

DIGITAL RESOURCES FOR LEARNERS OF GRADES 10-12

Teacher's Guide



This guide of the British Council electronic resources for English teachers is mapped to the Secondary level (grades 10-12) 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 teenagers and adults.

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

<http://britishcouncil.org/learnenglishteens>
<http://learnenglish.britishcouncil.org/en/>

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Introduction

What should the 21st century English classroom be like?

The world is a fast-changing organism evolving outside the walls of the classrooms of schools and universities. Students' interests, attitudes and needs change in line with events around us. Thus, if a classroom environment does not respond to these changes, students can feel isolated and lose interest, leaving us to face the problem of low motivation, bad behavior and negative attitudes to learning. Facing such an issue, we come to the question "what should I do to keep my students motivated?" The answer is as clear as a day: change hand-in-hand with the world outside.

If we examine carefully what our students' main interest is in modern society, it is obvious that technology and internet have become predominant, influencing every aspect of our lives- including teaching and learning. To some extent, this e-influence has shaped the way we teach, and students learn even if we do not fully realize it. Thus, the teacher can use e-resources as a powerful tool to transform their classrooms into an up-to-date environment reflecting the interests and real-life needs of the students.

This may be easier said than done. Students are different and, accordingly, their learning habits, styles and backgrounds differ, too. Catering for the learning needs of individuals in the group could be a challenging experience, especially for beginner teachers. The great advantage of integrating e-resources into the learning process is that they enable everyone to work at their own pace, use a variety of materials which better suite their learning style, collaborate remotely and, more importantly, make the learning process no longer limited to being within the classroom walls. The final, and possibly most important, advantage is that learning will no longer be a daunting, repetitive series of lessons- neither for students nor for teachers.

E-resources provide a wide range of materials for teacher professional development, from ready-made lesson plans, to podcasts and videos to meet individual professional needs.

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 the teaching process; only a teacher can control the frequency and suitability of the material.

Overview

Considering the widespread teaching tendencies, and sharing the best practices of the educational institutions, the British Council initiated a project aimed at encouraging and promoting e-learning and technology integration in English Language Classrooms.

This teacher's guidebook provides electronic resources mapped in compliance with National Curriculum. Its aim is to offer a range of useful links, aligned to the common topics covered at a particular language level/ grade, to supplement the classroom material. The links to the British Council's 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 skills (reading, listening, writing and speaking) through various interactive activities. The resources allow a teacher to choose, adapt and customize the activities to the level of difficulty or learning needs of students.

In addition, in order to encourage teacher professional development, the guidebook promotes the resources available on the British Council's teaching English site (<https://www.teachingenglish.org.uk/>), supporting any curious teacher to explore various materials not only on teaching methodology, lesson frameworks and teaching techniques, but also ready-made lesson plans and discussion blogs.

The purpose of the guidebook

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

Who the guidebook is for

The guidebook will be a helpful combination of resources for any interested teacher who teaches at primary, basic and secondary level:

- 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 IT skills and who already use online resources in their teaching practice but would like to save time searching the internet for appropriate materials.

Structure of the guidebook

The structure of the teacher's guidebook is designed for three stages in line with the National Curriculum:

- Primary stage comprising two parts: Part 1 for grades I-II, Part 2 for grades III-IV
- Basic stage for grades VII-IX
- Secondary stage for grades X-XII

Accordingly, each part covers age appropriate topics and skills-oriented materials that can be used with learners in the relevant grade. In addition, it provides the general features of Communicative Language Teaching and the benefits of technology integration into the ELT classroom. It also explains how to use the links and download the activities. The guidebook has the following structure:

- Introduction: What should a 21st century English Language classroom be like?
- Using the coursebook as a starting point
- Digital Map

This part of the guidebook is mapped to the secondary level, specifically grades X-XII of the National Curriculum, and contains supplementary online materials for classroom work or self-study. To make the guidebook easy to use, the materials are organized in skill sections -Reading, Listening, Speaking, and Writing. Each section includes links for e-materials focusing on skill development where vocabulary and grammar is considered as an integral part of language teaching.

Selected topics are mapped to the themes defined by the National Curriculum e.g. favourite things, an opinion essay, a website review, an email to a new friend, etc. However, this selection does not restrict teachers within the particular topic: it allows teachers to flexibly choose and combine or supplement coursebook materials according to the specific needs of students, level of language development or thematic unit.

Finally, the guidebook provides additional blocks for topic-related vocabulary and grammar exercises, videos, graded readers and methodology for teachers with the aim of making the teaching/learning process easier to apply in the classroom.

RESOURCES FOR SECONDARY LEVEL GRADES 10-12



How to make the ELT classroom an attractive place for teen students

If we compare students today to those a decade ago, the difference is obvious. Our students have become more demanding and independent, with a strong sense of individuality. In addition, having access to different sources of information has affected the way they think about and see the environment around them. It's no surprise that students bring the world with them, transferring fast, active and dynamic behavior or attitude changes from their everyday life into school and the classroom. In this cycle, the ELT classroom is no exception. Thus, traditional lecture-type lessons with a lot of translation exercises have become obsolete and dull. Even the modern coursebooks may become more of a hindrance than a support.

We all have been involved in a discussion or two with our colleagues sharing our disappointment or anxiety about the coursebook being far from good or too little interactive, leading to the “unsolvable” problem “that’s (textbook) what we have to cover, I cannot change it, can I?” However, it is also true that saying this, deep in our hearts we feel that there is always a loophole to such limits.

Using the coursebook as a starting point

The teaching-learning process consists of three main milestones: student, teacher and instructional material. In different settings and contexts, all could be seen as a pivotal point of that process, with one dominating the other two, or as resources to supplement one another. Let's stick to the second option and focus on the coursebook as a support to help a teacher and student to explore and exploit different aspects of the language. Modern coursebooks are well-mapped to the Communicative Language approach, making the lessons interactive, skill-oriented and covering grammar and vocabulary at the same time. They also provide structured units offering a range of content, ideas, language, discussions, sequenced activities and even more: assessment tools. On top of that, we feel secure that we have ready-made materials to rely on in the classroom.

So, why do we so frequently find ourselves in unhappy conversations complaining about coursebook content, undoable or repetitive activities and daunting discussions? The key to answering these questions could lay in the coursebook itself. Bearing in mind age, interests, language level, student background and learning habits, a coursebook cannot be equally applicable to every classroom and every environment. But we can use it as a starting point to adapt further in order to satisfy the requirements of our students.

An unwanted question may pop up in self-defense: “That’s all I have! How can I change it?” To start, you should explore the coursebook from the students’ perspective:

- Is the content and language age-appropriate and relevant to the level? Is the provided material challenging for the level or over-easy?
- Are activities doable? Flexible? Open-ended? Generating a lot of discussions and classroom interaction? Or limited and homogeneous?
- Are the activities sequenced so that students are highly involved in the creation of classroom processes and participate actively? Or are they considered to be just observers? Do the activities boost student autonomy?
- Are the activities balanced based on four skills?

- If you look at the wider picture, which lesson frameworks are provided? Do they vary in accordance with target language or lesson objectives?
- Which assessment tools are offered?
- Would it be better to supplement or replace the coursebook activities with additional resources?

Put yourself in your student's shoes and try out different activities or exercises. How does it feel? – involving? aspiring? interesting? If the answer is 'no', it's high time for the materials to be reordered, adapted, varied and omitted.

Where to start?

Analyzing the needs, accepting and then implementing changes is the hardest job to do, especially in a teacher's world. Indeed, changes in this world means not only changing yourself, your attitudes and already mastered techniques but also your students, your students' parents and even the classroom arrangement. Obviously, it requires a lot of energy, time and patience. Where to start?

Tip 1 - Anticipate more

Anticipation could be considered an informal stage of lesson planning. But just before we start breaking the lesson into stages, we need to focus on a few things:

- Are students familiar with the material or is it completely new?
- To what extent is your contribution/ input needed?
- To what extent can your students contribute?
- Do you need to adapt or replace coursebook activities or materials? To what extent?
- What kind of activities have your students already experienced? Which of those have your students loved most? Which of those helped you to reach the lesson objectives and why?
- What types of interaction would be most convenient to boost communication and participation?
- Which lesson framework would be most suitable in order to present the material, bearing in mind the background of the students?

Having answered these questions, if you think that textbook activities cannot take your students to the right destination, start changing.

Tip 2 – choose the lesson framework

PPP

P – Presentation: At the presentation stage, a teacher is the one who explains, describes, tells or shows, or in other words, who performs in front of the class. The undeniable advantage of this is the teacher's control, which undoubtedly minimizes misunderstandings, loose concentration, difficulties in discipline and classroom management. This practice could be scary, though, especially for beginner teachers - imagine a dozen eyes staring at a teacher, ears desperate to hear something new or, worse, students desperate for the teacher to stop. What about the aspects such as the teaching of learning strategies, involvement of students in the teaching-learning process, giving choice and, most important, what we all thrive for, building learner autonomy. In the long run, these may suffer. However, there's no need for a teacher to be the only performer at this "stage" as target language could be explicitly provided in the context e.g. text, listening material, animation or video.

P – Practice: At the practice stage, a teacher chooses and provides activities such as gap fill, matching, ordering words or true/false activities to allow students practice target language. Then, a teacher corrects errors, gives feedback and, if needs be, adds more exercises to eliminate even minor faults – hard work, indeed. What would help to soften the control and ease the teacher’s job? This is when students can take the lead by allowing them to peer-check, discuss and self-check. The only thing for the teacher to do is to monitor and take notes on possible difficulties to elaborate later before the production stage.

P – Production: This stage provides a free space for students to practice the target language through role-plays, interviews, simulations and communicative activities that the teacher thought of, prepared and brought to the classroom.

TTT

T – Task: At this stage, the task creates a base on which to build development of the lesson. It provides an indicator which area of the target language is well learned and which one needs additional elaboration and to what extent. Easy to say, but experienced and tried methods and techniques may not work anymore, nor would prepared timelines or realia be a solution to the issues popping up during the process. Spontaneous decisions and a customized approach are key here.

Even though the teacher is not fully involved in the performance, she or he is still a key performer, but on the backstage, observing the process, monitoring and detecting the areas to design an immediate plan for the next stages.

T – Teach: Once the areas to work on have been identified, it is the teacher’s turn to provide the necessary input through various sources or contexts. Of course, a teacher’s input is invaluable, but it is more than important to guide students to identify the challenging areas themselves and boost their interest in finding the correct answers, no matter where they start looking for them with a teacher, via Google or in textbooks.

T - Task: This stage kills two birds with one stone: firstly, students practice the target language and secondly, we (teachers) check whether the previous stages served the adequate aims and were well planned and adapted to the learners’ immediate needs. It is easy to realize by observing student performance if it has improved after the first task. Sometimes, it is interesting to see how students deal with the same or very similar task as the one they completed at the “task” stage.

The crucial moment, when we can really observe a change, is in the production stage. This is when the language really starts working in communication.

Guided Discovery

If we review the previous sections discussing frameworks that appeal to our students’ needs, it is obvious that different frameworks suggest different staging and a different level of student-teacher involvement. Let’s look at the Guided Discovery - an inductive approach to presenting language, where students are fully involved in discovering and consolidating the rule or meaning. As opposed to PPP, instead of the teacher teaching the rules, students find the rule with the help of a teacher. It is an alternative technique to give students the lead and stimulate their autonomy. Staging is simple:

Presentation (Presenting the target language through examples): The key of this strategy is to present the target language through a set of target language patterns in various examples in order to allow students to

see how the particular structure or vocabulary unit functions in different contexts. Noticing the pattern is just the beginning; through meaningful and logically sequenced questions, students follow the path which leads to the rule. It is the excitement of discovery and independence which inspires and motivates one to try it out in practice.

The role of a teacher is pivotal in this process, though on the backstage. The teacher prepares questions adapted to the language and difficulty level and controls the extent of guidance. This sequence should be thoroughly planned to achieve the expected results. Otherwise, instead of motivating students, it may frustrate and confuse them. It is true that planning the process and anticipating possible challenges may discourage you to try it out. However, it's worth risking.

Practice (Application): This stage is as simple as any other practice stage, promoting the usual controlled practice activities. But in this case, most important is the skill students develop through the process of inducing and discovering a logical system of rule and, at the practice stage, observing how it works.

Production: It does not matter which framework we choose and whether it is as effective as we expected, the **production stage** is final and is the concluding part of the lesson, giving us a very clear indicator of success.

Tip 3 – Using e-resources to supplement your coursebook

Speaking of adapting the coursebook and choosing the most suitable lesson framework brings us to the topic of finding a range of resources that will satisfy the versatile needs of different lessons. Needless to say, it takes lots of time to surf the net or go through resource packs in search of relevant lesson materials.

The Digital Map offered by the British Council provides a compilation of e-resources aimed at saving your time and making your lesson more student-centered and varied. The links gathered in the map cover a wide range of activities divided into skills, grammar or vocabulary sections, which will be a great support to enrich both classroom and homework materials. Teachers can use any of these resources at different stages of a lesson, for example, as a test to check what your students already know at the “Task” stage or as controlled or freer tasks at the “practice” stage. The variety of discussion topics offered through videos or reading materials could be a great complement to your coursebook to improve speaking skills and enhance communication in your ELT classroom. The Digital Map provides teachers with a wide variety of methodology tools and ready-made lesson plans for self-development.

You can always choose traditional and well-worn teaching methods or experiment with new resources and techniques with your students. In this process, mutual benefits are gained: students learn and experience new things, so does the teacher; the teacher gets more skilled and confident, so do the students. Being a part of the process is the key to teaching-learning relationships and this principle works equally well for students and teachers – that is the most exciting part of teaching.

Summary

If we take the student as the pivotal point of our classroom, we will need to be flexible regarding the resources we use, approaches we take, aims we set and the role we play during the lesson. To cater to their needs, we have to take into consideration the following principles:

- Students learn better when they associate their learning environment to the one they live in
- Students learn by discovering facts, principles and concepts themselves
- Students learn through interaction and collaboration with each other
- Students learn better when they are engaged in social activities- this is why the use of interactive, social technological tools work well when learning a language
- Students learn better when they are exposed to authentic, complex activities that encourage knowledge building, reflection and analysis from different perspectives.¹

All in all, whatever approach we take, we need to be sure that it is in our students' best interest.

¹ Duffy and Jonnaseen 1992, Lebow 1996, Can 2006

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

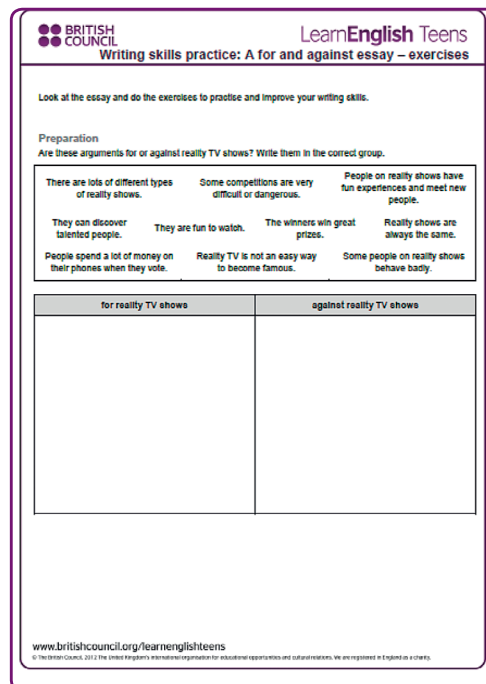
This is the first main section which provides graded practice to develop listening, reading and writing. Tasks in the skills section are designed to help students use English in the real world, and provide help with school-/exam-style tasks.

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.



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

www.britishcouncil.org/learnenglishteens
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www.britishcouncil.org/learnenglishteens/skills/practice/ordering-food-quiz

MAIN COURSES		PIZZA		DESSERTS		FRUIT		DRINKS	
CHEESE BURGER	£4.39	MUSHROOM PIZZA	£4.60	ICE CREAM	£1.99	APPLE	£0.59	TEA	£0.59
DOUBLE CHEESE BURGER	£4.99	FOUR CHEESES PIZZA	£4.10	(VANILLA, CHOCOLATE, STRAWBERRY)	£2.39	ORANGE	£0.59	COFFEE	£0.59
CHICKEN CURRY WITH RICE	£3.99	MEAT PIZZA	£4.75	BANANA CAKE	£2.29	PEAR	£0.69	WATER	£0.49
MACARONI CHEESE	£4.19	SEAFOOD PIZZA	£4.75	FRUIT CAKE	£2.29	MIXED FRUITS (3 FRUITS)	£1.29		
SEAFOOD SALAD	£4.49								
EGG SALAD	£3.99								
FISH AND MUSHROOM PIE	£4.69								

Online dictionary
A word without technology
Look it up!

Photo caption
Photo caption (2/1)
What is it? (2/1)
What is it? (2/1)
This is a difficult one. Can you guess what it is?
View More

Games
Beat the Kipper
Are you a football fan? Try this game to see how many football words.
View More

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.

© British Council Animation by Cambridge English Online Ltd. www.britishcouncil.org/learnenglishteens

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.

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 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.

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.

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.

The Mystery of the Stolen FA Cup Medal

?

21

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.

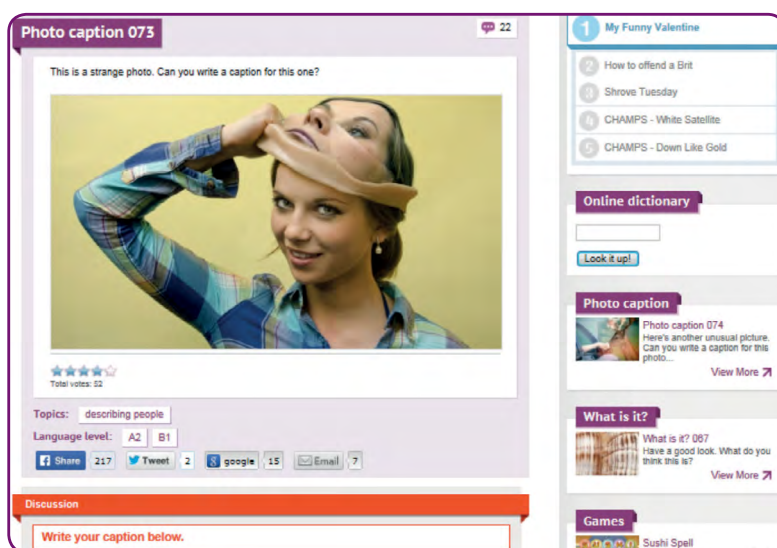


- Short stories and poems: Authentic literature for higher levels (C1+) by British authors.
- Film UK offers the chance to watch some amazing short films that were made by young people in the UK.
- Science UK brings articles from the British Council's science magazine, Cubed, so the learners can read 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)
- 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.

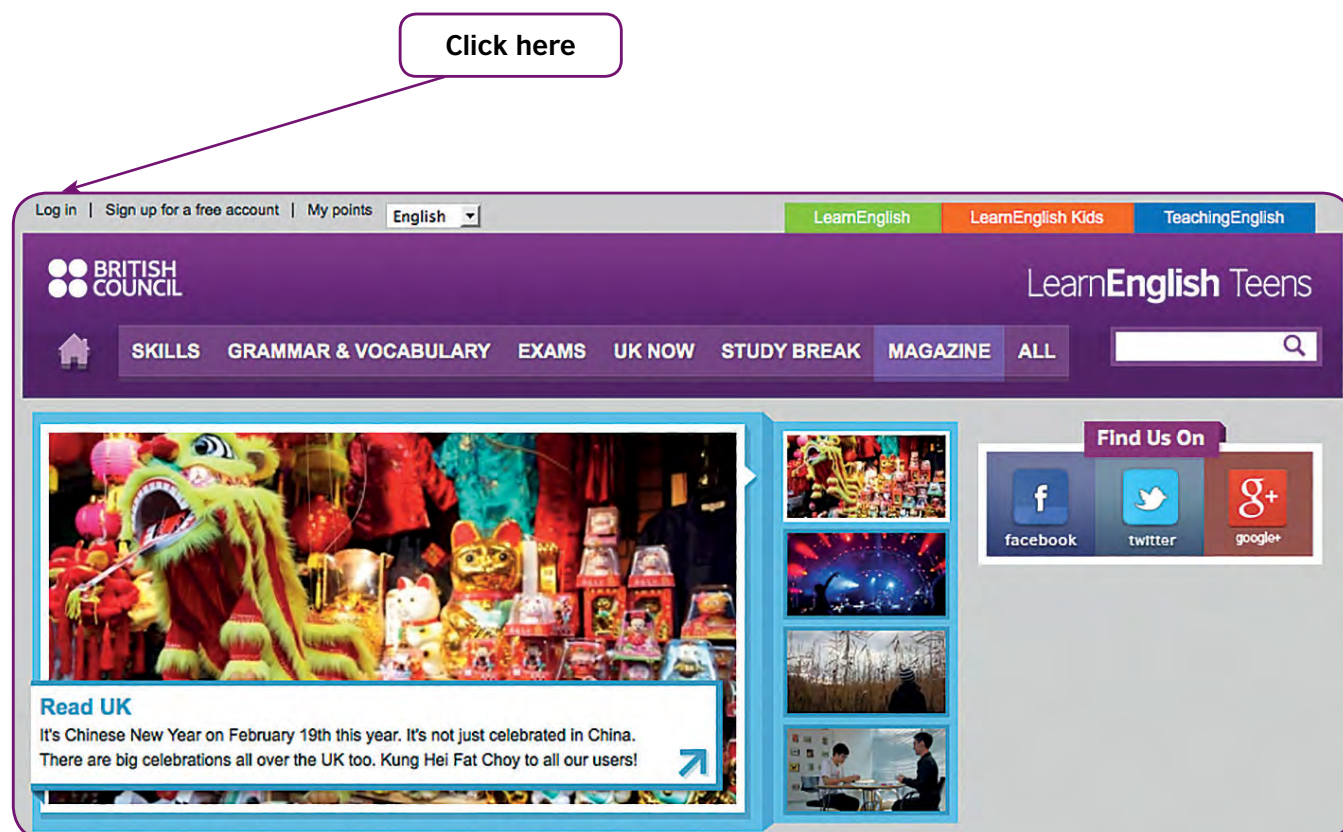
EASY STEP GUIDE ON HOW TO REGISTER ON LEARNENGLISH TEENS WEBSITE

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.

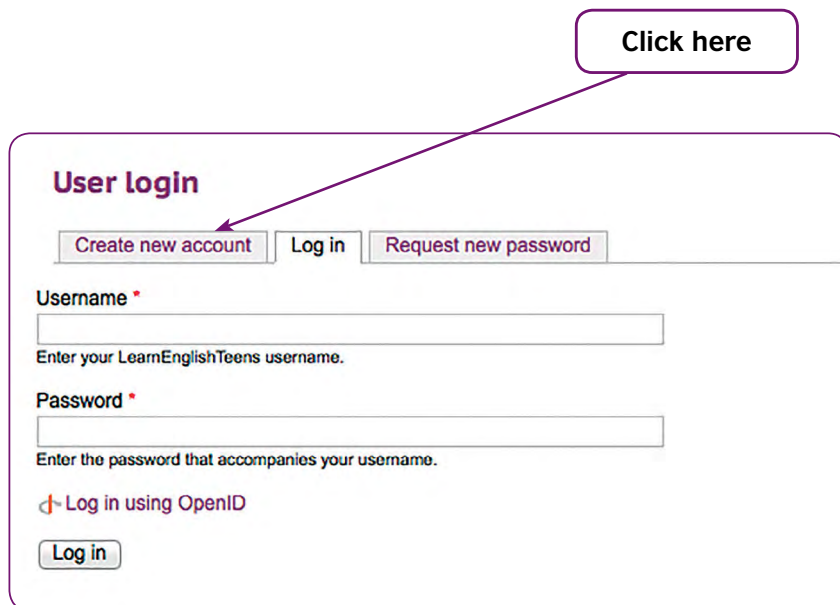
To use the map, you can get to the website just by clicking on the link. When you click on the link, you will instantly be brought to a page with all of the relevant activities the site has to offer. There are lots of downloadable materials on the website, and many of the activities focus on particular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



User login

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

Username *

Enter your LearnEnglishTeens username.

Password *

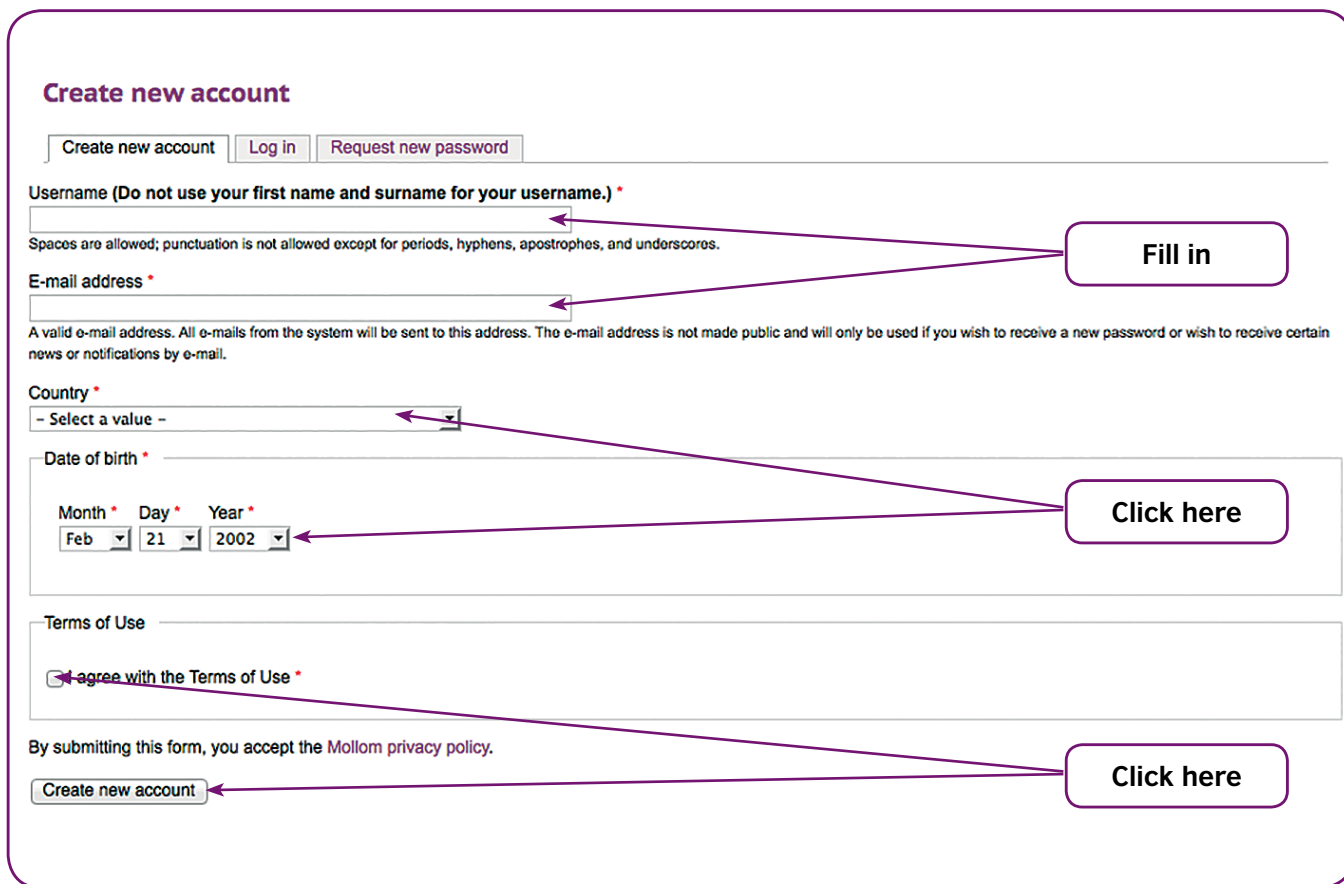
Enter the password that accompanies your username.

[Log in using OpenID](#)

[Log in](#)

Click here (points to 'Create new account')

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



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 (points to Username and E-mail address)

Click here (points to Date of birth)

Click here (points to 'Create new account')

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

INTRODUCTION TO THE BRITISH COUNCIL LEARNENGLISH WEBSITE

The **LearnEnglish** website is designed especially for 18 + year-olds and offers texts, dialogues, Tongue-twisters, songs, games and videos which can be used both in the classroom and at home. It has a 'responsive design' which means it works on different screen sizes, such as smartphones, tablets, and computers. Users of this age can:

- Enjoy different types of activities, such as games, stories, listening activities and grammar exercises.
- Search for their favourites or have a look at the site map to find out where everything is.
- Find lots of listening activities and video content in Listen & Watch.
- Practise Grammar skills
- Practise IELTS exam materials
- Find the Business & Work materials
- Practise writing for a purpose as academic skills.

HOMEPAGE

In the middle of the homepage there is a block which highlights new or topical content. It's updated weekly. Learners can sign up for the website from the homepage. Teachers have full access to the site (including worksheets) without registering.

HOW A PAGE IS ORGANISED

The pages throughout the website are organised in the same way. The only section that is organised differently is Listen & Watch. The instructions are always on the top. Exercises are used to pre-teach tricky vocabulary or introduce the topic in much the same way as a teacher would in class. Video or text is always at the top of the page.

Online exercises are all expandable when you click on the blue 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, etc. So it's easy to search for. You can download worksheets to support classwork and homework tasks. The worksheets are slightly hidden in the blue tab, under the exercises. You will find various types of worksheets:

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

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

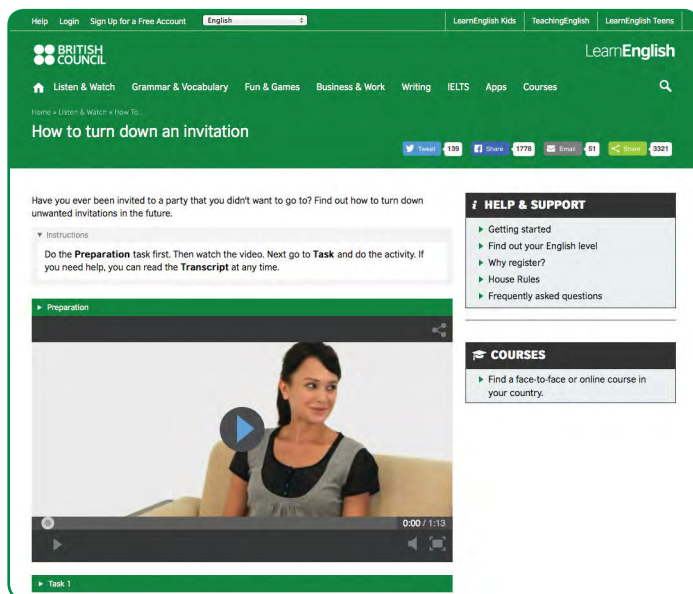
Every page has a discussion question and space for comments. Once users are registered, they can leave comments, ask questions and share their opinions, anecdotes, tips, etc. with other users from all over the world. This provides motivating writing practice with a real audience and genuine need to communicate in English.

Users can click the heart to “like” comments, which is another source of motivation for writers. They also appreciate the opportunity to communicate with the LearnEnglish Team – native speakers with whom they can chat and who are also experienced English teachers who can help them with their English-learning questions. The Search button on the top right of every page will help to find the suitable content for your learners’ use. Type in key words, grammar points, etc. You may use the Content link at the bottom of the homepage. This takes you to a Taxonomy page that gives a much more detailed search.

LISTEN AND WATCH

This section contains several sections. Elementary podcasts are ideal for learners without much English language experience.

‘How to’ video section has new video every month and presents how to say things right in very different situations.



The screenshot shows the LearnEnglish website interface. At the top is a navigation bar with links like 'Help', 'Login', 'Sign Up for a Free Account', and 'English'. Below this is a main header with the British Council logo and 'LearnEnglish'. The main content area is titled 'How to turn down an invitation'. It features a video player with a play button and a progress bar. To the right of the video player are two sections: 'HELP & SUPPORT' with links like 'Getting started', 'Find out your English level', 'Why register?', 'House Rules', and 'Frequently asked questions'; and 'COURSES' with a link 'Find a face-to-face or online course in your country.'.



The screenshot shows a support pack for the video 'How to turn down an invitation'. It includes an introduction, a list of materials, a matching exercise, and definitions.

Introduction
This support pack accompanies the video *How to turn down an invitation*.
To watch the video online, go to:
<http://learnenglish.britishcouncil.org/en/how-how-turn-down-invitation>

This support pack contains the following materials:

- a pre-watching vocabulary activity;
- the transcript;
- a comprehension task

Before you watch / read
Match the words and phrases in the table to their definitions.

1. formal	2. RSVP	3. appointment
4. vet	5. prior engagement	6. offended

Definitions:

- A plan made before you received the invitation
- A doctor for animals
- Used at the end of letters to mean 'please reply'
- Upset and angry
- A formal arrangement to meet someone
- Serious and correct

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I wanna talk about In this series of podcasts different people talk about things that interest them or interesting things they have done or seen.

Listen and Read Magazine is a selection of recorded articles covering a wide range of topics of interest. It is suitable for intermediate to advanced learners.

Overcooked. In this introduction to UK food, the students are taken a culinary journey of the UK introducing them to some of the nation's favourite dishes.

Stories and poems by writers as famous as Shakespeare, Wordsworth, Tagore and Yeats, as well as stories by our own writers and readers.

UK Culture is a section where students can find out all about UK contemporary culture by listening to the series of podcasts. Suitable for intermediate to advanced learners.

Word on the Street TV programme looks at how English works in everyday life and presents lively aspects of young British culture. The students can listen or watch on their computers, or download audio and video files to mp3 player. All of audio and video materials are accompanied by language practice activities that the students can do on their computers while they listen or watch or print out.

Dating Scene 1



It's Valentine's Day and Stephen convinces Ashlie to try speed dating. Does she meet someone special?

Watch the video. Then go to Task and do the activities. If you need help, you can read the Transcript at any time.

Watch the video. Choose the correct expressions to complete the sentences.

BRITISH COUNCIL Comprehension 1

Question 1/6

Stephen is planning to send a lot of ...

a. Valentine's cards

b. Christmas cards

Next question

You can get 1 point for this question.

1 2 3 4 5 6

Instructions Reset Check Answers Finish

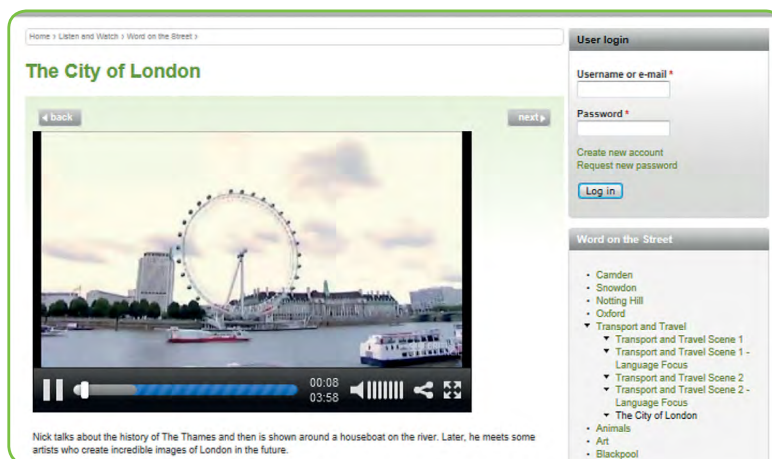
www.britishcouncil.org/learnenglish © British Council

GRAMMAR AND VOCABULARY

This contains following sections – English Grammar, Quick Grammar, Vocabulary games.

In Grammar and Vocabulary the students can learn and practise grammar and vocabulary through explanations, activities and games. They can find extensive grammar explanations written by well-known author Dave Willis, a quick reference section containing 48 of the more common areas of Grammar, and a large number of games

that help the students practise many areas of grammar and vocabulary. In the Vocabulary Games section the students can learn and practise a large number of areas of vocabulary and have some fun as well.



FUN AND GAMES

In Fun and Games the students can play games of all types and listen to jokes to help them practise their English and also have lots of fun. There are games for all tastes. This has three sections – Games, Jokes, Mobile Learning.

BUSINESS AND WORK

In Business and work the students can find materials aimed at helping them reach their professional aspirations by developing English skills. There are series of podcasts and articles on a great range of business and professional topics, all accompanied by language practice activities to help the students improve their workplace English. There is also a video series that covers the process of recruiting.

This contains three sections – Business Magazine, Professionals Podcasts and You're hired. The articles in Business magazine help students become better professionals by providing them with the language they need for work. Professionals Podcasts series provide support to students to improve their English for the career in the workplace. 'You're hired' videos take students through the process of recruiting a new team member.

WRITING

Writing for a Purpose will help students with academic writing. It contains:

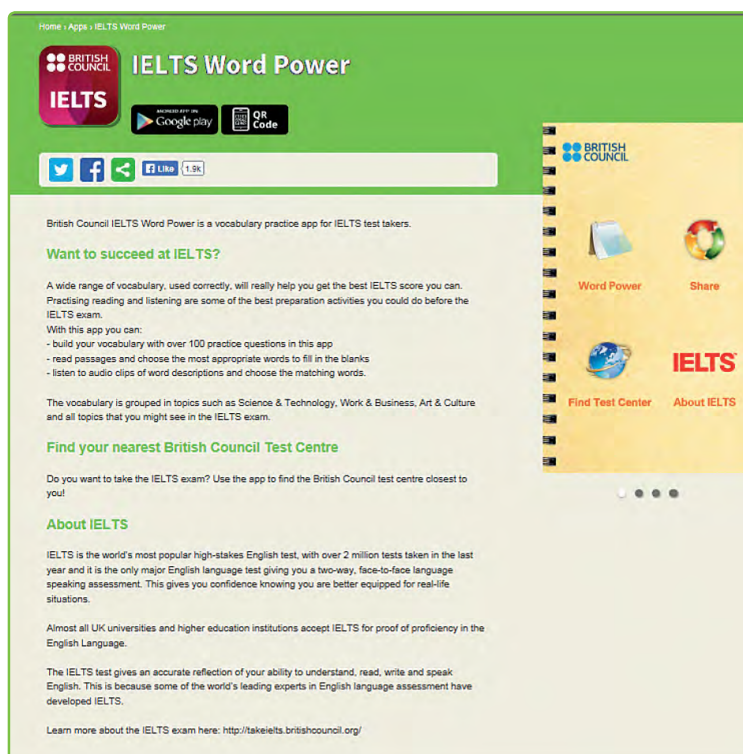
- detailed information about types of writing and purposes for writing;
- audio, video and interactive exercises;
- examples of successful assignments from a range of disciplines.

The lessons in The English for E-mails section will help you express yourself and create a professional image in the competitive world of business.



IELTS

This section contains IELTS Interview Skills: series of videos to help students prepare for the Speaking module of the IELTS test. Your students can also try to take IELTS Mock Paper: activities for the listening module of the IELTS test. IELTS Tips: Students can watch learners from different parts of the world give opinions and tips about the IELTS test.



APPS

If your you or your students wish, you can get LearnEnglish apps on your mobile phone and tablet. What you need to do is to download the British Council Android, iPhone, iPad and Windows Phone apps.



Digital Map

Grades 10-12

	Listening	Reading	Speaking (watch and read)	Writing
			Different opinions https://learnenglishteens.britishcouncil.org/skills/speaking/intermediate-b1-speaking/different-opinions	An opinion essay https://learnenglishteens.britishcouncil.org/skills/writing/intermediate-b1-writing/opinion-essay
Vocabulary			that's impossible, excellent, really bad, etc.	first of all, in addition, to sum up, etc.
Activities			True/false, gap fill, multiple selection, discussion	Multiple selection, useful words and phrases
Resources			Exercises, answers, transcript	Exercises, answers, essay, writing practice
	Organizing your time https://learnenglishteens.britishcouncil.org/skills/listening/intermediate-b1-listening/organising-your-time	Tips for being a super-organized student https://learnenglishteens.britishcouncil.org/skills/reading/intermediate-b1-reading/tips-being-super-organised-student		Photo caption https://learnenglishteens.britishcouncil.org/study-break/photo-captions/photo-caption-003
Vocabulary	"to-do" list, productivity, an A grader student, to deserve, etc.	good judgement, ability, to remove, a prompt, etc.		
Activities	True/false, gap fill, discussion	True/false, gap fill, discussion		
Resources	Exercises, answers, transcript	Worksheets_ exercises, blog post, answer		

		How to be a safe and smart searcher https://learnenglishteens.britishcouncil.org/skills/reading/intermediate-b1-reading/how-be-safe-smart-searcher	What is it? http://learnenglishteens.britishcouncil.org/study-break/what-it/what-it-011	Check out websites http://learnenglishteens.britishcouncil.org/skills/writing-skills-practice/checking-out-websites
Vocabulary		keyword, to mis-type, a filter, to narrow, etc.		to be qualified, to check out, accurate, reliable, etc.
Activities		True/false, grouping, discussion		Recording, multiple choice, gap fill, discussion
Resources		Exercises, answers, article		Exercises, answers, article, writing practice
			What is it? http://learnenglishteens.britishcouncil.org/study-break/what-it/what-it-049	A website review https://learnenglishteens.britishcouncil.org/skills/writing/intermediate-b1-writing/website-review
Vocabulary				A website reviews, book reviews, phone reviews, etc.
Activities				Matching, facts and opinions, useful phrases, discussion
Resources				Exercises, answers, review, writing practice
	Difficult situation https://learnenglishteens.britishcouncil.org/skills/listening/intermediate-b1-listening/difficult-situations			Writing about a pie chart https://learnenglishteens.britishcouncil.org/skills/writing/intermediate-b1-writing/writing-about-pie-chart
Vocabulary	down and you are late for school, up with her, key inside the house, etc.			exam questions, over half, a small minority, a vast majority, etc.
Activities	Gap fill, true/false			Gap fill discussion

Resources	Exercises, answers, transcript			Tips for writing, Exercises, answers, essay, writing practice
	Advice for exams https://learnenglishteens.britishcouncil.org/skills/listening/intermediate-b1-listening/advice-exams			Photo caption https://learnenglishteens.britishcouncil.org/study-break/photo-captions/photo-caption-021
Vocabulary	be tempted to, to cover something up, repetition, etc.			
Activities	Multiple choice, grouping, discussion			
Resources	Exercises, answers, transcript			
	A friendship quiz https://learnenglishteens.britishcouncil.org/skills/reading/intermediate-b1-reading/friendship-quiz			An email to a new friend https://learnenglishteens.britishcouncil.org/skills/writing/intermediate-b1-writing/email-new-friend
Vocabulary	happening soon, timid, nervous, embarrasses, etc.			opening greeting, body email, closing, etc.
Activities	True/false, multiple choice, discussion			Matching, making sentences
Resources	Exercise, answers, quiz			Exercise, answers, email, writing practice
		Foreign exchange email https://learnenglishteens.britishcouncil.org/skills/reading/intermediate-b1-reading/foreign-exchange-emails	A friend in need https://learnenglishteens.britishcouncil.org/skills/speaking/intermediate-b1-speaking/friend-need	Photo caption https://learnenglishteens.britishcouncil.org/study-break/photo-captions/photo-caption-010
Vocabulary		street performance, a host family, a foreign exchange student, etc.	matter, worry, be careful, I would, how to feel, etc.	
Activities		True/false, answers, emails, discussion	True/false, gap fill, gap fill typing, discussion	

Resources		Exercises, answers, emails	Exercises, answers, transcript	
		Phone chat https://learnenglishteens.britishcouncil.org/skills/reading/intermediate-b1-reading/phone-chat	Talking about your weekend https://learnenglishteens.britishcouncil.org/skills/speaking/intermediate-b1-speaking/talking-about-your-weekend	A for and against essay https://learnenglishteens.britishcouncil.org/skills/writing/intermediate-b1-writing/against-essay
Vocabulary		enthusiastic, criminals, serious themes, independent studio, etc.	in general, last/good weekend, etc.	arguments, put ideas into. . . for/against. . .
Activities		Multiple choice, gap fill, discussion	True/false, reordering, multiple selection	Multiple selection, essay structure, linking words, discussion
Resources		Exercises, answers, messages	Exercises, answers, transcript	Exercises, answers, essay, writing practice
	Favourite things https://learnenglishteens.britishcouncil.org/skills/listening/intermediate-b1-listening/favourite-things		What is it? https://learnenglishteens.britishcouncil.org/study-break/what-it/what-it-059	A letter to a friend https://learnenglishteens.britishcouncil.org/skills/writing/intermediate-b1-writing/letter-friend
Vocabulary	a business, music, scooter, films, photos, etc.			great to hear from you, please write back, hope to hear from you soon, etc.
Activities	Matching, gap fill typing			True/false, matching-questions and answers, gap fill-punctuation
Resources	Exercises, answers, transcript			Exercises, answers, letter, writing practice
	My favourite film https://learnenglishteens.britishcouncil.org/skills/listening/intermediate-b1-listening/my-favourite-film			An invitation to a party https://learnenglishteens.britishcouncil.org/skills/writing/intermediate-b1-writing/invitation-party
Vocabulary	action, historical drama, horror, science fiction, romantic comedy, etc.			Place, date, time, how to get there, etc.

Activities	Matching, gap fill, discussion			Multiple choice, gap fill-talking about arrangements, multiple selection-time reference, gap fill-completing an invitation, discussion
Resources	Exercises, answers, transcript			Exercises, answers, invitation, writing practice
			What is it? https://learnenglishteens.britishcouncil.org/study-break/what-it/what-it-080	A short story https://learnenglishteens.britishcouncil.org/skills/writing/intermediate-b1-writing/short-story
Vocabulary				birthday party, beginning, middle, ending, etc.
Activities				Choose a title, true/false, matching-story structure, grouping-adjectives and adverbs, discussion
Resources				Exercises, answers, story, writing practice
	Celebrations https://learnenglishteens.britishcouncil.org/skills/listening/intermediate-b1-listening/celebrations	An Olympic blog https://learnenglishteens.britishcouncil.org/skills/reading/intermediate-b1-reading/olympic-blog		A blog https://learnenglishteens.britishcouncil.org/skills/writing/intermediate-b1-writing/blog
Vocabulary	birthday party, golden wedding, Notting Hill carnival, etc.	a ceremony, a medal, The Olympic games, a volunteer		annoying, immature, disgusting, amazing, brilliant, etc.
Activities	Matching, gap fill, discussion	Matching, multiple choice		True/false, gap fill-completing a blog
Resources	Exercises, answers, transcript	Exercises, answers, blog		Exercises, answers, blog, writing practice
	Theme parks https://learnenglishteens.britishcouncil.org/skills/listening/intermediate-b1-listening/theme-parks		What is it? https://learnenglishteens.britishcouncil.org/study-break/what-it/what-it-044	Photo caption https://learnenglishteens.britishcouncil.org/study-break/photo-captions/photo-caption-012
Vocabulary	rides, marine animals, a Ferris wheel, etc.			

Activities	True/false, discussion			
Resources	exercises, answers, transcript			
	Sport centers https://learnenglishteens.britishcouncil.org/skills/listening/intermediate-b1-listening/sports-centres			Photo caption https://learnenglishteens.britishcouncil.org/study-break/photo-captions/photo-caption-011
Vocabulary	sauna, weight machine, jazz dancing, personal trainer, water aerobics, etc.			
Activities	Listen and choose, multiple choice, discussion			
Resources	Exercises, answers, transcript			
	Important people https://learnenglishteens.britishcouncil.org/skills/listening-skills-practice/important-people	Interview with Henry Smiles https://learnenglishteens.britishcouncil.org/skills/reading/intermediate-b1-reading/interview-henry-smiles		Someone I admire https://learnenglishteens.britishcouncil.org/skills/writing/intermediate-b1-writing/someone-i-admire
Vocabulary	we spent a lot of time together, we have a good, friendly relationship, etc.	to maintain communication, to think, to believe, to discover, etc.		hard-working, serious, happy, confident, etc.
Activities	Gap fill, true/false, discussion	True/false, multiple choice, discussion		Multiple choice, grouping, completing a description
Resources	transcript	Exercises, answers, text		Exercises, answers, text, writing practice
		Adventure travel https://learnenglishteens.britishcouncil.org/skills/reading/intermediate-b1-reading/adventure-travel	Problems at the train station https://learnenglishteens.britishcouncil.org/skills/speaking/intermediate-b1-speaking/problems-train-station	Photo caption https://learnenglishteens.britishcouncil.org/study-break/photo-captions/photo-caption-080

Vocabulary		desert, kayaking, trekking, ancient ruins, etc.	a ticket, rush hour, miss train, valid, etc.	
Activities		Grouping, multiple selection, discussion	Multiple choice, gap fill, reordering	
Resources		Exercises, answers, holiday brochure	Exercises, answers, transcript	
		Travel guide https://learnenglishteens.britishcouncil.org/skills/reading/intermediate-b1-reading/travel-guide		Photo caption https://learnenglishteens.britishcouncil.org/study-break/photo-captions/photo-caption-069
Vocabulary		rollercoaster, pier, rides, gym, prison, etc.		
Activities		True/false, matching, discussion		
Resources		Exercises, answers, guide		
		Food and restaurants https://learnenglishteens.britishcouncil.org/skills/reading/intermediate-b1-reading/food-restaurants	What is it? https://learnenglishteens.britishcouncil.org/study-break/what-it/what-it-078	Photo caption https://learnenglishteens.britishcouncil.org/study-break/photo-captions/photo-caption-023
Vocabulary		English breakfast, cappuccino, pasta, fruit smoothie, etc.		
Activities		Matching, multiple selection, discussion		
Resources		Exercises, answers, article		
		Skills for the 21st century workplace https://learnenglishteens.britishcouncil.org/skills/reading/intermediate-b1-reading/skills-21st-century-workplace	What is it? https://learnenglishteens.britishcouncil.org/study-break/what-it/what-it-065	Photo caption https://learnenglishteens.britishcouncil.org/study-break/photo-captions/photo-caption-066

Vocabulary		Making decisions, analyse information, problem solving		
Activities		True/false, gap fill, discussion		
Resources		Exercises, article, answers		
		Job adverts https://learnenglishteens.britishcouncil.org/skills/reading/intermediate-b1-reading/job-adverts		A CV https://learnenglishteens.britishcouncil.org/skills/writing/intermediate-b1-writing/cv
Vocabulary		special ability, training, useful, important, etc.		date of birth, address, education history, work experience, etc.
Activities		Matching, gap fill, discussion		Multiple choice, completing a CV, discussion
Resources		Exercises answers, adverts		exercises, answers, CV, writing practice
		The noticeboard https://learnenglishteens.britishcouncil.org/skills/reading/intermediate-b1-reading/noticeboard		Photo caption https://learnenglishteens.britishcouncil.org/study-break/photo-captions/photo-caption-047
Vocabulary		IT engineer, drummer, store manager, etc.		
Activities		True/false, multiple choice, fill typing		
Resources		Exercises, answers, notice		
				Describing a bar chart https://learnenglishteens.britishcouncil.org/skills/writing/intermediate-b1-writing/describing-bar-chart

Vocabulary				increased, grew, increase, rise, rose, etc.
Activities				Multiple choice, matching, gap fill, drag and drop, discussion
Resources				Tips for writing, exercises, answers, text, writing practice
	Amazing facts https://learnenglishteens.britishcouncil.org/skills/listening/intermediate-b1-listening/amazing-facts			Photo caption https://learnenglishteens.britishcouncil.org/study-break/photo-captions/photo-caption-032
Vocabulary	cells, bacteria, mites, atom, etc.			
Activities	Multiple choice, gap fill, discussion			
Resources	Exercises, answers, transcript			
	Llamas https://learnenglishteens.britishcouncil.org/skills/listening/intermediate-b1-listening/llamas		What is this? https://learnenglishteens.britishcouncil.org/study-break/what-it/what-it-086	Photo caption https://learnenglishteens.britishcouncil.org/study-break/photo-captions/photo-caption-074
Vocabulary	to spit, wool, to lick, to hum, etc.			
Activities	True/false, gap fill, discussion			
Resources	Exercises, answers, transcript			
Grammar video - https://learnenglishteens.britishcouncil.org/grammar				

Additional Resources

Study Break	
https://learnenglishteens.britishcouncil.org/study-break	
Video-Zone	
https://learnenglishteens.britishcouncil.org/study-break/video-zone (exercises, transcripts, worksheets, grammar, discussion)	
A2-B1	
One day I will... in Lagos	http://learnenglishteens.britishcouncil.org/study-break/video-zone/one-day-i-will-lagos
Celebrate the joy of reading	http://learnenglishteens.britishcouncil.org/study-break/video-zone/celebrate-joy-reading
B1	
11 things you never knew about elephants	http://learnenglishteens.britishcouncil.org/study-break/video-zone/11-things-you-never-knew-about-elephants
B1-B2	
Five ways to spot fake news	https://learnenglishteens.britishcouncil.org/study-break/video-zone/five-ways-spot-fake-news
The Christmas gift experiment	https://learnenglishteens.britishcouncil.org/study-break/video-zone/christmas-gift-experiment
I like it Safer Internet Day song	https://learnenglishteens.britishcouncil.org/study-break/video-zone/i-it-safer-internet-day-song
He named me Malala	https://learnenglishteens.britishcouncil.org/study-break/video-zone/he-named-me-malala
The world water crisis	https://learnenglishteens.britishcouncil.org/study-break/video-zone/world-water-crisis
Super Jam set to make teenager a millionaire	https://learnenglishteens.britishcouncil.org/study-break/video-zone/superjam-set-make-teenager-millionaire
How are Easter eggs made??	https://learnenglishteens.britishcouncil.org/study-break/video-zone/how-are-easter-eggs-made
Eating insects	https://learnenglishteens.britishcouncil.org/study-break/video-zone/eating-insects
Feeling Hot! Hot! Hot!	https://learnenglishteens.britishcouncil.org/study-break/video-zone/feeling-hot-hot-hot
How Christmas trees are made	https://learnenglishteens.britishcouncil.org/study-break/video-zone/how-christmas-trees-are-made
Lies: a book trailer	https://learnenglishteens.britishcouncil.org/study-break/video-zone/lies-book-trailer

Record-breaking skydive	https://learnenglishteens.britishcouncil.org/study-break/video-zone/record-breaking-skydive
Black holes	https://learnenglishteens.britishcouncil.org/study-break/video-zone/black-holes
A day in the life of a 10-year-old in Roman Britain	https://learnenglishteens.britishcouncil.org/study-break/video-zone/day-life-10-year-old-roman-britain
Zero-G flight	https://learnenglishteens.britishcouncil.org/study-break/video-zone/zero-g-flight
Spider-Man Stuntman Hunt in 30ft Broadway Theatre Plunge	https://learnenglishteens.britishcouncil.org/study-break/video-zone/spider-man-stuntman-falls-broadway
Twilight on T4: Kristen Stewart talks to Steve Jones	https://learnenglishteens.britishcouncil.org/study-break/video-zone/twilight-t4-kristen-stewart-talks-steve-jones
Johnny English Reborn – Theatrical trailer	https://learnenglishteens.britishcouncil.org/study-break/video-zone/johnny-english-reborn-theatrical-trailer
Graded Reading	
https://learnenglishteens.britishcouncil.org/study-break/graded-reading (Stories and articles; exercises, worksheets, downloads, related topics, discussion)	
A walk in the forest	https://learnenglishteens.britishcouncil.org/study-break/games/wordshake
Amazing adventures	https://learnenglishteens.britishcouncil.org/study-break/graded-reading/amazing-adventurers-level-2
Animals in the City	https://learnenglishteens.britishcouncil.org/study-break/graded-reading/animals-city-level-2
Bully	https://learnenglishteens.britishcouncil.org/study-break/graded-reading/bully-level-2
Cheat!	https://learnenglishteens.britishcouncil.org/study-break/graded-reading/cheat-level-2
Graffiti and Street art	https://learnenglishteens.britishcouncil.org/study-break/graded-reading/graffiti-street-art-level-1
Guess what?	https://learnenglishteens.britishcouncil.org/study-break/graded-reading/guess-what-level-2
LA Skaters: An interview	https://learnenglishteens.britishcouncil.org/study-break/graded-reading/la-skaters-interview-level-2
Love is blind	https://learnenglishteens.britishcouncil.org/study-break/graded-reading/love-blind-level-2
The life of Pi: Book review	https://learnenglishteens.britishcouncil.org/study-break/graded-reading/life-pi-book-review-level-2
The text	https://learnenglishteens.britishcouncil.org/study-break/graded-reading/text-level-2
Where's Roxy?	https://learnenglishteens.britishcouncil.org/study-break/graded-reading/wheres-roxy-level-2

Why is Charlie so cool... like?	https://learnenglishteens.britishcouncil.org/study-break/graded-reading/why-charlie-so-cool-level-2
Wonder: Book review	https://learnenglishteens.britishcouncil.org/study-break/graded-reading/wonder-book-review-level-2
YouTubers	
https://learnenglishteens.britishcouncil.org/study-break/youtubers (YouTubers talk about everything and anything; subtitles and transcripts are added to help learners improve their English)	
A day around London	https://learnenglishteens.britishcouncil.org/study-break/youtubers/day-around-london
What's on your bucket list?	https://learnenglishteens.britishcouncil.org/study-break/youtubers/whats-your-bucket-list
Die hair mask	https://learnenglishteens.britishcouncil.org/study-break/youtubers/diy-hair-mask
Games	
https://learnenglishteens.britishcouncil.org/study-break/games	
Beat the Keeper	https://learnenglishteens.britishcouncil.org/study-break/games/beat-keeper
Word wangling	https://learnenglishteens.britishcouncil.org/study-break/games/word-wangling
Wordshake	https://learnenglishteens.britishcouncil.org/study-break/games/wordshake
Photo Caption	
https://learnenglishteens.britishcouncil.org/study-break/photo-captions Write a caption for the funny photos	
What is it?	
https://learnenglishteens.britishcouncil.org/study-break/what-it Guess what the photos are	

UK now	
https://learnenglishteens.britishcouncil.org/uk-now (Texts and videos with UK focus, exercises, worksheets)	
Read UK	
https://learnenglishteens.britishcouncil.org/uk-now/read-uk (Related topics, activities, Grammar, discussion)	
A2, A2-B1	
Nowruz	https://learnenglishteens.britishcouncil.org/uk-now/read-uk/nowruz
International Women's Day	https://learnenglishteens.britishcouncil.org/uk-now/read-uk/international-womens-day

Scotland	https://learnenglishteens.britishcouncil.org/uk-now/read-uk/scotland
Northern Ireland	https://learnenglishteens.britishcouncil.org/uk-now/read-uk/northern-ireland
England	https://learnenglishteens.britishcouncil.org/uk-now/read-uk/england
Wales	https://learnenglishteens.britishcouncil.org/uk-now/read-uk/wales
World Water Day	https://learnenglishteens.britishcouncil.org/uk-now/read-uk/world-water-day
Pancake Day	https://learnenglishteens.britishcouncil.org/uk-now/read-uk/pancake-day
Sport at school	https://learnenglishteens.britishcouncil.org/uk-now/read-uk/sport-school
Year of Code	https://learnenglishteens.britishcouncil.org/uk-now/read-uk/year-code
Ethical shopping	https://learnenglishteens.britishcouncil.org/uk-now/read-uk/ethical-shopping
Hanukkah	https://learnenglishteens.britishcouncil.org/uk-now/read-uk/hanukkah
Diwali	https://learnenglishteens.britishcouncil.org/uk-now/read-uk/diwali
Mobile phones	https://learnenglishteens.britishcouncil.org/uk-now/read-uk/mobile-phones
Holidays	https://learnenglishteens.britishcouncil.org/uk-now/read-uk/holidays
The FA Cup	https://learnenglishteens.britishcouncil.org/uk-now/read-uk/fa-cup
Chinese New Year	https://learnenglishteens.britishcouncil.org/uk-now/read-uk/chinese-new-year
Gap Year A gap year between school and university	https://learnenglishteens.britishcouncil.org/uk-now/read-uk/gap-year
B1-B2	
Road Dahl	https://learnenglishteens.britishcouncil.org/uk-now/read-uk/roald-dahl
Online safety	https://learnenglishteens.britishcouncil.org/uk-now/read-uk/online-safety-uk
Prom time!	https://learnenglishteens.britishcouncil.org/uk-now/read-uk/prom-time
Money	https://learnenglishteens.britishcouncil.org/uk-now/read-uk/money
Music	https://learnenglishteens.britishcouncil.org/uk-now/read-uk/music
School dinners	https://learnenglishteens.britishcouncil.org/uk-now/read-uk/school-dinners
Easter	https://learnenglishteens.britishcouncil.org/uk-now/read-uk/easter
Snack culture	https://learnenglishteens.britishcouncil.org/uk-now/read-uk/snack-culture

Red Nose Day	http://learnenglishteens.britishcouncil.org/uk-now/read-uk/red-nose-day
Graffiti: art vandalism?	http://learnenglishteens.britishcouncil.org/uk-now/read-uk/graffiti-art-or-vandalism
New Year	http://learnenglishteens.britishcouncil.org/uk-now/read-uk/new-year
Halloween	http://learnenglishteens.britishcouncil.org/uk-now/read-uk/halloween
Shakespeare	http://learnenglishteens.britishcouncil.org/uk-now/read-uk/shakespeare
School discipline	http://learnenglishteens.britishcouncil.org/uk-now/read-uk/school-discipline
Slang	http://learnenglishteens.britishcouncil.org/uk-now/read-uk/slang
Reality TV	http://learnenglishteens.britishcouncil.org/uk-now/read-uk/reality-tv
Tattoos	http://learnenglishteens.britishcouncil.org/uk-now/read-uk/tattoos
Sleeping habits	http://learnenglishteens.britishcouncil.org/uk-now/read-uk/sleep
Individual style	http://learnenglishteens.britishcouncil.org/uk-now/read-uk/individual-style
Valentine's day	http://learnenglishteens.britishcouncil.org/uk-now/read-uk/valentines-day
April Fool's Day	http://learnenglishteens.britishcouncil.org/uk-now/read-uk/april-fools-day
Bonfire Night	http://learnenglishteens.britishcouncil.org/uk-now/read-uk/bonfire-night
Christmas	http://learnenglishteens.britishcouncil.org/uk-now/read-uk/christmas
MI6: The British Secret Intelligence Service	http://learnenglishteens.britishcouncil.org/uk-now/read-uk/mi6-british-secret-intelligence-service
Languages	http://learnenglishteens.britishcouncil.org/uk-now/read-uk/languages
Politics	http://learnenglishteens.britishcouncil.org/uk-now/read-uk/politics-uk
Vegetarian UK	http://learnenglishteens.britishcouncil.org/uk-now/read-uk/vegetarian-uk
Video UK - B1	
Boarding school in the UK: Sport	http://learnenglishteens.britishcouncil.org/uk-now/video-uk/boarding-schools-uk-sport
English history	http://learnenglishteens.britishcouncil.org/uk-now/video-uk/english-history
Wedding	http://learnenglishteens.britishcouncil.org/uk-now/video-uk/weddings
Live music	http://learnenglishteens.britishcouncil.org/uk-now/video-uk/live-music

Boarding school in the UK: Friendship	http://learnenglishteens.britishcouncil.org/uk-now/video-uk/boarding-schools-uk-friendship
Wild animals	http://learnenglishteens.britishcouncil.org/uk-now/video-uk/wild-animals
Working in fashion	http://learnenglishteens.britishcouncil.org/uk-now/video-uk/working-fashion
B1-B2	
On line safety tips	http://learnenglishteens.britishcouncil.org/uk-now/video-uk/online-safety-tips
Starting a business	http://learnenglishteens.britishcouncil.org/uk-now/video-uk/starting-business
Sherlock Holmes	http://learnenglishteens.britishcouncil.org/uk-now/video-uk/sherlock-holmes
Women's football	http://learnenglishteens.britishcouncil.org/uk-now/video-uk/womens-football
Ice cream	http://learnenglishteens.britishcouncil.org/uk-now/video-uk/ice-cream
Social media revolution	http://learnenglishteens.britishcouncil.org/uk-now/video-uk/social-media-revolution
Paramedic	http://learnenglishteens.britishcouncil.org/uk-now/video-uk/paramedics
Seaside entertainment	http://learnenglishteens.britishcouncil.org/uk-now/video-uk/seaside-entertainment
Food in Britain	http://learnenglishteens.britishcouncil.org/uk-now/video-uk/food-britain
Heritage tourism	http://learnenglishteens.britishcouncil.org/uk-now/video-uk/heritage-tourism
Christmas shopping	http://learnenglishteens.britishcouncil.org/uk-now/video-uk/christmas-shopping
British weather	http://learnenglishteens.britishcouncil.org/uk-now/video-uk/british-weather
Oxford University	http://learnenglishteens.britishcouncil.org/uk-now/video-uk/oxford-university
Homes of the future	http://learnenglishteens.britishcouncil.org/uk-now/video-uk/homes-future
Bonfire Night	http://learnenglishteens.britishcouncil.org/uk-now/video-uk/bonfire-night
Theatre land	http://learnenglishteens.britishcouncil.org/uk-now/video-uk/theatreland
Four nations	http://learnenglishteens.britishcouncil.org/uk-now/video-uk/four-nations
Multicultural Britain	http://learnenglishteens.britishcouncil.org/uk-now/video-uk/multicultural-britain
Extreme Sports	http://learnenglishteens.britishcouncil.org/uk-now/video-uk/extreme-sports

Literature UK (B1-B2)	
Shakespeare – Macbeth	http://learnenglishteens.britishcouncil.org/uk-now/literature-uk/shakespeare-macbeth
Romeo Read UK and Juliet	http://learnenglishteens.britishcouncil.org/uk-now/literature-uk/shakespeare-romeo-and-juliet
Film UK (B1-B2)	
Kate Winslet on strong women and learning lines	http://learnenglishteens.britishcouncil.org/uk-now/film-uk/kate-winslet-strong-women-and-learning-lines
Generation parkour	http://learnenglishteens.britishcouncil.org/uk-now/film-uk/generation-parkour
One Man's Walk	http://learnenglishteens.britishcouncil.org/uk-now/film-uk/one-mans-walk
Hamlet	http://learnenglishteens.britishcouncil.org/uk-now/literature-uk/shakespeare-hamlet
Much ado about nothing	http://learnenglishteens.britishcouncil.org/uk-now/literature-uk/shakespeare-much-ado-about-nothing
The Tempest	http://learnenglishteens.britishcouncil.org/uk-now/literature-uk/shakespeare-tempest
The Mystery of the Stolen FA Cup Medal	http://learnenglishteens.britishcouncil.org/uk-now/literature-uk/mystery-stolen-fa-cup-medal
Music UK	
Music is Great	https://learnenglishteens.britishcouncil.org/uk-now/video-uk/music-great
Science UK	
Apps for learning	https://learnenglishteens.britishcouncil.org/uk-now/science-uk/apps-learning
Robots for human environment	http://learnenglishteens.britishcouncil.org/uk-now/science-uk/robots-human-environments

TeachingEnglish Teens

Resources/materials	
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)	
A2 – B1	
Tiny Cinderella Somewhere	https://www.teachingenglish.org.uk/article/tiny-cinderella-somewhere-lower-level
Tattoo – Possibilities	https://www.teachingenglish.org.uk/article/tattoo-possibilities-lower-level
Escape 3	https://www.teachingenglish.org.uk/article/escape-3-lower-level
One nation under CCTV	https://www.teachingenglish.org.uk/article/one-nation-under-cctv-lower-level
Summer love	https://www.teachingenglish.org.uk/article/summer-love-lower-level
Online safety for teenagers (A1-A2)	https://www.teachingenglish.org.uk/article/online-safety-teenagers
Politics and Youth (A2+)	https://www.teachingenglish.org.uk/article/politics-youth
B1	
The Christmas gift experiment	https://www.teachingenglish.org.uk/article/christmas-gift-experiment
Unsung heroes	https://www.teachingenglish.org.uk/article/unsung-heroes
Charities	https://www.teachingenglish.org.uk/article/charities
Food issues	https://www.teachingenglish.org.uk/article/food-issues
Carnivores vs. herbivores	https://www.teachingenglish.org.uk/article/carnivores-vs-herbivores
Reality TV	https://www.teachingenglish.org.uk/article/reality-tv-0
Gossip!	https://www.teachingenglish.org.uk/article/gossip
Texting	https://www.teachingenglish.org.uk/article/texting
Innovations in Great Britain	https://www.teachingenglish.org.uk/article/innovation-great
Technology is great	https://www.teachingenglish.org.uk/article/technology-great
Heritage is great	https://www.teachingenglish.org.uk/article/heritage-great
Literature is great	https://www.teachingenglish.org.uk/article/literature-great
Green is great	https://www.teachingenglish.org.uk/article/green-great

Entrepreneurs are great	https://www.teachingenglish.org.uk/article/entrepreneurs-are-great
English is great	https://www.teachingenglish.org.uk/article/english-great
Writing mini things	https://www.teachingenglish.org.uk/article/writing-mini-things
Experiences	https://www.teachingenglish.org.uk/article/experiences
Yesterday	https://www.teachingenglish.org.uk/article/yesterday
Shopping is great	https://www.teachingenglish.org.uk/article/shopping-great
Knowledge is great	https://www.teachingenglish.org.uk/article/knowledge-great
Creativity is great	https://www.teachingenglish.org.uk/article/creativity-great
Countryside is great	https://www.teachingenglish.org.uk/article/countryside-great
Parkour	https://www.teachingenglish.org.uk/article/parkour
Dream school	https://www.teachingenglish.org.uk/article/dream-school
Climate change overview	https://www.teachingenglish.org.uk/article/climate-change-overview
What do you know about Norfolk?	https://www.teachingenglish.org.uk/article/what-do-you-know-about-norfolk
Film festival season	https://www.teachingenglish.org.uk/article/film-festival-season
What's the Black Country?	https://www.teachingenglish.org.uk/article/whats-black-country
Conversation lesson - News	https://www.teachingenglish.org.uk/article/conversation-lesson-%E2%80%93-news
Conversation lesson - School	https://www.teachingenglish.org.uk/article/conversation-lesson-school
Environmental problems	https://www.teachingenglish.org.uk/article/environmental-problems
The fastest and the slowest	https://www.teachingenglish.org.uk/article/fastest-slowest
B1-B2	
A Rugby World Cup	https://www.teachingenglish.org.uk/article/rugby-world-cup
Monthly lesson plan – Earth Hour	https://www.teachingenglish.org.uk/article/monthly-lesson-plan-earth-hour
Online safety	https://www.teachingenglish.org.uk/article/online-safety
Monthly lesson plan - Movember	https://www.teachingenglish.org.uk/article/monthly-lesson-plan-movember
School discipline	https://www.teachingenglish.org.uk/article/school-discipline-0
Conversation lesson - Music	https://www.teachingenglish.org.uk/article/conversation-lesson-music

A generation of couch potatoes	https://www.teachingenglish.org.uk/article/a-generation-couch-potatoes
Sleep	https://www.teachingenglish.org.uk/article/sleep
Facebook and cosial networking	https://www.teachingenglish.org.uk/article/facebook-social-networking
Telling a story	https://www.teachingenglish.org.uk/article/telling-a-story
Using stories in the classroom	https://www.teachingenglish.org.uk/article/using-stories-classroom
Cuisenaire rods for storytelling	https://www.teachingenglish.org.uk/article/cuisenaire-rods-storytelling
Science and cloning	https://www.teachingenglish.org.uk/article/science-cloning
Branding and brand names	https://www.teachingenglish.org.uk/article/branding-brand-names
Developing writing skills: a news report	https://www.teachingenglish.org.uk/article/developing-writing-skills-a-news-report
Film reviews	https://www.teachingenglish.org.uk/article/film-reviews
Stories and poems	
https://www.teachingenglish.org.uk/teaching-teens/resources/stories-poems (Stories and poems to use in the secondary classroom, A2-B1)	
The tale of Uzay Yavuz	https://www.teachingenglish.org.uk/article/tale-uzay-yavuz
Moving to a new house	https://www.teachingenglish.org.uk/article/moving-a-new-house
The ex-footballer	https://www.teachingenglish.org.uk/article/ex-footballer
At the Market Place	https://www.teachingenglish.org.uk/article/market-place
Stories for School: Sewing Day by Sevim AK	https://www.teachingenglish.org.uk/article/stories-schools-sewing-day-sevim-ak
Stories for Schools: The Long Journey Home by Sophie Smiley	https://www.teachingenglish.org.uk/article/stories-schools-long-journey-home-sophie-smiley
Stories for Schools: The Guitar by Sevim AK	https://www.teachingenglish.org.uk/article/stories-schools-guitar-sevim-ak
Stories for Schools: A Beast by Bass	https://www.teachingenglish.org.uk/article/stories-schools-a-beast-guy-bass
Candy Coated Unicorns and Converse All Stars	https://www.teachingenglish.org.uk/article/candy-coated-unicorns-converse-all-stars
Be Near Me	https://www.teachingenglish.org.uk/article/be-near-me
Baby Scorpion	https://www.teachingenglish.org.uk/article/baby-scorpion
Genetics	https://www.teachingenglish.org.uk/article/genetics
Lament	https://www.teachingenglish.org.uk/article/lament

The Same Earth	https://www.teachingenglish.org.uk/article/same-earth
The Chain	https://www.teachingenglish.org.uk/article/chain
The Hand that Feeds Me	https://www.teachingenglish.org.uk/article/hand-feeds-me
Loose Change	https://www.teachingenglish.org.uk/article/loose-change
The Landlady	https://www.teachingenglish.org.uk/article/landlady
Francesca Beard: Chinese Whispers	https://www.teachingenglish.org.uk/article/francesca-beard-chinese-whispers
The High and Little Billy Clough	https://www.teachingenglish.org.uk/article/high-master-little-billy-clough
Strap Box Flyer	https://www.teachingenglish.org.uk/article/strap-box-flyer
Double Cross	https://www.teachingenglish.org.uk/article/double-cross
Billy Elliot	https://www.teachingenglish.org.uk/article/billy-elliott
Pink Bow Tie	https://www.teachingenglish.org.uk/article/pink-bow-tie
Orange Juice	https://www.teachingenglish.org.uk/article/orange-juice
Journey to Jo'burg	https://www.teachingenglish.org.uk/article/journey-joburg
Whose face Do You See?	https://www.teachingenglish.org.uk/article/whose-face-do-you-see
Fish Swimming	https://www.teachingenglish.org.uk/article/fish-swimming
The Return of the Moon Man	https://www.teachingenglish.org.uk/article/return-moon-man
Coming Home	https://www.teachingenglish.org.uk/article/coming-home
Chain Reaction	https://www.teachingenglish.org.uk/article/chain-reaction
Bend it Like Beckham	https://www.teachingenglish.org.uk/article/bend-it-beckham
Weekend	https://www.teachingenglish.org.uk/article/weekend
Ullswater	https://www.teachingenglish.org.uk/article/ullswater
Lucky	https://www.teachingenglish.org.uk/article/lucky
Emergency landing	https://www.teachingenglish.org.uk/article/emergency-landing
Visiting Time	https://www.teachingenglish.org.uk/article/visiting-time

Activities	
https://www.teachingenglish.org.uk/teaching-teens/resources/activities (Classroom activities used in the secondary classrooms)	
Motivating speaking activities for lower levels	https://www.teachingenglish.org.uk/article/motivating-speaking-activities-lower-levels
Writing poems with “Spark” (A2+)	https://www.teachingenglish.org.uk/article/writing-poems-%E2%80%98spark%E2%80%99
Comparative plips and plops	https://www.teachingenglish.org.uk/article/comparative-plips-plops
Vocabulary activities	https://www.teachingenglish.org.uk/article/vocabulary-activities
Having fun with dialogues	https://www.teachingenglish.org.uk/article/having-fun-dialogues
Mingling: True or False	https://www.teachingenglish.org.uk/article/mingling-true-or-false
Storylines	https://www.teachingenglish.org.uk/article/storylines
Erase the dialogue	https://www.teachingenglish.org.uk/article/erase-dialogue
Writing activities	https://www.teachingenglish.org.uk/article/writing-activities
Design a mobile phone	https://www.teachingenglish.org.uk/article/design-a-mobile-phone
The wolf’s tale	https://www.teachingenglish.org.uk/article/wolfs-tale
Articles	
https://www.teachingenglish.org.uk/professional-development/teachers/understanding-learners/articles (Practical teaching articles for teachers working in the secondary classroom)	
Speaking	
https://www.teachingenglish.org.uk/article/getting-teenagers-talking (Articles to help teachers teach speaking skills to teenage learners)	
Reading	
https://www.teachingenglish.org.uk/article/teenagers-reading-0 (Articles to help teachers develop reading skills with teenage learners)	
Writing	
https://www.teachingenglish.org.uk/article/write-creative-writing-language-practice (Articles to help teachers develop writing skills with teenage learners)	
Listening	
https://www.teachingenglish.org.uk/article/teenagers-video-0 (Articles to help teachers develop listening skills with teenage learners)	
Pronunciation	
https://www.teachingenglish.org.uk/article/integrating-pronunciation-classroom-activities (Articles to help teachers develop pronunciation with teenage learners)	

Methodology	
https://www.teachingenglish.org.uk/article/keeping-teens-interested (Range of methodology articles webinars, blog posts, publications teaching tips)	
Assessing learning	https://www.teachingenglish.org.uk/teacher-development/continuing-professional-development/assessing-learning
Peer and self-assessment	https://www.teachingenglish.org.uk/article/peer-self-assessment
Beyond fight-or-flight	https://www.teachingenglish.org.uk/blogs/eleni-moraki/beyond-fight-or-flight
Dealing with discipline	https://www.teachingenglish.org.uk/article/dealing-discipline
Gavin Dudeney: 21 st Century skills and digital literacy in action	https://www.teachingenglish.org.uk/article/gavin-dudeney-21st-century-skills-digital-literacy-action https://www.teachingenglish.org.uk/article/gavin-dudeney-digital-literacy-primer
Teenagers and exams	https://www.teachingenglish.org.uk/article/teenagers-exams-0
Teens and grammar	https://www.teachingenglish.org.uk/article/teenagers-grammar-0
Course planning	https://www.teachingenglish.org.uk/article/course-planning
Student progress	https://www.teachingenglish.org.uk/article/student-progress
Lesson planning	https://www.teachingenglish.org.uk/article/lesson-planning
Adapting materials for mixed ability classes	https://www.teachingenglish.org.uk/article/adapting-materials-mixed-ability-classes
Adapting materials for different age groups	https://www.teachingenglish.org.uk/article/adapting-materials-different-age-groups
Error correction	https://www.teachingenglish.org.uk/article/error-correction
Establishing the ground ground rules	https://www.teachingenglish.org.uk/article/establishing-ground-rules
Monitoring	https://www.teachingenglish.org.uk/article/monitoring
Monitoring students	https://www.teachingenglish.org.uk/article/motivating-students
Strategies for keeping attention	https://www.teachingenglish.org.uk/article/strategies-keeping-attention
Conducting feedback on Exercises and tasks	https://www.teachingenglish.org.uk/article/conducting-feedback-exercises-tasks
On being resourceful	https://www.teachingenglish.org.uk/article/being-resourceful
Google and the lexical approach	https://www.teachingenglish.org.uk/article/google-lexical-approach
Checking comprehension	https://www.teachingenglish.org.uk/article/checking-comprehension
Translation activities in the language classroom	https://www.teachingenglish.org.uk/article/translation-activities-language-classroom
How useful are comprehension questions	https://www.teachingenglish.org.uk/article/how-useful-are-comprehension-questions

From priming tasks and target tasks to language focus and grammar	https://www.teachingenglish.org.uk/article/priming-tasks-target-tasks-language-focus-grammar
Motivation 2 – The teacher	https://www.teachingenglish.org.uk/article/motivation-2-teacher
Emotional intelligence and ELT	https://www.teachingenglish.org.uk/article/emotional-intelligence-elt
Creativity environment	https://www.teachingenglish.org.uk/article/creativity-environment
Features of creativity	https://www.teachingenglish.org.uk/article/features-creativity
Creativity in the language classroom	https://www.teachingenglish.org.uk/article/creativity-language-classroom
NLP in our classes	https://www.teachingenglish.org.uk/article/nlp-our-classes
Analysing language	https://www.teachingenglish.org.uk/article/analysing-language
Keeping teens interested	https://www.teachingenglish.org.uk/article/keeping-teens-interested
Content and language integrated learning	https://www.teachingenglish.org.uk/article/content-language-integrated-learning
Using dictation	https://www.teachingenglish.org.uk/article/using-dictation
Conveying meaning	https://www.teachingenglish.org.uk/article/conveying-meaning
Timelines	https://www.teachingenglish.org.uk/article/timelines
Skills circuits: Recycling language	https://www.teachingenglish.org.uk/article/skills-circuits-recycling-language
Testing and assessment	https://www.teachingenglish.org.uk/article/testing-assessment
A task-based approach	https://www.teachingenglish.org.uk/article/a-task-based-approach
Project work with teenagers	https://www.teachingenglish.org.uk/article/project-work-teenagers
Teen angst	https://www.teachingenglish.org.uk/article/teen-angst-1
Motivating teenagers	https://www.teachingenglish.org.uk/article/motivating-teenagers
Content-based instruction	https://www.teachingenglish.org.uk/article/content-based-instruction
An introduction to using visualisation	https://www.teachingenglish.org.uk/article/introduction-using-visualisation
A personality oriented approach to EFL teaching	https://www.teachingenglish.org.uk/article/a-personality-orientated-approach-efl-teaching
From mother tongue to other tongue	https://www.teachingenglish.org.uk/article/mother-tongue-other-tongue

Teaching tools

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

News

<https://www.teachingenglish.org.uk/news-events>
(Blog posts on a range of topics, blog of the month award and top stories in the world of English language teaching)

Top stories	https://www.teachingenglish.org.uk/news-events /top-stories
The learner	https://www.teachingenglish.org.uk/news-events/learner
Innovations in educations	https://www.teachingenglish.org.uk/news-events/innovations-education
Testing and assessment	https://www.teachingenglish.org.uk/news-events/testing-assessment
Classroom ideas, tools and resources	https://www.teachingenglish.org.uk/news-events/classroom-ideas-tools-resources
Classroom management	https://www.teachingenglish.org.uk/news-events/classroom-management
Teaching the four skills	https://www.teachingenglish.org.uk/news-events/teaching-four-skills
Teaching grammar and vocabulary	https://www.teachingenglish.org.uk/news-events/teaching-grammar-vocabulary
Teacher and career development	https://www.teachingenglish.org.uk/news-events/teacher-career-development

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)

Continuing professional development	https://www.teachingenglish.org.uk/teacher-development/continuing-professional-development
Video tips	https://www.teachingenglish.org.uk/teacher-development/video-tips
Publications	https://www.teachingenglish.org.uk/teacher-development/publications
ELT Research database	https://www.teachingenglish.org.uk/publications-research/elt-research-database
TeachingEnglish radio	https://www.teachingenglish.org.uk/teacher-development/teachingenglish-radio
Teaching knowledge database	https://www.teachingenglish.org.uk/article/teaching-knowledge-database
Teaching reading and writing	https://www.teachingenglish.org.uk/teaching-reading-writing
Low-resource classrooms	https://www.teachingenglish.org.uk/low-resource-classrooms

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)	
Seminars	https://www.teachingenglish.org.uk/news-events/seminars
Webinars	https://www.teachingenglish.org.uk/news-events/webinars
Conferences	https://www.teachingenglish.org.uk/news-events/conferences