

A1 / 25 min / Free · no registration

Lunch for two

Free materials for teaching English as an additional language: short reading texts, vocabulary, comprehension questions with answers, and discussion activities. No registration is needed. The suggested levels are a guide; adapt the tasks to your learners.

You may print and copy these materials free of charge for your own classes. Keep the website name and source address.

All stories, people and situations are invented for language learning. These are practice texts, not reports of real events.

Learning objective: Learners find details about food, people and time, then describe a simple plan for a meal.

Before reading: Show pictures of bread, tomatoes and soup. Ask learners to name the food and say what they have for lunch.

Reading

It is Sunday. Ben is at home with his friend Maya. They want to make lunch. There is bread in the kitchen, but there are no tomatoes. Ben takes a bag and walks to a small shop.

The shop is near the park. Ben buys six tomatoes and two apples. He pays with his card. Then he walks home. Maya is in the kitchen. She has a big pot and some water.

They make tomato soup together. Ben cuts the bread. At one o'clock, they sit at the table and eat. After lunch, Maya washes the bowls. Ben puts the apples in a box for tomorrow.

Vocabulary

lunch: a meal that people usually eat in the middle of the day

kitchen: a room where people make food

bag: something you use to carry things

pot: a container used to cook food

together: with another person or other people

bowl: a deep dish used for food such as soup

Reading questions

1. Who is at home with Ben?

2. Where is the small shop?

3. How many tomatoes does Ben buy?

4. What do Ben and Maya make for lunch?

5. What time do they eat?

Discuss together

1. What would you like to make for lunch with a friend?
2. Do you like to cook alone or with another person? Why?

Extension activity

In pairs, write a shopping list for a simple lunch. Decide who buys the food, who makes the lunch and who washes the dishes.

A2 / 35 min / Free · no registration

A welcome walk

All stories, people and situations are invented for language learning. These are practice texts, not reports of real events.

Learning objective: Learners follow a sequence of events, identify practical arrangements and write a short invitation.

Before reading: Ask: What places would you show someone who is new to your neighbourhood? Learners choose three places and compare their choices.

Reading

In an imaginary neighbourhood, a community group organised a welcome walk. Sam moved there two months earlier. He knew the station and supermarket, but not many people. He suggested a short walk to help new neighbours meet each other.

The group met outside the library on Saturday at ten in the morning. A volunteer called Aisha gave everyone a simple map. There were three stops: a community garden, a sports centre and a café. The walk was free, and people did not need to book. Children could come with an adult.

At the garden, a gardener explained when neighbours could help with the plants. At the sports centre, they read a list of activities. Then it started to rain. Instead of walking through the park, Aisha took the group straight to the café.

Twelve people finished the walk together. Some bought drinks, but buying something was not required. Before leaving, they wrote suggestions on the back of their maps. Several people asked for another walk on a weekday evening.

Vocabulary

neighbourhood: the area around the place where someone lives

volunteer: a person who chooses to help without being paid

map: a picture that shows where places are

stop: a place where people pause during a journey

book: to arrange a place or activity before you go

required: necessary because of a rule or arrangement

Reading questions

1. Who suggested the welcome walk?

2. Where and when did the group meet?

3. Did people need to book a place?

4. Why did Aisha take the group straight to the café?

5. Where did people write their suggestions?

Discuss together

1. Which three places would make a useful welcome walk in an imaginary neighbourhood?
2. What could organisers do to help people feel comfortable in a new group?

Extension activity

Write an invitation to your own imaginary welcome walk. Include the meeting place, day, time, two stops and information about booking.

B1 / 45 min / Free · no registration

A better way to reach the market

All stories, people and situations are invented for language learning. These are practice texts, not reports of real events.

Learning objective: Learners compare proposals, identify reasons and concerns, and support a recommendation with evidence from a text.

Before reading: Draw a market between a bus stop and a row of homes. Ask learners what might help people reach it and what problems a change could cause.

Reading

In an invented town, residents are discussing how to improve the journey to the Saturday market. The road outside the market is narrow, and the nearest bus stop is a fifteen-minute walk away. A local group has suggested two options: move the bus stop closer or create a short walking route through an unused courtyard.

Nina supports moving the stop. She carries shopping for her father and thinks a shorter journey would help people with heavy bags. However, a bus would need enough space to stop safely. A market seller is concerned that this could remove the place where delivery vans unload before the stalls open.

Omar prefers the courtyard route. It would connect the existing bus stop to the market without changing the road. He explains that the route would take five minutes to walk. Some residents like this idea, but a neighbour points out that the courtyard has poor lighting and an uneven surface. These problems would need attention before anyone used it as a public path.

The group has not chosen an option. First, it will ask a transport planner to check whether a closer stop is possible. It will also request a separate estimate for improving the courtyard. Residents can comment at the library for three weeks. The group will compare safety, cost and access before making a recommendation. Neither proposal has been approved yet.

Vocabulary

resident: a person who lives in a particular place

courtyard: an open area next to or surrounded by buildings

unload: to take goods out of a vehicle

uneven: not flat or smooth

estimate: a calculation of a likely cost or amount

access: the ability to reach, enter or use a place

Reading questions

1. How far is the existing bus stop from the market on foot?

2. Why does Nina support moving the bus stop?

3. What is the market seller concerned about?

4. What two problems does the neighbour identify in the courtyard?

5. Where and for how long can residents comment?

Discuss together

1. Which option would you investigate first? Give two reasons and acknowledge one concern.
2. How could the group include people who cannot visit the library?

Extension activity

Write a recommendation of 80-100 words. Compare the two options, identify one piece of missing information and explain what you would check before making a final decision.

A1 / 25 min / Answers and teacher notes

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Answers and teacher notes

1. Who is at home with Ben?

His friend Maya is at home with him.

2. Where is the small shop?

It is near the park.

3. How many tomatoes does Ben buy?

He buys six tomatoes.

4. What do Ben and Maya make for lunch?

They make tomato soup.

5. What time do they eat?

They eat at one o'clock.

How to use these materials

1. Ask learners to underline the food words first, then circle the numbers and the time.
2. Use the text to practise "there is" and "there are". Learners can describe an imaginary kitchen rather than their own home.
3. Accept short answers during the first reading. Model complete sentences when checking the answers together.

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A2 / 35 min / Answers and teacher notes

A welcome walk

All stories, people and situations are invented for language learning. These are practice texts, not reports of real events.

Answers and teacher notes

1. Who suggested the welcome walk?

Sam suggested it.

2. Where and when did the group meet?

Outside the library on Saturday at ten in the morning.

3. Did people need to book a place?

No, they did not need to book.

4. Why did Aisha take the group straight to the café?

Because it started to rain.

5. Where did people write their suggestions?

On the back of their maps.

How to use these materials

1. Build a simple timeline from Sam's suggestion to the written feedback. Ask learners to find the past-tense verbs.
2. Check the distinction between a free activity and an optional purchase: the walk and the café purchase have different arrangements.
3. Let learners invent a neighbourhood if they prefer not to discuss where they live or when they moved.

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B1 / 45 min / Answers and teacher notes

A better way to reach the market

All stories, people and situations are invented for language learning. These are practice texts, not reports of real events.

Answers and teacher notes

1. How far is the existing bus stop from the market on foot?

It is a fifteen-minute walk away.

2. Why does Nina support moving the bus stop?

She carries shopping for her father and thinks a shorter journey would help people with heavy bags.

3. What is the market seller concerned about?

A new stop could remove the place where delivery vans unload before the stalls open.

4. What two problems does the neighbour identify in the courtyard?

Poor lighting and an uneven surface.

5. Where and for how long can residents comment?

At the library for three weeks.

How to use these materials

1. Ask learners to label each statement as a description, a proposal or an opinion. All descriptions belong to the invented scenario.

2. Practise linking phrases such as “although”, “however”, “because” and “before deciding”. Encourage learners to refer to a specific detail.

3. Keep the final decision open. Assess how learners weigh the evidence, rather than which option they select.

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