

This manual is an extension of the Digital Resources for Young Learners from Grade 1-5. It is Phase two and the final phase of the Digital Mapping project initiated in February 2013 and is a rounding to the nine-year primary education reform. It is aimed at teachers of English with little or no experience, and for those teachers who have extensive experience in teaching young learners and teenagers. The manual contains a vast number of activities suitable for learners aged 11 to 15 that will spark their interest, creativity and enthusiasm.

DIGITAL RESOURCES FOR LEARNERS FROM GRADES 6 - 9

Teacher's Manual





БИРО ЗА РАЗВОЈ НА ОБРАЗОВАНИЕТО

DIGITAL RESOURCES FOR LEARNERS FROM GRADES 6 - 9

TEACHER'S MANUAL

Skopje 2014

Published by: Bureau for Development
of Education and British
Council Macedonia

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Design and print: Bomat Graphics

Circulation: 800

CIP - Каталогизација во публикација
Национална и универзитетска библиотека "Св. Климент Охридски", Скопје

373.3.091.3:004.774]:811.111(035)

DIGITAL resources for learners from grades 6-9 : teacher's manual
/ [prepared by Zora Bushovska ... и др.]. - Скопје : British
Council Macedonia, 2013. - 53 стр. : илустр. ; 20 см

Фусноти кон текстот. - Предговор / Весна Хорватовиќ: стр. 5

ISBN 978-608-65560-3-7

1. Bushovska, Zora [автор]

а) Англиски јазик - Основно образование - Наставни методи со веб
страни - Прирачници

COBISS.MK-ID 95329290

ПРЕДГОВОР

Почитувани наставници,

Во наставниот план за деветгодишното основно воспитание и образование донесен во 2007 година, изучувањето на англискиот јазик е предвидено од прво до деветто одделение. За првпат во рамките на основното образование во Република Македонија започна да се изучува еден странски јазик како задолжителен предмет, започнувајќи од прво одделение.

Ваквата определба претставува голем исчекор во изучувањето на англискиот јазик, меѓутоа, донесе и големи предизвици пред стручните институции и пред наставниците, пред сè заради потребата од примена на методи и техники за изучување на странски јазик.

Низ сите овие поминати години, Бирото за развој на образованието спроведе редица семинари и обуки со цел унапредување на наставата по англиски јазик.

Овој прирачник за наставниците е токму резултат на една од ваквите заеднички заложби на Бирото за развој на образованието и Канцеларијата на Британски совет во Македонија.

Поаѓајќи од фактот дека изучувањето на странскиот јазик е стожерна основа, како и заради сè поголемата вклученост на информатичката технологија во процесот на наставата, идентификувавме извори кои содржат едукативни електронски содржини за примена во наставата по англиски јазик од 6 до 9 одделение, упатства за наставникот и примери на најдобри практики со цел нивно интегрирање во реализацијата на наставата. Секако, незаобиколен дел се обуките на наставниците.

Верувам дека меѓу наставниците ќе се развие позитивна клима за успешна примена на овој прирачник што ќе резултира со квалитетна настава по предметот англиски јазик.

Би сакала да искажам посебна благодарност кон Канцеларијата на Британскиот совет во Македонија со чија стручна и финансиска поддршка се реализира проектот и се изготви овој прирачник.

м-р Весна Хорватовиќ
директор на Бирото за развој на образованието

РЕЦЕНЗИЈА

Прирачникот со дигитални содржини за наставата по англиски јазик, соодветни на наставниот план и програми од 6–9 одделение по предметот англиски јазик е продолжение на Прирачникот со дигитални содржини за наставата по англиски јазик од 1-5 одделение, со што е дадена можност за континуитет во користењето на дигиталната технологија во завршните одделенија на деветгодишното основно образование.

Прирачникот е наменет за наставата по англиски јазик од шесто до деветто одделение на основното образование. Истиот содржи голем број на веб-страници кои нудат активности во форма на дигитални содржини кои можат да се користат во реализацијата на наставата по англиски јазик. Дигиталните содржини кои се нудат во прирачникот (преку посочување на соодветна веб-страница) се соодветни на возраста на учениците од шесто до деветто одделение и на целите и содржините на наставните програми по англиски јазик од шесто до деветто одделение.

Содржината на прирачникот ја следи структурата на прирачникот од прво до петто одделение и е организирана во два дела.

- Првиот дел содржи информација за кого е наменет прирачникот, придобивките на учениците во усвојувањето на содржините од прирачникот, целта на прирачникот, упатства за наставникот за користење на прирачникот согласно спецификите на возраста на учениците, неколку аспекти за изучувањето на англискиот јазик за ученици на возраст кога се во пубертет, ставање акцент при изборот на содржините и активностите на развојните фази на учениците односно кон нивната подготвеност да го изучуваат јазикот следејќи повеќе логички правила и користејќи дедуктивен приод во усвојувањето на јазичните содржини.

На наставникот, реализатор на содржините од наставните програми со овој прирачник, му се дава слобода да врши сопствен избор на дигитални содржини од посочените веб-страници и во одредени ситуации да врши нивно

адаптирање со цел да ги прилагоди на интересите и возраста на учениците.

При изборот на содржините е водено сметка да бидат застапени содржини од сите компоненти во изучување на јазикот (лексички единици, граматички структури, јазични функции, слушање, зборување, читање и пишување).

Земајќи го предвид факот што учениците на возраст од 11-15 години треба да постигнат доста повисоко ниво во усвојувањето на јазикот и фактот дека вештините и знаењата што учениците ги усвојуваат почнуваат во голема мера да се разликуваат од ученик до ученик, со прирачникот се нуди поширока лепеза на содржини и активности кои ќе им излезат во пресрет на индивидуалните потреби и способности на учениците во изучување на јазикот. Од учениците се очекува да размислуваат на поапстрактно ниво, да прават логични врски и на поедноставен начин да дојдат до значењето на она што е предмет на изучување.

Активностите кои се нудат со прирачникот даваат можност учениците да ги извршуваат дадените задачи на посамостоен начин. Исто така со давање поголема слобода во изборот на задачи и активности им се излегува во пресрет на учениците во однос на задоволување на нивните индивидуални интереси, можности и потреби во изучувањето на јазикот.

Согласно горенаведеното, може да се констатира дека дидактичките насоки и активности кои се нудат во рамките на дигиталните содржини наменети за наставата по англиски јазик за учениците од шесто до деветто одделение се усогласени со возраста, интересите, индивидуалните можности и афинитети на учениците за изучување на јазикот.

Активностите кои се нудат за обработка на дигиталните содржини за соодветното одделение и компонентите во изучувањето на јазикот воглавно соодветствуваат со активностите и методите посочени во наставните програми од шесто до деветто одделение, односно компонентите на јазикот.

Активностите од типот на игри кои се нудат за реализација на дигиталните содржини се ефикасни во реализацијата на содржини од компонентите лексички единици и граматички структури. Игрите се прилагодени на соодветната возраст на учениците. За обработка на граматичките структури се користат и анимации, со што е олеснета работата на наставникот. Изборот на текстови од часописот за тинејџери, каде се третираат теми кои се современи и соодветни на интересите на учениците, нуди добри можности за увежбување на вештината читање со разбирање.

Со користењето на одредени дигитални содржини е дадена можност да не се третира само еден или два аспекти од јазикот, туку и интегрирање на повеќе јазични вештини со што процесот на учење станува поинтересен и поуспешен за учениците.

Аспектот на мултикултурализам е исто така присутен во дигиталните содржини, со што им се дава можност на учениците да се запознаат со други култури, народи и земји со што се прошируваат нивните знаења за другите народи и култури.

- Вториот дел содржи табеларен приказ на мапирањето на дигиталните содржини согласно компонентите и содржините на наставните програми по англиски јазик по одделенија, односно за секое одделение е даден посебен табеларен приказ.

Покрај лоцираните дигитални содржини кои се обработени во овој прирачник треба да се истакне дека после секоја табела во која се претставени дигиталните содржини, согласно структурата на наставните програми, односно согласно компонентите на изучувањето на јазикот (составен дел на наставните програми) се понудени дополнителни упатства и извори на дигитални содржини, согласно компонентите во изучувањето на англискиот јазик и согласно одделението во кое се реализираат содржините.

Користењето на информатичката технологија во наставата е една од приоритетните заложби на Владата на Република Македонија. Со самото тоа, на наставникот му се дава

можност да користи посовремени и поатрактивни методи и активности во реализацијата на наставата.

Со овој прирачник на наставникот му се дава можност и слобода да ги избере најсоодветните дигитални содржини и активности и да ги прилагоди согласно можностите, интересите и индивидуалните потреби на учениците каде ја реализира наставата.

Согласно сите горенаведени согледувања кои се однесуваат на содржината на Прирачникот, на мнение сме дека истиот ќе биде позитивно прифатен од страна на наставниците и ако правилно се следат насоките од прирачникот кои се однесуваат на организацијата и реализацијата на содржините од прирачникот, истиот ќе има позитивни рефлексии врз квалитетот на учењето на учениците и врз нивната мотивација за понатамошно совладување на содржините од англискиот јазик.

Рецензенти:

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“Our youth now love luxury. They have bad manners, contempt for authority; they show disrespect for their elders and love chatter in place of exercise; they no longer rise when elders enter the room; they contradict their parents, chatter before company; gobble up their food and tyrannize their teachers.”

Socrates

“Good teaching comes from the identity and the integrity of the teacher. It cannot be reduced to technique.”¹

¹ *The Courage to Teach*, Parker J. Palmer, Jossey-Bass Publishers, San Francisco, 1998

INTRODUCTION

This manual is an extension of the Digital Resources for Young Learners from Grade 1-5. It is Phase two and the final phase of the Digital Mapping project initiated in February 2013 and is a rounding to the nine-year primary education reform.

The Concept for a Nine Year Primary Education², which was introduced in 2007, is coming to its end the next academic year. In the 2014/2015, in the Republic of Macedonia, we shall have a major reform completed, and that will be the completion of the nine-year primary education.

The 14 principles of primary education are especially important for educators to be aware of at all times: the principle of democracy, non-discrimination, respect of individual differences among students, the development of the child as a whole, the principle of the best interest of the child, active participation of students in school life, the principle of quality education and international comparability of knowledge, the principle of general education of the primary education, the principle of preparing students for life-long learning, the principle of understanding others and multi-culturism, the principle of inclusion of students with special needs, the principle of physical safety and health, the principle of autonomy, competence and responsibility, and the principle of partnership among school, parents and the local environment.

WHO IS THIS MANUAL FOR

Thus, this Manual is for teachers teaching grades 6, 7, 8, and 9 in the nine-year primary education. The ages of students range from 11 to 15. The Manual offers an abundance of activities, links and invaluable resources from British Council's Learn English Kids and Learn English Teen websites. It is up to every teacher to adapt or adopt the material and the resources available.

² Концепција за деветгодишно основно воспитание и образование, Биро за развој на образованието, 2007 година

THE LEARNERS

The basic concern of all the teachers is, certainly, their students. The target learners in our case are the learners in puberty³, and at various stages in it. Since the age of our learners is 11 to 15, we as teachers need to take into account some of the developmental stages of our learners. These learners will be in the fourth developmental stage, according to Piaget's Stages of Cognitive Development.⁴

- Sensory Motor Stage (birth – 2 years)>*infants and toddlers acquire knowledge through sensory experiences and manipulating objects.*
- Pre-operational Stage (2 years – 7 years)>*children learn through pretend play but still struggle with logic and taking the point of view of other people.*
- Concrete Operational Stage (7 years – 11 years)>*children begin to think more logically, but their thinking can be rigid. They tend to struggle with abstract and hypothetical concepts.*
- **Formal Operations Stage (11 years – 16 years)**>*at this stage, children have an increase in logic; they are able to reason deductively and understand abstract ideas.*

The Formal Operations Stage is the stage of adolescence, where the adolescent speculates about all possible solutions before trying them out in the real world.

This stage **begins** around 11 and is **fully achieved** by 15, bringing with it the capacity for abstraction. This permits adolescents to reason beyond a world of concrete reality to a world of possibilities and to operate logically on symbols and

³ The stage of adolescence in which an individual becomes physiologically capable of sexual reproduction. [Middle English puberte, from Old French, from Latin pubertas - the age at which puberty occurs often construed legally as 14 in boys and 12 in girls]

⁴ Jean Piaget, a Swiss psychologist who developed a stage theory of cognitive (intellectual) development of children.

information that do not necessarily refer to objects and events in the real world.

There are 2 major characteristics of **formal operational thought**.

The first is 'hypothetic-deductive reasoning'. When faced with a problem, adolescents come up with a general theory of all possible factors that might affect the outcome and deduce from it specific hypotheses that might occur. They then systematically treat these hypotheses to see which ones do in fact occur in the real world. Thus, adolescent problem solving begins with possibility and proceeds to reality.

The second important characteristic of this stage is that it is 'propositional' in nature. Adolescents can focus on verbal assertions and evaluate their logical validity without making reference to real-world circumstances. In contrast, concrete operational children can evaluate the logic of statements by considering them against concrete evidence only.

WHAT IS THE PURPOSE OF THE MANUAL

The manual offers a wide range of activities suitable for students from grade 6 to 9. However, it will be the teacher's choice which of the offered activities will be used in a manner and at the level which best suits her/his learners' needs and interests.

HOW TO USE THE MANUAL

The first part of the manual focuses on the general understanding of the 9 year compulsory primary education. It also demonstrates a couple of activities from the websites appropriate for each grade (6-9), followed by a mapping table with the curriculum structure which facilitates teachers' use of the manual. Additional resources are also listed for those who do not find sufficient resources in the chart.

CEFRL LEVELS AND GRADES

In the English language learning contexts in the Republic of Macedonia, students can partially achieve level A1 (Breakthrough) after the first three years of learning the language (1st-3rd grade). After the next three years of

studying English (4th-6th grade), they can fully acquire level A1 (Breakthrough) and partially Level A2 (Waystage) and after nine years of study (after finishing the 9th grade) they can fully master level A2 (Waystage). The levels are in compliance with the Common European Framework of Reference for Languages⁵

TEACHING ENGLISH AS A FOREIGN LANGUAGE TO TEENAGERS

Teaching English to teenagers or adolescents is a demanding, taxing, excruciating, rewarding and sometimes a painful process. Knowing the teenage profile in our context and tapping on students' inner resources to trigger interest and to motivate them are the prerequisites for today's teachers, the teachers of the 21st century.

TECHNOLOGY AS AN INSTRUMENT OF CHANGE

The impact of digital technology in education must not be underestimated. This remarkable progress so far is a result of conscious efforts by stakeholders in the education sector. There are even more ambitious plans for projects which focus on the implementation of computers and technology. Technology or computers are at the centre of today's teaching and learning process.

⁵ Council of Europe, 2001. *Common European Framework of Reference for Languages: Learning, Teaching, Assessment*, Cambridge: Cambridge University Press. or: http://www.coe.int/T/E/Cultural_Cooperation/education/Languages/Language_Policy/Common_Framework_of_Reference© Council of Europe 2003)

GRADE 6

According to the National curriculum, the aims and objectives for grade 6 are far more outreaching and demanding as compared to the previous levels. The language level that learners are to reach by the end of this grade is described in the general introduction of this manual.

It is at this point that the skills, knowledge and performance levels among learners begin to differ greatly which means that there are even more learners' needs to be catered for.

Learners are expected to think at a more abstract level, make logical connections and grasp meaning easily. They begin to expand the functions of the learned structures (Present Continuous for expressing future, for example) and to use the acquired vocabulary in a variety of contexts. Furthermore, the language performance becomes less controlled and requires other means of support on the part of the teacher.

Most of the learners will by now have learned how to work autonomously and carry out the given tasks themselves. However, there are learners who still rely on the teacher for constant help and support. How can this discrepancy be reconciled?

Additionally, the learners at this level have their own tastes and preferences and a need to express them. Therefore, the teacher needs to provide greater freedom of choice in terms of tasks and activities.

It is for this reason that for this level there are activities both from the Learn English Kids and Teens portals, filtered to apply to this specific age group and language level.

What follows are suggested examples related to the four skills that illustrate the aforementioned point.

When it comes to **Listening activities**, the level of understanding is relatively high so the activities can be more challenging since learners can infer meaning from context.

Therefore, depending on the level of knowledge of your learners, you may use activities from both the Kids and the Teens websites.



As far as **reading activities** are concerned, most learners easily figure out how to handle tasks they have never encountered before. Nevertheless, teachers are advised to check beforehand and choose what is best for the specific group of learners that they teach. In this way they can also keep track of progress and enhance the learning process.



Eating out

Listen carefully to the conversation in a restaurant and do the exercises to practise and improve your listening skills.

Preparation

THE BOAT RESTAURANT

STARTERS	SNACKS
Tomato Soup £2.00	Cheese Burger £3.25
French Onion Soup £2.50	Vegetable omelette £3.25
Tomato Salad £2.50	Chocolate cake £2.25
Chicken Salad £3.30	
<small>All starters are served with bread and butter.</small>	

MAIN COURSES	DESSERTS
German sausage and chips £6.50	Fruit salad and cream £2.25
Grilled fish and potatoes £6.25	Ice cream £2.00
Italian cheese & tomato pizza £4.85	<small>(Choose from chocolate, vanilla or fruit)</small>
Thai chicken and rice £5.95	Ice cream cake £2.25
Vegetable pasta £4.85	Chocolate cake £2.25
Roast chicken and potatoes £5.95	Cheese and biscuits £2.50

DRINKS

Mineral water £1.00	
Fresh orange juice £1.25	
Soft drinks £1.30	
English Tea £0.50	
Irish Green Coffee £0.50	

All meals are served with salad and chips.

Lunch served 12:30 - 2:30pm / Dinner served 6:00 - 9:00pm



We are aware that learners learn through play and often are not aware that they are learning if they are enjoying the game. **Games**, at this particular level, focus on the lexical items and grammatical structures prescribed for this specific age group.



GRADE 7

When teaching 12-year-olds, teachers need to focus on cognitive learning, put an accent on the use of language structures in context and gradually introduce grammatical meta-language.

At this stage, teachers pay equal attention to all language skills – listening, reading, speaking and writing. The language level that learners are to reach by the end of this grade is described in the general introduction of this manual.

Learners' cognitive skills at this age are developed sufficiently to easily understand and use abstract notions and concepts, speculation, deduction and other higher-order thinking skills in the learning process. Most learners also have an increased attention span.

On the other hand, teachers often notice mood changes, lack of motivation, pushing boundaries and challenging authorities - a type of behaviour which may hinder the learning process. To deal with these challenges, teachers should introduce numerous interesting, communicative, interactive activities; monitor students' mood while doing different types of activities; give students many opportunities to express their feelings and opinions on a topic, i.e. relate tasks to their lives and experiences or use their favourite celebrities, films, music, games and other activities in the lessons, challenging their minds and emotions.

British Council's Learn English Teens provides resources and opportunities to use the language in meaningful ways in authentic contexts, which is motivating for the language learners. Materials offered on this site include videos, exercises and activities for practising language skills, grammar and language functions, i.e. resources that can be used in many ways. All of them would unquestionably be helpful for adding variety and keeping students' interest.

Learners are expected to acquire certain vocabulary related to their interests and abilities. For this reason, the **lexical units** in the national curriculum comprise familiar and interesting

topics like fashion, everyday activities, holidays and travel, favourite films or music and even endangered animals.

The Learn English Teens website offers **Vocabulary** exercises to help students learn in a fun and challenging way by doing different activities such as matching, gap filling, and hangman or word search.



Students already have a reasonable grasp of **grammar** and at this level they are expected to be able to recognise, understand and produce grammatical structures such as Past tense, comparison, modal verbs, and further build up their knowledge and competence.



Most of the structures prescribed in the curriculum are included in the grammar section on this site and they are presented in an attention-grabbing way through animations. This makes the presentation stage of a grammar lesson very easy for the teacher and since all the grammar animations are accompanied by numerous activities with different difficulty levels, the need for differentiation is also catered for.

▶ Check your grammar: true or false - past simple irregular verbs

▶ Check your grammar: multiple choice - past simple irregular verbs

▶ Check your grammar: gap fill - past simple irregular verbs

Skills are presented individually and in an integrated way. Entire sections are dedicated to practising all skills separately. However, in sections like the English Magazine, the Video Zone, and UK Now, teachers can find resources that comprise a combination of skills.

The communicative approach to language teaching has given teachers a different understanding of the role of **reading** in the language classroom and the types of texts that can be used in class. When the goal is communicative competence, everyday materials such as train schedules, postcards, newspaper articles, and e-mails, blogs and websites become appropriate classroom materials, because reading them is one of the ways to develop communicative competence. Learn English Teens provides appealing and age-appropriate reading materials which motivate students to develop their communication skills. The sample activity below, taken from the Learn English Teens **Magazine**, does not only tap into students' interest in the world of celebrities, but gives them the opportunity to express their opinion. It encourages them to read, write or talk about their favourite celebrities in class or on the page itself, where they can register and leave a comment.



Students can practice **listening** and understanding simple sentences and texts, and do gap-fill and other exercises while they listen in the Listening or in the **Video Zone** sections.



To challenge teenage minds, teachers may use various activities such as the one below from the **writing skills** section in which learners have to discover what the message says. The activity is related to technology, and being digital natives, learners find any task with technological devices challenging. Furthermore, they can compete in speed texting which is another challenge that can make the lesson interesting, fun and motivating.



Learn English Teens offers activities that do not focus on one aspect but often integrate **various skills and language elements**, which offers teachers the choice of spending more or less time on each of them depending on the learners' **moods, needs and interests**. In this way, the learning process becomes more successful and enjoyable. Effective oral communication comprises accuracy and fluency in speech production and appropriate use of vocabulary, grammar and **language functions** in simple sentences. **Speaking** activities range from simple picture descriptions, like the 'What is it?' section, to discussions following almost every video or skills practice activity. There is also the very useful **Speaking exams section**. This wide choice helps teachers satisfy the needs of mixed-ability classes.

One whole section, called **UK Now**, enhances the principle of understanding the others and **multi-culturalism**, by offering a whole range of articles, videos and literature related not only to British culture, but also to the different cultures of all the people who live in Britain. In this way, students have the opportunity to become acquainted with the realities of other cultures, peoples and countries, which will certainly broaden their horizons.



GRADE 8 - OLD PROGRAMME

These learners have already mastered the language to a certain level (the language level that learners are to reach by the end of this grade is described in the general introduction of this manual), which includes fluent speaking, using certain phrases and language structures. Learners are able to read a text and say what they have understood and can convey a written message.

Learn English Teens offers numerous activities for practising the four language skills either separately, choosing the most appropriate activity, or two or more skills integrated into one activity.

The most appropriate section for these learners is the **Video zone** section. This section offers videos on various topics which can be used for practising listening comprehension or as a good base for speaking practice. After watching the videos, learners can do different activities such as **True/False**, **Matching** or **Gap fill**.



The **Vocabulary** section offers a wide range of activities for learning and practising vocabulary, such as **Image matching**, **Find the pairs**, **Balloon burst**, **Word search** and **Hangman**.

All these activities can be used for individual, pair or group work.



In order to learn and practice **grammar** structures in a fun and motivating way, teachers may use the **Grammar video** section, the **Phrasal verbs video** or the very popular **Fast Phrasals comic**, which offers ample opportunities for teaching or reviewing useful phrasal verbs. In addition, teachers can download worksheets which can be used during classes or given for homework.



To encourage students to practice reading and to learn more on different topics, teachers can use the **Reading skills practice**, **Read UK** or the **Easy Reading** sections which offer interesting texts, exercises and downloadable worksheets for checking understanding with **True/False**, **Grouping**, **Multiple choice**, **Ordering** and other activities. Learners can also read the blogs of other young people from around the world.



The **Writing section** offers numerous activities to help learners improve their writing skills. They are given the opportunity to write job and card applications, e-mails and text messages. Learners can also register on the site and post comments on a wide range of thought provoking topics and communicate with other young people from all around the world. More creative learners can even write **captions** for given photos or try to guess the hidden object in the section **What is it?**. If they are lucky, they could even win a prize.

GRADE 8 – NEW PROGRAMME

The eighth grade is a year of highly visible progress in all areas of language learning, which means consolidating and expanding the already built up knowledge of **grammar and vocabulary, language functions** and further development of all the skills: **listening, speaking, reading and writing**. The language level that learners are expected to reach by the end of this grade is described in the general introduction of this manual.

According to the national curriculum, learners at this level are expected to understand short texts on familiar and less familiar topics, to identify concrete and general information as well as main ideas. They should be able to speak with an appropriate pronunciation and intonation and write short texts and compositions with accurate spelling and punctuation. Last but not least, they should expand their knowledge and understanding of different cultures.

In this manual you will find numerous links, resources and different types of learning activities covering all the above aims. Teachers can use this great selection of resources as a base for useful and motivating opportunities for developing the learners' skills and knowledge by actively engaging them in the learning process.

Developing a solid foundation in English **grammar** will not only help the students to formulate their own message correctly in speaking and writing, but will also make it easier for them to understand English in spoken and written form. The site offers activities to help learners understand and practise many of the grammar structures they are expected to learn in grade 8, such as the past simple of regular and irregular verbs, the use of the definite article, comparison of adjectives, and other grammatical structures.

Grammar videos and other activities are usually accompanied by a selection of **different activities** that can be done on the computer as well as **printable worksheets** that can be used in and out of the classroom. In addition, there are introductions

to the topic which can help learners to better understand the particular grammar item.



At this level, teachers should encourage learners to **practise writing** as much as possible. A great way to do this is for students to **register on the site**. Once registered, they can write their own messages and comments on a wide range of interesting topics and communicate with other teenagers from all over the world.

Writing that is both accurate and creative will naturally be more effective and interesting for the reader. In addition to offering interesting **samples of many different kinds of writing**, there are accompanying exercises such as **multiple choice** or **error correction** that can be used for improving learners' writing skills and increasing accuracy in spelling and punctuation.

Top Tips for writing

Use contractions to join two words together.

My name's Joe (My name is Joe)

I'm new (I am new)

My dad's Canadian (My dad is Canadian)

Use contractions in informal writing (blogs, emails and personal letters to friends).

▶ Check your understanding: multiple choice

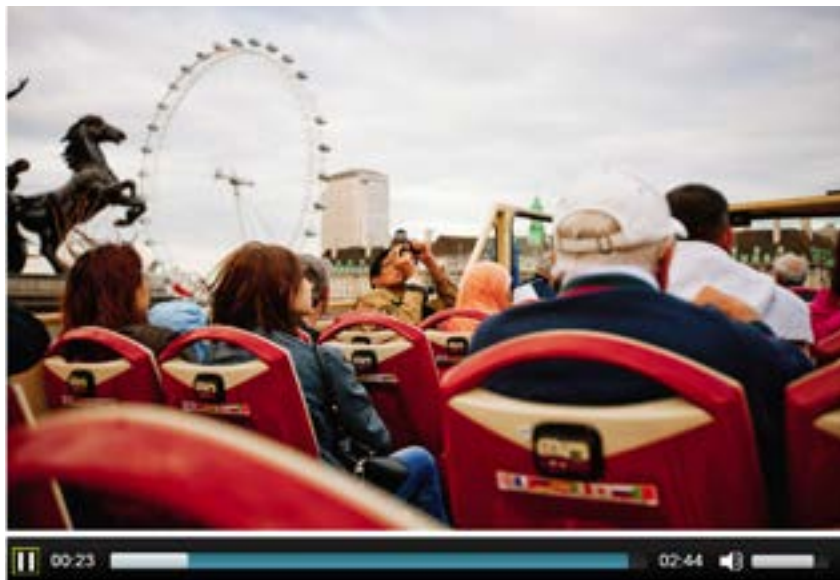
▶ Check your writing: error correction

Listening is a natural way to learn a language and many teenagers state that for them this is the best way to learn. That is why the site offers such a wide range of **videos and listening activities** on a variety of appealing topics. Learners can simply listen and enjoy learning English.

To additionally support them in their learning, the site offers **transcripts** as well. To check comprehension, they can do **gap fill** activities while listening and there are **worksheets** which can be used for while or after the listening tasks.

It goes without saying that activities from one section can be used to generate further learning and practice opportunities on connected topics. Thus, the **Reading and Listening** activities can be used as springboards for **Speaking and Writing** tasks or **Grammar and Vocabulary** work, depending on the needs of the particular learners and the different contexts and conditions.

As always, it is up to the teachers to explore and exploit the materials according to their creativity and their own best judgement.



GRADE 9

The 9-th grade primary education completes the full cycle for primary education. It prepares learners for the entry into the compulsory secondary education. Learners' English language level is described in the general introduction.

According to the Curriculum for the 9th grade, learners are expected to further develop their skills in listening, speaking, reading and writing, as well as to expand their knowledge of vocabulary, grammar and language functions and to increase their cultural awareness. By the end of the ninth grade, learners are expected *to understand short texts and utterances, communicate in simple and complex settings which require exchange of information on familiar topics and activities, be able to describe things and objects, using phrases and simple sentences, be able to read and identify concrete information, write short guided descriptive and narrative texts (short messages, letters, descriptions, postcards) and be able to use ICT in the subject area.*⁶

Listening exposure is crucial for language learning at any stage. Learners are expected 'to listen for specific information on familiar and less familiar topics'⁷. Listening to other sources besides the teacher and the immediate speakers in the classroom provides students with confidence which is essential on the road to becoming an independent user of the target language. Gradual expansion to the listening tasks leads learners to a higher level of language proficiency. They no longer lean and depend on the teacher as the sole source of information, direction and instruction provider.

Hence, teachers can try out a vast number of activities on up-to-date topics from the Learn English Teens website that go along with downloadable worksheets and improve learners' listening skills.

⁶ Наставна програма, англиски јазик за 6, 7, 8 одделение од деветгодишното основно образование.

⁷ Наставна програма, англиски јазик за 6, 7, 8, одделение од деветгодишното основно образование.

Learners can practice and improve their **reading skills**, among other things, with the 'Lost dog' poster. They can check their understanding by doing different type of activities, such as true/false, gap fill, error correction, as well as look at other worksheets and downloadable materials and activities from <https://learnenglishteens.britishcouncil.org/en>



The activities in the **Reading or Writing** sections can be used for practising other skills as well and are adoptable and adaptable. It is up to the teacher to make the best use of the resources available.



Teachers should encourage their learners to practise writing as much as possible. Learners can register on the Learn English Teens website where they are given the opportunity to communicate with learners from around the world.

Young people and their interests is a major theme in grade nine. Youth hobbies, pastimes and everyday activities are a focus to most of the skills and other curriculum components. Teenagers across the world want to know about their peers in other parts of the world. They are eager to learn about their life in school, as well as outside the school. With the media and the Internet the world trends and news reach all corners of the world in seconds. Mobile phones have become a powerful instrument (gadget) and not just for communicating purposes, but for many other purposes as well. With good planning they can serve educational purpose in the classroom!

Telling a story or a personal anecdote is a great way to enhance students' speaking competence. In the **Speaking exams section** some of the activities are particularly useful because they not only provide students with exposure to listening to various speakers (native and non-native) they also provide students with useful tips. Some of the tips they give are: not to use a flat or bored voice when speaking, and also to use narrative tenses (past simple and past continuous), to use adjectives in order to make the story more interesting, to give an introduction to the story, retell the events in a chronological order, use linking words, etc. All these tips are to equip students with the required competence and confidence in foreign language mastering before they enroll in the secondary school system.



WHAT ARE THE EXPECTED OUTCOMES?

Learners are expected to understand, reproduce and produce, communicate, read, write, be able to use ICT in learning English and possess information on English speaking countries and cultures.

MAPPING – GRADE 6

Lexical Units	Grammatical Structures	Language Functions	Listening	Speaking	Reading	Writing
1. My Family and friends Describing people, physical characteristics and interests http://learnenglishkids.britishcouncil.org/en/node/12797	Present Continuous for future plans & arrangements http://learnenglishkids.britishcouncil.org/en/node/13958 http://learnenglishkids.britishcouncil.org/en/node/8347 Positive sentences and questions http://learnenglishkids.britishcouncil.org/en/node/13195	Describing people, physical characteristics and interests http://learnenglishkids.britishcouncil.org/en/node/9132	Describing people http://learnenglishteens.britishcouncil.org/node/1243	Family members http://learnenglishkids.britishcouncil.org/en/node/12964	Short text messages/ on the telephone http://learnenglishteens.britishcouncil.org/node/960 http://learnenglishteens.britishcouncil.org/node/1148	Questions http://learnenglishkids.britishcouncil.org/en/node/8233 About my family http://learnenglishteens.britishcouncil.org/node/987

2. Young people and their everyday life http://learnenglishteens.britishcouncil.org/node/1600	Past tense –to be-(all forms) http://learnenglishkids.britishcouncil.org/en/node/14107 http://learnenglishkids.britishcouncil.org/en/node/14035	Describing people, interests and daily routines http://learnenglishteens.britishcouncil.org/node/1150	Musical instruments, Band auditions http://learnenglishteens.britishcouncil.org/node/1245	Shopping http://learnenglishkids.britishcouncil.org/en/node/1657	Imperatives http://learnenglishkids.britishcouncil.org/en/node/13974 Football players http://learnenglishkids.britishcouncil.org/en/node/659	E-mail/an invitation http://learnenglishteens.britishcouncil.org/node/1077 http://learnenglishteens.britishcouncil.org/node/986
3. In a restaurant http://learnenglishteens.britishcouncil.org/node/750	Correct word order http://learnenglishteens.britishcouncil.org/node/1048	Ordering food http://learnenglishteens.britishcouncil.org/node/1247	How many sweets? http://learnenglishkids.britishcouncil.org/en/node/13965	At the restaurant http://learnenglishteens.britishcouncil.org/node/964	Restaurant Menu http://learnenglishteens.britishcouncil.org/node/977	Meals and cooking http://learnenglishteens.britishcouncil.org/node/750
4. Geography http://learnenglishkids.britishcouncil.org/en/node/1942	Imperative http://learnenglishkids.britishcouncil.org/en/node/4167 *Asking and giving advice (should) http://learnenglishkids.britishcouncil.org/en/node/2007	Naming & Describing places http://learnenglishkids.britishcouncil.org/en/node/1901 http://learnenglishkids.britishcouncil.org/en/node/1608	Short story http://learnenglishkids.britishcouncil.org/en/node/1607 http://learnenglishkids.britishcouncil.org/en/node/1702	Song http://learnenglishkids.britishcouncil.org/en/node/1692	Places in town http://learnenglishkids.britishcouncil.org/en/node/694	Poetry competition http://learnenglishkids.britishcouncil.org/en/node/5808

5. Teenagers and technology http://learnenglishkids.britishcouncil.org/node/564 http://learnenglishkids.britishcouncil.org/en/node/683	*Giving suggestions (Let's , shall we) http://learnenglishkids.britishcouncil.org/en/node/244 *Asking and giving advice (should) http://learnenglishkids.britishcouncil.org/en/node/1031	Laptop http://learnenglishkids.britishcouncil.org/en/node/9279	Song – Teenage spies http://learnenglishkids.britishcouncil.org/en/node/1672	Game- Magic Gopher http://learnenglishteens.britishcouncil.org/node/510	Computers http://learnenglishkids.britishcouncil.org/en/node/1030	Mobile phones http://learnenglishkids.britishcouncil.org/en/node/1040 http://learnenglishkids.britishcouncil.org/en/node/9204
6. Art - musical instruments http://learnenglishkids.britishcouncil.org/en/node/266 -films http://learnenglishteens.britishcouncil.org/node/1255	Word order, nouns http://learnenglishkids.britishcouncil.org/en/node/9174	Naming musical instruments http://learnenglishkids.britishcouncil.org/en/node/665 http://learnenglishkids.britishcouncil.org/en/node/691	Band Auditions http://learnenglishteens.britishcouncil.org/node/1245	Song – We are in an orchestra http://learnenglishkids.britishcouncil.org/en/node/1722	Animal Band quiz- game http://learnenglishkids.britishcouncil.org/en/node/1200	Musical instruments http://learnenglishkids.britishcouncil.org/en/node/2288

7. Holidays and festivals http://learnenglishteens.britishcouncil.org/node/1097	Descriptive adjectives http://learnenglishkids.britishcouncil.org/en/node/2596 http://learnenglishkids.britishcouncil.org/en/node/1215	Ramadan Chant http://learnenglishkids.britishcouncil.org/en/node/4067	Chinese New Year http://learnenglishkids.britishcouncil.org/en/node/2605	Halloween http://learnenglishkids.britishcouncil.org/en/node/1280	A Ramadan story http://learnenglishkids.britishcouncil.org/en/node/4069	Easter http://learnenglishkids.britishcouncil.org/en/node/15815
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ADDITIONAL RESOURCES:

Young people and their everyday life: <http://learnenglishkids.britishcouncil.org/en/node/690>
<http://learnenglishkids.britishcouncil.org/en/node/1054>
<http://learnenglishkids.britishcouncil.org/en/node/1028>
Teenagers and technology:
Music:
<http://learnenglishkids.britishcouncil.org/en/node/9174>
Geography:
<http://learnenglishkids.britishcouncil.org/en/node/1937>
<http://learnenglishkids.britishcouncil.org/en/node/2012>
Food:
<http://learnenglishteens.britishcouncil.org/node/458>
Food Quiz:
<http://learnenglishkids.britishcouncil.org/en/node/1264>

MAPPING - GRADE 7

Lexical Units	Grammatical Structures	Language Functions	Listening	Speaking	Reading	Writing
<p>1. Teenagers and fashion Clothes http://learnenglishteens.britishcouncil.org/node/554</p> <p>Accessories http://learnenglishteens.britishcouncil.org/node/509</p> <p>http://learnenglishteens.britishcouncil.org/node/565</p>	<p>The verb - to be-past simple http://learnenglishteens.britishcouncil.org/node/459</p>	<p>Expressing opinions Horror films http://learnenglishteens.britishcouncil.org/node/1307</p> <p>Hunger Games – film review http://learnenglishteens.britishcouncil.org/node/1067</p> <p>Giving & asking for opinions http://learnenglishteens.britishcouncil.org/node/566</p>	<p>Teenagers and their modern lifestyles Interview with a young swimmer http://learnenglishteens.britishcouncil.org/node/1244</p> <p>Shopping – clothes http://learnenglishteens.britishcouncil.org/node/1246</p>	<p>Favourite music and film –TV programmes Actress Jennifer Lawrence http://learnenglishteens.britishcouncil.org/node/974</p> <p>Hunger Games – film review http://learnenglishteens.britishcouncil.org/node/1067</p> <p>Going to the cinema http://learnenglishteens.britishcouncil.org/node/1255</p>	<p>Teenagers and their modern lifestyles On the telephone http://learnenglishteens.britishcouncil.org/node/960</p> <p>Mobile phones http://learnenglishteens.britishcouncil.org/node/1130</p> <p>Going to the cinema http://learnenglishteens.britishcouncil.org/node/1255</p>	<p>Teenagers and their modern lifestyle Meeting friends http://learnenglishteens.britishcouncil.org/node/1148</p> <p>A social network site http://learnenglishteens.britishcouncil.org/node/1069</p> <p>Postcard from NYC http://learnenglishteens.britishcouncil.org/node/1076</p> <p>Messaging http://learnenglishteens.britishcouncil.org/node/1148</p>

<p>2. Teenagers and their modern lifestyles Mobile phones http://learnenglishteens.britishcouncil.org/node/1130</p> <p>http://learnenglishteens.britishcouncil.org/node/1150</p>	<p>Past simple-regular verbs http://learnenglishteens.britishcouncil.org/node/461</p>	<p>Talking and asking about past events Films & entertainment http://learnenglishteens.britishcouncil.org/node/974</p> <p>LA Skaters interview http://learnenglishteens.britishcouncil.org/node/726</p> <p>Beyonce: Biography http://learnenglishteens.britishcouncil.org/node/761</p>	<p>Travelling Airport announcements http://learnenglishteens.britishcouncil.org/node/1256</p>	<p>Travelling & shopping Giving directions http://learnenglishteens.britishcouncil.org/node/1253</p> <p>Shopping signs http://learnenglishteens.britishcouncil.org/node/1291</p>	<p>Travelling The attraction of foreign lands http://learnenglishteens.britishcouncil.org/node/663</p>	<p>Holidays and travel Invitation e-mail http://learnenglishteens.britishcouncil.org/node/1077</p>
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<p>3. Traveling & shopping Air Travel http://learnenglishteens.britishcouncil.org/node/1207</p> <p>Transport http://learnenglishteens.britishcouncil.org/node/1003</p> <p>Shopping vocab http://learnenglishteens.britishcouncil.org/node/1121</p>	<p>Modal verbs http://learnenglishteens.britishcouncil.org/node/969</p> <p>http://learnenglishteens.britishcouncil.org/node/1015</p>	<p>School subjects in the seventh grade http://learnenglishkids.britishcouncil.org/en/node/679</p>	<p>Directions http://learnenglishteens.britishcouncil.org/node/1253</p>	<p>Teenagers and their modern lifestyles Talking about yourself http://learnenglishteens.britishcouncil.org/node/573</p> <p>What is it? 042 http://learnenglishteens.britishcouncil.org/node/1389</p>	<p>Short texts My city http://learnenglishteens.britishcouncil.org/node/976</p> <p>A restaurant menu http://learnenglishteens.britishcouncil.org/node/977</p> <p>Shopping signs and notices http://learnenglishteens.britishcouncil.org/node/1291</p>	<p>Short texts Introducing yourself http://learnenglishteens.britishcouncil.org/node/988</p> <p>Student card application http://learnenglishteens.britishcouncil.org/node/989</p> <p>Film review http://learnenglishteens.britishcouncil.org/node/1067</p>
<p>4. Favourite music & TV programmes http://learnenglishteens.britishcouncil.org/node/1255</p> <p>http://learnenglishteens.britishcouncil.org/node/563</p>	<p>Prepositions of time http://learnenglishteens.britishcouncil.org/node/1013</p> <p>Prepositions http://learnenglishteens.britishcouncil.org/node/1130</p>	<p>Expressing orders and prohibitions Library rules http://learnenglishteens.britishcouncil.org/node/969</p>	<p>Unusual homes Video – The City of London http://learnenglishteens.britishcouncil.org/node/365</p>	<p>Unusual homes Homes of the future http://learnenglishteens.britishcouncil.org/node/943</p>	<p>Holidays & celebrations Ramadan http://learnenglishteens.britishcouncil.org/node/1309</p> <p>New Year's Eve http://learnenglishteens.britishcouncil.org/node/743</p>	<p>Word & spelling Games Sushi spelling http://learnenglishteens.britishcouncil.org/node/629</p> <p>Word wangling http://learnenglishteens.britishcouncil.org/node/511</p>

<p>5. Endangered species http://learnenglishteens.britishcouncil.org/node/1544</p>	<p>Indefinite pronouns http://learnenglishteens.britishcouncil.org/node/1006</p>	<p>Comparing people and objects http://learnenglishteens.britishcouncil.org/node/464</p>	<p>Asking for or giving personal information http://learnenglishteens.britishcouncil.org/node/1236</p>	<p>Holidays and celebrations</p> <p>Holidays http://learnenglishteens.britishcouncil.org/node/1126</p>	<p>School http://learnenglishteens.britishcouncil.org/node/990</p>
<p>6. School holidays Holiday vocab http://learnenglishteens.britishcouncil.org/node/605</p>	<p>Comparison http://learnenglishteens.britishcouncil.org/node/464</p>	<p>Expressing surprise and admiration http://learnenglishteens.britishcouncil.org/node/458</p>			<p>Asking for or giving personal information http://learnenglishteens.britishcouncil.org/node/1236</p>
<p>7. Holidays and celebrations http://learnenglishteens.britishcouncil.org/node/1097</p>		<p>Asking a favour http://learnenglishteens.britishcouncil.org/node/1015</p>			

ADDITIONAL RESOURCES:

Past simple and 'to be'

<http://learnenglishkids.britishcouncil.org/en/node/13950>
<http://learnenglishkids.britishcouncil.org/en/node/14107>
<http://learnenglishkids.britishcouncil.org/en/node/14314>
<http://learnenglishkids.britishcouncil.org/en/node/14313>
<http://learnenglishkids.britishcouncil.org/en/node/1046>
<http://learnenglishkids.britishcouncil.org/en/node/14068>

Comparatives and superlatives

Celebrations
Easter
New Year
Christmas
Halloween
Valentine's Day
Multiculturalism

<http://learnenglishteens.britishcouncil.org/node/1190>
<http://learnenglishteens.britishcouncil.org/743>
<http://learnenglishteens.britishcouncil.org/node/1097>
<http://learnenglishteens.britishcouncil.org/node/1004>
<http://learnenglishteens.britishcouncil.org/node/15>
<http://learnenglishteens.britishcouncil.org/node/363>

MAPPING - GRADE 8 – OLD PROGRAMME

Lexical Units	Grammar Structures	Language Functions	Listening	Speaking	Reading	Writing
1. Young people & their everyday life Going out http://learnenglishteens.britishcouncil.org/node/1138	Words that go together http://learnenglishteens.britishcouncil.org/node/865 Adjectives with prepositions http://learnenglishteens.britishcouncil.org/node/945	Giving & asking for opinions http://learnenglishteens.britishcouncil.org/node/566	First day at school http://learnenglishteens.britishcouncil.org/node/1242	Talking about School & discipline http://learnenglishteens.britishcouncil.org/node/642	Learning English – Course Advert http://learnenglishteens.britishcouncil.org/node/962	Invitation - practicee punctuation http://learnenglishteens.britishcouncil.org/node/1077
2. Feelings/ Emotions http://learnenglishteens.britishcouncil.org/node/1042	Indefinite pronouns (somebody, anybody...) http://learnenglishteens.britishcouncil.org/node/1006	Expressing feelings- Best mates http://learnenglishteens.britishcouncil.org/node/1042		Friends & cheating on tests http://learnenglishteens.britishcouncil.org/node/707	Reading -Love is blind http://learnenglishteens.britishcouncil.org/node/589	Introducing yourself http://learnenglishteens.britishcouncil.org/node/1069
3. Community/ Social life Video-The party http://learnenglishteens.britishcouncil.org/node/1033	Modals- Grammar video http://learnenglishteens.britishcouncil.org/node/1015	Asking Questions Britain's got Talent http://learnenglishteens.britishcouncil.org/node/766	Classic British Cars http://learnenglishteens.britishcouncil.org/node/370		Read UK - charity activity http://learnenglishteens.britishcouncil.org/node/643	Writing messages http://learnenglishteens.britishcouncil.org/node/1148

4. Free time activities/ Extreme sports Football words http://learnenglishteens.britishcouncil.org/node/1167	Phrasal verbs video Family http://learnenglishteens.britishcouncil.org/node/1037	More sport words http://learnenglishteens.britishcouncil.org/node/563	Teen Jetski champion http://learnenglishteens.britishcouncil.org/node/1268	Bungee jumping http://learnenglishteens.britishcouncil.org/node/442	Reading -Sports club http://learnenglishteens.britishcouncil.org/node/968	What form is it? http://learnenglishteens.britishcouncil.org/node/839
5. Inventions and technology Experiment in space http://learnenglishteens.britishcouncil.org/node/1327	Plural of nouns http://learnenglishteens.britishcouncil.org/node/458	Talk about technology (vocabulary) http://learnenglishteens.britishcouncil.org/node/564	Video – Zero Gravity http://learnenglishteens.britishcouncil.org/node/792	How do you listen to music? http://learnenglishteens.britishcouncil.org/node/1125	Read UK - mobile phones http://learnenglishteens.britishcouncil.org/node/1130	Prefixes & Suffixes http://learnenglishteens.britishcouncil.org/node/841
6. Places and institutions http://learnenglishteens.britishcouncil.org/node/1184	Definite article http://learnenglishteens.britishcouncil.org/node/1017	Places in town http://learnenglishteens.britishcouncil.org/node/754	Tour of London http://learnenglishteens.britishcouncil.org/node/1252			Practice spelling http://learnenglishteens.britishcouncil.org/node/840
7. Protecting the environment http://learnenglishteens.britishcouncil.org/node/1168	Comparative/ Superlative http://learnenglishteens.britishcouncil.org/node/464	Making Comparisons – The Brits & Languages http://learnenglishteens.britishcouncil.org/node/19	Wildlife rescue http://learnenglishteens.britishcouncil.org/node/888	Protecting animals http://learnenglishteens.britishcouncil.org/node/804		Thank you e-mail http://learnenglishteens.britishcouncil.org/node/965

8. English Culture & Society Video - Multi-cultural Britain http://learnenglishteens.britishcouncil.org/node/363	used to for habitual past Individual fashion styles http://learnenglishteens.britishcouncil.org/node/640	Talking about the past Video – 4 Nations http://learnenglishteens.britishcouncil.org/node/697 Why people migrate http://learnenglishteens.britishcouncil.org/node/773	Food in Britain http://learnenglishteens.britishcouncil.org/node/369 Video – Theatreland http://learnenglishteens.britishcouncil.org/node/833	Going to the cinema http://learnenglishteens.britishcouncil.org/node/1255 What will you order? http://learnenglishteens.britishcouncil.org/node/1247	Skills Pracice -Films & Entertainment http://learnenglishteens.britishcouncil.org/node/974	Wordshake – spelling http://learnenglishteens.britishcouncil.org/node/496
9. Past Events History of writing http://learnenglishteens.britishcouncil.org/node/438	The Passive Voice Video Zone - How are Christmas trees made http://learnenglishteens.britishcouncil.org/node/1092 Read UK -Bonfire Night http://learnenglishteens.britishcouncil.org/node/150	Stating historical facts Video UK - Heritage Tourism http://learnenglishteens.britishcouncil.org/node/945	Video -The Moon http://learnenglishteens.britishcouncil.org/node/797 Video UK - Bonfire Night http://learnenglishteens.britishcouncil.org/node/890	Describing pictures http://learnenglishteens.britishcouncil.org/node/574	Easy Reading - Famous vlogger http://learnenglishteens.britishcouncil.org/node/590	Writing short photo captions http://learnenglishteens.britishcouncil.org/node/1600

10. Famous people Vlog celebrities http://learnenglishteens.britishcouncil.org/node/1061	Examples of Present Perfect Hunger Games Review http://learnenglishteens.britishcouncil.org/node/725	Describing people http://learnenglishteens.britishcouncil.org/node/1243	Voice UK – Can anyone sing? http://learnenglishteens.britishcouncil.org/node/791	Giving Opinions The Royal Baby http://learnenglishteens.britishcouncil.org/node/1359	Read UK - William Shakespeare http://learnenglishteens.britishcouncil.org/node/741	Beyonce – biography http://learnenglishteens.britishcouncil.org/node/761
11. Cities London http://learnenglishteens.britishcouncil.org/node/365h Manhattan & Ice Age http://learnenglishteens.britishcouncil.org/node/774	Relative pronoun who http://learnenglishteens.britishcouncil.org/node/857 Lies – trailer (what or that) http://learnenglishteens.britishcouncil.org/node/796	Describe your town http://learnenglishteens.britishcouncil.org/node/972 Describe patterns & materials http://learnenglishteens.britishcouncil.org/node/949	Tour of London http://learnenglishteens.britishcouncil.org/node/1252 Oxford University http://learnenglishteens.britishcouncil.org/node/1008	Describing a photo http://learnenglishteens.britishcouncil.org/node/574	My city – Liverpool http://learnenglishteens.britishcouncil.org/node/976	Postcard from Scotland http://learnenglishteens.britishcouncil.org/node/1145
12. Life in the UK & USA Read UK - Holidays http://learnenglishteens.britishcouncil.org/node/1126	Direct Speech in stories Ex-poser http://learnenglishteens.britishcouncil.org/node/412	Making suggestions http://learnenglishteens.britishcouncil.org/node/569	Women in Technology http://learnenglishteens.britishcouncil.org/node/775	Opinions – Reality TV http://learnenglishteens.britishcouncil.org/node/910	Read UK - FA Cup http://learnenglishteens.britishcouncil.org/node/1220	Sushi spelling http://learnenglishteens.britishcouncil.org/node/629

13. Festivals & celebrations Halloween in the UK http://learnenglishteens.britishcouncil.org/node/1004	Christmas vocabulary http://learnenglishteens.britishcouncil.org/node/1097 Video – Christmas shopping http://learnenglishteens.britishcouncil.org/node/947	Describing events & celebrations Christmas http://learnenglishteens.britishcouncil.org/node/149 Bonfire Night http://learnenglishteens.britishcouncil.org/node/150	Video - Bonfire night http://learnenglishteens.britishcouncil.org/node/890 How are Easter eggs made http://learnenglishteens.britishcouncil.org/node/1191	How do you celebrate New Year? http://learnenglishteens.britishcouncil.org/node/1123 New Year's Eve http://learnenglishteens.britishcouncil.org/node/743	Chinese New Year http://learnenglishteens.britishcouncil.org/node/1118	St. Valentine's Day http://learnenglishteens.britishcouncil.org/node/15
14. Plans for the future Jobs http://learnenglishteens.britishcouncil.org/node/756	Wh Questions http://learnenglishteens.britishcouncil.org/node/1010 Sentence transformations http://learnenglishteens.britishcouncil.org/node/871	If I had a gap year .. http://learnenglishteens.britishcouncil.org/node/148	Summer job http://learnenglishteens.britishcouncil.org/node/1039	Could you be a vegetarian? http://learnenglishteens.britishcouncil.org/node/16	Read UK - Prom Time http://learnenglishteens.britishcouncil.org/node/1129	Applying for a job http://learnenglishteens.britishcouncil.org/node/1079

ADDITIONAL RESOURCES:

Word formation

<http://learnenglishteens.britishcouncil.org/node/870>

Word building

<http://learnenglishteens.britishcouncil.org/node/863>

Direct speech -The Pink Bow Tie

<http://learnenglishteens.britishcouncil.org/node/410>

Reading

Read UK - Easter

<http://learnenglishteens.britishcouncil.org/node/1190>

Read UK –Ramadan

<http://learnenglishteens.britishcouncil.org/node/1309>

Read UK - April Fool's Day

<http://learnenglishteens.britishcouncil.org/node/151>

Easy reading – The text

<http://learnenglishteens.britishcouncil.org/node/584>

Finding a job

<http://learnenglishteens.britishcouncil.org/node/1137>

Writing:

School timetable

<http://learnenglishteens.britishcouncil.org/node/990>

Summer jobs

<http://learnenglishteens.britishcouncil.org/node/1147>

Favourite films

<http://learnenglishteens.britishcouncil.org/node/1067>

MAPPING - GRADE 8 – NEW PROGRAMME

Lexical Units	Grammatical Structures	Language Functions	Listening	Speaking	Reading	Writing
1. Young people and their every day life http://learnenglishteens.britishcouncil.org/node/1150	Definite article http://learnenglishteens.britishcouncil.org/node/1017 Past Simple -regular verbs http://learnenglishteens.britishcouncil.org/node/461 Past Simple -irregular verbs http://learnenglishteens.britishcouncil.org/node/462	Agreeing and disagreeing http://learnenglishteens.britishcouncil.org/node/567 Showing interest http://learnenglishteens.britishcouncil.org/node/568	Young swimmer's day http://learnenglishteens.britishcouncil.org/node/1244 Free time http://learnenglishteens.britishcouncil.org/node/1254	Telling a story or personal anecdote http://learnenglishteens.britishcouncil.org/node/577 Talk about yourself http://learnenglishteens.britishcouncil.org/node/573	LA Skaters interview http://learnenglishteens.britishcouncil.org/node/726 Story – Genie-us http://learnenglishteens.britishcouncil.org/node/419	Introducing yourself http://learnenglishteens.britishcouncil.org/node/986 Invitation message http://learnenglishteens.britishcouncil.org/node/1077
2. English speaking countries	Present Continuous with future meaning http://learnenglishteens.britishcouncil.org/node/1076		Multi-cultural Britain http://learnenglishteens.britishcouncil.org/node/363			Postcard from Scotland http://learnenglishteens.britishcouncil.org/node/1145

3. Studying foreign languages	Used to for habitual past- Individual fashion styles http://learnenglishteens.britishcouncil.org/node/640				Read UK - languages http://learnenglishteens.britishcouncil.org/node/19	
4. Feelings and emotions		Giving Opinion http://learnenglishteens.britishcouncil.org/node/566			Best-mates http://learnenglishteens.britishcouncil.org/node/1042	
5. Famous people	Comparative and superlative form of adjectives http://learnenglishteens.britishcouncil.org/node/464		Vlog celebrities http://learnenglishteens.britishcouncil.org/node/1061 Kirsten Stewart http://learnenglishteens.britishcouncil.org/node/437		Why is Charlie so cool http://learnenglishteens.britishcouncil.org/node/590	

6. Festivals and celebrations Christmas vocabulary http://learnenglishteens.britishcouncil.org/node/1097			Bonfire Night http://learnenglishteens.britishcouncil.org/node/890 How Easter Eggs are made http://learnenglishteens.britishcouncil.org/node/1191	Valentine's Day http://learnenglishteens.britishcouncil.org/node/15	Halloween http://learnenglishteens.britishcouncil.org/node/1004 New Year in UK http://learnenglishteens.britishcouncil.org/node/743	
7. Cultural and social events			London's Theatreland http://learnenglishteens.britishcouncil.org/node/833		Music-Annual festivals http://learnenglishteens.britishcouncil.org/node/1125 Going out http://learnenglishteens.britishcouncil.org/node/1138	Introducing yourself – email http://learnenglishteens.britishcouncil.org/node/988

ADDITIONAL RESOURCES:

Festivals and celebrations

Reading

Ramadan

Christmas

Chinese New Year

Bonfire night

Diwali

Listening

Lunar New Year

Christmas

Christmas

<http://learnenglishteens.britishcouncil.org/node/1309>
<http://learnenglishteens.britishcouncil.org/node/149>
<http://learnenglishteens.britishcouncil.org/node/1118>
<http://learnenglishteens.britishcouncil.org/node/150>
<http://learnenglishteens.britishcouncil.org/node/1510>
<http://learnenglishteens.britishcouncil.org/node/1123>
<http://learnenglishteens.britishcouncil.org/node/947>
<http://learnenglishteens.britishcouncil.org/node/1092>
MAPPING - GRADE 9

Lexical Units	Grammar Structures	Language Functions	Listening	Speaking	Reading	Writing
1. Young people and their interests BBC TV show - Strictly come dancing http://learnenglishteens.britishcouncil.org/node/1611	Relative pronouns Occupations http://learnenglishteens.britishcouncil.org/node/857	Expressing historical facts 10 year old in Roman Britain (pdf-exercise) http://learnenglishteens.britishcouncil.org/node/794	Free time http://learnenglishteens.britishcouncil.org/node/1254 Practice listening-numbers http://learnenglishteens.britishcouncil.org/node/1237	Giving description on a topic. Tour of London http://learnenglishteens.britishcouncil.org/node/1252	Read UK – Mobile phones http://learnenglishteens.britishcouncil.org/node/1130	Writing skills: blogging http://learnenglishteens.britishcouncil.org/node/98
2. Traveling Vocabulary exercises/ Air travel http://learnenglishteens.britishcouncil.org/node/1207	Air Travel http://learnenglishteens.britishcouncil.org/node/1207	Expressing order of events http://learnenglishteens.britishcouncil.org/node/1018	Short texts http://learnenglishteens.britishcouncil.org/node/1237 http://learnenglishteens.britishcouncil.org/skills/listening-skills-practice/tour-london	Giving & asking for opinions http://learnenglishteens.britishcouncil.org/node/566 Listening skills: shopping for clothes http://learnenglishteens.britishcouncil.org/node/1246	Short texts Reading skills/ thank you mail http://learnenglishteens.britishcouncil.org/node/965	Sentences with general & technology related words. Writing skills: blogging http://learnenglishteens.britishcouncil.org/node/990 Magazine/ reading Science & technology http://learnenglishteens.britishcouncil.org/node/1244

3.The world we live in Vocabulary exercises/ garden http://learnenglishteens.britishcouncil.org/node/1209	Grammar videos comparative and superlatives The best pizza in the world http://learnenglishteens.britishcouncil.org/node/464	Retelling someone's opinion. http://learnenglishteens.britishcouncil.org/node/465	Short texts http://learnenglishteens.britishcouncil.org/node/1244 Listening skills: interview / band auditions	At the restaurant http://learnenglishteens.britishcouncil.org/node/964	Reading skills/ Restaurant http://learnenglishteens.britishcouncil.org/node/1244	Short compositions. Writing skills: Favourite meal http://learnenglishteens.britishcouncil.org/node/985
4. Culture and civilization http://learnenglishteens.britishcouncil.org/uk-now/video-uk/shopping-great-part-1	Conjunctions (and, although, however) http://learnenglishteens.britishcouncil.org/node/1097	Naming and describing places http://learnenglishkids.britishcouncil.org/en/node/1901 http://learnenglishkids.britishcouncil.org/en/node/1608	Short story http://learnenglishkids.britishcouncil.org/en/node/1607 http://learnenglishkids.britishcouncil.org/en/node/1702	Communicating on a given topic http://learnenglishteens.britishcouncil.org/magazine/myth-english-breakfast	Identifying concrete information in a given text http://learnenglishteens.britishcouncil.org/node/642	Abbreviations http://learnenglishteens.britishcouncil.org/node/1130
5.Holidays and greetings Vocabulary exercises/ Christmas http://learnenglishteens.britishcouncil.org/node/1097	The passive http://learnenglishteens.britishcouncil.org/node/1018 Video: How are Easter eggs made http://learnenglishteens.britishcouncil.org/node/1191	Music events http://learnenglishteens.britishcouncil.org/node/1245	Pantomime http://learnenglishteens.britishcouncil.org/node/1618	How do you celebrate New Year? http://learnenglishteens.britishcouncil.org/node/1123	St. Valentine's Day http://learnenglishteens.britishcouncil.org/node/15	The School Library http://learnenglishteens.britishcouncil.org/node/969

ADDITIONAL RESOURCES:
**Writing
Reading**

<http://learnenglishteens.britishcouncil.org/node/1635>
<http://learnenglishteens.britishcouncil.org/node/1092>
<http://learnenglishteens.britishcouncil.org/node/1130>
<http://learnenglishteens.britishcouncil.org/node/893>
<http://learnenglishteens.britishcouncil.org/node/365>
<http://learnenglishteens.britishcouncil.org/node/1148>
<http://learnenglishteens.britishcouncil.org/node/509>
<http://learnenglishteens.britishcouncil.org/node/1042>
<http://learnenglishteens.britishcouncil.org/node/1042>
<http://learnenglishteens.britishcouncil.org/node/974>
<http://learnenglishteens.britishcouncil.org/node/1078>
<http://learnenglishteens.britishcouncil.org/node/969>
<http://learnenglishteens.britishcouncil.org/node/1025>
<http://learnenglishteens.britishcouncil.org/node/1092>

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