

English Lesson 1 – Talking About Myself (CEFR)

1. Speaking Warm-up

Discuss these questions in pairs or small groups:

- 1. To what extent do you think your identity is shaped by your culture and upbringing?
- 2. How do you usually adapt the way you present yourself in different social or professional contexts?
- 3. What personal achievement are you most proud of, and why?
- 4. Do you think people can truly change their personality over time? Why or why not?

2. Vocabulary: Nuanced Self-Description

Match the words with their synonyms and antonyms. Then, use at least two of them in a discussion about yourself or someone you admire.

Word	Synonym	Antonym
Resilient	Tough, adaptable	Fragile, vulnerable
Eloquent	Articulate, expressive	Inarticulate, awkward
Meticulous	Thorough, precise	Careless, sloppy
Assertive	Confident, decisive	Passive, hesitant
Altruistic	Selfless, generous	Selfish, egocentric

3. Grammar: Mixed Tenses for Nuanced Self-Description

When talking about yourself, advanced speakers combine tenses to describe experiences, habits, and ongoing processes.

Examples:

- I had been studying piano for years before I finally performed in public. (Past Perfect Continuous)
- I have developed strong communication skills, which I continue to refine through debate. (Present Perfect + Present Continuous)
- By next year, I will have completed several international exchange programs. (Future Perfect)

Complete the sentences:

1. By the time I graduate, I _____ (gain) a lot of valuable experience.
2. I _____ (develop) my leadership skills for several years before I joined the student council.
3. I _____ (work) on improving my writing style recently.
4. In five years' time, I _____ (achieve) many of my current goals.
5. I _____ (participate) in volunteer projects since I was 13.

4. Reading & Critical Comprehension

Introducing oneself is far more complex than listing basic facts such as age, nationality, or hobbies. A deeper introduction often involves reflecting on values, ambitions, and defining experiences. For instance, many people argue that we present different versions of ourselves depending on the situation—whether at school, online, or with close friends. This raises the question: which version is the 'real' self? Moreover, self-description is not static; it evolves over time as we grow, face challenges, and redefine what matters to us. Ultimately, the way we talk about ourselves can influence not only how others perceive us, but also how we perceive our own identity.

Answer and discuss:

1. According to the text, why is introducing oneself more complex than giving basic facts?
2. Do you agree that people present different versions of themselves depending on context? Why or why not?
3. How can self-description influence our own identity?
4. Do you think your 'real' self is consistent across situations? Justify your answer.
5. In your opinion, how much does language shape identity?

5. Roleplay: Professional Self-Introduction

Work in pairs. Imagine you are attending a university scholarship interview or an international internship program. Introduce yourself by highlighting not only your background but also your values, skills, and future ambitions. Respond to follow-up questions naturally, expanding on your answers.

6. Writing: Reflective Self-Description

Write a reflective essay (150–180 words). Use advanced vocabulary and a range of tenses.

Choose ONE of the following prompts:

1. Describe how your personality has evolved over the past five years.
2. Reflect on a challenge that has significantly shaped who you are today.
3. Explain how you adapt your self-presentation in different contexts, and what this reveals about identity.

7. Wrap-up

Share with the class one advanced word or phrase you can now use to describe yourself in a more nuanced way.

English Lesson 3 – School Life (CEFR)

1. Warm-up Discussion

In small groups or pairs, discuss the following questions:

- How has your experience of school shaped who you are today?
- What changes would you make to the current education system in your country?
- Should schools focus more on academic achievement or personal development?
- What role do standardized tests play in education? Are they effective?
- How important are soft skills (communication, teamwork, critical thinking) in education?

2. Vocabulary: Advanced Educational Terms

Match the academic vocabulary with the correct definitions.

Vocabulary	Meaning
pedagogy	The method and practice of teaching
formative assessment	Assessment aimed at giving feedback to improve learning
holistic education	Education that focuses on the whole person, including emotional and social aspects
differentiated instruction	Teaching tailored to the diverse needs of students
educational equality	Fair access to education for all students
learning outcomes	What a student is expected to know or do after a lesson
critical pedagogy	An approach to education that encourages students to question and challenge
lifelong learning	The continuous development of knowledge and skills throughout life
student autonomy	The ability of students to take charge of their own learning
curricular reform	Changes made to the content or structure of a school curriculum

Use any 5 of the above words in original, contextually accurate sentences:

1. _____
2. _____
3. _____
4. _____

5. _____

3. Speaking Practice – Critical Thinking on Education

Discuss the following questions with a partner. Aim to give detailed answers and support your views with examples:

- Is traditional schooling still relevant in the digital age?
- How should schools adapt to better meet the needs of 21st-century learners?
- What are the consequences of academic pressure on students' mental health?
- Should students have the right to influence what and how they learn?
- How can schools promote independent thinking rather than rote memorization?

4. Roleplay – School Policy Debate

Work with a partner. Roleplay a conversation between two people with different opinions on a school policy.

Situation: The school is considering banning smartphones during school hours. One student supports the ban, while the other strongly disagrees.

Use expressions such as:

- I see your point, but...
- One major concern is...
- There's evidence to suggest that...
- We need to strike a balance between...

Write your dialogue below (8–10 lines):

Student A/B: _____

Student A/B: _____

Student A/B: _____

Student A/B: _____

Student A/B: _____

Student A/B: _____

Student A/B: _____

Student A/B: _____

5. Writing Task – Discursive Essay

Write an essay (180–220 words) on the topic below:

"To what extent should schools be responsible for teaching life skills, such as financial literacy, emotional intelligence, and communication?"

Present both sides of the argument and provide a clear conclusion.

6. Grammar Focus – Inversions and Emphatic Structures

These structures are used for emphasis in formal or written English.

Examples:

- Not only do students face academic pressure, but they also deal with social stress.
- Rarely have I seen such enthusiasm in a classroom.
- What I find most concerning is the lack of student voice in curriculum design.

Activity: Rewrite the sentences using inversion or emphasis

1. I have never experienced such a difficult exam. →

2. The teacher not only explained the concept but also gave us useful tips. →

3. It was the school's atmosphere that made it special. →

English Lesson 4 – Hometown (CEFR)

English Lesson 5 – Sports and Health (CEFR)

1. Warm-Up & Discussion

Discuss in small groups:

- Do you believe professional athletes are good role models? Why or why not?
- Should schools place more emphasis on competitive sports or recreational activities?
- How has technology changed the way people train and stay healthy?

2. Vocabulary – Advanced Health & Sports Terms

Match each term to its definition:

1. anaerobic exercise
2. endorphin release
3. cardiovascular endurance
4. sportsmanship
5. sedentary lifestyle
6. injury rehabilitation
7. performance-enhancing drugs
8. muscle atrophy
9. overtraining syndrome
10. nutritional deficiency

Task: Use 6 of these terms in a short paragraph about modern sports challenges.

3. Grammar Focus

A) Mixed Conditionals:

Example: If I had trained harder last year, I would be competing internationally now.

Complete the sentences:

1. If I _____ (not injure) my knee, I _____ (run) in the marathon this year.
2. If she _____ (start) her training earlier, she _____ (be) more prepared now.
3. If they _____ (listen) to the coach, they _____ (not lose) the final.
4. If he _____ (take) better care of his diet, he _____ (perform) better last season.
5. If we _____ (practice) regularly, we _____ (win) more matches this year.

B) Passive Voice in Sports Contexts:

Example: The world record was broken by a 19-year-old athlete.

Rewrite the sentences in passive form:

1. The team won the championship.
2. They will announce the winners tomorrow.
3. Coaches are preparing the players for the tournament.

4. A nutritionist designed the meal plan.
5. People consider him one of the best runners in the country.

C) Reported Speech – Interviews:

Change the direct speech into reported speech:

1. The coach said, 'We will improve our defence next season.'
2. She said, 'I have been training for six months.'
3. The player said, 'I didn't expect to win.'
4. The journalist asked, 'What inspired you to start running?'
5. He asked me, 'Have you ever played rugby?'

4. Reading & Critical Thinking

Read the article and answer the questions.

In recent decades, the role of sports in society has evolved dramatically. Beyond physical benefits, sports now serve as powerful tools for diplomacy, economic growth, and social change. International sporting events can unite nations, but they can also become platforms for political protest or controversy. At the same time, the rise of commercial sponsorship and broadcasting has transformed athletes into global celebrities, bringing both opportunities and immense pressure. While some critics argue that professional sports have become too focused on profit, others believe they still inspire millions to lead healthier lives.

Questions:

1. What roles do sports play beyond physical health?
2. How can sports unite nations?
3. What are two negative aspects of modern professional sports mentioned in the text?
4. Do you think the commercialisation of sports is positive or negative? Give reasons.
5. Suggest two ways sports can inspire social change.

5. Roleplay & Debate

Scenario: Your city is considering hosting an international sports event.

Roles:

- City mayor (focus on economic and social benefits)
- Health expert (focus on public health and long-term impact)
- Environmentalist (focus on environmental concerns)
- Journalist (ask challenging questions)

Include in your discussion:

- At least 2 mixed conditional sentences
- Passive voice structures

- Reported speech examples

6. Writing Task

Write an opinion essay (180–220 words) on the topic:

'The Influence of Professional Sports on Young People'

Your essay should:

- Present a clear argument with supporting examples
- Include advanced vocabulary from the lesson
- Use at least 2 mixed conditional sentences
- Include at least 2 passive voice sentences
- Use reported speech at least once

English Lesson 6 – Money and Finances (CEFR)

1. Warm-Up Speaking

Discuss the following questions with your partner:

1. Do you think money can buy happiness? Why/why not?
2. Is it better to save money or spend it? Explain your choice.
3. What would you do if you suddenly received €1 million?
4. Do you think teenagers should learn about personal finance in school?

2. Vocabulary

Match the words with their synonyms and antonyms. Then, create new words using prefixes and suffixes.

- affluent – (synonym: wealthy / antonym: poor)
- frugal – (synonym: thrifty / antonym: extravagant)
- investment – (prefix: dis- / suffix: -or, -ing)
- debt – (synonym: liability / antonym: solvency)
- profit – (synonym: gain / antonym: loss)
- bankrupt – (suffix: -cy)
- transaction – (suffix: -al)

3. Grammar Focus – Hypothetical Conditionals

Complete the following sentences:

- 1. If I had €10,000 last year, ...
- 2. If people never paid taxes, ...
- 3. If I were the Minister of Finance, ...

4. Reading & Comprehension

Read the text below and answer the questions.

"Recent surveys show that teenagers are becoming more financially aware than ever before. Many are learning how to budget, save, and even invest small amounts of money through online platforms. However, experts warn that easy access to digital payments may also encourage overspending. Financial literacy is considered a vital skill for young people entering adulthood, as it helps prevent debt and promotes independence."

- 1. What positive trend is mentioned in the article?
- 2. What risk comes with digital payments?
- 3. Why is financial literacy important for teenagers?
- 4. Do you agree with the author's perspective? Why?

5. Roleplay

Choose one of the following roleplay situations with a partner:

- 1. Banker and teenager asking for advice about saving money.
- 2. Parent and teenager negotiating pocket money.
- 3. Entrepreneur pitching a business idea to an investor.

6. Writing Task

Write a short opinion essay (120 words).

Topic: "Teenagers should be taught personal finance as a compulsory subject in school. Do you agree or disagree? Give reasons and examples."

English Lesson 7 – Life Skills (CEFR)
