

English Lesson 1 – Talking About Myself (CEFR B1)

. Speaking Warm-up

Discuss these questions with a partner:

1. What three words describe your personality best?
2. What hobbies or interests make you unique?
3. Who do you usually spend time with after school?
4. If someone asked 'Tell me about yourself' in English, what would you say first?

2. Vocabulary: Describing Yourself

Match the words with their synonyms and antonyms. Then, write two sentences about yourself using the new words.

Word	Synonym	Antonym
Friendly	Kind, sociable	Unfriendly, rude
Hard-working	Diligent, motivated	Lazy
Honest	Truthful, sincere	Dishonest, lying
Confident	Self-assured, bold	Shy, insecure
Creative	Imaginative, original	Unimaginative, boring

3. Grammar: Present Simple vs. Present Continuous

Examples:

- I play football every weekend. (habit, Present Simple)
- I am studying English this year. (current activity, Present Continuous)

Complete the sentences:

1. I usually _____ (watch) TV in the evenings.
2. She _____ (study) for her exam right now.
3. They _____ (play) football every Saturday.
4. I _____ (learn) how to cook these days.
5. He always _____ (help) his friends.

4. Reading & Comprehension

Hi, my name is Lucas. I'm 15 years old and I live in Madrid. I'm really interested in music and I play the guitar in a school band. I usually practice three times a week. Right now, I'm preparing for a school concert, so I'm spending a lot of time rehearsing. I would describe myself as friendly and creative. I like meeting new people and working on new songs. In the future, I want to study music at university.

True/False:

1. Lucas is 16 years old.
2. He plays in a school band.
3. He practices once a week.
4. He is preparing for a concert now.

Answer the questions:

1. How does Lucas describe himself?
2. What are his hobbies?
3. What are his future plans?

5. Roleplay: Meeting a New Classmate

Work in pairs. One student is new at school. The other is a classmate. Introduce yourself and ask questions about name, age, hobbies, personality, current activities, and future plans. After 2 minutes, swap roles.

6. Writing: Introduce Yourself

Write a short paragraph (about 100 words). Use today's vocabulary and grammar.

Guiding questions:

1. Who are you? (name, age, background)
2. What do you usually do? (hobbies, habits)
3. What are you doing these days? (current projects)
4. How would you describe your personality?
5. What are your future goals?

English Lesson 2 – Family and Friends (CEFR)

Section 1: Speaking Warm-Up (10 minutes)

Questions for students (pair or group work):

1. Do you think it is more important to spend time with family or friends? Why?
2. How do you usually celebrate birthdays or special events with your family?
3. What qualities do you think are most important in a good friend?
4. Do you prefer having a small group of close friends or many friends? Why?
5. How has your relationship with your family or friends changed as you grow older?

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

Extended Family words: stepmother, stepfather, stepsister, stepbrother, nephew, niece, relative, classmate, neighbor, colleague, best friend, close friend.

Adjectives for describing relationships: reliable, supportive, generous, selfish, confident, outgoing, patient, responsible, loyal, talkative, easy-going, trustworthy.

Activity: Students work in groups to match adjectives to family or friend situations and create example sentences.

Section 3: Grammar – Present Simple & Continuous, Possessives, Frequency Adverbs (10 minutes)

Examples:

- My sister usually helps me with my homework.
- We are visiting my grandparents this weekend.
- Anna's brother is very reliable.
- I often go out with my friends after school.
- Our cousins are staying with us for two weeks.

Practice: Complete the sentences:

6. My best friend usually ____ (help) me with my school projects.
7. At the moment, we ____ (plan) a surprise for my dad's birthday.
8. My cousin's parents ____ (be) very generous.
9. I ____ (meet) my friends three times a week.
10. Right now, my grandparents ____ (visit) us.

Section 4: Reading Comprehension (10 minutes)

Text:

"Hi! My name is Sofia and I'm 15. I have a close relationship with both my family and my friends. During the week, I usually spend time with my parents and younger brother. We often eat dinner together and talk about our day. On weekends, I normally meet my friends. We like going to the cinema or playing sports. Last weekend, my cousins came to visit us, so I spent more time with my family. I think it is important to balance time between family and friends because both relationships are valuable."

Questions:

11. How old is Sofia?
12. What does she usually do during the week with her family?
13. What activities does she do with her friends?
14. What did she do last weekend?
15. Why does Sofia think family and friends are both important?

Section 5: Roleplay (10 minutes)

Activity: Students work in pairs. Roleplay discussing plans with family and friends.

Example Dialogue:

Student A: "I usually spend Saturday evenings with my family, but this weekend my best friend invited me to her birthday party."

Student B: "That sounds fun! I often go to family dinners on Sundays. Do you think it's more important to spend time with family or friends?"

Encourage students to express opinions and compare experiences using adverbs of frequency and present continuous for future arrangements.

Section 6: Writing (10 minutes)

Task: Write a short paragraph (6-8 sentences) about how you spend time with your family and friends. Include examples of present simple, present continuous, frequency adverbs, and at least three adjectives for describing people or relationships.

Example: "I usually spend weekdays with my family. We often have dinner together and sometimes watch TV. My mother is very patient and my father is supportive. At the moment, we are planning a holiday together. On weekends, I usually meet my friends. We often play football or go shopping. This weekend, I am visiting my grandparents, but next weekend I am going to the cinema with my friends. I think it's important to spend time with both family and friends."

English Lesson 3 – School Life (CEFR)

Match the words with the correct meaning:

1. timetable
2. assignment
3. participate
4. subject
5. uniform
6. recess
7. principal
8. curriculum
9. extracurricular
10. classmates
11. exam
12. deadline
13. presentation
14. revise
15. attend

Activity: Write a sentence using 5 of the above words.

2. Vocabulary Practice

Fill in the blanks with the correct word:

Words: **curriculum, deadline, attend, revise, exam**

1. I always _____ my notes before an important test.
2. Our history _____ includes world wars and ancient civilizations.
3. The science project _____ is next Monday.
4. We have a big _____ at the end of the term.
5. All students must _____ the assembly on Friday.

3. Grammar Focus: Present Simple vs Present Continuous

Complete the sentences:

1. I usually _____ (study) in the library after school.
2. Look! The teacher _____ (write) on the board.
3. We _____ (have) a science lesson every Friday.
4. He _____ (wear) his school uniform today.

4. Reading: A Day at an International School

Read the text and answer the questions:

My name is David and I attend an international school in Bangkok. Our classes start at 8:00 and finish at 3:30. We study many subjects, including Maths, English, Science, Geography, and Art. During break time, we usually go to the canteen or relax in the common area. I enjoy participating in extracurricular activities such as the drama club and football team. Right now, we are preparing for our school play. The teachers are supportive and our principal encourages us to do our best. I think our school is a great place to learn and grow.

Comprehension Questions:

1. What time do David's classes begin and end?
2. What does David do during break time?
3. What extracurricular activity is David currently involved in?
4. How does David feel about his school?

5. Roleplay Activity: First Day at a New School

Work in pairs. One student is new at the school. The other is a classmate helping them. Use some vocabulary from this lesson.

Example Dialogue:

Student A: Hi, I'm new here. Can you help me?

Student B: Sure! I'm [name]. What's your name?

Student A: I'm [name]. Where is the English classroom?

Student B: It's on the second floor. What subjects do you like?

Student A: I enjoy Science and Geography. Do we wear a uniform?

Student B: Yes, we do. Let's go, I'll show you around.

Activity: Create your own version of the roleplay with different subjects, activities, and questions. Perform it for the class.

6. Writing: My Ideal School

Write a short paragraph (8–10 sentences) about your ideal school. Include:

- What subjects would you learn?
- What activities would be available?
- What kind of teachers would you have?
- What would the school day look like?
- Would there be any special rules or systems?

English Lesson 4 – Hometown (CEFR)

1. Speaking Warm-up

Discuss the following questions with a partner:

- Where is your hometown?
- What is your favorite place there? Why?
- What do people usually do for fun in your town?
- Has your hometown changed over the years? How?
- If a tourist visited your town, what would you show them first?

2. Vocabulary

Match the words with their definitions:

1. landmark _____
2. suburb _____
3. population _____
4. crowded _____
5. peaceful _____
6. public transport _____
7. neighborhood _____
8. community _____

Definitions:

- the number of people living in a place
- a famous or important building or place
- an area where people live near a city
- full of people
- quiet and calm
- buses, trains, etc. that people use to travel

- an area where people live
- a group of people living in the same place

3. Grammar Focus – Comparatives & Superlatives

Examples:

- My hometown is smaller than the capital city.
- The park is the most peaceful place in town.

Practice: Compare your hometown with a big city or two places in your town.

4. Reading Comprehension

I live in a small town near the mountains. It is quieter than the big city, but sometimes it feels less exciting. Our town has a beautiful square with old buildings, and the library is the oldest building in the town. People usually meet at the café near the bus station. Recently, we got a new sports center, which is more modern than the school gym. Life here is slower, but the community is friendlier than in the city.

Answer the questions:

1. Where is the town located?
2. What is the oldest building in the town?
3. Where do people usually meet?
4. What new building has the town got recently?
5. Find two comparatives and one superlative in the text.

5. Roleplay

Work in pairs. One student is a tourist, and the other is a local resident. The tourist asks about the hometown. Use the following prompts:

- What is the best place to visit?
- How do I get around town?
- Where can I try local food?

6. Writing

Write a short paragraph (80–100 words) about your hometown. Include:

- Its size and location
- Important places
- Something you like and dislike about it
- Use at least 2 comparatives and 1 superlative

Word Work (IXL Year 3 style)

1. Choose the correct synonym: peaceful = (a) noisy (b) calm (c) busy
2. Fill in the blank: The museum is _____ (more/most) interesting than the park.
3. Correct the spelling: neighborhood → _____

English Lesson 5 – Sports and Health (CEFR)

1. Warm-Up Activity – Discussion

Work in small groups. Discuss the questions:

1. What sports are popular in your country?
2. Do you think sports are important for young people? Why / Why not?
3. Do you prefer individual sports (e.g., swimming) or team sports (e.g., football)?

2. Vocabulary – Sports & Health

Match the words to the correct category.

Sports: marathon, badminton, weightlifting, boxing, yoga, basketball, football, baseball

Health: balanced diet, vitamins, injury, strength, exercise, fast food, sleep, protein

Extra Vocabulary: team, individual, doubles

Fill in the sentences with the words above:

1. Eating fruit and vegetables gives you lots of _____ .
2. Football and basketball are examples of _____ sports.
3. He broke his leg during the match. It was a serious _____ .
4. Running a _____ is very difficult.
5. I try to be healthy by not eating too much _____

3. Grammar Focus – Present Perfect vs. Past Simple

We use Present Perfect for experiences or results now:

- I have played football many times.
- She has never tried yoga.

We use Past Simple for finished actions:

- I played football last weekend.
- I practiced guitar last week.

Practice: Complete the sentences.

1. I _____ (try) tennis last year.
2. I _____ (never / play) volleyball.
3. We _____ (do) exercise yesterday at school.
4. My friend _____ (go) to the gym twice this week.
5. I _____ (never / play) basketball on a team.

4. Reading & Comprehension

Read the article:

Many doctors say that doing sport is one of the best ways to stay healthy. Regular exercise helps your body stay strong and gives you more energy. It can also improve your mood and reduce stress. However, not all teenagers do enough exercise. Some prefer playing computer games or watching TV. Experts recommend at least 30 minutes of physical activity every day. It doesn't have to be a professional sport – walking, dancing, or even cycling to school can be very good for your health. Eating a balanced diet is also important. People who eat too much fast food often feel tired and have less energy. A healthy lifestyle is not about being perfect; it's about making small, good choices every day.

Answer the questions:

1. What are two benefits of doing sport?
2. How much activity do experts recommend every day?
3. What activities are mentioned as healthy but not professional sports?
4. Why is fast food unhealthy?
5. What is the main message of the article?

5. Roleplay – Sports Interview

Work in pairs. One is a journalist, the other is a famous athlete.

Journalist questions:

- How often do you train?
- Have you ever won a competition?
- What do you usually eat to stay healthy?
- What advice can you give to teenagers about health?

Athlete answers: Be creative!

6. Writing

Write a short essay (100–120 words):

Topic: "Is sport necessary for a healthy life?"

- Write an introduction (general idea about sport and health)
- Write one paragraph with reasons why sport is important
- Write another paragraph with other ways to stay healthy (diet, sleep, hobbies)
- Write a short conclusion with your opinion

Extra Challenge:

Debate in groups:

"Playing video games can be as good as playing sports." Agree or disagree? Why?

English Lesson 6 – Money and Finances (CEFR)

1. Speaking Warm-up

1. Do you usually save money or spend it quickly?
2. What do you often buy with your money?
3. Do you think it is easy or difficult to save money? Why?
4. If you had \$100, what would you buy?
5. Do you think teenagers should learn about money at school?

2. Vocabulary: Money and Finance

Match each word with its synonym and antonym.

Word	Synonym	Antonym
Rich	Wealthy	Poor
Cheap	Inexpensive	Expensive
Save	Keep	Spend
Earn	Get (money)	Lose
Borrow	Take (for a short time)	Lend
Spend	Use	Save
Cost	Price	Free

3. Grammar: Be Going To (Plans with Money)

Form: Subject + be (am/is/are) + going to + base verb

Examples:

- I am going to save money for a bike.
- She is going to buy new shoes.

Practice: Complete the sentences.

1. I _____ (am/is/are) going to _____ (buy) a new phone.
2. They _____ (am/is/are) going to _____ (save) for a holiday.
3. He _____ (am/is/are) going to _____ (borrow) some money.

4. Reading

Many teenagers get pocket money from their parents every week. Some teenagers spend it quickly on things like snacks, games, or clothes. Other teenagers like to save their money for something bigger, like a bicycle or a trip. Saving money is not always easy, but it can help young people buy important things in the future.

5. Reading Comprehension Questions

1. What do many teenagers get from their parents?
2. What are some things teenagers spend money on?
3. What do some teenagers save money for?
4. Why is saving money useful?

6. Roleplay

Work in pairs. Student A wants to spend all their pocket money on a video game. Student B thinks it is better to save the money. Roleplay a short conversation.

Student A:

Student B:

Student A:

Student B:

Student A:

Student B:

7. Writing Task

Write a short paragraph (80–100 words) on the topic:

“Do you usually save your money or spend it? Give reasons and examples.”

English Lesson 7 – Life Skills (CEFR)

. Speaking Warm-up (10 minutes)

Aim: Activate prior knowledge & build interest.

Questions (Pair/Group discussion):

1. What life skills do you think are important for teenagers?
2. Which skills are useful now, and which will be useful in the future?
3. Do you think schools should teach more life skills? Why/Why not?
4. If you could learn one new life skill tomorrow, what would it be?

Encourage follow-up questions: 'Why do you think that?' / 'Can you give an example?'

2. Vocabulary Focus (10 minutes)

Target words/phrases: attempt, beneficial, could, should

Activity:

1. Match the words to definitions:

- Attempt → to try to do something
- Beneficial → helpful; good for you
- Could → possibility
- Should → advice / recommendation

2. Complete the gaps:

- I will _____ my homework before dinner. (attempt)
- Eating vegetables is _____ for your health. (beneficial)
- You _____ try to join a sports club. (should)
- We _____ learn cooking because it is a useful skill. (could)

3. Students create one sentence each using attempt, beneficial, could, should.

3. Grammar: Future Continuous (10 minutes)

Form: will be + verb + -ing

Example: This time tomorrow, I will be cooking dinner.

Controlled practice:

1. At 7 pm tonight, I _____ (do) my homework.
2. Tomorrow morning, we _____ (study) for our test.
3. In 10 years, I _____ (work) in my dream job.

Speaking check: Students ask each other:

- What will you be doing this weekend?
- What will you be doing in 5 years?

4. Reading Comprehension with Themed Grammar (10 minutes)

Text:

In the future, teenagers will be learning many important life skills. Schools will be teaching cooking, budgeting, and teamwork. These lessons will be helping students prepare for real life. For example, in five years, I will be managing my own money and making healthy meals. I believe that learning life skills will be beneficial for everyone.

Comprehension Questions:

1. What life skills will schools be teaching?
2. How will life skills help students in the future?
3. What will the writer be doing in five years?

Grammar check: Underline the Future Continuous verbs in the text.

5. Roleplay (10 minutes)

Scenario: Life Skills Club Meeting

Student A: You are the leader of a new club. Suggest useful life skills to learn.

Student B: You are a teenager deciding whether to join. Ask questions and give opinions.

Useful phrases:

- We should...

- It would be beneficial to...
- In the future, I will be...
- Could we also learn...?

6. Writing Task + Word Work (10 minutes)

Task: Write a short paragraph (6 sentences):

"What life skills will you be learning in the future, and why will they be beneficial?"

Use attempt, beneficial, could, should at least once.

Use Future Continuous at least twice.