-a1-listening/band-auditions">https://learnenglishteens.britishcouncil.org/skills/listening/beginner-a1-listening/band-auditions</a>		<b>What is it</b> <a href="https://learnenglishteens.britishcouncil.org/study-break/what-it/what-it-028">https://learnenglishteens.britishcouncil.org/study-break/what-it/what-it-028</a>	<b>An invitation</b> <a href="https://learnenglishteens.britishcouncil.org/skills/writing/elementary-a2-writing/invitation">https://learnenglishteens.britishcouncil.org/skills/writing/elementary-a2-writing/invitation</a>
<b>Vocabulary</b>	Band, audition, great, music, singer, etc.			Surfing, invite, meet, sunny, etc.
<b>Activities</b>	True/false, discussion			Multiple choice, punctuation, discussion
<b>Resources</b>	Exercises, answers, transcript			Exercises, answers, email, writing practice, tips



Eating out				
	Eating out	A restaurant	What is it?	A recipe
	<a href="https://learnenglishteens.britishcouncil.org/skills/listening/elementary-a2-listening/eating-out">https://learnenglishteens.britishcouncil.org/skills/listening/elementary-a2-listening/eating-out</a>	<a href="https://learnenglishteens.britishcouncil.org/skills/reading/elementary-a2-reading/restaurant-menu">https://learnenglishteens.britishcouncil.org/skills/reading/elementary-a2-reading/restaurant-menu</a>	<a href="https://learnenglishteens.britishcouncil.org/study-break/what-it/what-it-055">https://learnenglishteens.britishcouncil.org/study-break/what-it/what-it-055</a>	<a href="https://learnenglishteens.britishcouncil.org/skills/writing/elementary-a2-writing/recipe">https://learnenglishteens.britishcouncil.org/skills/writing/elementary-a2-writing/recipe</a>
<b>Vocabulary</b>	Sausages, omelets, etc.	Cheese, burger, pasta, vegetables Main course, snacks, etc.		Saucepan, cooking pot, pepper, etc.
<b>Activities</b>	True, false, discussion.	True/false, gap fill, recommendations, discussion.		True/false, commas, verb forms, discussion.
<b>Resources</b>	Exercises, answers, transcript.	Exercises, answers, menu		Exercise, answers, text, writing practice.
	Ordering food in a cafe	At the restaurant		My favourite meal
	<a href="https://learnenglishteens.britishcouncil.org/skills/listening/beginner-a1-listening/ordering-food-cafe">https://learnenglishteens.britishcouncil.org/skills/listening/beginner-a1-listening/ordering-food-cafe</a>	<a href="https://learnenglishteens.britishcouncil.org/skills/reading/beginner-a1-reading/restaurantt">https://learnenglishteens.britishcouncil.org/skills/reading/beginner-a1-reading/restaurantt</a>		<a href="https://learnenglishteens.britishcouncil.org/skills/writing/beginner-a1-writing/my-favourite-meal">https://learnenglishteens.britishcouncil.org/skills/writing/beginner-a1-writing/my-favourite-meal</a>
<b>Vocabulary</b>	Menu, desserts, drinks, fruit, ice cream, etc.	Main courses, cheese burger, seafood salad, etc.		Favourite meal, breakfast, cereals, mushrooms, etc.
<b>Activities</b>	Multiple choice, reordering, discussion	Grouping, true/false, discussion		Multiple choice, gap fill 1/2
<b>Resources</b>	Exercises, answers, transcript.	Exercises, answers, menu		Exercises, answers, text, writing practice, tips
		Can you cook?	What is it?	
		<a href="https://learnenglishteens.britishcouncil.org/skills/reading/beginner-a1-reading/can-you-cook">https://learnenglishteens.britishcouncil.org/skills/reading/beginner-a1-reading/can-you-cook</a>	<a href="https://learnenglishteens.britishcouncil.org/study-break/what-it/what-it-050">https://learnenglishteens.britishcouncil.org/study-break/what-it/what-it-050</a>	
<b>Vocabulary</b>		Enjoy, different, today's world, meals, recipes, cookery, etc.		
<b>Activities</b>		True/false, multiple choice, discussion		
<b>Resources</b>		Exercises, article, answers		



shopping				
		<b>Shopping signs and notices</b>  <a href="https://learnenglishteens.britishcouncil.org/skills/reading/elementary-a2-reading/shopping-signs-notice">https://learnenglishteens.britishcouncil.org/skills/reading/elementary-a2-reading/shopping-signs-notice</a>	<b>At the shop</b>  <a href="https://learnenglishteens.britishcouncil.org/skills/speaking/beginner-a1-speaking/shop">https://learnenglishteens.britishcouncil.org/skills/speaking/beginner-a1-speaking/shop</a>	
<b>Vocabulary</b>		Electrical shop, sports shop, games console, sale, special offer, etc.	magazine, shopkeeper, fridge, sweets, etc.	
<b>Activities</b>		Matching, true/false, gap fill, discussion.	Multiple choice, gap fill, reordering	
<b>Resources</b>		Exercises, answers, adverts.	Exercises, transcript, answers	
	<b>Shopping for clothes</b>  <a href="https://learnenglishteens.britishcouncil.org/skills/listening/elementary-a2-listening/shopping-clothes">https://learnenglishteens.britishcouncil.org/skills/listening/elementary-a2-listening/shopping-clothes</a>	<b>Shopping for electronics</b>  <a href="https://learnenglishteens.britishcouncil.org/skills/reading/beginner-a1-reading/shopping-electronics">https://learnenglishteens.britishcouncil.org/skills/reading/beginner-a1-reading/shopping-electronics</a>	<b>Buying new shoes</b>  <a href="https://learnenglishteens.britishcouncil.org/skills/speaking/elementary-a2-speaking/buying-new-shoes">https://learnenglishteens.britishcouncil.org/skills/speaking/elementary-a2-speaking/buying-new-shoes</a>	<b>What is it?</b>  <a href="https://learnenglishteens.britishcouncil.org/study-break/what-it/what-it-070">https://learnenglishteens.britishcouncil.org/study-break/what-it/what-it-070</a>
<b>Vocabulary</b>	Credit card, cash, check out, etc.	Electronicals, warehouse, sale, big savings, etc.	I'm a size ... Black, please, etc.	
<b>Activities</b>	Grouping, gap fill, discussion.	Multiple choice, gap fill, true/false, discussion	Multiple choice, gap fill, reordering, discussion.	
<b>Resources</b>	Exercises, answers, transcript.	Exercises, answers, flyer	Exercises, answers, transcript.	
travelling				
		<b>My city</b>  <a href="https://learnenglishteens.britishcouncil.org/skills/reading/elementary-a2-reading/my-city">https://learnenglishteens.britishcouncil.org/skills/reading/elementary-a2-reading/my-city</a>		
<b>Vocabulary</b>		Classify City/ countryside Related vocabulary.		
<b>Activities</b>		Grouping, true/false, matching , discussion		
<b>Resources</b>		Exercises, answers, flyer.		



		<b>My Town</b> <a href="https://learnenglishteens.britishcouncil.org/skills/reading/elementary-a2-reading/my-town">https:// learnenglishteens. britishcouncil.org/ skills/reading/ elementary-a2- reading/my-town</a>		
<b>Vocabulary</b>		Surfing, water-skiing, etc.		
<b>Activities</b>		Match the words & pictures, discussion.		
<b>Resources</b>		Multiple choice, answers, text.		
		<b>Mind map (transport)</b> <a href="https://learnenglishteens.britishcouncil.org/skills/reading/elementary-a2-reading/mind-maps">https:// learnenglishteens. britishcouncil.org/ skills/reading/ elementary-a2- reading/mind-maps</a>		<b>Invitation messages</b>  <a href="https://learnenglishteens.britishcouncil.org/skills/writing/elementary-a2-writing/invitation-messages">https://learnenglishteens. britishcouncil.org/skills/ writing/elementary-a2- writing/invitation-messages</a>
<b>Vocabulary</b>		Sea/ocean, transport, road, rail, center, middle, etc.		Let me know, hear from somebody, write a reply, etc.
<b>Activities</b>		True/false, ordering, gap fill, discussion.		Multiple choice, gap fill, discussion.
<b>Resources</b>		Exercises, text, answers.		Exercises, answers, letter, writing practice.
	<b>Travelling abroad</b> <a href="https://learnenglishteens.britishcouncil.org/skills/listening/elementary-a2-listening/travelling-abroad">https://learnenglishteens. britishcouncil.org/skills/ listening/elementary-a2- listening/travelling-abroad</a>		<b>What is it?</b> <a href="https://learnenglishteens.britishcouncil.org/study-break/what-it/what-it-067">https://learnenglishteens. britishcouncil.org/study- break/what-it/what-it-067</a>	<b>Travelling abroad</b> <a href="https://learnenglishteens.britishcouncil.org/skills/writing/elementary-a2-writing/travelling-abroad">https://learnenglishteens. britishcouncil.org/skills/ writing/elementary-a2- writing/travelling-abroad</a>
<b>Vocabulary</b>	Arrive, airport, immigration, take off, etc.			Weather, windy, wet, favourite sports, etc.
<b>Activities</b>	Matching, typing, discussion.			True/false, spelling, discussion.
<b>Resources</b>	Exercises, answers, transcript.			Exercises, answers, email, writing, writing practice.
	<b>Giving directions</b> <a href="https://learnenglishteens.britishcouncil.org/skills/listening/elementary-a2-listening/giving-directions">https://learnenglishteens. britishcouncil.org/skills/ listening/elementary-a2- listening/giving-directions</a>	<b>A train timetable</b> <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>		
<b>Vocabulary</b>	Opposite, turn right, go straight on, etc.	Depart, journey, arrive, duration, etc.		
<b>Activities</b>	Gap fill, gap fill typing, discussion.	True/false, gap fill, multiple choice, discussion.		
<b>Resources</b>	Exercises, answers, transcript.	Exercises, answers, timetable and ticket.		



	<b>Train and travel</b> <a href="https://learnenglishteens.britishcouncil.org/skills/listening/elementary-a2-listening/trains-travel">https://learnenglishteens.britishcouncil.org/skills/listening/elementary-a2-listening/trains-travel</a>		<b>What is it?</b> <a href="https://learnenglishteens.britishcouncil.org/study-break/what-it/what-it-030">https://learnenglishteens.britishcouncil.org/study-break/what-it/what-it-030</a>	<b>Train and travel</b> <a href="https://learnenglishteens.britishcouncil.org/skills/writing/elementary-a2-writing/trains-travel">https://learnenglishteens.britishcouncil.org/skills/writing/elementary-a2-writing/trains-travel</a>
<b>Vocabulary</b>	Platform, single, return/back, etc.			How fast can you think? What time does the train arrive? etc.
<b>Activities</b>	Matching, question and answer, discussion.			Grouping, email structure, reply to email, discussion.
<b>Resources</b>	Exercises, answers, transcript.			Exercises, answers, email, writing practice.
	<b>Tour of London</b> <a href="https://learnenglishteens.britishcouncil.org/skills/listening/elementary-a2-listening/tour-london">https://learnenglishteens.britishcouncil.org/skills/listening/elementary-a2-listening/tour-london</a>			<b>A postcard from New York</b> <a href="https://learnenglishteens.britishcouncil.org/skills/writing/elementary-a2-writing/postcard-new-york">https://learnenglishteens.britishcouncil.org/skills/writing/elementary-a2-writing/postcard-new-york</a>
<b>Vocabulary</b>	Buckingham palace, London bus, London eye, etc.			The Brooklyn Bridge. A yellow taxi, a Broadway theatre, etc.
<b>Activities</b>	Reordering, multiple choice, discussion			Grouping, gap fill typing, discussion.
<b>Resources</b>	Exercises, answers, transcript			Exercises, answers, postcard, writing practice.
			<b>What is it?</b> <a href="https://learnenglishteens.britishcouncil.org/study-break/what-it/what-it-061">https://learnenglishteens.britishcouncil.org/study-break/what-it/what-it-061</a>	<b>A postcard from Scotland</b> <a href="https://learnenglishteens.britishcouncil.org/skills/writing/elementary-a2-writing/postcard-scotland">https://learnenglishteens.britishcouncil.org/skills/writing/elementary-a2-writing/postcard-scotland</a>
<b>Vocabulary</b>				Great holiday, hotel, friendly, Loch Ness, etc.
<b>Activities</b>				True/false, contractions
<b>Resources</b>				Exercises, answers, postcard, writing practice
	<b>Weather forecast</b> <a href="https://learnenglishteens.britishcouncil.org/skills/listening/elementary-a2-listening/weather-forecast">https://learnenglishteens.britishcouncil.org/skills/listening/elementary-a2-listening/weather-forecast</a>		<b>What is it?</b> <a href="https://learnenglishteens.britishcouncil.org/study-break/what-it/what-it-066">https://learnenglishteens.britishcouncil.org/study-break/what-it/what-it-066</a>	<b>Not feeling well</b> <a href="https://learnenglishteens.britishcouncil.org/skills/speaking/beginner-a1-speaking/not-feeling-well">https://learnenglishteens.britishcouncil.org/skills/speaking/beginner-a1-speaking/not-feeling-well</a>
<b>Vocabulary</b>	Thunderstorm, cloudy, windy, etc.			Wrong, feel, headache, hot, etc.
<b>Activities</b>	Matching, gap fill typing, discussion			True/false, gap fill, ordering, discussion
<b>Resources</b>	Exercises, answers, transcript			Exercises, answers, transcript



		<b>A lost dog</b>	<b>What is it?</b>	
		<a href="http://learnenglishteens.britishcouncil.org/skills/reading-skills-practice/lost-dog">http://learnenglishteens.britishcouncil.org/skills/reading-skills-practice/lost-dog</a>	<a href="http://learnenglishteens.britishcouncil.org/study-break/what-it/what-it-009">http://learnenglishteens.britishcouncil.org/study-break/what-it/what-it-009</a>	
<b>Vocabulary</b>		Help, lost, central park, etc.		
<b>Activities</b>		Image description, True/false, gap fill, error correction		
<b>Resources</b>		Exercises, answers, transcript		
		<b>At the swimming pool</b>		
		<a href="https://learnenglishteens.britishcouncil.org/skills/reading/beginner-a1-reading/swimming-pool">https://learnenglishteens.britishcouncil.org/skills/reading/beginner-a1-reading/swimming-pool</a>		
<b>Vocabulary</b>		No diving, No running, etc.		
<b>Activities</b>		Grouping, true/false		
<b>Resources</b>		Exercises, answers, notice		
		<b>Finding a home</b>	<b>What is it?</b>	
		<a href="https://learnenglishteens.britishcouncil.org/skills/reading/beginner-a1-reading/finding-home">https://learnenglishteens.britishcouncil.org/skills/reading/beginner-a1-reading/finding-home</a>	<a href="https://learnenglishteens.britishcouncil.org/study-break/what-it/what-it-048">https://learnenglishteens.britishcouncil.org/study-break/what-it/what-it-048</a>	
<b>Vocabulary</b>		rent, flat, quiet, available, garden, etc.		
<b>Activities</b>		Matching, multiple choice, recommendations		
<b>Resources</b>		Exercises, answers, advert		



# Additional Resources

**Grammar video** - <https://learnenglishteens.britishcouncil.org/grammar>

**Vocabulary exercises** - <https://learnenglishteens.britishcouncil.org/vocabulary/advanced-vocabulary>

**Vocabulary exercises** - <https://learnenglishteens.britishcouncil.org/vocabulary/beginner-vocabulary>

## Study Break

<https://learnenglishteens.britishcouncil.org/study-break>

## What is it?

<http://learnenglishteens.britishcouncil.org/study-break/what-it?page=2>

## Learnenglish Kids

<https://learnenglishkids.britishcouncil.org/>

### Grammar practice

<https://learnenglishkids.britishcouncil.org/grammar-practice>

In this section you can learn grammar rules and play games to help you understand. You can also print activities, tests and reference cards to help you learn and remember

### Grammar videos

<https://learnenglishkids.britishcouncil.org/grammar-videos>

In this section you can watch Gran help Kitty understand how to use English grammar. Watch videos, print activities and post comments!

### Word games

<https://learnenglishkids.britishcouncil.org/word-games>

We have lots of great word games for you to play. You can choose from lots of different topics and have fun playing games and learning English at the same time. You can also post comments!

### Word of the week

<https://learnenglishkids.britishcouncil.org/word-week>

We have lots of great videos for you to watch and learn new words. Watch videos showing children in the UK using the new words in conversation. Then post a comment!





<b>Tongue twisters</b>	<a href="https://learnenglishkids.britishcouncil.org/tongue-twisters">https://learnenglishkids.britishcouncil.org/tongue-twisters</a> Have fun saying tongue twisters in English. Saying tongue twisters can be difficult at first, so don't worry if you can't do it very well to begin with. Just keep practicing and have fun!
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<b>Short stories</b>	
<a href="https://learnenglishkids.britishcouncil.org/short-stories">https://learnenglishkids.britishcouncil.org/short-stories</a> Reading stories is a great way to improve your vocabulary and we have lots of great stories for you to watch. Watch stories, print activities and post comments!	
<b>A Midsummer Night's dream</b>	<a href="https://learnenglishkids.britishcouncil.org/short-stories/midsummer-nights-dream">https://learnenglishkids.britishcouncil.org/short-stories/midsummer-nights-dream</a>
<b>Elizabeth I</b>	<a href="https://learnenglishkids.britishcouncil.org/short-stories/elizabeth-i">https://learnenglishkids.britishcouncil.org/short-stories/elizabeth-i</a>
<b>Emmeline Pankhurst</b>	<a href="https://learnenglishkids.britishcouncil.org/short-stories/emmeline-pankhurst">https://learnenglishkids.britishcouncil.org/short-stories/emmeline-pankhurst</a>
<b>Florence Nightingale</b>	<a href="https://learnenglishkids.britishcouncil.org/short-stories/florence-nightingale">https://learnenglishkids.britishcouncil.org/short-stories/florence-nightingale</a>
<b>George and the dragon</b>	<a href="https://learnenglishkids.britishcouncil.org/short-stories/george-and-the-dragon">https://learnenglishkids.britishcouncil.org/short-stories/george-and-the-dragon</a>
<b>Hamlet</b>	<a href="https://learnenglishkids.britishcouncil.org/short-stories/hamlet">https://learnenglishkids.britishcouncil.org/short-stories/hamlet</a>
<b>Isaac Newton</b>	<a href="https://learnenglishkids.britishcouncil.org/short-stories/isaac-newton">https://learnenglishkids.britishcouncil.org/short-stories/isaac-newton</a>
<b>Macbeth</b>	<a href="https://learnenglishkids.britishcouncil.org/short-stories/macbeth">https://learnenglishkids.britishcouncil.org/short-stories/macbeth</a>
<b>Much Ado About Nothing</b>	<a href="https://learnenglishkids.britishcouncil.org/short-stories/much-ado-about-nothing">https://learnenglishkids.britishcouncil.org/short-stories/much-ado-about-nothing</a>
<b>My favourite day – Chinese New Year</b>	<a href="https://learnenglishkids.britishcouncil.org/short-stories/my-favourite-day-chinese-new-year">https://learnenglishkids.britishcouncil.org/short-stories/my-favourite-day-chinese-new-year</a>
<b>Nessie – the Loch Ness Monster</b>	<a href="https://learnenglishkids.britishcouncil.org/short-stories/nessie-the-loch-ness-monster">https://learnenglishkids.britishcouncil.org/short-stories/nessie-the-loch-ness-monster</a>
<b>Romeo and Juliet</b>	<a href="https://learnenglishkids.britishcouncil.org/short-stories/romeo-and-juliet">https://learnenglishkids.britishcouncil.org/short-stories/romeo-and-juliet</a>
<b>The lion and the mouse</b>	<a href="https://learnenglishkids.britishcouncil.org/short-stories/the-lion-and-the-mouse">https://learnenglishkids.britishcouncil.org/short-stories/the-lion-and-the-mouse</a>
<b>William Shakespeare</b>	<a href="https://learnenglishkids.britishcouncil.org/short-stories/william-shakespeare">https://learnenglishkids.britishcouncil.org/short-stories/william-shakespeare</a>



## Resources/materials

<https://learnenglishkids.britishcouncil.org>  
<https://www.teachingenglish.org.uk/resources/secondary>  
 (Lesson plans, activities, stories and poems, teaching tools)

### Lesson plans

<https://www.teachingenglish.org.uk/resources/secondary/lesson-plans>  
 (Complete lesson plans for teenage English language classes)

### A1-A2

<b>World Food Day</b>	<a href="https://www.teachingenglish.org.uk/article/world-food-day">https://www.teachingenglish.org.uk/article/world-food-day</a>
<b>Class Tree Display</b>	<a href="https://www.teachingenglish.org.uk/article/class-tree-display">https://www.teachingenglish.org.uk/article/class-tree-display</a>
<b>Friendship</b>	<a href="https://www.teachingenglish.org.uk/article/friendship">https://www.teachingenglish.org.uk/article/friendship</a>
<b>My sea creature</b>	<a href="https://www.teachingenglish.org.uk/article/my-sea-creature">https://www.teachingenglish.org.uk/article/my-sea-creature</a>
<b>My holiday English book</b>	<a href="https://www.teachingenglish.org.uk/article/my-holiday-english-book">https://www.teachingenglish.org.uk/article/my-holiday-english-book</a>
<b>Mr. Lazy – giving advice</b>	<a href="https://www.teachingenglish.org.uk/article/mr-lazy-giving-advice">https://www.teachingenglish.org.uk/article/mr-lazy-giving-advice</a>
<b>What's the weather like</b>	<a href="https://www.teachingenglish.org.uk/article/whats-weather">https://www.teachingenglish.org.uk/article/whats-weather</a>
<b>Sustainable living transport</b>	<a href="https://www.teachingenglish.org.uk/article/sustainable-living-transport">https://www.teachingenglish.org.uk/article/sustainable-living-transport</a>
<b>My school</b>	<a href="https://www.teachingenglish.org.uk/article/my-school">https://www.teachingenglish.org.uk/article/my-school</a>
<b>The months of the year</b>	<a href="https://www.teachingenglish.org.uk/article/months-year">https://www.teachingenglish.org.uk/article/months-year</a>
<b>Drawing dictations</b>	<a href="https://www.teachingenglish.org.uk/article/drawing-dictation">https://www.teachingenglish.org.uk/article/drawing-dictation</a>
<b>Football and motivation</b>	<a href="https://www.teachingenglish.org.uk/article/football-motivation">https://www.teachingenglish.org.uk/article/football-motivation</a>
<b>How green are you</b>	<a href="https://www.teachingenglish.org.uk/article/how-green-are-you">https://www.teachingenglish.org.uk/article/how-green-are-you</a>

### Activities

<https://www.teachingenglish.org.uk/resources/primary>  
<https://www.teachingenglish.org.uk/resources/secondary/activities>  
 (Classroom activities used in the secondary classrooms)

<b>Motivating speaking activities for lower levels</b>	<a href="https://www.teachingenglish.org.uk/article/motivating-speaking-activities-lower-levels">https://www.teachingenglish.org.uk/article/motivating-speaking-activities-lower-levels</a>
<b>Halloween</b>	<a href="https://www.teachingenglish.org.uk/article/halloween-1">https://www.teachingenglish.org.uk/article/halloween-1</a>
<b>The seasons</b>	<a href="https://www.teachingenglish.org.uk/article/seasons-1">https://www.teachingenglish.org.uk/article/seasons-1</a>



<b>At the beach</b>	<a href="https://www.teachingenglish.org.uk/article/beach">https://www.teachingenglish.org.uk/article/beach</a>
<b>Fruit and vegetables</b>	<a href="https://www.teachingenglish.org.uk/article/fruit-vegetables">https://www.teachingenglish.org.uk/article/fruit-vegetables</a>
<b>Word building</b>	<a href="https://www.teachingenglish.org.uk/article/word-building">https://www.teachingenglish.org.uk/article/word-building</a>
<b>Back writing</b>	<a href="https://www.teachingenglish.org.uk/article/back-writing">https://www.teachingenglish.org.uk/article/back-writing</a>
<b>The chat room</b>	<a href="https://www.teachingenglish.org.uk/article/chat-room">https://www.teachingenglish.org.uk/article/chat-room</a>
<b>Sports and hobbies</b>	<a href="https://www.teachingenglish.org.uk/article/sports-hobbies">https://www.teachingenglish.org.uk/article/sports-hobbies</a>
<b>Where are you? Prepositions of place</b>	<a href="https://www.teachingenglish.org.uk/article/where-are-you-prepositions-place">https://www.teachingenglish.org.uk/article/where-are-you-prepositions-place</a>
<b>Shopping at the minimarket</b>	<a href="https://www.teachingenglish.org.uk/article/shopping-minimarket">https://www.teachingenglish.org.uk/article/shopping-minimarket</a>
<b>Vanishing dialogue</b>	<a href="https://www.teachingenglish.org.uk/article/vanishing-dialogue">https://www.teachingenglish.org.uk/article/vanishing-dialogue</a>
<b>Games for question practice</b>	<a href="https://www.teachingenglish.org.uk/article/games-question-practice">https://www.teachingenglish.org.uk/article/games-question-practice</a>
<b>English clubs and corners</b>	<a href="https://www.teachingenglish.org.uk/article/english-clubs-corners">https://www.teachingenglish.org.uk/article/english-clubs-corners</a>
<b>St. Patrick's Day</b>	<a href="https://www.teachingenglish.org.uk/article/st-patricks-day">https://www.teachingenglish.org.uk/article/st-patricks-day</a>
<b>Easter</b>	<a href="https://www.teachingenglish.org.uk/article/easter">https://www.teachingenglish.org.uk/article/easter</a>
<b>Collocation pelmanism</b>	<a href="https://us-mg5.mail.yahoo.com/neo/launch?.rand=39o2kcdgtegr5">https://us-mg5.mail.yahoo.com/neo/launch?.rand=39o2kcdgtegr5</a>
<b>Circle games</b>	<a href="https://us-mg5.mail.yahoo.com/neo/launch?.rand=39o2kcdgtegr5">https://us-mg5.mail.yahoo.com/neo/launch?.rand=39o2kcdgtegr5</a>
<b>Vocabulary box</b>	<a href="https://www.teachingenglish.org.uk/article/vocabulary-box">https://www.teachingenglish.org.uk/article/vocabulary-box</a>
<b>Getting student feedback</b>	<a href="https://www.teachingenglish.org.uk/article/getting-student-feedback">https://www.teachingenglish.org.uk/article/getting-student-feedback</a>
<b>Video lesson 1</b>	<a href="https://www.teachingenglish.org.uk/article/video-lesson-1">https://www.teachingenglish.org.uk/article/video-lesson-1</a>
<b>Picture dictation</b>	<a href="https://www.teachingenglish.org.uk/article/picture-dictation">https://www.teachingenglish.org.uk/article/picture-dictation</a>
<b>Using cartoons and comic strips</b>	<a href="https://www.teachingenglish.org.uk/article/using-cartoons-comic-strips">https://www.teachingenglish.org.uk/article/using-cartoons-comic-strips</a>
<b>Fluency activity for lower levels</b>	<a href="https://www.teachingenglish.org.uk/article/fluency-activities-lower-levels">https://www.teachingenglish.org.uk/article/fluency-activities-lower-levels</a>
<b>Using songs in the classroom</b>	<a href="https://www.teachingenglish.org.uk/article/using-songs-classroom">https://www.teachingenglish.org.uk/article/using-songs-classroom</a>
<b>Choosing a school</b>	<a href="https://www.teachingenglish.org.uk/article/choosing-a-school">https://www.teachingenglish.org.uk/article/choosing-a-school</a>
<b>Revision chocolate bars</b>	<a href="https://www.teachingenglish.org.uk/article/revision-chocolate-bars">https://www.teachingenglish.org.uk/article/revision-chocolate-bars</a>
<b>Snake-word</b>	<a href="https://www.teachingenglish.org.uk/article/snake-word">https://www.teachingenglish.org.uk/article/snake-word</a>



<b>Articles</b>	
<a href="https://www.teachingenglish.org.uk/professional-development/teachers">https://www.teachingenglish.org.uk/professional-development/teachers</a> (Practical teaching articles for teachers working in the secondary classroom)	
<b>Speaking</b>	
<a href="https://www.teachingenglish.org.uk/article/teaching-speaking-skills-1">https://www.teachingenglish.org.uk/article/teaching-speaking-skills-1</a> <a href="https://www.teachingenglish.org.uk/article/kids-speaking">https://www.teachingenglish.org.uk/article/kids-speaking</a> (Articles to help teachers teach speaking skills to teenage learners)	
<b>Resources</b>	
<a href="https://www.teachingenglish.org.uk/article/kids-learnenglish-kids-website">https://www.teachingenglish.org.uk/article/kids-learnenglish-kids-website</a>	
<b>Vocabulary</b>	
<a href="https://www.teachingenglish.org.uk/article/kids-vocabulary">https://www.teachingenglish.org.uk/article/kids-vocabulary</a>	
<b>Reading</b>	
<a href="https://www.teachingenglish.org.uk/article/reading-young-learners">https://www.teachingenglish.org.uk/article/reading-young-learners</a> (Articles to help teachers develop reading skills with teenage learners)	
<b>Writing</b>	
<a href="https://www.teachingenglish.org.uk/article/writing-young-learners">https://www.teachingenglish.org.uk/article/writing-young-learners</a> (Articles to help teachers develop writing skills with teenage learners)	
<b>Listening</b>	
<a href="https://www.teachingenglish.org.uk/article/listening-young-learners">https://www.teachingenglish.org.uk/article/listening-young-learners</a> (Articles to help teachers develop listening skills with teenage learners)	
<b>Pronunciation</b>	
<a href="https://www.teachingenglish.org.uk/article/pronunciation-poor-relation">https://www.teachingenglish.org.uk/article/pronunciation-poor-relation</a> (Articles to help teachers develop pronunciation with teenage learners)	
<b>Methodology</b>	
<a href="https://www.teachingenglish.org.uk/blogs/fatimataha/methodology-based-vs-go-flow-teacher">https://www.teachingenglish.org.uk/blogs/fatimataha/methodology-based-vs-go-flow-teacher</a> (Range of methodology articles webinars, blog posts, publications teaching tips)	
<b>Assessing learning</b>	<a href="https://www.teachingenglish.org.uk/article/assessment-learning">https://www.teachingenglish.org.uk/article/assessment-learning</a>
<b>Peer and self-assessment</b>	<a href="https://www.teachingenglish.org.uk/article/peer-self-assessment">https://www.teachingenglish.org.uk/article/peer-self-assessment</a>
<b>Dealing with discipline</b>	<a href="https://www.teachingenglish.org.uk/article/dealing-discipline">https://www.teachingenglish.org.uk/article/dealing-discipline</a>
<b>Gavin Dudeney: 21<sup>st</sup> Century skills and digital literacy in action</b>	<a href="https://www.teachingenglish.org.uk/article/gavin-dudeney-21st-century-skills-digital-literacy-action">https://www.teachingenglish.org.uk/article/gavin-dudeney-21st-century-skills-digital-literacy-action</a> <a href="https://www.teachingenglish.org.uk/article/gavin-dudeney-digital-literacy-primer">https://www.teachingenglish.org.uk/article/gavin-dudeney-digital-literacy-primer</a>
<b>Getting primary students interested in learning</b>	<a href="https://www.teachingenglish.org.uk/article/primary-success-stories-getting-primary-students-interested-learning-english">https://www.teachingenglish.org.uk/article/primary-success-stories-getting-primary-students-interested-learning-english</a>
<b>Using role play and free writing to introduce creativity</b>	<a href="https://www.teachingenglish.org.uk/article/primary-success-stories-using-role-play-free-writing-introduce-creativity">https://www.teachingenglish.org.uk/article/primary-success-stories-using-role-play-free-writing-introduce-creativity</a>
<b>Course planning</b>	<a href="https://www.teachingenglish.org.uk/article/course-planning">https://www.teachingenglish.org.uk/article/course-planning</a>
<b>Student progress</b>	<a href="https://www.teachingenglish.org.uk/article/student-progress">https://www.teachingenglish.org.uk/article/student-progress</a>
<b>Lesson planning</b>	<a href="https://www.teachingenglish.org.uk/article/lesson-planning">https://www.teachingenglish.org.uk/article/lesson-planning</a>
<b>Adapting materials for mixed ability classes</b>	<a href="https://www.teachingenglish.org.uk/article/adapting-materials-mixed-ability-classes">https://www.teachingenglish.org.uk/article/adapting-materials-mixed-ability-classes</a>
<b>Involving the whole group in the lesson</b>	<a href="https://www.teachingenglish.org.uk/article/primary-success-stories-involving-whole-group-lesson">https://www.teachingenglish.org.uk/article/primary-success-stories-involving-whole-group-lesson</a>



<b>The first class</b>	<a href="https://www.teachingenglish.org.uk/article/first-class-0">https://www.teachingenglish.org.uk/article/first-class-0</a>
<b>Error correction</b>	<a href="https://www.teachingenglish.org.uk/article/error-correction">https://www.teachingenglish.org.uk/article/error-correction</a>
<b>Establishing the ground rules</b>	<a href="https://www.teachingenglish.org.uk/article/establishing-ground-rules">https://www.teachingenglish.org.uk/article/establishing-ground-rules</a>
<b>Monitoring</b>	<a href="https://www.teachingenglish.org.uk/article/monitoring-0">https://www.teachingenglish.org.uk/article/monitoring-0</a>
<b>Monitoring students</b>	<a href="https://www.teachingenglish.org.uk/article/motivating-students">https://www.teachingenglish.org.uk/article/motivating-students</a>
<b>Strategies for keeping attention</b>	<a href="https://www.teachingenglish.org.uk/article/strategies-keeping-attention">https://www.teachingenglish.org.uk/article/strategies-keeping-attention</a>
<b>Conducting feedback on Exercises and tasks</b>	<a href="https://www.teachingenglish.org.uk/article/conducting-feedback-exercises-tasks">https://www.teachingenglish.org.uk/article/conducting-feedback-exercises-tasks</a>
<b>On being resourceful</b>	<a href="https://www.teachingenglish.org.uk/article/being-resourceful">https://www.teachingenglish.org.uk/article/being-resourceful</a>
<b>Google and the lexical approach</b>	<a href="https://www.teachingenglish.org.uk/article/google-lexical-approach">https://www.teachingenglish.org.uk/article/google-lexical-approach</a>
<b>Checking comprehension</b>	<a href="https://www.teachingenglish.org.uk/article/checking-comprehension">https://www.teachingenglish.org.uk/article/checking-comprehension</a>
<b>Translation activities in the language classroom</b>	<a href="https://www.teachingenglish.org.uk/article/translation-activities-language-classroom">https://www.teachingenglish.org.uk/article/translation-activities-language-classroom</a>
<b>How useful are comprehension questions</b>	<a href="https://www.teachingenglish.org.uk/article/how-useful-are-comprehension-questions">https://www.teachingenglish.org.uk/article/how-useful-are-comprehension-questions</a>
<b>From priming tasks and target tasks to language focus and grammar</b>	<a href="https://www.teachingenglish.org.uk/article/priming-tasks-target-tasks-language-focus-grammar">https://www.teachingenglish.org.uk/article/priming-tasks-target-tasks-language-focus-grammar</a>
<b>Motivation 2 – The teacher</b>	<a href="https://www.teachingenglish.org.uk/article/motivation-2-teacher">https://www.teachingenglish.org.uk/article/motivation-2-teacher</a>
<b>Emotional intelligence and ELT</b>	<a href="https://www.teachingenglish.org.uk/article/emotional-intelligence-elt">https://www.teachingenglish.org.uk/article/emotional-intelligence-elt</a>
<b>Creativity environment</b>	<a href="https://www.teachingenglish.org.uk/article/creativity-environment">https://www.teachingenglish.org.uk/article/creativity-environment</a>
<b>Features of creativity</b>	<a href="https://www.teachingenglish.org.uk/article/features-creativity">https://www.teachingenglish.org.uk/article/features-creativity</a>
<b>Creativity in the language classroom</b>	<a href="https://www.teachingenglish.org.uk/article/creativity-language-classroom">https://www.teachingenglish.org.uk/article/creativity-language-classroom</a>
<b>NLP in our classes</b>	<a href="https://www.teachingenglish.org.uk/article/nlp-our-classes">https://www.teachingenglish.org.uk/article/nlp-our-classes</a>
<b>Analysing language</b>	<a href="https://www.teachingenglish.org.uk/article/analysing-language">https://www.teachingenglish.org.uk/article/analysing-language</a>
<b>Keeping teens interested</b>	<a href="https://www.teachingenglish.org.uk/article/keeping-teens-interested">https://www.teachingenglish.org.uk/article/keeping-teens-interested</a>
<b>Content and language integrated learning</b>	<a href="https://www.teachingenglish.org.uk/article/content-language-integrated-learning">https://www.teachingenglish.org.uk/article/content-language-integrated-learning</a>
<b>Using dictation</b>	<a href="https://www.teachingenglish.org.uk/article/using-dictation">https://www.teachingenglish.org.uk/article/using-dictation</a>
<b>Conveying meaning</b>	<a href="https://www.teachingenglish.org.uk/article/conveying-meaning">https://www.teachingenglish.org.uk/article/conveying-meaning</a>
<b>Timelines</b>	<a href="https://www.teachingenglish.org.uk/article/timelines">https://www.teachingenglish.org.uk/article/timelines</a>



<b>Skills circuits: Recycling language</b>	<a href="https://www.teachingenglish.org.uk/article/skills-circuits-recycling-language">https://www.teachingenglish.org.uk/article/skills-circuits-recycling-language</a>
<b>Testing and assessment</b>	<a href="https://www.teachingenglish.org.uk/article/testing-assessment">https://www.teachingenglish.org.uk/article/testing-assessment</a>
<b>A task-based approach</b>	<a href="https://www.teachingenglish.org.uk/article/a-task-based-approach">https://www.teachingenglish.org.uk/article/a-task-based-approach</a>
<b>Content-based instruction</b>	<a href="https://www.teachingenglish.org.uk/article/content-based-instruction">https://www.teachingenglish.org.uk/article/content-based-instruction</a>
<b>An introduction to using visualisation</b>	<a href="https://www.teachingenglish.org.uk/article/introduction-using-visualisation">https://www.teachingenglish.org.uk/article/introduction-using-visualisation</a>
<b>A personality oriented approach to EFL teaching</b>	<a href="https://www.teachingenglish.org.uk/article/a-personality-orientated-approach-efl-teaching">https://www.teachingenglish.org.uk/article/a-personality-orientated-approach-efl-teaching</a>
<b>From mother tongue to other tongue</b>	<a href="https://www.teachingenglish.org.uk/article/mother-tongue-other-tongue">https://www.teachingenglish.org.uk/article/mother-tongue-other-tongue</a>

### Teaching tools

<https://www.teachingenglish.org.uk/resources/primary/teaching-tools>  
<https://www.teachingenglish.org.uk/resources/secondary/teaching-tools>  
 (phonemic chart to badge builders, tools to use in primary/teenage classroom)

### Magazine

<https://www.teachingenglish.org.uk/professional-development/teachers/managing-resources/articles>  
<https://www.teachingenglish.org.uk/professional-development/teachers>  
 (Articles, Blog posts on a range of topics, blog of the month award and top stories in the world of English language teaching)

<b>Top stories</b>	<a href="https://www.teachingenglish.org.uk/news-events/top-stories">https://www.teachingenglish.org.uk/news-events/top-stories</a>
<b>Innovations in educations</b>	<a href="https://www.teachingenglish.org.uk/news-events/eltons-innovations-awards">https://www.teachingenglish.org.uk/news-events/eltons-innovations-awards</a>
<b>Testing and assessment</b>	<a href="https://www.teachingenglish.org.uk/professional-development/teachers/assessing-learning">https://www.teachingenglish.org.uk/professional-development/teachers/assessing-learning</a>
<b>Classroom ideas, tools and resources</b>	<a href="https://www.teachingenglish.org.uk/professional-development/teachers/managing-resources/articles">https://www.teachingenglish.org.uk/professional-development/teachers/managing-resources/articles</a>
<b>Classroom management</b>	<a href="https://www.teachingenglish.org.uk/blogs/davedodgson/defining-classroom-management">https://www.teachingenglish.org.uk/blogs/davedodgson/defining-classroom-management</a>
<b>Teaching the four skills</b>	<a href="https://www.teachingenglish.org.uk/professional-development/teachers/knowning-subject/magazine">https://www.teachingenglish.org.uk/professional-development/teachers/knowning-subject/magazine</a>
<b>Teaching grammar and vocabulary</b>	<a href="https://www.teachingenglish.org.uk/blogs/milica-vukadin/contextual-grammar-teaching-activities-making-grammar-meaningful-your-students">https://www.teachingenglish.org.uk/blogs/milica-vukadin/contextual-grammar-teaching-activities-making-grammar-meaningful-your-students</a>  <a href="https://www.teachingenglish.org.uk/blogs/larry-ferlazzo/four-games-vocabulary-development">https://www.teachingenglish.org.uk/blogs/larry-ferlazzo/four-games-vocabulary-development</a>
<b>Teacher and career development</b>	<a href="https://www.teachingenglish.org.uk/blogs/philwade/tefl-career-path">https://www.teachingenglish.org.uk/blogs/philwade/tefl-career-path</a>



### Teacher development

<https://www.teachingenglish.org.uk/professional-development>  
(Information about training courses, CPD framework, publications, research database and many other resources to help with professional development)

<b>Continuing professional development</b>	<a href="https://www.teachingenglish.org.uk/professional-development/teachers">https://www.teachingenglish.org.uk/professional-development/teachers</a>
<b>Video tips</b>	<a href="https://www.teachingenglish.org.uk/teacher-development/video-tips">https://www.teachingenglish.org.uk/teacher-development/video-tips</a>
<b>Publications</b>	<a href="https://www.teachingenglish.org.uk/publications-research">https://www.teachingenglish.org.uk/publications-research</a>
<b>ELT Research database</b>	<a href="https://www.teachingenglish.org.uk/publications-research/research-papers">https://www.teachingenglish.org.uk/publications-research/research-papers</a>
<b>TeachingEnglish radio</b>	<a href="https://www.teachingenglish.org.uk/teacher-development/teachingenglish-radio">https://www.teachingenglish.org.uk/teacher-development/teachingenglish-radio</a>
<b>Teaching knowledge database</b>	<a href="https://www.teachingenglish.org.uk/professional-development/teachers/knowning-subject/teaching-knowledge-database">https://www.teachingenglish.org.uk/professional-development/teachers/knowning-subject/teaching-knowledge-database</a>
<b>Teaching reading and writing</b>	<a href="https://www.teachingenglish.org.uk/teaching-reading-writing">https://www.teachingenglish.org.uk/teaching-reading-writing</a>
<b>Low-resource classrooms</b>	<a href="https://www.teachingenglish.org.uk/low-resource-classrooms">https://www.teachingenglish.org.uk/low-resource-classrooms</a>
<b>Teaching for success online conference</b>	<a href="https://www.teachingenglish.org.uk/news-events/world-teachers-day">https://www.teachingenglish.org.uk/news-events/world-teachers-day</a>

### Training courses

<https://www.teachingenglish.org.uk/training>  
(Teachers will be trained by the world's English teaching experts)

### Events

<https://www.teachingenglish.org.uk/news-events>  
(Teachers can find out about British Council conferences, webinars and seminars)

<b>Seminars</b>	<a href="https://www.teachingenglish.org.uk/news-events/seminars">https://www.teachingenglish.org.uk/news-events/seminars</a>
<b>Webinars</b>	<a href="https://www.teachingenglish.org.uk/news-events/webinars">https://www.teachingenglish.org.uk/news-events/webinars</a>
<b>Conferences</b>	<a href="https://www.teachingenglish.org.uk/news-events/conferences">https://www.teachingenglish.org.uk/news-events/conferences</a>



