

**YEAR 7**

# **ENGLISH**

**KEY STAGE 3**

**UNIVERSAL  
ENGLISH  
ACADEMY**

- Lesson 1 – Talking About Myself
- Lesson 2 – Family and Friends
- Lesson 3 – School Life
- Lesson 4 - Hometown
- Lesson 5 – Sports and Health
- Lesson 6 – Money and Finances
- Lesson 7 – Life Skills
- Lesson 8 – Countries Around the World
- Lesson 9 – At Home
- Lesson 10 – Shopping for Food
- Lesson 11 – Computer Literacy
- Lesson 12 – Visiting Family
- Lesson 13 – Scheduling and Planning
- Lesson 14 – A City
- Lesson 15 – Your Local Economy
- Lesson 16 – The Earth
- Lesson 17 – Last Week’s Trip
- Lesson 18 – Next Week’s Trip

# Lesson 1 – Talking About Myself (CEFR A1)

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## 1. Speaking Warm-up

Discuss the following questions with a partner:

1. What is your full name?
2. How old are you and when is your birthday?
3. Where do you live? Describe your town or village.
4. What is your favorite subject at school? Why?
5. What do you usually do at the weekend?
6. Who is your best friend and why?



## 2. Vocabulary

Learn the following words and their synonyms/antonyms:

- Friendly (synonym: kind / antonym: unfriendly)
- Tall (synonym: high / antonym: short)
- Shy (synonym: quiet / antonym: confident)
- Clever (synonym: smart / antonym: silly)
- Interesting (synonym: exciting / antonym: boring)
- Enjoy (synonym: like / antonym: hate)
- Happy (synonym: glad / antonym: sad)
- young (synonym: youthful / antonym: old)

Make a sentence using at least one of the words above:

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## 3. Grammar Focus – (Verb to be is/am/are) + Present Simple (like/likes)

**Verb to be** - I am, You are, He/She is, We are, They are

**Present Simple** - I play, You play, He/She plays, We play, They play

Examples:

- I am 14 years old.
- She is my sister.
- I play football every Saturday.

- He likes music but he doesn't like dancing.

Practice: Complete the sentences:

1. My brother \_\_\_\_\_ 12 years old.
2. I \_\_\_\_\_ to school every day.
3. She \_\_\_\_\_ pizza but she \_\_\_\_\_ pasta.
4. They \_\_\_\_\_ from France.
5. I usually \_\_\_\_\_ breakfast at 7:30.

## 4. Reading & Comprehension

Read the text:

Hello! My name is Daniel. I am 13 years old and I come from Spain. I live in a small town near Madrid with my parents and my little sister. On weekdays, I go to school. My favorite subject is English because I like learning new languages. At the weekend, I play football with my friends and sometimes we go to the cinema. I am friendly but a little shy. My best friend is David. He is very funny and clever. My favorite color is green and my favorite food is pizza.

Answer the questions:

1. How old is Daniel?
2. Where does he live?
3. Who does he live with?
4. What is his favorite subject and why?
5. What does he do at the weekend?
6. What are two adjectives he uses to describe himself?
7. What is his best friend like?

## 5. Roleplay

Work in pairs. Interview your partner using the questions below, then write down their answers and introduce them to the class.

- What is your name and age?
- Where are you from?
- What do you usually do after school?
- What is your favorite subject at school? Why?
- What do you usually do at the weekend?
- Who is your best friend? Describe them.

## 6. Writing

Write a short paragraph (8–10 sentences) about yourself. Include information about your name, age, family, hobbies, favorite subject, favorite food, and your personality.

Example:

My name is Anna. I am 14 years old and I live in Poland with my parents and my brother. I like English because it is interesting. After school, I usually listen to music or play basketball. At the weekend, I visit my grandparents. My favorite food is spaghetti. I am friendly and sometimes shy. My best friend is Maria. She is clever and kind.

## Lesson 2 – Family and Friends (CEFR A1)

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### 1. Speaking Warm-Up (10 minutes)

Questions for students (pair or group work):

1. Do you have a big family or a small family?
2. How many brothers and sisters do you have?
3. Who is your best friend?
4. What do you like to do with your friends?
5. Who is the funniest person in your family?



### 2: Vocabulary – Family & Adjectives (10 minutes)

Family words: mother/mom, father/dad, sister, brother, grandmother, grandfather, cousin, aunt, uncle, friend/best friend.

Adjectives for people: funny, kind, tall, short, friendly, quiet, smart, helpful, lazy, happy,

Activity: Choose some words from the adjectives above to describe someone.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

### 3: Grammar Focus – is / have / has (10 minutes)

Examples:

- She is my mother.
- He is tall.
- I have one sister.
- She has two brothers.

Practice: Complete the sentences:

6. This \_\_\_\_ my friend.
7. He \_\_\_\_ short and funny.
8. I \_\_\_\_ two cousins.

9. She \_\_\_\_ a kind aunt.
10. I \_\_\_\_ a lot of friends.

#### 4: Reading & Comprehension (10 minutes)

Text:

"Hello! My name is Emma. I am 13 years old. I have one brother and one sister. My brother is tall and funny. My sister is quiet and kind. My best friend is Maria. She has two brothers. She is very friendly and smart. We like to play football together."

Questions:

11. How old is Emma?
12. How many brothers and sisters does Emma have?
13. What is her brother like?
14. Who is Emma's best friend?
15. What do Emma and Maria like to do together?

#### 5: Roleplay (10 minutes)

Activity: Students work in pairs. Roleplay introducing family and friends.

Student A: "Hello! This is my family. This is my mother. She is kind. I have one brother. He is funny."

Student B: "Nice! I have one sister. She is tall and friendly."

Student A: "Do you have a big or small family? What do you like to do together?"

Student B: "I have quite a small family. We like to visit new places and take photographs together."

Encourage students to ask each other questions: Do you have a brother? Is your sister kind?

#### 6: Writing (10 minutes)

Task: Write 5–6 sentences about your family and one friend. Use is / have / has and adjectives.

Example: "I have one brother. He is tall and smart. My mother is kind. My best friend is Tom. He has one sister. He is funny and friendly."

# Lesson 3 – School Life (CEFR A1)

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## 1. Speaking Warm Up

1. What is your favourite subject at school?
2. What time do you go to school?
3. Who is your favourite teacher?
4. Do you like homework? Why or why not?



## 2. Vocabulary: School Words

Activity: Write a sentence with each word. Example: I go to school every day.

**school, teacher, student, classroom, subject, desk, board, homework**

- timetable – a schedule for classes
- nervous – feeling a little scared
- friendly – kind and nice
- science lab – a classroom for science experiments
- subjects – English, Math, Science, etc.

 Match the word to its meaning:

- |              |                                  |
|--------------|----------------------------------|
| 1. Teacher   | a. A person who learns           |
| 2. Classroom | b. A place to learn              |
| 3. Student   | c. A person who teaches          |
| 4. Homework  | d. Work you do at home           |
| 5. Lunch     | e. Meal in the middle of the day |

 Fill in the blanks with the correct word:

**Words: desk, subject, board, break, school**

1. My favorite \_\_\_\_\_ is English.
2. I sit at my \_\_\_\_\_.
3. The teacher writes on the \_\_\_\_\_.
4. We have a \_\_\_\_\_ at 10 o'clock.
5. I go to \_\_\_\_\_ from Monday to Friday.

### 3. Grammar Focus: Present Simple

I/You/We/They → no -s (Example: I go to school.)

He/She/It → add -s (Example: He goes to school.)

Complete the sentences:

1. She \_\_\_\_\_ (go) to school at 8.
2. I \_\_\_\_\_ (have) lunch at 12.
3. He \_\_\_\_\_ (play) football.
4. We \_\_\_\_\_ (study) English.

### 4. Reading & Comprehension

Read the text:

Hello! My name is Anna. I am 13 years old. I go to school from Monday to Friday. I get up at 7 o'clock and have breakfast. School starts at 8. My favorite subject is Math. I have lunch at school. After school, I do my homework and play football.

Answer the questions:

1. What time does Anna get up?
2. What is her favorite subject?
3. Does she go to school on Saturday?

### 5. Roleplay - In the Classroom

**Anna:** Hi, Tom!

**Tom:** Hi, Anna! How are you?

**Anna:** I'm fine, thank you. And you?

**Tom:** I'm good! What is your favourite subject?

**Anna:** I like English. It is fun! What about you?

**Tom:** I like maths. It is interesting.

**Anna:** Oh nice! Do we have homework today?

**Tom:** Yes, we have maths homework.

**Anna:** Oh no!

**Tom:** Don't worry. It's easy!

### 6. Writing

Write 5 sentences about your school day. Use these prompts:

- I get up at...
- I go to school at...
- My favorite subject is...

- I eat lunch at...
- After school, I...

## Lesson 4 – Hometown (CEFR A1)

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### 1. Speaking Warm Up:

1. Where is your hometown?
2. Is your hometown big or small?
3. What do you like about your hometown?
4. Are there any parks, shops, or schools in your hometown?



### 2. Vocabulary: My Hometown

Word	Meaning
town	a small city or place
city	a big town
home	the place where you live
street	a road in a town
park	a green place to play
school	a place to learn
shop	a place to buy things
restaurant	a place to eat food
river	water that flows

### Adjectives to Describe Places

Adjective	Meaning
beautiful	very nice to look at
quiet	not noisy
busy	full of people/things
clean	not dirty
old	built a long time ago
new	built recently
friendly	kind and nice people
safe	no danger

### 3 Grammar Focus : There is / There are

Circle the correct option.

1. There is / There are a supermarket in my town.
2. There is / There are many houses near the park.
3. There isn't any / There aren't any libraries in my village.

### Exercise 2: Fill in the blanks with your own answers

1. I live in a small \_\_\_\_\_.
2. My house is near the \_\_\_\_\_.
3. I go to \_\_\_\_\_ every day.
4. There is a \_\_\_\_\_ next to my home.
5. I like to eat in a \_\_\_\_\_.

## 4: Reading & Comprehension

Hello! My name is Anna. I live in a small town in Italy. There is a big park in my town. There are two schools and one supermarket. There is a bus station near the centre. There isn't any cinema, and there aren't any shopping centres. My town is quiet and friendly. I like my hometown very much.

Comprehension Questions: True or False?

1. Anna lives in a big city.
2. There is a park in her town.
3. There are three schools in her town.
4. There is a cinema in her town.
5. Anna likes her hometown.

## 5. Roleplay: Talking About My Hometown

Student A: Ask questions about Student B's hometown. Student B: Answer using vocabulary and adjectives.

Example:

Student A: Where do you live?

Student B: I live in a small town.

Student A: Is it a quiet or busy place?

Student B: It is quiet and safe.

Student A: Are the buildings old or new?

Student B: There are old buildings and a new school.

Student A: Are the people friendly?

Student B: Yes, the people are very friendly.

## 6: Writing

Write a short paragraph about your hometown. Use:

- There is...

- There are...
- There aren't any...

## Lesson 5 – Sports and Health (CEFR A1)

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### 1. Warm-Up Activity

1. Do you play any sports?
2. What is your favourite sport?
3. How often do you play sports?
4. Have you ever played on a team?



### 2. Vocabulary – Sports & Healthy Habits

A. Match the words and pictures:

1. volleyball 🏐
2. gym 🏊
3. hiking 🥾
4. yoga 🧘
5. football ⚽

5. vegetables 🥬
6. fast food 🍔
7. energy 🔋
8. exercise 🏃
9. water 💧
10. sleep 😴

B. Complete the sentences:

1. I eat \_\_\_\_\_ because it is healthy.
2. I drink \_\_\_\_\_ every day.
3. \_\_\_\_\_ gives me energy.

### 3. Grammar Focus – Present simple - Frequency Adverbs

We use adverbs of frequency to talk about habits:

- I always drink water.
- She usually plays tennis.
- We sometimes eat fast food.
- They never go hiking.

Practice: Fill in the blanks with: always / usually / sometimes / never

1. I \_\_\_\_\_ eat vegetables.
2. We \_\_\_\_\_ go to the gym on Monday.
3. He is lazy. He \_\_\_\_\_ plays sport.
4. I am very healthy. I \_\_\_\_\_ drink cola.

#### 4. Reading & Comprehension

Read the text:

My name is Daniel. I am 14 years old. I love sports because they make me feel strong and happy. I usually play basketball at school twice a week. On weekends, I sometimes go hiking with my family. My sister doesn't like sports, but she does yoga every morning. To stay healthy, we eat vegetables and fruit every day, and we don't eat fast food very often. I drink water, but my sister usually drinks tea.

Answer the questions:

1. How old is Daniel?
2. How often does he play basketball?
3. What does he do on weekends?
4. What sport does his sister do?
5. What food do they eat every day?
6. What drink does Daniel's sister usually have?

#### 5. Roleplay – Talking About Sports & Health

Work in pairs.

Student A: You are a school reporter. Ask about your partner's sports and health habits.

- What sport do you like?
- How often do you do it?
- Do you eat healthy food?
- What do you drink every day?
- What habits do you have that keep you healthy?
- Do you have any unhealthy habits?

Student B: Answer the questions. Then ask your partner.

#### 6. Writing

Write a short paragraph (6–8 sentences) about your healthy lifestyle. Include:

- Sports you do and how often (adverbs of frequency)
- Food/drinks you like (healthy or unhealthy)
- Why health is important for you

Example:

I usually play football twice a week with my friends. I sometimes go swimming in summer. I eat fruit and vegetables every day, but I don't like salad. I usually drink water and

sometimes juice. I think sports are important because they give me energy and make me happy.

## Lesson 6 – Money and Finances (CEFR A1)

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### 1. Speaking Warm-up

Discuss these questions with a partner:

- Do you get pocket money?
- What do you usually buy with your money?
- Do you save your money or spend it quickly?
- What would you buy if you had €50?
- Is it better to save money or spend it? Why?



### 2. Vocabulary

Match the words with the pictures (your teacher will show you).

coin, note, wallet, purse, bank, shop, price, cheap, expensive, money, buy, sell, save, spend

Word Work: Write the opposite words.

1. cheap → \_\_\_\_\_
2. save → \_\_\_\_\_
3. buy → \_\_\_\_\_
4. wallet → \_\_\_\_\_

### 3. Grammar

We use 'can' for ability and permission.

- I can buy an apple for €1.
- You can save your money in the bank.
- Can I pay by card?

Fill in the blanks:

1. I \_\_\_\_ buy sweets for €2.
2. \_\_\_\_ I pay in coins?
3. She \_\_\_\_ save her pocket money.

## 4. Reading Comprehension

Read the text:

Maria has €10. She goes to the shop. She buys a book for €5 and a pen for €2. She pays with a €10 note. The shop assistant gives her €3 change. Maria is happy because she can still save some money.

Answer the questions:

1. How much money does Maria have at the start?
2. What does she buy?
3. How much is the book?
4. How much change does she get?
5. Can Maria save some money?

## 5. Roleplay

Work in pairs. One is the shop assistant, the other is the customer.

Use this dialogue:

- Customer: Hello. Can I buy \_\_\_?
- Shop assistant: Yes, it's €\_\_.
- Customer: Here is €\_\_.
- Shop assistant: Thank you. Here is your change.

## 6. Writing

Write 4–5 sentences about your own money. Example:

- I have £\_\_\_.
- I usually buy \_\_\_.
- I can save £\_\_\_ every week.
- I want to buy \_\_\_.
- If I had £100, I would buy \_\_\_.

# Lesson 7 – Life Skills (CEFR A1)

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## 1. Speaking Warm-up

Discuss these questions with a partner:

- Can you cook something by yourself?
- Can you clean your room?
- What life skill do you want to learn?
- Do you help at home? How?
- Is it important to learn life skills? Why?
- Who taught you your first life skill?



## 2. Vocabulary

Read the vocabulary below and make sentences with the key words.

cook, clean, wash, iron, sew, shop, fix, help, healthy, housework, chores, tidy, swim

Word Work: Circle the word that doesn't belong.

1. cook, clean, chair
2. wash, tidy, table
3. swim, house, fix

## 3. Grammar

We use 'can' and 'can't' for life skills.

- I can cook pasta.
- I can't drive a car.
- Can you wash the dishes? Yes, I can / No, I can't.

Fill in the blanks:

1. I \_\_\_\_ make my bed.
2. \_\_\_\_ you ride a bike?
3. He \_\_\_\_ sew his shirt.

Present Simple: We use present simple to talk about habits.

She can cook pasta and rice. Anna can help her family. I can't fix the washing machine.

## 4. Reading & Comprehension

Read the text:

Anna is 13 years old. She can cook pasta and rice. She can clean her room and water the plants. She can't drive a car or use a washing machine. Anna helps her family every weekend.

Answer the questions:

1. How old is Anna?
2. What can she cook?
3. What can she do to help at home?
4. What can't she do?
5. When does Anna help her family?

## 5. Roleplay

Work in pairs. One is the parent, the other is the teenager.

Use this dialogue:

- Parent: Can you help me today?
- Teenager: Yes, I can \_\_\_\_\_.
- Parent: Thank you. Can you also \_\_\_\_\_?
- Teenager: Sorry, I can't.

## 6. Writing

Write 4 sentences about your own life skills. Use the present simple and perfect tense.

Think about what life skills you already have. Talk about why they are useful for you.

Example: Life skills Important for our daily lives. I can cook and clean. I can tidy my room. I can't use the washing machine. I want to learn how to grow my own food. I think this would be a useful life skill because .....

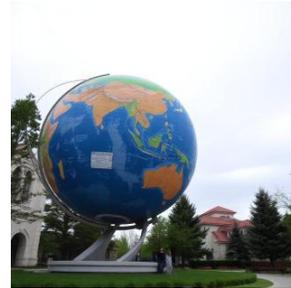
- I can \_\_\_\_\_.
- I can \_\_\_\_\_.
- I can't \_\_\_\_\_.
- I can't \_\_\_\_\_.
- I want to learn to \_\_\_\_\_.

# Lesson 8 – Countries Around the World (CEFR A1)

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## 1. Speaking Warm-Up

1. What country are you from?
2. Which countries do you know?
3. Which country would you like to visit?
4. What languages do people speak in other countries?



## 2. Vocabulary: Countries & Nationalities

- Country – Nationality
- Japan – Japanese
- Brazil – Brazilian
- Canada – Canadian
- Spain – Spanish
- Egypt – Egyptian
- Australia – Australian

## 3. Grammar: "be" for Countries and Nationalities

We use 'am/is/are' to talk about countries and nationalities.

Examples:

- I am from Canada.
- She is Japanese.
- They are Brazilian.

## 4. Reading & Comprehension

Hello! My name is Anna. I am from Spain. I am Spanish. My friend Lucas is from Brazil. He is Brazilian. We like learning about countries around the world.

Answer the questions:

1. Where is Anna from?
2. What nationality is she?
3. Where is Lucas from?
4. What nationality is he?

## 5. Roleplay

Work with a partner. Student A and Student B ask and answer:

- A: Where are you from?
- B: I am from \_\_\_\_\_.
- A: What is your nationality?
- B: I am \_\_\_\_\_.

## 6. Writing Task

Write 3–4 sentences about yourself. Include:

- Your country
- Your nationality
- A country you want to visit and why

# Lesson 9 – At Home (CEFR A1)

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## 1. Speaking Warm-Up

1. Do you live in a house or an apartment?
2. How many rooms are in your home?
3. Which room do you like the most?
4. What do you usually do at home?

## 2. Vocabulary: Rooms & Furniture

- Kitchen
- Living room
- Bedroom
- Bathroom
- Table
- Chair
- Bed
- Sofa
- Desk



## 3. Grammar: There is / There are

We use 'there is' for one thing and 'there are' for two or more things.

- There is a bed in my room.
- There are two chairs in the kitchen.

## 4. Reading & Comprehension

This is my home. There is a small kitchen and a big living room. There are two bedrooms. In my room, there is a bed, a desk, and a chair. I like my room because it is comfortable.

Answer the questions:

1. How many bedrooms are there?
2. Is the kitchen big or small?
3. What furniture is in the writer's room?
4. Why does the writer like their room?

## 5. Roleplay

Work with a partner. Ask and answer about your homes:

- A: How many rooms are in your home?
- B: There are \_\_\_\_\_ rooms.
- A: What is in your bedroom?
- B: There is / There are \_\_\_\_\_.

## 6. Writing Task

Write 3–4 sentences about your home. Include:

- How many rooms there are
- What is in your bedroom
- Your favourite room and why

# Lesson 10 – Shopping for Food (CEFR A1)

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## 1. Speaking Warm-Up Questions

1. Where do you usually buy food?
2. What foods do you buy every week?
3. Do you like shopping for food?
4. Who do you go shopping with?



## 2. Vocabulary: Food & Quantities

- apple
- banana
- bread
- milk
- eggs
- rice
- chicken
- cheese
- a bottle of water
- a loaf of bread
- a bag of rice

## 3. Grammar: How much / How many

We use 'How much' for uncountable nouns and 'How many' for countable nouns.

- How much milk do you want?
- How many apples do you want?

## 4. Reading & Comprehension

Maria goes to the supermarket on Saturday. She buys a loaf of bread, two apples, a bottle of milk, and some cheese. She likes shopping for food because she enjoys cooking.

Answer the questions:

1. When does Maria go to the supermarket?
2. What does she buy?
3. How many apples does she buy?
4. Why does she like shopping for food?

## 5. Roleplay

Work with a partner. Practice shopping dialogue:

- A: Hello! Can I help you?
- B: Yes, please. I want \_\_\_\_\_.

- A: How much / How many do you want?
- B: I want \_\_\_\_\_.

## 6. Writing Task

Write 3–4 sentences about your food shopping. Include:

- Where you go
- What you buy
- How much or how many items you buy

# Lesson 11 – Computer Literacy (CEFR A1)

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## 1. Speaking Warm-Up Questions

1. Do you use a computer every day?
2. What apps or programs do you know?
3. What do you use a computer for at school?
4. Do you prefer a phone, tablet, or computer? Why?
5. What is one thing you want to learn about computers?
6. What problems do you sometimes have when using computers?



## 2. Vocabulary

- computer
- keyboard
- mouse
- screen
- internet
- click
- type
- search
- open
- save
- settings
- password

## 3. Grammar Focus: Imperatives for Instructions

Imperatives are simple commands or instructions. Use the base form of the verb:

Examples:

- Click the button.
- Open the file.
- Type your name.
- Save your work.
- Use your mouse.
- Enter your password.
- Search on Google.

- Connect to the internet.
- Check your settings
- Shut down your computer.

#### 4. Reading Comprehension

Mia is learning how to use her new computer. First, she turns it on. Then, she opens her school folder. She clicks on her homework file. She types her answers and saves the document. Finally, she closes the window and turns off the computer.

Answer the questions:

1. What is Mia learning to use?
2. What does she open after turning on the computer?
3. What does she do with her answers?
4. What does she do at the end?

#### 5. Roleplay

Student A: You do not know how to complete a task on the computer. Ask for help.

Student B: Give simple instructions using imperatives.

Example:

A: How do I open the program?

B: Click the icon. Then press Enter.

#### 6. Writing Task

Write 4–5 sentences about how you use a computer in your daily life. Use at least three imperative verbs.

# Lesson 12 – Visiting Family (CEFR A1)

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## 1. Speaking – Warm Up

Answer the questions with a partner:

1. Who do you visit in your family?
2. How often do you visit your family?
3. Where does your family live?
4. What do you like to do when you visit your family?
5. Do you enjoy family visits? Why or why not?



## 2. Vocabulary – Visiting Family

Match the words to the meanings or use them in a sentence:

- relatives
- grandparents
- cousin
- stay overnight
- family meal
- bring a gift
- spend time together
- travel by train/car

## 3. Grammar – Present Simple & Past Simple

We use the Present Simple to talk about things we do regularly:

- I visit my grandparents every month.

We use the Past Simple to talk about finished actions in the past:

- I visited my aunt last weekend.

Exercise:

Choose the correct form:

1. I usually (visit / visited) my family on Sundays.
2. Last weekend, we (eat / ate) dinner together.
3. My cousin (lives / lived) in another city.
4. We (stay / stayed) overnight last night.

## 4. Reading Comprehension

Read the text:

Last Saturday, Anna visited her grandparents. They live in a small town. She travelled by train and arrived in the morning. They had a big family meal, talked about school, and watched a movie together. Anna stayed overnight and returned home on Sunday evening.

She was tired but happy.

Answer the questions:

1. Who did Anna visit?
2. How did she travel?
3. What did they do together?
4. Did Anna stay overnight?
5. How did she feel at the end?

## **5. Role Play – Visiting Family**

Work with a partner.

Student A: You are visiting a family member this weekend. Explain who you are visiting, how you will travel, and what you will do.

Student B: Ask questions about the visit and respond politely.

Change roles after 5 minutes.

## **6. Writing – My Family Visit**

Write a short paragraph (80–100 words).

Write about a visit to your family. Include:

- Who you visited
- Where they live
- What you did together
- How you felt

Use the past simple and present simple.

# Lesson 13 – Scheduling and Planning (CEFR A1)

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## 1. Speaking Warm-Up

Work with a partner. Answer the questions:

1. What do you do on weekdays?
2. Which day do you like the most? Why?
3. Do you do the same things every week?
4. What do you do after school?
5. Do you like busy weeks or easy weeks?



## 2. Vocabulary: My Week

Match the words with the meanings.

1. homework
2. free time
3. timetable
4. activity
5. rest
6. plan

- a. time when you are not busy
- b. something you do
- c. work you do for school at home
- d. sleep or relax
- e. a list of lessons or activities
- f. decide what you will do

## 3. Grammar Focus: Present Simple for Routines

We use the present simple to talk about daily and weekly routines.

Examples:

- I do my homework after school.
- She plays football on Tuesday.

Exercise:

Complete the sentences with the correct form of the verb.

1. I \_\_\_\_\_ (study) English on Monday.
2. He \_\_\_\_\_ (go) to bed at 10 o'clock.
3. We \_\_\_\_\_ (have) free time on Sunday.

#### 4. Reading: My School Week

Read the text and answer the questions.

My name is Emma and I am 14 years old. I go to school from Monday to Friday. After school, I usually do my homework. On Tuesday and Thursday, I play volleyball. On Wednesday, I meet my friends. At the weekend, I rest and spend time with my family. I like my week because it is not too busy.

Questions:

1. When does Emma go to school?
2. What does she do after school?
3. Which days does she play volleyball?
4. Why does she like her week?

#### 5. Roleplay: Planning My Week

Work with a partner.

Student A: Talk about your normal school week.

Student B: Ask questions and help your partner plan one free day.

Use:

- days of the week
- simple verbs (go, do, play, study)
- present simple sentences

#### 6. Writing: My Week

Write a short paragraph (60–80 words) about your week.

Include:

- school days
- after-school activities
- one free-time activity

Use simple sentences.

# Lesson 14 – A City (CEFR A1)

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## 1. Speaking – Warm-up (10 minutes)

Work with a partner or small group. Answer the questions.

1. Do you live in a city or a town?
2. What places can you find in a city?
3. Is your city big or small?
4. What is your favourite place in a city?
5. Is a city busy or quiet?



## 2. Vocabulary – Places in a City (10 minutes)

Match the words with the pictures or meanings.

- city
- street
- park
- school
- hospital
- shop
- restaurant
- bus stop
- house
- building

A city is a big place where many people live and work.

Task:

Write the correct word next to the definition.

1. You can buy food or clothes here: \_\_\_\_\_
2. Cars and buses drive here: \_\_\_\_\_
3. Children learn here: \_\_\_\_\_
4. You can see trees and relax here: \_\_\_\_\_

## 3. Grammar – There is / There are (10 minutes)

We use:

- There is for one thing.
- There are for more than one thing.

Examples:

- There is a park in the city.

- There are many shops in the city.

Fill in the gaps with is or are.

1. There \_\_\_ a hospital in my city.
2. There \_\_\_ two schools near my house.
3. There \_\_\_ many buildings in the city.
4. There \_\_\_ a bus stop on this street.

#### 4. Reading & Comprehension A City (10 minutes)

Read the text.

My city is big and busy. There are many buildings and shops. There is a park near my house. People walk on the streets and buses stop at the bus stops. There is a school and a hospital in my city. I like my city because there are many places to go.

Answer the questions.

1. Is the city big or small?
2. Is there a park in the city?
3. Are there many shops?
4. What places are in the city? Write two.

#### 5. Roleplay – In the City (10 minutes)

Work with a partner.

Student A: You are new in the city.

Student B: You live in the city.

Talk about:

- places in the city
- what there is and what there are

Example:

A: Is there a park in the city?

# Lesson 15 – Your Local Economy (CEFR A1)

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## 1. Speaking – Warm-up (10 minutes)

Work with a partner or small group. Answer the questions.

1. What shops are near your home?
2. Do people work near where you live?
3. What jobs do people do in your area?
4. Where do people buy food in your town or city?
5. Is your area busy or quiet?



## 2. Vocabulary – Local Economy (10 minutes)

Look at the words.

- job
- worker
- shop
- market
- office
- factory
- money
- buy
- sell
- work

Task:

Match the words to the sentences.

1. People do this to get money: \_\_\_\_\_
2. You buy food and things here: \_\_\_\_\_
3. A person who works: \_\_\_\_\_
4. You give money and get something: \_\_\_\_\_

## 3. Grammar – Present Simple (I work / People work) (10 minutes)

We use the present simple to talk about things we do every day.

Examples:

- I work in a shop.
- People buy food at the market.

Fill in the gaps with the correct verb.

1. People \_\_\_\_\_ (work / works) in offices.

2. I \_\_\_\_\_ (buy / buys) food at the shop.
3. Workers \_\_\_\_\_ (sell / sells) things.
4. My parents \_\_\_\_\_ (work / works) near our home.

#### 4. Reading – My Local Area (10 minutes)

Read the text.

In my local area, there are many shops and small offices. People work in shops, markets, and offices. They buy and sell food, clothes, and other things. Many people work every day and earn money. My local economy helps people live and work.

Answer the questions.

1. Are there many shops in the area?
2. Where do people work? Write two places.
3. What do people buy and sell?
4. Why is the local economy important?

#### 5. Roleplay – At a Local Shop (10 minutes)

Work with a partner.

Student A: You are a customer.

Student B: You work in a shop.

Talk about:

- what the shop sells
- buying and selling

Example:

A: What do you sell here?

B: I sell food and drinks.

A: I buy apples, please.

#### 6. Writing – My Local Economy (10 minutes)

Write 4–5 sentences about your local area.

# Lesson 16 – The Earth (CEFR A1)

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## 1. Speaking Warm-Up Questions (10 minutes)

1. What do you know about the Earth?
2. Do you like nature? Why or why not?
3. What places on Earth are beautiful?
4. Do you recycle at home or school?
5. What can people do to help the Earth?

## 2. Vocabulary: The Earth (10 minutes)

Earth – the planet where we live

nature – plants, animals, mountains, rivers, and forests

forest – a place with many trees

ocean – very large sea

pollution – dirty air, water, or land

recycle – to use things again

animal – a living creature like a dog, bird, or fish

protect – keep something safe

Activity: Match the words with pictures or write one sentence with each word.

## 3. Grammar Focus: There is / There are (10 minutes)

We use 'There is' for one thing.

Example: There is a forest near the river.

We use 'There are' for more than one thing.

Example: There are many animals in the forest.

Complete the sentences:

1. There \_\_\_\_\_ many trees in the forest.
2. There \_\_\_\_\_ an ocean near this country.
3. There \_\_\_\_\_ a lot of animals on Earth.

4. There \_\_\_\_\_ pollution in some cities.
5. There \_\_\_\_\_ many beautiful places on Earth.

#### **4. Reading Comprehension (10 minutes)**

The Earth is our home. There are many beautiful places on Earth. There are forests, oceans, mountains, and rivers. Many animals and plants live on our planet. But there is also pollution in some places. People throw away plastic and make the air dirty. Today, many people recycle and try to protect the Earth.

Comprehension Questions:

1. What places are on Earth?
2. What lives on the planet?
3. What problem does the Earth have?
4. What do people do to help the Earth?

#### **5. Roleplay Activity (10 minutes)**

Student A: You love nature. Talk about why forests, oceans, and animals are important.

Student B: Ask questions about how people can help the Earth. Talk about recycling, cleaning parks, and protecting animals.

#### **6. Writing Task (10 minutes)**

Write 60–80 words about this topic:

'Why is the Earth important?'

Include:

- 3 vocabulary words from the lesson
- at least two sentences with 'There is' or 'There are'

# Lesson 17 – Last Week’s Trip (CEFR A1)

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## 1. Speaking Warm-Up – Past Simple Questions (10 minutes)

Work with a partner. Ask and answer the questions using full sentences.

1. Where did you go last week?
2. What did you do after school last week?
3. Did you visit any interesting places last week?
4. Who did you spend time with last weekend?
5. What was the best thing you did last week?

## 2. Vocabulary – Phrasal Verbs for Trips (10 minutes)

Match the phrasal verbs with the correct meaning.

1. set off
  2. get back
  3. check in
  4. look around
  5. pick up
- 
- a. return to a place
  - b. start a journey
  - c. explore a place
  - d. collect someone or something
  - e. register at a hotel or airport

Complete the sentences using the past simple form of the phrasal verbs.

1. We \_\_\_\_\_ early in the morning for our school trip.
2. The bus \_\_\_\_\_ us \_\_\_\_\_ at the school gate.
3. We \_\_\_\_\_ the museum and took many photos.
4. We \_\_\_\_\_ at the hotel at 3 pm.
5. We \_\_\_\_\_ home late in the evening.

## 3. Grammar – Sequencing Words (10 minutes)

We use sequencing words to describe events in order.

Examples: first, then, next, after that, finally

Complete the sentences with a sequencing word.

1. \_\_\_\_\_, we arrived at the train station.
2. \_\_\_\_\_, we bought our tickets.
3. \_\_\_\_\_, we got on the train.
4. \_\_\_\_\_, we visited the science museum.
5. \_\_\_\_\_, we went home.

#### 4. Reading – Our School Trip (10 minutes)

Last week our class went on a trip to a history museum in the city. First, we met at school early in the morning. Then we got on the bus and travelled for one hour. Next, we looked around the museum and learned about ancient history. After that, we had lunch in a park near the river. Finally, we got back to school in the afternoon. It was a fun and interesting trip.

Answer the questions.

1. Where did the class go?
2. How did they travel?
3. What did they do in the museum?
4. Where did they have lunch?
5. Did they enjoy the trip?

#### 5. Roleplay – Talking About Last Week's Trip (10 minutes)

Work with a partner.

Student A: Ask questions about your partner's trip last week.

Student B: Answer the questions using sequencing words and past simple.

Ideas: where you went, how you travelled, what you did, who you went with, what you liked most.

#### 6. Writing – My Trip Last Week (10 minutes)

Write 6–8 sentences about a trip you took last week or recently.

Use past simple verbs and sequencing words (first, then, next, after that, finally).

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# Lesson 18 – Next Week’s Trip (CEFR A1)

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## 1. Speaking Warm-Up – Future Questions (10 minutes)

Work with a partner. Ask and answer the questions using full sentences.

1. Where will you go next week?
2. What will you do after school tomorrow?
3. Will you visit any interesting places next week?
4. Who will you spend time with this weekend?
5. What will be the best thing you will do next week?

## 2. Vocabulary – Phrasal Verbs for Trips (10 minutes)

Match the phrasal verbs with the correct meaning.

1. set off
  2. get back
  3. check in
  4. look around
  5. pick up
- 
- a. return to a place
  - b. start a journey
  - c. explore a place
  - d. collect someone or something
  - e. register at a hotel or airport

Complete the sentences using future tense (will).

1. We \_\_\_\_\_ early in the morning for our school trip.
2. The bus \_\_\_\_\_ us \_\_\_\_\_ at the school gate.
3. We \_\_\_\_\_ the museum and take many photos.
4. We \_\_\_\_\_ at the hotel at 3 pm.
5. We \_\_\_\_\_ home in the evening.

## 3. Grammar – Sequencing Words for Future Plans (10 minutes)

We use sequencing words to describe events in order.

Examples: first, then, next, after that, finally

Complete the sentences with a sequencing word.

1. \_\_\_\_\_, we will arrive at the train station.
2. \_\_\_\_\_, we will buy our tickets.
3. \_\_\_\_\_, we will get on the train.
4. \_\_\_\_\_, we will visit the science museum.
5. \_\_\_\_\_, we will go home.

#### **4. Reading – Our School Trip Next Week (10 minutes)**

Next week our class will go on a trip to a history museum in the city. First, we will meet at school early in the morning. Then we will get on the bus and travel for one hour. Next, we will look around the museum and learn about ancient history. After that, we will have lunch in a park near the river. Finally, we will get back to school in the afternoon. It will be a fun and interesting trip.

Answer the questions.

1. Where will the class go?
2. How will they travel?
3. What will they do in the museum?
4. Where will they have lunch?
5. Do you think they will enjoy the trip?

#### **5. Roleplay – Planning Next Week's Trip (10 minutes)**

Work with a partner.

Student A: Ask questions about your partner's trip next week.

Student B: Answer the questions using future tense and sequencing words.

Ideas: where you will go, how you will travel, what you will do, who you will go with, what you will enjoy most.

#### **6. Writing – My Trip Next Week (10 minutes)**

Write 6–8 sentences about a trip you will take next week.

Use future tense (will) and sequencing words (first, then, next, after that, finally).

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