

# RefuNet Lesson Packs



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## Introduction

This lesson pack contains 4 lesson plans for levels A1, A2, B1 and B2. It has been designed to support you when you first get started with your student, to give you ideas for your first lessons. It is by no means meant to be prescriptive. The benefit of 1:1 lessons is that they can be completely tailored to the needs of your particular student. Please feel free to use these plans for inspiration and then adapt them to your student's need, for example:

### Speed

You may get through the activities slower or faster than each lesson plan suggests. For example, one lesson plan could take you two lessons, and that is completely fine. Or you may find that a student doesn't understand an adjacent topic that comes up and want to segway to cover that topic in more detail.

### Ability

Your student may be at different levels for different skills, so you may find you use the B1 lesson plans for speaking activities and the B2 lesson plans for writing activities.

### Activities

Your student may only be interested in one or two skills and not the others. For example, your student may want to focus on the speaking activities. If that's the case, there's no need to go through all the activities in the lesson plan.

### Free talk

Depending on your student's aims, your preferred teaching style and how well you get on with your student, you may want to leave more or less time for free talk in the lessons.

### How do I know where to start?

We have included a checklist for your first lesson, which should help you get a good idea of what your student's level is and what they would like to work on. It can be a good idea to start with the placement test at the back of this lesson pack. You can also use any handover information you have received from the student's previous teacher, if applicable.

### What should I do once I finish all the lesson plans at my student's level?

Hopefully you will now have a good idea of what your student's ability is for each of the skills, as well as what their interests are, to help you plan for future lessons. The [resource pack](#) on the RefuNet website includes links to lots of free resources to support lesson planning. The resources used in these lesson plans may also be helpful.

## First lesson checklist

Things to cover in your first lesson:

- Introduce yourself and ask your student to do the same
- Agree a time for regular lessons
- Agree what platform you will use for lessons
- Discuss how you will communicate if one of you needs to cancel the lesson
- Agree whether you will set homework
- Do the placement test (optional)
- Discuss the student's goals and reasons for wanting to improve their English
- Agree 2-3 specific objectives for the next 3 months

## A1 lesson plans

### Lesson 1

TITLE: Introductions and present simple

OBJECTIVE: Students will be able to confidently introduce themselves and share information about themselves and their interests. They will be able to demonstrate understanding of the present simple and how to correctly use it. This lesson also functions as a way for you and your students to learn about each other.

TIME	ACTIVITY	INSTRUCTIONS
5- 10 Minutes	Warm up – last letter, first letter	<ul style="list-style-type: none"><li>• Give the student a word. They must then think of a word that starts with the last letter of your word. E.g. If your word is coffee, they must think of a word beginning with E.</li><li>• Now it's your turn to think of a word that starts with the last letter of the previous word! If the student is a bit more advanced, you can pick a category of words, for example 'fruits'.</li></ul>
10-15 minutes	Personal star	<ul style="list-style-type: none"><li>• Draw a star on the whiteboard. Inside, write 5 answers to questions about you (e.g. Maria, green, 35, Wales, April). The student must guess the questions that go with the answers.</li><li>• Repeat with the student making their own star.</li><li>• Then ask the students to put the information about themselves into a sentence and read out loud (e.g. My name is Maria and I am 35. My birthday is in April..."</li></ul>
10-15 minutes	Present simple overview	<ul style="list-style-type: none"><li>• Go over by present simple form by writing I, you, he, she, it, we, they on the board and going through the verb forms e.g. I work, he works, they work. Some guidance on how to teach this is in the following link on the 'explanation' tab: <a href="https://test-english.com/grammar-points/a1/present-simple/">https://test-english.com/grammar-points/a1/present-simple/</a></li><li>• Ask the student to make sentences about themselves using 'I don't ____, I never ____, I ____ every day.' Then recreate the sentences with a different pronoun.</li></ul>
10 minutes	Present simple exercise	<ul style="list-style-type: none"><li>• Complete exercise 1 and 2: <a href="https://test-english.com/grammar-points/a1/present-simple/">https://test-english.com/grammar-points/a1/present-simple/</a></li></ul>

		<ul style="list-style-type: none"> <li>• Ask students to read out each sentence as they make their way through the exercise.</li> <li>• If there are any wrong answers, take the time to go through these.</li> </ul>
5- 10 minutes	Listening exercise	<ul style="list-style-type: none"> <li>• Complete listening exercise <a href="https://www.esl-lab.com/basic-english/introductions/">https://www.esl-lab.com/basic-english/introductions/</a></li> <li>• Stop the audio at each question, and allow the student to select the correct answer.</li> <li>• If there is time, use this listening exercise as a guide for a roleplay activity: you and your student pretend to be two students meeting for the first time in class. Ask each other questions.</li> </ul>
5-10 minutes	Cool down + instructions for next week	<ul style="list-style-type: none"> <li>• Allow a few minutes of free talk at the end of class. For example, ask your student what they might be eating for dinner tonight, or how their weekend was.</li> <li>• Instructions for next week: tell student that next week you will be discussing hobbies. Ask your student to prepare an item for 'show and tell' that will demonstrate their hobby (e.g. a book, a hockey stick) and ask them to prepare a few lines of information about their hobby to share with you at the start of next week.</li> </ul>

## Lesson 2

TITLE: Hobbies + verbs

OBJECTIVE: Students will be able to use 'love/like/don't like/hate' in sentences with verbs. Students will also be able to talk confidently about their hobbies, as well as learning more verbs.

TIME	ACTIVITY	INSTRUCTIONS
15 Minutes	Show and tell	Ask the student to show you their object and read to you the lines they prepared that presents their object/hobby. Correct if needed, then ask follow up questions.
10 minutes	Love/like/don't like/hate examples	<ul style="list-style-type: none"><li>• Write love/like/don't like/ hate on one side of the white board and write four examples of hobbies on the other side (e.g. walking, cooking, riding a bike, swimming) and ask the student to match and then read out the full sentences.</li><li>• Then ask the students to make 2 more of their own sentences</li></ul>
15 minutes	Reading exercise	<ul style="list-style-type: none"><li>• Ask student to read 'reading task A' on the reading tab of the link, assisting when needed: <a href="https://www.esolcourses.com/uk-english/elementary-course/leisure-activities/hobbies-and-interests.html">https://www.esolcourses.com/uk-english/elementary-course/leisure-activities/hobbies-and-interests.html</a></li><li>• Ask student to complete reading task B</li></ul>
10 minutes	Verb game	<ul style="list-style-type: none"><li>• On the 'match' tab of this link, ask student to play matching game. If there are any verbs that are new, use google images to show meaning: <a href="https://www.esolcourses.com/uk-english/elementary-course/leisure-activities/hobbies-and-interests.html">https://www.esolcourses.com/uk-english/elementary-course/leisure-activities/hobbies-and-interests.html</a></li></ul>
10 minutes	Cool down + instructions for next week	<ul style="list-style-type: none"><li>• Allow around 10 minutes of free talk</li><li>• Homework for next week – writing task: write a few lines to answer the question "what hobby do you hate?".</li></ul>

### Lesson 3

TITLE: Daily routine

OBJECTIVE: Students will be able to talk about their daily routine. Students will also become familiar with and be able to use typical daily routine verbs and phrases.

TIME	ACTIVITY	INSTRUCTIONS
5- 10 Minutes	Warm up – homework review and Pictionary	<ul style="list-style-type: none"><li>• Go through homework from last week, making corrections if required</li><li>• Write 'daily routine' on the whiteboard, and then tell the student you are going to draw a part of your daily routine (e.g. have breakfast, have a shower, brush my teeth) and they have to guess. Take turns for 5-10 minutes.</li></ul>
10 minutes	Daily routine introduction	<ul style="list-style-type: none"><li>• Ask the student "what did you do today?"</li><li>• Elicit from them "wake up" and write this on the board, and then ask what they did next.</li><li>• Once you have the routine, ask the students which activities they do every day and at what times.</li></ul>
15 minutes	Vocabulary and sentence structure exercises	Complete the four exercises, assisting when needed, making sure the student reads out each sentence: <a href="https://learnenglishteens.britishcouncil.org/vocabulary/a1-a2-vocabulary/daily-routine">https://learnenglishteens.britishcouncil.org/vocabulary/a1-a2-vocabulary/daily-routine</a>
10 minutes	Listening exercise	<ul style="list-style-type: none"><li>• Watch video once, check how student understood and watch again if required: <a href="https://eslvideo.com/quiz.php?id=36953">https://eslvideo.com/quiz.php?id=36953</a></li><li>• Complete quiz</li></ul>
10 minutes	Speaking activity	<ul style="list-style-type: none"><li>• Ask student to talk you through their own weekday daily routine, using phrases from the previous exercise like "here's what I do on a typical weekday" and "after dinner, I..."</li><li>• Correct any mistakes</li></ul>
5-10 minutes	Cool down + instructions for next week	<ul style="list-style-type: none"><li>• Allow a few minutes of free talk at the end of class. For example, ask your student what they might be eating for dinner tonight, or how their weekend was.</li><li>• Ask students to complete writing task as homework detailing their weekend daily routine.</li></ul>



## Lesson 4

TITLE: Food

OBJECTIVE: Students will learn and review vocabulary for food and practice using like and don't like in question form. Students will also be able to think about how food can be categorised, enabling them to describe food in more detail.

TIME	ACTIVITY	INSTRUCTIONS
10 Minutes	Warm up – homework review and guessing game	<ul style="list-style-type: none"><li>Go through homework from last week, making corrections if required</li><li>For the warm up, draw two items of food on the whiteboard. Tell the student “guess which one I like, and which one I don't like”. Elicit full questions from the student – they should say “do you like ___? Do you dislike ___?” Then repeat with the student drawing the food.</li></ul>
5-10 minutes	Food vocabulary	<ul style="list-style-type: none"><li>Write the words sweet, spicy, crunchy, soft, delicious, disgusting. Ask the students for the meaning of these words, and explain if they don't know.</li><li>Ask the students to think of foods that group into each category.</li><li>Then ask the student to think of other ways to describe food e.g. healthy, small, green, yummy.</li></ul>
15 minutes	Guessing game	<ul style="list-style-type: none"><li>Ask the student to guess what you had for breakfast. They should guess by asking questions related to the words in the last task e.g. “is it sweet? Is it soft? Is it green?”</li><li>Then take turns, with you guessing what the student had for breakfast.</li><li>Repeat, guessing what each other had for lunch or guessing what each other's favourite fruit or vegetable is.</li></ul>
15- 20 minutes	Reading exercise	<ul style="list-style-type: none"><li>Do preparation matching task: <a href="https://learnenglishteens.britishcouncil.org/skills/reading/a1-reading/restaurant">https://learnenglishteens.britishcouncil.org/skills/reading/a1-reading/restaurant</a></li><li>On the same link, ask the students to read out all the items on the menu. Ask questions about the restaurant, and what they would order if they were dining there.</li><li>Do the two 'check your understanding' tasks.</li></ul>
10 minutes	Cool down + instructions for next week	<ul style="list-style-type: none"><li>Using google images, look at some other menus. You can even show the student the menu at a restaurant you like!</li><li>Tell the student that the homework for next week is to create their own menu with one starter, one main course and one dessert. The menu should have describing words like 'spicy', 'sweet' or 'delicious' to describe to customers what the foods taste like.</li><li>Allow a few minutes of free talk at the end of class. For example, ask your student what they might be eating for dinner tonight, or how their weekend was.</li></ul>

## A2 lesson plans

### Lesson 1

TITLE: English action plan and going to + verb

OBJECTIVE: Students will make an action plan for their English learning. Students will also feel confident making sentences using 'I'm going to + verb'.

TIME	ACTIVITY	INSTRUCTIONS
5- 10 Minutes	Warm up - Get to know each other ice breaker	<ul style="list-style-type: none"><li>• Share the screen with the student to display this worksheet: <a href="https://en.islcollective.com/english-esl-worksheets/grammar/questions-interrogative/lets-talk-about-you/4486">https://en.islcollective.com/english-esl-worksheets/grammar/questions-interrogative/lets-talk-about-you/4486</a></li><li>• Pick a question to ask the student, then ask the student to pick a question to ask you</li><li>• Repeat for around 5-10 minutes – you don't have to complete the whole worksheet!</li></ul>
15 minutes	"I'm going to learn more English this year" brainstorm	<ul style="list-style-type: none"><li>• On the whiteboard, write "I'm going to learn more English this year" in the middle and draw lines into four bubbles with writing, listening, speaking, writing</li><li>• Give an example for each one, using "I'm going to..." e.g. Writing: I'm going to write two sentences each day in my English diary. Listening: I'm going to listen to a podcast in English each week. Etc)</li><li>• Ask the student to think of more ideas in each category saying each idea out loud and then writing it down</li><li>• Use this activity as a way to spark conversation and share ideas about all the ways to learn a different language</li></ul>
15 minutes	English action plan	<ul style="list-style-type: none"><li>• Write on the board every day, every week, every month</li><li>• Using inspiration from the previous exercise, help the student in creating an action plan for themselves, incorporating their hobbies and interests</li><li>• Using 'I'm going to + verb' for each sentence</li></ul>
10 minutes	Two truths and a lie game	<ul style="list-style-type: none"><li>• Write on the whiteboard "this evening I'm going to"</li><li>• Explain to the student that you are going to play the game two truths and a lie.</li></ul>

		<ul style="list-style-type: none"> <li>• Write on the board three things that you're going to do this evening, using "I'm going to" and ask the student to guess which one is a lie.</li> <li>• Then it's the students turn! Make sure they read out each sentence using "I'm going to ___"</li> </ul>
5-10 minutes	Cool down + instructions for next week	<ul style="list-style-type: none"> <li>• Allow a few minutes of free talk at the end of class. For example, ask your student what they might be eating for dinner tonight, or how their weekend was.</li> <li>• Instructions for next week: Ask student to identify an object that they own that makes their life easier. E.g. a phone, a coffee maker, a watch, glasses. Ask the student to take it to class tomorrow (if possible) and prepare a few lines to present their object.</li> </ul>

## Lesson 2

TITLE: Cooking + recipes

OBJECTIVE: Students will learn new vocabulary related to cooking and recipes. Students will be shown example recipes. At the end of this lesson, students will be able to use the new vocabulary and the inspiration from the examples to create their own recipe.

TIME	ACTIVITY	INSTRUCTIONS
5-10 Minutes	Warm up – homework review and ‘weird’ food discussion	<ul style="list-style-type: none"><li>• Go through homework from last week, making corrections if required</li><li>• Tell the student about a weird food from your country, using google images e.g. haggis in Scotland!</li><li>• Ask the student to describe to you a weird food from their country.</li></ul>
10 minutes	Cooking verbs discussion + exercise	<ul style="list-style-type: none"><li>• Ask the student if they can think of any verbs related to cooking and ask them to write them on the whiteboard</li><li>• Open the following link: <a href="https://www.ecenglish.com/learnenglish/lessons/cooking-verbs-0">https://www.ecenglish.com/learnenglish/lessons/cooking-verbs-0</a></li><li>• Go through the verbs at the top, then complete the exercise</li></ul>
10 minutes	Reading exercise	<ul style="list-style-type: none"><li>• Open the following link and ask the student to read through the recipe: <a href="https://learnenglishteens.britishcouncil.org/skills/writing/a2-writing/recipe">https://learnenglishteens.britishcouncil.org/skills/writing/a2-writing/recipe</a></li><li>• Discuss the recipe with the student and ask if it’s the type of meal they like or if they’ve made something similar before</li><li>• Complete two exercises underneath the recipe: “check your understanding” and “check your writing: multiple choice, verb forms”</li></ul>
10 minutes	Listening exercise	<ul style="list-style-type: none"><li>• Tell the student that you are going to watch a recipe video, and their task is to make an ‘ingredients list’ – they have to write down every ingredient that goes into the scones</li><li>• Open the following link and play the video. You can stop the video at around 1.30 seconds: <a href="https://www.youtube.com/watch?v=BVNhJXa5W74">https://www.youtube.com/watch?v=BVNhJXa5W74</a></li><li>• Play the video again if necessary, and go through the ingredients with the students, using google images if there are any ingredients they are unfamiliar with.</li></ul>
10 minutes	Writing exercise	<ul style="list-style-type: none"><li>• Ask the student to write out a recipe of a meal they love to make at home.</li><li>• Give them some time to write it, and then ask them to read out the ingredients and the steps.</li></ul>
5-10 minutes	Cool down + instructions for next week	<ul style="list-style-type: none"><li>• Allow a few minutes of free talk at the end of class. For example, ask your student what they might be eating for dinner tonight, or how their weekend was.</li><li>• Ask students to complete writing task as homework detailing the recipe to make their most common breakfast.</li></ul>

### Lesson 3

TITLE: Comparatives and superlatives

OBJECTIVE: Students will learn grammar rules concerning comparative and superlative adjectives and adverbs and be able to use this to form sentences comparing different things.

TIME	ACTIVITY	INSTRUCTIONS
10 Minutes	Show and tell	Ask the student to show you their object that makes their lives easier and read to you the lines they prepared that presents their object. Correct if needed, then ask follow up questions.
15 minutes	Discuss comparatives and superlatives	<ul style="list-style-type: none"><li>Using some of the sentences the student made about the object that made their life easier, illicit the words 'easy' and 'easiest'. Get the student to make sentences with all three words e.g. speaking English is easy, listening to English is easier, writing English is easiest'.</li><li>Open this link <a href="https://www.pinterest.es/pin/802274121116869565/">https://www.pinterest.es/pin/802274121116869565/</a></li><li>Use the picture on the link to go through the different comparatives and superlatives with the student.</li><li>Ask the student to pick words from the picture to make sentences with, making three sentences with each word.</li></ul>
5-10 minutes	Video	<ul style="list-style-type: none"><li>Watch video: <a href="https://learnenglishteens.britishcouncil.org/grammar/a1-a2-grammar/comparative-superlative-adjectives">https://learnenglishteens.britishcouncil.org/grammar/a1-a2-grammar/comparative-superlative-adjectives</a></li><li>Ask comprehension questions + have short discussion on the video.</li></ul>
10-15 minutes	Video exercises and discussion	<ul style="list-style-type: none"><li>Underneath the video, complete 2 exercises: "gap fill writing" and "multiple choice"</li><li>Then ask the student the discussion questions: which meal do you think is tastier, fish and chips or pizza? Where do you get the best pizza where you live? Use this to hold a discussion, using comparatives and superlatives learned so far.`</li></ul>
10 minutes	Fun quiz!	<ul style="list-style-type: none"><li>Open the following link (you can make it full screen): <a href="https://en.islcollective.com/english-esl-worksheets/grammar/adjectives/lets-talk-about-superlatives/4138">https://en.islcollective.com/english-esl-worksheets/grammar/adjectives/lets-talk-about-superlatives/4138</a></li><li>Take in turns choosing a question for the other to answer. When you answer, make sure it's a full sentence using the superlative e.g. "the highest mountain in the world is Mt Everest"</li><li>The answers are on the next page!</li></ul>
10 minutes	Cool down + instructions for next week	<ul style="list-style-type: none"><li>Allow around 10 minutes of free talk</li><li>Homework for next week – writing task: write a few sentences comparing a library and a nightclub using comparatives and superlatives.</li></ul>

## Lesson 4

TITLE: Jobs

OBJECTIVE: Students will learn and review vocabulary related to jobs. Students will use this vocabulary to role play an interview. At the end of this lesson, students should feel more confident engaging in job related tasks in English.

TIME	ACTIVITY	INSTRUCTIONS
10 Minutes	Warm up – homework review and job question	<ul style="list-style-type: none"><li>Go through homework from last week, making corrections if required</li><li>For the warm up, ask the student to write some examples of jobs on the board. Then discuss two questions “what is the best job you can imagine? What is the worst job you can imagine?”</li></ul>
5-10 minutes	Jobs vocabulary	<ul style="list-style-type: none"><li>Write some job vocabulary on the whiteboard: CV, candidate, multi-tasking, strengths, weaknesses, skills, experience, motivation, overtime, co-workers/colleagues, team, boss</li><li>Explain/illicit the meaning of each one, and then ask the student to make sentences</li></ul>
10 minutes	Listening exercise	<ul style="list-style-type: none"><li>Open the following link: <a href="https://test-english.com/listening/a2/summer-job-interview-a2-english-listening-test/">https://test-english.com/listening/a2/summer-job-interview-a2-english-listening-test/</a></li><li>Play the listening exercise</li><li>Complete the comprehension questions under the video.</li></ul>
15 minutes	Job interview role play	<ul style="list-style-type: none"><li>Tell the student that you will now role play a job interview. The student will be the candidate, and you will be the interviewer. The job interview is for zookeeper. Some example questions you can ask are: How would your last employer describe you? What are your strengths? What are your weaknesses? What motivates you?</li><li>Then swap! Do a job interview role play with the student being the interviewer and they decide the role and the questions.</li></ul>
10 minutes	What am I? game	<ul style="list-style-type: none"><li>Tell the student that you are thinking of a particular job, and they have to ask ‘yes or no’ questions to guess what job.</li><li>Write some example questions on the board e.g. ‘do you work in a restaurant? Do you wear a uniform? Do you work with animals? Is your job dangerous?’</li><li>Once the student has guessed your job, swap and ask them to think of a job and you ask the questions.</li></ul>
10 minutes	Cool down + instructions for next week	<ul style="list-style-type: none"><li>Tell the student that the homework for next week is to write an example cover letter to their dream job, using some of the new vocabulary learned today.</li><li>Allow a few minutes of free talk at the end of class. For example, ask your student what they might be eating for dinner tonight, or how their weekend was.</li></ul>

## B1 lesson plans

### Lesson 1

TITLE: Introductions + why are you learning English?

OBJECTIVE: Students will be able to provide a comprehensive explanation to the reasons why they want to learn English. They will be able to discuss the common reasons to learn a different language. They will read an article and practice giving their views.

TIME	ACTIVITY	INSTRUCTIONS
15 Minutes	Warm up - Get to know each other ice breaker	<ul style="list-style-type: none"><li>• Share the screen with the student to display this worksheet: <a href="https://en.islcollective.com/english-esl-worksheets/grammar/questions-interrogative/lets-talk-about-you/4486">https://en.islcollective.com/english-esl-worksheets/grammar/questions-interrogative/lets-talk-about-you/4486</a></li><li>• Pick a question to ask the student, then ask the student to pick a question to ask you</li><li>• Repeat for around 15 minutes – this is a great chance for you and the student to get to know each other, and to practice conversation topics.</li></ul>
15 minutes	Conversation activity	<ul style="list-style-type: none"><li>• Open this link while sharing your screen: <a href="https://engoo.com/app/lessons/conversation-now-youre-talking-why-are-you-learning-english/ZvEdMh5-EeeAUFvbF6a-gA?category_id=4g-usmSuEeirTddASFJXg&amp;course_id=ajiBrJ7JEeiGc4ch7IQPWg">https://engoo.com/app/lessons/conversation-now-youre-talking-why-are-you-learning-english/ZvEdMh5-EeeAUFvbF6a-gA?category_id=4g-usmSuEeirTddASFJXg&amp;course_id=ajiBrJ7JEeiGc4ch7IQPWg</a></li><li>• Work through exercises 1,2 and 4.</li></ul>
10 minutes	Video	<ul style="list-style-type: none"><li>• Watch this video together, stopping at 0:41 <a href="https://www.youtube.com/watch?v=1YQF_VkzuDU">https://www.youtube.com/watch?v=1YQF_VkzuDU</a></li><li>• Ask the student what each of the three people in the video reasons were for learning English.</li><li>• Discuss other reasons why students might like to learn English, making spider maps on the board and asking the student to write some ideas.</li></ul>
10 minutes	Reading	<ul style="list-style-type: none"><li>• Open this link: <a href="https://breakingnewsenglish.com/1805/180504-language-learning-4.html">https://breakingnewsenglish.com/1805/180504-language-learning-4.html</a></li><li>• Ask the student to read the two paragraphs, at the end correct any mispronunciations.</li><li>• Once they've finished reading, ask if there are any words or phrases they don't understand.</li><li>• Ask for the students opinion on this article. Do they agree it's easier to learn a language as a child? When did they start learning English? What are some other reason why it might be easier for a child to learn?</li></ul>
5-10 minutes	Cool down + instructions for next week	<ul style="list-style-type: none"><li>• Allow a few minutes of free talk at the end of class. For example, ask your student what they might be eating for dinner tonight, or how their weekend was.</li></ul>

		<ul style="list-style-type: none"><li>• Instructions for next week: Ask student to write a few sentences about this quote: “there is no elevator to success, you have to take the stairs”.</li></ul>
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## Lesson 2

TITLE: The internet + clauses of contrast, purpose and reason

OBJECTIVE: Students will be able to give a detailed opinion on the pros and cons of the internet. Students will learn about clauses of contrast, purpose and reason and be able to use these correctly in sentences.

TIME	ACTIVITY	INSTRUCTIONS
5-10 Minutes	Warm up – homework review	<ul style="list-style-type: none"><li>• Go through homework from last week, making corrections if required</li><li>• Write on the board “what are some of the dangers of the internet? Discuss</li></ul>
15 minutes	Reading exercise	<ul style="list-style-type: none"><li>• Open the following link: <a href="https://learnenglishteens.britishcouncil.org/skills/writing/b1-writing/checking-out-websites">https://learnenglishteens.britishcouncil.org/skills/writing/b1-writing/checking-out-websites</a></li><li>• Ask the student to read the article out loud</li><li>• Complete the exercises</li><li>• Discuss the article: does the student agree with these steps? Is there anything else they do to stay safe on the internet?</li></ul>
10 minutes	Clauses of contrast, purpose and reason explanation and exercise	<ul style="list-style-type: none"><li>• Open the following link: <a href="https://test-english.com/grammar-points/b1/clauses-contrast-purpose-reason/">https://test-english.com/grammar-points/b1/clauses-contrast-purpose-reason/</a></li><li>• Go to the ‘explanation’ tab and work through the examples, asking students to make their own sentences periodically</li><li>• Do exercises 1 and 2.</li></ul>
10 minutes	Writing exercise	<ul style="list-style-type: none"><li>• Ask the student to spend a few minutes preparing a few lines to express how they feel about the internet, using the clauses of contrast/purpose and reason.</li><li>• For example: Although the internet has provided us with a way to easily communicate with people all over the world, it does have its dangers. We have to be careful when using the internet in order not to fall victim to scams.</li></ul>
10 minutes	‘Finish the sentence’ game	<ul style="list-style-type: none"><li>• Write the beginning of ten sentences on the board, and ask the student to finish one using the clauses of contrast, purpose and reason covered in the lesson.</li><li>• Example ten sentences (feel free to adapt these to your students interests: He is going on holiday/ She gave me a present/ They were a great football team/ My cat is not very happy/ I don’t like watching TV/ School was closed/ You have to work hard/ He decided to get married/ I left the party early/ I ate a burger</li></ul>
5-10 minutes	Cool down + instructions for next week	<ul style="list-style-type: none"><li>• Allow a few minutes of free talk at the end of class. For example, ask your student what they might be eating for dinner tonight, or how their weekend was.</li><li>• Ask students to complete</li></ul>

### Lesson 3

TITLE: Stereotypes

OBJECTIVE: Students will learn what a stereotype is, be able to give examples of common stereotypes and discuss in detail the positives and negatives of stereotypes.

TIME	ACTIVITY	INSTRUCTIONS
5-10 Minutes	Warm up – homework review	<ul style="list-style-type: none"><li>Go through homework from last week, making corrections if required</li></ul>
10 minutes	Discuss the meaning of stereotypes	<ul style="list-style-type: none"><li>Write 'stereotypes' on the board and ask the student if they know what it means. Write this meaning: <i>"A stereotype is a widely held but fixed and oversimplified image or idea of a particular type of person related to their race, nationality and sexual orientation...etc"</i></li><li>Give an example of a stereotype i.e. British people always drink tea. Girls aren't good at football.</li><li>Ask the student to think of more examples.</li><li>Then, ask the student about the examples you've discussed. Are there any you think are true? What about false?</li></ul>
10 minutes	Video	<ul style="list-style-type: none"><li>Tell the student you are going to watch a video about British stereotypes and ask them to jot down every stereotype mentioned in the video</li><li>Watch video: <a href="https://www.youtube.com/watch?v=R6Arg2L9f9w">https://www.youtube.com/watch?v=R6Arg2L9f9w</a></li><li>Ask the student what stereotypes were mentioned in the video.</li></ul>
15-20 minutes	Listening exercise	<ul style="list-style-type: none"><li>Open this link and listen to the audio: <a href="https://www.listenaminute.com/s/stereotypes.html">https://www.listenaminute.com/s/stereotypes.html</a></li><li>Then ask the student whether the person speaking likes or dislikes stereotypes. Engage the student in discussion – do you think this person is right? harm?</li><li>Write on the whiteboard good stereotypes/bad stereotypes and ask the students to think of examples for each category.</li><li>Then discuss: What ways can we combat stereotypes?</li></ul>
10 minutes	Cool down + instructions for next week	<ul style="list-style-type: none"><li>Allow around 10 minutes of free talk</li><li>Homework for next week – writing task: write about the stereotypes people have of your country</li></ul>

## Lesson 4

TITLE: Healthy eating + modal verbs

OBJECTIVE: The student will be able to understand and use vocabulary related to healthy eating. They will learn modal verbs and be able to use them in sentences related to healthy eating.

TIME	ACTIVITY	INSTRUCTIONS
10 Minutes	Warm up – homework review and job question	<ul style="list-style-type: none"> <li>Go through homework from last week, making corrections if required</li> <li>For the warm up, ask the student to write some examples of jobs on the board. Then discuss two questions “what is the best job you can imagine? What is the worst job you can imagine?”</li> </ul>
10 minutes	Healthy eating overview	<ul style="list-style-type: none"> <li>Open the following link: <a href="https://engoo.com/app/lessons/health-lifestyle-staying-healthy-healthy-eating/sA_SrOkREeepn3_ReGdY8w?category_id=0xcduMYWEei-XVPv0MdlmQ&amp;course_id=KBU08MfDEeik_Qc8ebzzrg">https://engoo.com/app/lessons/health-lifestyle-staying-healthy-healthy-eating/sA_SrOkREeepn3_ReGdY8w?category_id=0xcduMYWEei-XVPv0MdlmQ&amp;course_id=KBU08MfDEeik_Qc8ebzzrg</a></li> <li>Complete the first two sections with the student.</li> </ul>
10 minutes	Modal verbs	<ul style="list-style-type: none"> <li>Open the following link and go to the ‘explanation’ tab: <a href="https://test-english.com/grammar-points/b1/have-to-must-should/">https://test-english.com/grammar-points/b1/have-to-must-should/</a></li> <li>Using the diagram and information on the explanation tab, explain ‘must/mustn’t/have/don’t have to’, interacting with the student and asking them to read example sentences, checking for understanding</li> </ul>
10 minutes	Modal verbs and healthy eating+ role play	<ul style="list-style-type: none"> <li>Tell the student</li> <li>Using the whiteboard, write ‘must/mustn’t/have to/don’t have to’</li> <li>Ask the student to think of two sentences related to healthy eating for eat verb.</li> <li>E.g. you must eat a balanced diet/ you mustn’t eat junk food everyday/ you have to drink water/ you don’t have to go on strict diets</li> <li>Then tell the student that you are going to do a role play. The student will be a teacher, and you will be a child who is learning about healthy eating. Ask them to use some modal verbs when explaining about healthy eating.</li> </ul>
10 minutes	Food discussion	<ul style="list-style-type: none"> <li>Open this link and take turns with the student choosing questions to ask each other: <a href="https://en.islcollective.com/english-esl-worksheets/grammar/questions-interrogative/lets-talk-about-food/1995">https://en.islcollective.com/english-esl-worksheets/grammar/questions-interrogative/lets-talk-about-food/1995</a></li> </ul>
5 minutes	Cool down + instructions for next week	<ul style="list-style-type: none"> <li>Tell the student that the homework for next week is to complete the exercise tab of the link used earlier: <a href="https://test-english.com/grammar-points/b1/have-to-must-should/">https://test-english.com/grammar-points/b1/have-to-must-should/</a></li> <li>Ask the student to note down the score they got, and tell you</li> </ul>

## B2 lesson plans

### Lesson 1

TITLE: Introductions and personal identity

OBJECTIVE: Students will learn how to confidently talk about themselves, using a range of personality adjectives covered in this lesson. They will be able to say what personality adjectives do not match them, and also discuss the negative parts of their personality.

TIME	ACTIVITY	INSTRUCTIONS
10 Minutes	Warm up - Get to know each other ice breaker	<ul style="list-style-type: none"><li>• Share the screen with the student to display this worksheet: <a href="https://en.islcollective.com/english-esl-worksheets/grammar/questions-interrogative/lets-talk-about-you/4486">https://en.islcollective.com/english-esl-worksheets/grammar/questions-interrogative/lets-talk-about-you/4486</a></li><li>• Pick a question to ask the student, then ask the student to pick a question to ask you</li><li>• Repeat for around 15 minutes – this is a great chance for you and the student to get to know each other, and to practice conversation topics.</li></ul>
15 minutes	Video and discussion	<ul style="list-style-type: none"><li>• Open this link while sharing your screen: <a href="https://www.youtube.com/watch?time_continue=170&amp;v=xnlyOwgnlTo&amp;feature=emb_logo">https://www.youtube.com/watch?time_continue=170&amp;v=xnlyOwgnlTo&amp;feature=emb_logo</a></li><li>• Look at the video, stopping at 2:50.</li><li>• Ask comprehension questions about the video e.g. Why did Meryl's Mum call her Mary? Why was Nicole called Hokulani?</li><li>• Then use the video as a jumping off point to discuss names. Some example discussion questions: are you happy with your name? Do you think it suits your personality? Do you have a nickname? If you could change your name what would you change it to?</li></ul>
10 minutes	Adjective activity	<ul style="list-style-type: none"><li>• Using the whiteboard, ask the student to name as many personality adjectives as they can. Write them on the board.</li><li>• Then write three words: positive, negative and neutral. Ask the student, using the adjectives on the board, to pick one in each category that describes them. Ask the students to elaborate on their answers and provide examples.</li></ul>
15 minutes	Speaking activity	<ul style="list-style-type: none"><li>• Ask the student if they think their name could define their personality?</li><li>• Tell the student that some people believe that your personality is based on your name! The next activity will be looking this website and what it says about the students name. This isn't meant to be taken seriously and is just a bit of fun.</li><li>• Open this link: <a href="https://www.kabalarians.com/">https://www.kabalarians.com/</a></li></ul>

		<ul style="list-style-type: none"> <li>• Enter the students name and ask the student to read through the answers. Ask them if there are any words they do not understand.</li> <li>• Then ask the student to take a few minutes to prepare a minute/few minutes speech in which they tell you whether they agree or disagree with the personality adjectives, and why.</li> </ul>
5-10 minutes	Cool down + instructions for next week	<ul style="list-style-type: none"> <li>• Allow a few minutes of free talk at the end of class. For example, ask your student what they might be eating for dinner tonight, or how their weekend was.</li> <li>• Instructions for next week: Ask student to write a few sentences about whether they feel like their name has affected their life, the way people treat them etc.</li> </ul>

## Lesson 2

TITLE: Looking forward to the future - Future Perfect and Future Continuous

OBJECTIVE: Students will go over and practice future perfect and future continuous tenses. They will then be able to use these in sentences talking about their own future. This lesson also introduces students to a poem, and encourages them to think critically about the writing.

TIME	ACTIVITY	INSTRUCTIONS
10 Minutes	Warm up – homework review	<ul style="list-style-type: none"> <li>Go through homework from last week, making corrections if required</li> <li>Before the lesson, find a funny photo that depicts what you might like to look like when you are older. E.g. <a href="https://img.freepik.com/premium-photo/happy-funny-cool-old-lady-with-fashionable-clothes-portrait-colored-background-youthful-grandmother-with-extravagant-style-concepts-about-lifestyle-seniority-elderly-people_186382-25864.jpg?w=2000">https://img.freepik.com/premium-photo/happy-funny-cool-old-lady-with-fashionable-clothes-portrait-colored-background-youthful-grandmother-with-extravagant-style-concepts-about-lifestyle-seniority-elderly-people_186382-25864.jpg?w=2000</a></li> <li>Let this spark a light hearted conversation between you and your student, and ask them what kind of elderly person they'd like to be.</li> </ul>
15 minutes	Reading exercise - poem	<ul style="list-style-type: none"> <li>Open the following link and ask the student to read the poem: <a href="https://www.poemhunter.com/poem/warning/">https://www.poemhunter.com/poem/warning/</a></li> <li>Stop every few lines if needed, helping the student with any difficult words and comprehension</li> <li>Discuss the poem – what did they think? Explore with the student why the author only wants to be rebellious when she's elderly? Why not when she's young? Is there anything in the poem that they student already does/would not do?</li> </ul>
15 minutes	Future continuous and future perfect overview + exercises	<ul style="list-style-type: none"> <li>Open the following link: <a href="https://test-english.com/grammar-points/b1-b2/future-continuous-and-future-perfect/">https://test-english.com/grammar-points/b1-b2/future-continuous-and-future-perfect/</a></li> <li>Using the 'explanation' tab, go through the two future continuous and future perfect diagrams</li> <li>Go to the 'explanation' tab and work through the examples, asking students to make their own sentences periodically</li> <li>Do exercises 1 and 2 (you can also do 3 if you feel like your student needs a bit more practice)</li> </ul>
15 minutes	Writing exercise	<ul style="list-style-type: none"> <li>Ask the student to give you 2 or 3 future continuous and 2 or 3 future perfect sentences about what they'd like to do when they're older.</li> <li>Ask them to explain their answers.</li> </ul>
5-10 minutes	Cool down + instructions for next week	<ul style="list-style-type: none"> <li>Allow a few minutes of free talk at the end of class. For example, ask your student what they might be eating for dinner tonight, or how their weekend was.</li> <li>Tell students that their homework is to bring something along next week to class that makes their life easier, post covid19. This could be related on online learning.</li> </ul>

### Lesson 3

TITLE: Positives and negatives of online learning

OBJECTIVE: Students will be able to discuss the positives and negatives of online learning, using a range of adjectives covered in this lesson. Students will also learn the different ways online learning has been applied in different contexts.

TIME	ACTIVITY	INSTRUCTIONS
10 Minutes	Warm up – homework review and remote learning overview	<ul style="list-style-type: none"> <li>• Ask the student to show you the thing that makes their life easier in the age of online learning/life?</li> <li>• Ask the student to give a definition of what remote learning is. Ask them if, before Refunet, they have any experience of remote learning.</li> </ul>
10 minutes	Adjectives	<ul style="list-style-type: none"> <li>• Write the following adjectives on the whiteboard: productive fun lonely collaborative frustrating efficient enjoyable easy relaxed hard work independent reliable</li> <li>• Ask the student the meaning of these words, going through each one together.</li> <li>• Then ask the student to give you 3 positives and 3 negatives about remote learning, using some of the above adjectives.</li> </ul>
10 minutes	Video	<ul style="list-style-type: none"> <li>• Tell the student you are going to watch a video and ask them to take notes:</li> <li>• <a href="https://www.youtube.com/watch?v=bN64cI669qU&amp;list=PLWuYED1WVJINNwvkHWOjQWz5oS6z1yIVE&amp;index=8">https://www.youtube.com/watch?v=bN64cI669qU&amp;list=PLWuYED1WVJINNwvkHWOjQWz5oS6z1yIVE&amp;index=8</a></li> <li>• Ask the student to give you an overview of what the student in the video said about online learning, what were the positive and negative things she mentioned?</li> <li>• Does the student agree or disagree?</li> </ul>
15-20 minutes	Reading exercise	<ul style="list-style-type: none"> <li>• Open this link and work through the vocabulary section together: <a href="https://engoo.com/app/daily-news/article/us-schools-offer-online-gym-classes/0o58cjEpEequwdd--PBmCg">https://engoo.com/app/daily-news/article/us-schools-offer-online-gym-classes/0o58cjEpEequwdd--PBmCg</a></li> <li>• Then ask the student to read the article, making notes of any mispronunciations to go through at the end. Ask the student if there were any new words and explain if so.</li> <li>• Discuss what the student thought of the article. Was there anything they found particularly interesting?</li> <li>• Then move onto the discussion questions at the bottom of the page.</li> </ul>
10 minutes	Cool down + instructions for next week	<ul style="list-style-type: none"> <li>• Allow around 10 minutes of free talk</li> <li>• Homework for next week – writing task: Ask the student to write a report about their experiences of online learning and how it might be improved</li> </ul>

## Lesson 4

TITLE: Cooking + sense verbs

OBJECTIVE: Students will learn vocabulary related to cooking and recipes. Students will also learn stative and dynamic ways to use sense verbs. By the end students will confidently be able to describe meals using sense verbs.

TIME	ACTIVITY	INSTRUCTIONS
10 Minutes	Warm up – homework review and job question	<ul style="list-style-type: none"><li>• Go through homework from last week, making corrections if required</li><li>• For the warm up, ask the student if they like cooking. If they do, ask them what's the best meal they've ever made? And the worst? If they do not like cooking, ask who cooks for them and what their favourite meal is.</li></ul>
20 minutes	Healthy eating overview	<ul style="list-style-type: none"><li>• Open the following link: <a href="https://learnenglish.britishcouncil.org/general-english/video-zone/nadiyas-five-minute-crispy-egg-rolls">https://learnenglish.britishcouncil.org/general-english/video-zone/nadiyas-five-minute-crispy-egg-rolls</a></li><li>• Do the preparation task first, then look at the video together.</li><li>• Once the video is finished, ask the student about it. What do they think of that recipe? Were there any ingredients they didn't like?</li><li>• Read through the transcript if required, then do tasks 1 and 2 together.</li></ul>
5 minutes	Senses overview	<ul style="list-style-type: none"><li>• Ask the student for the five senses. Then write on the board each one, with a heading 'sensory impressions'</li><li>• Ask the student to give you a sentence with each sense to describe the previous recipe. E.g. It smells delicious. It looks nice. It feels soft. The cooking sounded noisy. It tastes fantastic.</li></ul>
15 minutes	Senses exercises	<ul style="list-style-type: none"><li>• Open the following link: <a href="https://test-english.com/grammar-points/b2/verbs-of-the-senses/">https://test-english.com/grammar-points/b2/verbs-of-the-senses/</a></li><li>• Go onto the 'explanation' tab and go through with the student the 'stative' use of senses, like our example sentences, and the 'dynamic' use</li><li>• Then do exercise 1</li></ul>
5 minutes	Food discussion	<ul style="list-style-type: none"><li>• Ask the student to tell you what they are having for dinner tonight/had for dinner last night. Ask them to explain it using the senses.</li></ul>
5 minutes	Cool down + instructions for next week	<ul style="list-style-type: none"><li>• Tell the student that the homework for next week is to write a paragraph about their favourite meal they've had in the past week, using the material learned in today's lesson.</li></ul>



# Teacher Instructions

This test is intended to give teachers a **rough estimate** of what their student's level is. It is not designed to give a full indication of ability or replace a full placement exam.

## Grammar

There are ten questions for each level.

Questions 1-10 = A1 level - beginner

Questions 11-20 = A2 level - elementary

Questions 21-30 = B1 level - pre-intermediate

Questions 31-40 = B1/B2 level - intermediate

Questions 41-50 = B2 level - upper intermediate

Students who have completed a level should be able to get 7/10 questions on that level correct. Answers are at the end of this PDF.

## Speaking

20 questions, starting easier and getting more challenging. Assessment should be based on fluency, range of language and pronunciation as well as accuracy.

## Writing

Five questions, starting easier and getting more challenging. Assessment should be based on range of language, style and structure as well as accuracy.

# Grammar Assessment

What's the missing word in each sentence? Try and complete as many as you can!

**Clue:** two contracted words count as one (e.g. can't, aren't).

1. "What's your name?"  
"\_\_\_\_\_ name's Anna."
2. I'm 13 years \_\_\_\_\_.
3. Red is my favourite \_\_\_\_\_.
4. "\_\_\_\_\_ are you from?"  
"I'm from Spain."
5. I \_\_\_\_\_ to school by bus.
6. I like dogs but I \_\_\_\_\_ like cats.
7. I'm \_\_\_\_\_ a blue T-shirt today.
8. \_\_\_\_\_ you reading a book or a comic?
9. I \_\_\_\_\_ pizza yesterday for dinner.
10. We \_\_\_\_\_ to France on holiday last year.
11. "Can you swim 100 metres?" "Yes, I \_\_\_\_\_."
12. Is Ben \_\_\_\_\_ tallest child in the class?
13. I think my football team is better \_\_\_\_\_ yours!
14. "Why are you learning English?" "\_\_\_\_\_ I want to be a singer."
15. "What \_\_\_\_\_ you like to eat?" "I'd like a piece of cake, please."

16. There are a lot of great shops in my town, but there aren't \_\_\_\_\_ cinemas.
17. "How \_\_\_\_\_ water do you need?" "Three bottles, please."
18. What are you \_\_\_\_\_ to do next weekend?
19. Have you \_\_\_\_\_ been to Asia?
20. I've never \_\_\_\_\_ a giraffe in real life - only on TV.
21. If it rains tomorrow, I \_\_\_\_\_ take an umbrella with me.
22. If I were a superhero, I \_\_\_\_\_ fly around the world.
23. The plane took \_\_\_\_\_ in Japan and landed in Australia.
24. I hope I get to go to university next year, but everything depends \_\_\_\_\_ my grades.
25. A new kind of dinosaur \_\_\_\_\_ discovered by scientists last week.
26. \_\_\_\_\_ you got a pet at home?
27. What time is the concert \_\_\_\_\_ to start tomorrow?
28. I used \_\_\_\_\_ learn French, but now I learn English.
29. I'm very short but I wish I \_\_\_\_\_ tall.
30. By the time I arrived home, my dad \_\_\_\_\_ already finished cooking dinner, and everything was ready to eat.
31. I've \_\_\_\_\_ living in China for seven years.
32. She \_\_\_\_\_ me that she was going to be late because of the traffic.
33. I wish I \_\_\_\_\_ spent all my money last weekend! Now I can't buy anything!

34. I'll live with my parents \_\_\_\_\_ I get my own flat.
35. That lady over there is your sister, \_\_\_\_\_ she?
36. Mary isn't as tall \_\_\_\_\_ her brother.
37. A bakery is a place \_\_\_\_\_ you can buy fresh bread.
38. Today \_\_\_\_\_ been the best day of my life.
39. I don't think you \_\_\_\_\_ walk around by yourself after 10 p.m. around here - it's dangerous.
40. You \_\_\_\_\_ have to wear a uniform to our school - you can wear whatever you like.
41. The students apologised \_\_\_\_\_ being late to the exam.
42. Katie Perry is one of my favourite \_\_\_\_\_.
43. I don't mind you \_\_\_\_\_ my books, but please put them back where you found them.
44. It's \_\_\_\_\_ to rain tomorrow - there's a 60% chance.
45. Just imagine! This time tomorrow, we'll be \_\_\_\_\_ in the sea!
46. You \_\_\_\_\_ have seen James yesterday - he's on holiday in Spain.
47. If you won't help her, then I \_\_\_\_\_!
48. \_\_\_\_\_ I've never been to Greece, I've learnt a few words in Greek.
49. I would have forgotten about the meeting today if Sally hadn't brought it \_\_\_\_\_ on the way home.
50. "Is he going to be really angry?" "I hope \_\_\_\_\_!"

51. Right, it's 9 p.m. so I'd \_\_\_\_\_ go home now - I have to be up early.
52. When I was little, my father \_\_\_\_\_ always pick us up from school and take us to eat ice cream in the park.
53. I had to drive for eight hours in \_\_\_\_\_ to reach the coast.
54. Rachel \_\_\_\_\_ eating the cookies. "It wasn't me!" she protested.
55. I vividly remember \_\_\_\_\_ my puppy down the road when I was five.
56. I've been to Paris, but \_\_\_\_\_ I'd really like to do one day is visit Rome.
57. \_\_\_\_\_ on the top floor of a skyscraper is an incredible experience.
58. I'm going to \_\_\_\_\_ my house repainted tomorrow.
59. Your final report is \_\_\_\_\_ on Monday the 22<sup>nd</sup>. Don't be late!
60. \_\_\_\_\_ seemed to me that I wasn't welcome to stay any longer, and so I left.

# 20 Speaking Questions to Assess Level

## A1 - Beginner Level

1. What's your name?
2. Where are you from?
3. What do you do every day?
4. What are your hobbies?
5. What did you do on your last holiday?

## A2 - Elementary Level

6. Do you enjoy school? Why or why not?
7. What are you going to do at the weekend?
8. Can you describe the clothes that you're wearing today?
9. Can you describe a friend of yours? What do you like about them?
10. Can you describe your home? What do you like about it?

## B1 - Pre-Intermediate Level

11. What's your favourite meal? Why? Can you describe how to make it?
12. Tell me about a great present that you got. What was good about it?
13. Do you think dogs or cats are better pets? Why?
14. Where in the world would you most like to visit? Why?
15. What job would you like to do in the future? What jobs wouldn't you like? Why?

## B1+ - Intermediate Level and Above

16. If you could have a superpower, what would it be and why?
17. Which do you think is more important and why - learning maths or learning how to dance?
18. Do you think people spend too much time on their phones nowadays? Why or why not?
19. Tell me about a book or film that you read or watched recently. What were the best and worst parts? Would you recommend it? Why or why not?
20. If you could go back in time, when would you go and what would you do?

# Five Writing Questions to Assess Level

## 1. Introduce yourself and your family.

You could write about:

- your names;
- how old you are;
- where you are from;
- what you do every day;
- what you like.

## 2. Write about a day that you were really happy.

You could write about:

- where you were;
- who you were with;
- what happened;
- what made you happy.

## 3. What plans and goals do you have for the future?

You could write about:

- your career or studies;
- your personal goals;
- the goals of your friends and family.

## 4. If a visitor came to your hometown for a day, what would you recommend they do?

You could write about:

- interesting things to see;
- where to have a meal;
- what to eat;
- fun things to do in the evening;
- where to stay.

## 5. Which is better - reading a book or watching a film? Why?

You could write about:

- what's good about both generally;
- which you prefer personally.

# Grammar Assessment Answers

There may be some acceptable variation in student answers.

1. "What's your name?"  
"My name's Anna."
2. I'm 13 years **old**.
3. Red is my favourite **colour**.
4. "Where are you from?"  
"I'm from Spain."
5. I **go** to school by bus.
6. I like dogs but I **don't** like cats.
7. I'm **wearing** a blue T-shirt today.
8. **Are** you reading a book or a comic?
9. I **had/ate/cooked/made** pizza yesterday for dinner.
10. We **went** to France on holiday last year.
  
11. "Can you swim 100 metres?" "Yes, I **can**."
12. Is Ben **the** tallest child in the class?
13. I think my football team is better **than** yours!
14. "Why are you learning English?" "**Because** I want to be a singer."
15. "What **would** you like to eat?" "I'd like a piece of cake, please."
16. There are a lot of great shops in my town, but there aren't **any** cinemas.
17. "How **much** water do you need?" "Three bottles, please."
18. What are you **going** to do next weekend?
19. Have you **ever** been to Asia?
20. I've never **seen** a giraffe in real life - only on TV.
  
21. If it rains tomorrow, I **will/ll** take an umbrella with me.
22. If I were a superhero, I **would/could** fly around the world.
23. The plane took **off** in Japan and landed in Australia.
24. I hope I get to go to university next year, but everything depends **on** my grades.



25. A new kind of dinosaur **was** discovered by scientists last week.
26. **Have** you got a pet at home?
27. What time is the concert **going** to start tomorrow?
28. I used **to** learn French, but now I learn English.
29. I'm very short but I wish I **was/were** tall.
30. By the time I arrived home, my dad **had/'d** already finished cooking dinner, and everything was ready to eat.
31. I've **been** living in China for seven years.
32. She **told/informed** me that she was going to be late because of the traffic.
33. I wish I **hadn't** spent all my money last weekend! Now I can't buy anything!
34. I'll live with my parents **until** I get my own flat.
35. That lady over there is your sister, **isn't** she?
36. Mary isn't as tall **as** her brother.
37. A bakery is a place **where** you can buy fresh bread.
38. Today **has/'s** been the best day of my life.
39. I don't think you **should** walk around by yourself after 10 p.m. around here - it's dangerous.
40. You **don't** have to wear a uniform to our school - you can wear whatever you like.
41. The students apologised **for** being late to the exam.
42. Katie Perry is one of my favourite **singers/artists/musicians**.
43. I don't mind you **borrowing/using/reading** my books, but please put them back where you found them.
44. It's **likely** to rain tomorrow - there's a 60% chance.
45. Just imagine! This time tomorrow, we'll be **swimming** in the sea!
46. You **can't/couldn't** have seen James yesterday - he's on holiday in Spain.
47. If you won't help her, then I **will!**
48. **Although** I've never been to Greece, I've learnt a few words in Greek.
49. I would have forgotten about the meeting today if Sally hadn't brought it **up** on the way home.
50. "Is he going to be really angry?" "I hope **not!**"

51. Right, it's 9 p.m. so I'd **better** go home now - I have to be up early.
52. When I was little, my father **would** always pick us up from school and take us to eat ice cream in the park.
53. I had to drive for eight hours in **order** to reach the coast.
54. Rachel **denied** eating the cookies. "It wasn't me!" she protested.
55. I vividly remember **walking** my puppy down the road when I was five.
56. I've been to Paris, but **what** I'd really like to do one day is visit Rome.
57. **Being** on the top floor of a skyscraper is an incredible experience.
58. I'm going to **have/get** my house repainted tomorrow.
59. Your final report is **due** on Monday the 22<sup>nd</sup>. Don't be late!
60. **It** seemed to me that I wasn't welcome to stay any longer, and so I left.