

English Lesson 1 – Talking About Myself (CEFR B2)

1. Speaking Warm-up

Discuss these questions with a partner:

- 1. How would you describe your strengths and weaknesses?
- 2. What experiences have shaped your personality the most?
- 3. If you could change one thing about yourself, what would it be and why?
- 4. How do you usually introduce yourself in formal and informal situations?

2. Vocabulary: Expressing Personality and Identity

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

Word	Synonym	Antonym
Ambitious	Driven, determined	Unmotivated, lazy
Reliable	Dependable, trustworthy	Unreliable, irresponsible
Outgoing	Sociable, extroverted	Introverted, reserved
Optimistic	Positive, hopeful	Pessimistic, negative
Independent	Self-sufficient, autonomous	Dependent, needy

3. Grammar: Present Perfect Simple vs. Present Perfect Continuous

Examples:

- I have lived in this city for five years. (Present Perfect Simple - finished or permanent state)

- I have been learning English since primary school. (Present Perfect Continuous - ongoing action)

Complete the sentences:

1. I _____ (study) English for seven years.
2. She _____ (play) the piano since she was six.
3. We _____ (know) each other for a long time.
4. They _____ (work) on that project all afternoon.
5. He _____ (never/visit) another country.

4. Reading & Comprehension

My name is Sofia, and I'm 16 years old. Over the past few years, I have discovered that I am extremely passionate about languages and communication. I have been learning French and English for several years, and I often find myself helping classmates with their language assignments. In addition to studying, I'm also part of the debate club, where I have developed strong public speaking skills. People often describe me as ambitious and reliable, qualities that I value because they push me to set high goals. Right now, I'm preparing for a national debate competition, which requires me to research and practice almost every day. In the future, I hope to study international relations, as I believe communication is the key to solving global challenges.

Answer the questions:

1. What subjects is Sofia passionate about?
2. How has she been practicing her public speaking skills?
3. What adjectives describe her personality?
4. What is she currently preparing for?
5. What are her future goals?
6. Do you agree that communication is the key to solving global challenges? Why or why not?

5. Roleplay: Getting to Know Someone

Work in pairs. Imagine you are meeting for the first time at an international summer camp. Introduce yourself and find out about each other's background, hobbies, ambitions, and future goals. Use follow-up questions to keep the conversation going (e.g., 'Why do you enjoy that?', 'How has it influenced you?').

6. Writing: Extended Self-Introduction

Write a short essay (about 120–150 words). Use today's vocabulary and grammar.

Guiding questions:

1. Who are you? (background, experiences, personality)
2. What habits or interests define you?
3. What skills have you developed over the years?
4. How do you usually describe yourself in different contexts (friends, teachers, formal situations)?
5. What are your ambitions for the future?

7. Wrap-up

What did you learn about expressing your personality today? Share with the class.

English Lesson 2 – Family and Friends (CEFR B2)

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 think family values have changed over recent generations?
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 do social media and distance affect relationships with family and friends?

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

Extended vocabulary for family and friends: sibling rivalry, reconciliation, bond, distant, estranged, to grow apart, to confide in, reliable, trustworthy, resentful, sacrifice, prioritize, compatibility, empathy.

Word Work (IXL-style, Year 5): Prefixes and suffixes (pre-, re-, -ly, -ment, -ful, -less).

Examples: reconcile, trustworthy, misunderstanding, resentful.

Synonyms and Antonyms: empathy ↔ indifference, reliable ↔ unreliable, distant ↔ close, supportive ↔ unsupportive.

Context Clues: Students infer meanings of words (estranged, confide, bond, sacrifice) from example sentences.

Activity: Match words with definitions, complete sentences using correct forms, and write short sentences with new vocabulary.

Section 3: Grammar – Relative Clauses, Conditionals, Modals, Reported Speech (10 minutes)

Grammar Points:

- Relative clauses: My brother, who is a doctor, is moving abroad.
- Mixed conditionals: If I had been more understanding, my friend wouldn't have been offended.
- Modals of deduction: He must have forgotten my birthday. He can't have ignored me on purpose.
- Reported speech: She said that she trusted me completely.
- Adjective/adverb nuance: absolutely honest, extremely honest.

Practice: Complete the sentences:

6. Rewrite with non-defining relative clause: My brother is moving abroad. He is a doctor.
7. Mixed conditional: If my cousin ___ (be) more considerate, we would still be close.

8. Deduce possibilities: He ___ have forgotten my birthday. He's usually so attentive.
9. Reported speech: She said, 'I trust you completely.' → She said that she ___ me completely.
10. Comparative/Intensifier: Choose correct: very honest / absolutely honest / extremely honest.

Section 4: Reading Comprehension (10 minutes)

Text:

Ella glanced at her phone and sighed. She and her childhood friend, Mark, had grown apart over the years. They no longer shared secrets or spent weekends together. Ella believed that though distance and busy schedules had strained their friendship, there was still a bond. She recalled when Mark had once rescued her from a difficult situation—his reliability then had been unquestionable. Now, he seems distant, sometimes even cold. It must have something to do with jealousy or misunderstanding. Ella reminisces about conversations they used to have—long talks late at night, comforting each other. She wonders whether she should reach out, or perhaps their differences are irreconcilable. Meanwhile, her mother, who has always emphasized empathy, tells her, 'Friendship is about understanding, even when things are hard.'

Questions:

11. Why does Ella believe there is still a bond with Mark?
12. What evidence is given to show Mark was reliable in the past?
13. What are possible reasons for Mark's change in behaviour?
14. What does Ella's mother's advice suggest about how Ella should act?
15. What does the word 'irreconcilable' mean in this context?
16. Find a non-defining relative clause in the text and explain why it is non-defining.

Section 5: Roleplay (10 minutes)

Activity: Students work in pairs. Roleplay a scenario where one friend wants to reconcile, the other is reluctant.

Example Dialogue:

A: 'I remember when we used to talk every evening—how did we grow apart?'

B: 'I don't know. Perhaps I didn't maintain the friendship well. I must have prioritized work too much.'

A: 'It can't be undone, but I believe with understanding, reconciliation is possible.'

B: 'Your persistence is admirable. I wish I had been more communicative, rather than letting things drift.'

Encourage use of reported speech, mixed conditionals, modals (must, might, should), and advanced vocabulary.

Section 6: Writing (10 minutes)

Task: Write a short essay (80–100 words) about a friendship that changed. Use relative clauses, modals of deduction, mixed conditionals, intensifiers, advanced adjectives, and prefixes/suffixes. Reflect on the change, possible causes, and whether reconciliation is possible.

Prompt: Think about a friendship in your life that has changed or faded. What happened? What were the causes? Could things have been different? Is reconciliation possible? Why or why not?

English Lesson 3 – School Life (CEFR B2)

1. Warm-up Discussion

Discuss these questions in small groups or with a partner:

- What is your typical school day like?
- What are the biggest challenges students face in school?
- Should students wear uniforms? Why or why not?
- How important are grades in your opinion?
- What subjects should be added or removed from school curricula?

2. Vocabulary: Talking About School Life

Match the advanced school-related terms with their definitions.

Vocabulary	Meaning
curriculum	The subjects that are included in a course of study
extracurricular activities	Activities outside normal school lessons
assignment	A task or piece of work given to students
assessment	The process of judging a student's performance
deadline	The time or date by which something must be done
syllabus	An outline of the subjects in a course
tuition	The fee paid for instruction or teaching
academic performance	How well a student does in school
homeroom	A class where students meet each day before lessons
educational system	The structure and organization of education in a country

Now use 5 of the vocabulary words in your own sentences:

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

3. Speaking Practice – Education and You

Discuss these topics with a partner. Use full sentences and give reasons for your answers:

- Describe a subject you enjoy and explain why you like it.
- Talk about a teacher who has influenced you positively.
- Should schools give a lot of homework? Why or why not?
- What is the best way to assess a student's knowledge?
- How can schools better prepare students for the future?

4. Roleplay – Student and Teacher Meeting

Work with a partner. One person is a student, and the other is a teacher. Roleplay the situation below, then change roles.

Situation: The student is struggling with a subject and wants help. The teacher gives advice and offers support.

Use expressions like:

- I've been finding it hard to keep up with...
- Could you explain the topic again?
- I recommend that you...
- Let's make a study plan together.

Write your own short dialogue (6–8 lines):

Student/Teacher: _____

Student/Teacher: _____

Student/Teacher: _____

Student/Teacher: _____

Student/Teacher: _____

Student/Teacher: _____

5. Writing Task – Opinion Essay

Write a short essay (120–150 words) on the following topic:

"Should students be allowed to choose all their subjects at school?"

Give reasons and examples to support your opinion.

6. Grammar Focus – Present Simple vs Present Perfect

Present Simple: Used for routines, habits, and facts.

Example: I go to school every day.

Present Perfect: Used for actions with a connection to the present or life experience.

Example: I have studied English for six years.

Activity: Complete the sentences

1. I _____ (study) English since I was 10.
2. She _____ (go) to school by bike every day.
3. We _____ (not finish) the project yet.
4. My friend _____ (never be) late to class.
5. He usually _____ (have) lunch at 12:30.
6. _____ you ever _____ (speak) in front of the whole class?

English Lesson 4 – Hometown (CEFR B2)

1. Speaking Warm-up

Discuss the following questions with a partner:

- How would you describe your hometown to someone who has never visited it?
- What historical or cultural significance does your hometown have?
- How has your hometown changed in the last 10 years?
- What challenges does your hometown face today?
- If you were mayor, what improvements would you make to your town?

2. Vocabulary

1. Choose the correct synonym: prosperous = (a) rich (b) poor (c) boring
2. Fill in the blank: The town, _____ is growing quickly, has many new schools.
3. Correct the spelling: cosmopoliton → _____

Match the words with their definitions:

1. heritage _____
2. infrastructure _____
3. sustainable _____
4. prosperous _____
5. cosmopolitan _____
6. idyllic _____
7. overcrowded _____
8. redevelopment _____

Definitions:

- relating to culture and traditions passed down through generations
- the basic systems a town needs (transport, water, electricity)
- able to continue without harming the environment

- wealthy and successful
- including people from many different countries or cultures
- extremely pleasant and peaceful
- containing too many people
- the process of improving old buildings or areas

3. Grammar Focus – Relative Clauses

Examples:

- My hometown, which is located near the coast, is famous for seafood.
- The stadium where the national team plays is always full.
- The people who live here are very welcoming.

Practice: Write 3 sentences about your hometown using relative clauses.

4. Reading Comprehension

My hometown has grown rapidly over the last two decades. Once a small rural village, it has developed into a busy town with modern infrastructure. The town square, which used to host weekly markets, is now surrounded by cafes and restaurants that attract tourists. Although many people appreciate the new facilities, some argue that the town has lost its idyllic charm. The local government, which is focused on sustainable development, has begun investing in green spaces to balance urban growth with environmental care.

Answer the questions:

1. How has the town changed over the last twenty years?
2. What has replaced the old weekly markets?
3. What do some people believe the town has lost?
4. What is the local government focusing on?
5. Find two relative clauses in the text.

5. Roleplay

Work in pairs. One student is a journalist writing about your hometown, and the other is a local resident giving information. Use the following prompts:

- What makes your town unique compared to others?
- What problems do local people face today?
- How has tourism affected your hometown?
- What are the plans for the future of your town?

6. Writing

Write a short essay (120–150 words) about your hometown. Include:

- A description of its history or background
- How it has changed in recent years
- Strengths and weaknesses of living there
- What you hope will change in the future
- Use at least 2 relative clauses

English Lesson 5 – Sports and Health (CEFR B2)

1. Warm-Up

Discussion Questions:

- How important is sport in your life?
- Do you prefer team sports or individual sports? Why?
- What are the main benefits of regular exercise?
- How can unhealthy habits affect your life in the long term?

2. Vocabulary

Practice using the words below:

Sports: athletics, martial arts, rock climbing, weightlifting, rowing, fencing, squash, kayaking, skating, archery

Health: cardiovascular fitness, endurance, flexibility, balanced nutrition, calorie intake, mental well-being, injury prevention, immune system, dehydration

Extra Task: Use at least 3 of these words in sentences about yourself or people you know.

3. Grammar Focus

Present Perfect vs. Present Perfect Continuous:

Present Perfect: 'I have played tennis for five years.' (focus on result)

Present Perfect Continuous: 'I have been playing tennis for five years.' (focus on activity and duration)

Fill in the gaps:

1. I _____ (train) at the gym since January.
2. She _____ (win) three gold medals so far.
3. They _____ (play) basketball for over a decade.
4. We _____ (not/try) rock climbing before.
5. He _____ (run) for two hours – he must be exhausted!

First Conditional – Talking about health consequences:

If + Present Simple, will + base verb

Example: If you train regularly, you will improve your fitness.

Complete the sentences:

1. If I eat too much sugar, _____.
2. If she joins the football team, _____.
3. If they don't warm up, _____.
4. If we start cycling to school, _____.

Giving Advice – Ought to / Had better:

Ought to = should (more formal), Had better = strong advice/warning

Example: You ought to stretch after exercising. / You had better wear a helmet.

Give advice for these situations:

1. Your friend is always tired.
2. Someone wants to build muscle.
3. A person feels stressed.
4. A player has a small injury.
5. Someone never drinks water during exercise.

4. Reading & Comprehension

Read the article and answer the questions.

Regular physical activity is essential for both physical and mental health. Experts recommend at least 150 minutes of moderate aerobic activity or 75 minutes of vigorous activity each week. In addition to improving cardiovascular fitness and muscle strength, sports can boost your mood, reduce stress, and even improve your sleep. However, overtraining without adequate rest can lead to injuries or burnout. To achieve the best results, combine exercise with a balanced diet, good hydration, and enough sleep.

Questions:

1. How many minutes of moderate aerobic activity are recommended each week?
2. Name two physical benefits of regular exercise.
3. Name two mental benefits.
4. What can happen if you overtrain without rest?
5. What three things should you combine with exercise for best results?

5. Roleplay

Work in pairs. One student is a sports journalist, the other is a professional athlete.

The journalist interviews the athlete about their training, diet, competitions, and lifestyle.

Use at least:

- 3 Present Perfect or Present Perfect Continuous sentences
- 2 First Conditional sentences
- 2 pieces of advice (ought to / had better)

Example:

J: How long have you been playing professionally?

A: I have been competing for nearly ten years.

J: If you win the championship, what will you do next?

A: I'll probably take a short break.

6. Writing

Write an article for your school magazine titled: 'How to Stay Fit and Healthy as a Teenager'.

Your article should:

- Be 120–150 words
- Include vocabulary from the lesson
- Use Present Perfect / Present Perfect Continuous
- Include at least two First Conditional sentences
- Give advice using 'should' or 'had better'

English Lesson 6 – Money and Finances (CEFR B2)

1. Speaking Warm-up

1. Do you think money can buy happiness? Why or why not?
2. Is it better to save money or spend it?
3. What do you usually spend most of your money on?
4. Should teenagers be taught how to manage money at school?
5. If you won \$1 million, what would you do with it?

2. Vocabulary: Money and Finance

Match each word with its synonym and antonym.

Word	Synonym	Antonym
Wealthy	Rich	Poor
Debt	Loan	Wealth
Budget	Plan	Waste
Profit	Gain	Loss
Expensive	Costly	Cheap
Borrow	Take (temporarily)	Lend
Save	Put aside	Spend

3. Grammar: First Conditional (Money Context)

Form: If + Present Simple, will + base verb

Examples:

- If I save money, I will buy a new phone.
- If she spends too much, she will run out of money.

Practice: Complete the sentences.

1. If I _____ (save) enough, I _____ (buy) a car.
2. If he _____ (not pay) his bills, he _____ (lose) his house.
3. If we _____ (earn) more money, we _____ (travel) abroad.
4. If I _____ (save) enough, I will _____ (buy) gold.
5. If it _____ (rains) tomorrow, I won't _____ (go) outside.

4. Reading and Comprehension

Teenagers today are becoming more aware of the importance of money management. Many young people receive pocket money or allowances from their parents, but not all know how to use it wisely. Some spend it immediately on clothes, games, or fast food, while others prefer to save for bigger goals such as a bicycle, a trip, or even college. Financial experts believe that learning how to budget at a young age can help teenagers avoid debt in the future.

1. What do many young people receive from their parents?
2. What are some things teenagers usually spend money on?
3. What do financial experts recommend?
4. Why is budgeting important for teenagers?

5. Roleplay

Work in pairs. Student A is a teenager who wants to buy an expensive item (e.g., a new phone). Student B is their parent, who thinks they should save money instead. Roleplay a conversation.

6. Writing Task

Write a short paragraph (120–150 words) on the topic:

“Should schools teach financial education to teenagers? Give reasons for your opinion.”

English Lesson 7 – Life Skills (CEFR B2)

1. Speaking Warm-up (10 minutes)

Aim: Encourage critical thinking and discussion.

Questions (Pair/Group discussion):

1. What life skills are essential for young adults entering university or work?
2. Which life skills do you think are underestimated by schools?
3. Should life skills be tested in the same way as academic subjects? Why/Why not?
4. Imagine you are 25. Which life skills will you have mastered, and which will you still be developing?

2. Vocabulary Focus (10 minutes)

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

Activity:

1. Match the words to synonyms and antonyms:
 - Attempt → try / fail (antonym)
 - Beneficial → advantageous / harmful (antonym)
 - Could → might / cannot (antonym)
 - Should → ought to / must not (contrast)
2. Debate use: Students must use at least two of the target words in a short debate: 'Teenagers should learn cooking at school.'

3. Grammar: Future Continuous (10 minutes)

Form: will be + verb + -ing

Example: By next summer, I will be working part-time to gain experience.

Practice: Complete the sentences with Future Continuous:

1. At this time tomorrow, I _____ (prepare) for my exams.
2. In five years, many young people _____ (apply) for jobs abroad.

3. While others are relaxing, I _____ (work) on my life goals.

Discussion: How can the Future Continuous show planning and certainty in life skills?

4. Reading Comprehension with Themed Grammar (10 minutes)

Text:

Experts predict that in the next decade, students will be facing new challenges that require advanced life skills. By 2035, young adults will be managing careers, personal finances, and global communication. Schools will be introducing programs to teach negotiation, digital literacy, and resilience. At the same time, teenagers will be adapting to rapid changes in technology and society. These skills will be beneficial for future independence and problem-solving.

Comprehension Questions:

1. What challenges will students be facing in the future?
2. Which skills will schools be introducing?
3. How will these skills be beneficial for young adults?

Grammar check: Underline all examples of Future Continuous.

5. Roleplay (10 minutes)

Scenario: Job Interview Preparation

Student A: You are the interviewer asking about life skills.

Student B: You are the candidate explaining which life skills you will be developing in the future and why they are beneficial.

Useful phrases:

- By then, I will be...
- It will be beneficial to...
- I should focus on...
- I could improve by...

6. Writing Task + Word Work (10 minutes)

Task: Write a short essay (120–150 words):

"What life skills will be most beneficial in the future, and how will you be developing them?"

Requirements:

- Use attempt, beneficial, could, should at least once.
- Use Future Continuous at least three times.
- Include one synonym and one antonym from the vocabulary list.