

YEAR 9

ENGLISH

KEY STAGE 3

**UNIVERSAL
ENGLISH
ACADEMY**

Lesson 1 – Talking About Myself

Lesson 2 – Friends and Family

Lesson 3 – School Life

Lesson 4 - Hometown

Lesson 5 – Sports and Health

Lesson 6 – Money and Finance

Lesson 7 – Life skills

Lesson 8 – Countries in Europe

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Lesson 10 – Shopping for Food

Lesson 11 – Computer Literacy

Lesson 12 – Visiting Family

Lesson 13 – Planning and Scheduling

Lesson 14 – Managing Extracurricular Activities

Lesson 15 – Local Economy

English Lesson 1 – Talking About Myself (CEFR B1)

1. 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?

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
Hardworking	Diligent, motivated	Lazy
Honest	Truthful, sincere	Dishonest, lying
Confident	Self-assured, bold	Shy, insecure
Creative	Imaginative, original	Unimaginative, boring
Reliable	Dependable	Unreliable

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?

English Lesson 2 – Family and Friends (CEFR B1)

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 B1)

Section 1: Speaking Warm-Up (10 minutes)

Do you like school? Why or why not?

What's your favorite subject?

What is your typical school day like?

What are the biggest challenges students face in school?

1. timetable - a schedule of classes
2. Assignment - work given by a teacher
3. Participate - to take part
4. Subject - a school topic
5. uniform – special school clothes
6. recess – break time at school
7. principal
8. curriculum
9. extracurricular
10. classmates



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 B1)

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

English Lesson 5 – Sports and Health (CEFR B1)

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 Finance (CEFR B1)

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:

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 and Comprehension

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.

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?

5. 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:

6. 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 B1)

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.

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.

English Lesson 8–Countries in Europe

1. Speaking Warm-Up

Answer the questions with a partner:

- Which European countries have you visited or would like to visit?
- What languages are spoken in Europe?
- Which country do you think has the most interesting culture? Why?
- How is your country similar to or different from other European countries?

2. Vocabulary – Synonyms and Antonyms

Match the words with a synonym or antonym.

Words:

1. modern
2. expensive
3. crowded
4. peaceful
5. traditional

- a. calm
- b. old-fashioned
- c. cheap
- d. busy

Write:

Synonym or Antonym for each word:

3. Grammar – Comparatives and Superlatives

We use comparatives to compare two things and superlatives to compare three or more.

Examples:

- France is bigger than Belgium.
- Mount Elbrus is the highest mountain in Europe.

Exercise: Complete the sentences.

1. Spain is _____ (hot) than Germany.
2. Vatican City is the _____ (small) country in Europe.
3. London is _____ (crowded) than Dublin.

4. Reading Comprehension

Read the text.

Europe is a continent with many different countries, cultures, and languages. Some countries, like Italy and Greece, are famous for their long history. Others, such as Norway and Switzerland, are known for their beautiful landscapes. Although Europe is small compared to other continents, it is one of the most diverse.

Questions:

1. Name two countries famous for history.
2. Which countries are known for nature?
3. Why is Europe described as diverse?

5. Role Play

Student A: You are a tourist visiting a European country.

Student B: You are a local person.

Talk about:

- places to visit
- food
- differences between countries

Use comparatives and superlatives.

6. Writing

Write a short paragraph (80–100 words).

Choose one European country and describe:

- location
- culture
- why it is interesting

Use at least two comparatives or superlatives.

English Lesson 9 – Buying First House (CEFR B1)

1. Speaking Warm-Up Questions

1. What kind of house would you like to live in one day?
2. What do you think is important when choosing a first home?
3. Would you rather buy a small house in the city or a larger one outside the city? Why?
4. What challenges do you think people face when buying their first house?

2. Vocabulary

- Mortgage – money borrowed from a bank to buy a house
- Down payment – the first amount of money you pay when buying a home
- Real estate agent – a person who helps people buy or sell houses
- Neighborhood – the area around a house
- Utilities – services such as water, electricity, and gas
- Loan – money borrowed that must be paid back
- Contract – a written agreement

3. Grammar Focus: Modals for Advice (should / shouldn't / might)

We use **should** and **shouldn't** to give strong advice.

Example: You should check the neighborhood before buying a house.

We use **might** to talk about possibilities.

Example: The house might need repairs.

Practice

1. You ___ talk to a real estate agent before buying a house. (should / shouldn't / might)
2. The house ___ be too expensive for your budget. (should / might)
3. You ___ make a down payment to get a mortgage. (should / might)

4. Reading Comprehension

Maria is 19 and wants to buy her first house in the next few years. She knows she should start saving money now for a down payment. She also thinks she should learn more about mortgages. A real estate agent told her that she might find better deals in smaller neighborhoods outside the city. Maria feels excited but she knows buying a house can be difficult. She wants to make a good decision.

Comprehension Questions

1. Why does Maria want to start saving money now?
2. What does she want to learn more about?
3. Where might she find better deals?
4. How does she feel about buying a house?

5. Roleplay

Student A: You want to buy your first house. Tell the real estate agent what you are looking for.

Student B: You are the real estate agent. Ask questions and give advice using should / shouldn't / might.

6. Writing Task

Write 80–100 words about your dream first home. Include:

- Where it is
- What it looks like
- What you should think about before buying it
- Why it is a good choice for you

Lesson 10 – Shopping for Food (CEFR B1)

1. Speaking Warm-up (10 minutes)

Discuss with a partner or group:

1. Do you prefer shopping online or going to a supermarket? Why?
2. How do you decide what food to buy?
3. Have you ever had a problem while shopping? What happened?
4. What food do you always like to have at home?

2. Vocabulary Focus (10 minutes)

Learn and use the following words and expressions:

- Special offer
- Good value
- Expensive / affordable
- Healthy options
- Fresh produce
- Organic products
- Customer service
- Cash / card payments
- Refund
- Shopping budget

3. Grammar Focus: Much, Many, A lot of

Use quantifiers to describe how much or how many:

- Many – used with countable nouns
There aren't many tomatoes left.
- Much – used with uncountable nouns
We don't have much milk.
- A lot of – used with both
I buy a lot of fruit each week.

Practice – Complete the sentences:

1. I don't spend ____ money on snacks.
2. We need ____ vegetables for the week.
3. There are ____ people in the store today.

4. Reading Comprehension

Read the text

Sarah usually goes shopping once a week. She takes a budget with her because she doesn't want to spend too much money. She likes to buy fresh produce and often chooses organic vegetables, even though they are more expensive. Sarah compares prices and looks for

special offers before buying anything. She believes that healthy food is worth paying for, and good shopping decisions can save money in the long term.

1. How often does Sarah go shopping?
2. Why does she take a budget?
3. What kind of food does she prefer to buy?
4. How does Sarah try to save money?
5. Why does she think healthy food is worth paying for?

5. Roleplay

Work in pairs:

Student A – Customer:

You want to buy groceries for the week. Ask about prices, special offers, product recommendations, and alternatives.

Student B – Store Assistant:

Help the customer by:

- Suggesting products
- Giving price information
- Making recommendations

Try using expressions like:

- *Could you tell me...?*
- *Do you have anything cheaper/healthier?*
- *I recommend...*
- *This one is on special offer.*

6. Writing – A Successful Shopping Experience

Write **5-6 sentences** about a shopping experience where you made good decisions.

Include:

- Where and when you shopped
- What you planned to buy
- How you stayed within a budget
- What choices or comparisons you made
- Why the shopping was successful

Possible sentence starters:

- *Last week, I went shopping at...*
- *I had a budget of...*
- *I chose... because...*
- *In the end, I felt...*

Lesson 11 – Computer Literacy (CEFR B1)

1. Speaking Warm-Up Questions

1. How important is computer literacy in your daily life?
2. What digital tools help you study or communicate most effectively?
3. Have you ever solved a technical problem on your own? What happened?
4. How do you stay safe online when using social media or websites?
5. What computer skills do you think will be useful for your future career?

2. Vocabulary

- troubleshoot
- cybersecurity
- browser
- install
- software update
- cloud storage
- upload/download speed
- digital privacy
- operating system
- multitasking

3. Grammar Focus: Using Relative Clauses

Relative clauses help give more information about a noun using words such as 'who', 'that', and 'which'.

Examples:

- A browser is a program that allows you to access websites.
- A person who knows how to fix computers is very helpful.
- Cloud storage is a service which saves your files online.

4. Reading Comprehension

Lena is taking a computer skills course at school. She wants to learn more about cybersecurity, which is becoming increasingly important. Her teacher shows the class how to create strong passwords that protect their online accounts. Then they learn how to use cloud storage, which lets them save their files safely and access them from any device. Lena enjoys the lessons because they help her understand digital tools that she uses every day.

She is planning to study graphic design in the future, a career that requires strong computer skills.

Answer the questions:

1. Why does Lena want to learn more about cybersecurity?
2. What does her teacher teach her class to do?
3. Why is cloud storage useful?
4. What career does Lena want to pursue, and why does she need computer skills for it?

5. Roleplay

Student A: You are having problems with your computer. Explain the issue.

Student B: Ask questions and offer help using relative clauses.

Example:

A: My laptop has a program that keeps crashing.

B: Do you know anyone who can help fix it?

6. Writing Task

Write 8–10 sentences about how you use technology to study, communicate, or solve problems. Include at least three relative clauses.

Lesson 12 – Visiting Family (CEFR B1)

1. Speaking – Warm Up

Discuss the questions in small groups:

1. How have family visits changed as you have grown older?
2. Do you think it is important to visit family regularly? Why or why not?
3. What challenges can happen during family visits?
4. How do family traditions affect visits?
5. Would you prefer to host family or visit them? Explain.

2. Vocabulary – Visiting Family

Match the words with their meanings, then use them in your own sentences:

- reunite
- household
- relative you are close to
- feel welcome
- family obligation
- adjust to
- memorable visit
- get along well

3. Grammar – Narrative Tenses

At B2 level, we often combine narrative tenses when telling stories.

Past Simple – main events:

- We arrived late on Friday evening.

Past Continuous – background actions:

- Everyone was talking while dinner was being prepared.

Past Perfect – actions before another past action:

- We had already eaten when my uncle arrived.

Exercise:

Complete the sentences:

1. When we arrived, everyone _____ (talk).
2. She _____ (already / leave) when we got there.
3. While we _____ (drive), we discussed our plans.
4. They _____ (prepare) the house before the guests arrived.

4. Reading Comprehension

Read the text:

After several busy months, Maya finally had the chance to reunite with her family. By the time she arrived, her relatives had already prepared everything for a large family gathering. While everyone was sharing stories and cooking together, Maya realised how much she had missed these moments. Although staying in a full household required adjusting to new routines, the visit turned into a truly memorable experience.

Answer the questions:

1. Why was the family visit important for Maya?
2. What preparations had already been made?
3. What was happening while everyone was cooking?
4. What challenge did Maya face during the visit?
5. Find one example of the past perfect in the text.

5. Role Play – Visiting Family

Work in pairs.

Student A: You recently visited family and had mixed feelings about the experience.

Describe what happened, including positive and negative moments.

Student B: Listen, ask detailed questions, and give advice or opinions about the situation.

Swap roles after 7–8 minutes.

6. Writing – Reflective Paragraph

Write a reflective text (150–180 words).

Write about a family visit that taught you something important. Include:

- Background information about the visit
- Key events during the visit
- Your feelings and reactions
- What you learned from the experience

Use narrative tenses and appropriate linking words.

Lesson 13 – Planning and Scheduling (CEFR B1)

1. Speaking Warm-Up (10 minutes)

Discuss the questions with a partner:

1. How busy is your typical school week?
2. What activities do you usually plan in advance?
3. Do you prefer a strict schedule or a flexible one? Why?
4. What is the most difficult thing about managing your time?

2. Vocabulary (10 minutes)

Match the words with their meanings:

1. Schedule
2. Prioritize
3. Deadline
4. Free time
5. Overbooked

- a. Time when you are not busy
- b. A plan showing when activities happen
- c. Having too many plans
- d. A time by which something must be finished
- e. To decide what is most important

Extension: Write one sentence using two of the words.

3. Grammar – Future Forms for Planning (10 minutes)

We use different future forms when planning:

- Present continuous – fixed arrangements

Example: I'm meeting my tutor on Tuesday.

- Going to – intentions and plans

Example: I'm going to study on Saturday morning.

Exercise: Choose the correct form:

1. I _____ (meet) my friends after school today.
2. We _____ (finish) the project before Friday.
3. She _____ (have) piano practice at 6 pm.

4. Reading Comprehension (10 minutes)

Read the text:

Jamie is a very organized student. On Sunday evening, he plans his entire week. He is meeting his study group on Monday, and he's going to revise for his math test on Wednesday. On Friday, he's playing basketball after school. By planning ahead, Jamie avoids stress and still has free time to relax.

Questions:

1. When does Jamie plan his week?
2. What is he going to do on Wednesday?
3. How does planning help Jamie?

Grammar Focus: Underline one example of present continuous and one example of 'going to'.

5. Roleplay – Planning a Week (10 minutes)

Work in pairs.

Student A: You are very busy with school and hobbies.

Student B: You want to plan activities together.

Discuss and plan one week. Use future forms and vocabulary from the lesson.

6. Writing – My Well-Planned Week (10 minutes)

Write a short paragraph (80–100 words) about your planned week.

Include:

- At least three planned activities
- One reason why planning helps you
- Two different future forms

Lesson 14 – Managing Extracurricular (CEFR B1)

1. Speaking Warm-Up (10 minutes)

Discuss the questions with a partner:

1. What extracurricular activities do you do?
2. How many after-school activities are too many?
3. Which activity is the most important to you? Why?
4. Do extracurricular activities ever make schoolwork difficult?

2. Vocabulary (10 minutes)

Match the words with their meanings:

1. Extracurricular
2. Commitment
3. Balance
4. Practice session
5. Give up

- a. Time spent training or rehearsing
- b. To stop doing an activity
- c. Activities outside regular school lessons
- d. The act of promising time and effort
- e. A healthy mix of different activities

Extension: Write one sentence using two of the words.

3. Grammar – Modals for Advice & Obligation (10 minutes)

We use modal verbs to talk about advice and responsibility:

- Should / shouldn't – advice

Example: You should rest if you feel tired.

- Have to / don't have to – obligation

Example: I have to attend football practice twice a week.

Exercise: Complete the sentences:

1. You _____ plan your time carefully.
2. Students _____ do every activity available.
3. I _____ go to music practice on Thursdays.

4. Reading Comprehension (10 minutes)

Read the text:

Lena loves being active after school. She is part of the school choir, plays volleyball, and attends a weekly art class. Sometimes she feels tired, so she plans her week carefully. She knows she shouldn't stay up too late and has to finish her homework before practice. By finding balance, Lena enjoys her activities without feeling stressed.

Questions:

1. Which activities does Lena do?
2. Why does she plan her week carefully?
3. What helps Lena avoid stress?

Grammar Focus: Underline one example of advice and one example of obligation.

5. Roleplay – Choosing Activities (10 minutes)

Work in pairs.

Student A: You want to join a new extracurricular activity.

Student B: You are worried about time and stress.

Discuss the situation and give advice. Use modal verbs.

6. Writing – My Extracurricular Life (10 minutes)

Write a short paragraph (80–100 words) about your extracurricular activities.

Include:

- At least two activities
- One challenge and one solution
- Two modal verbs (should / have to)

Lesson 15 – Local Economy (CEFR B1)

1. Speaking Warm-Up (10 minutes)

Discuss the questions with a partner:

1. What kinds of shops and businesses are common in your area?
2. Where do people your age usually spend money?
3. Why are local businesses important for a town or city?
4. Would you prefer to work for a small business or a big company? Why?

2. Vocabulary (10 minutes)

Match the words with their meanings:

1. Local business
2. Customer
3. Employee
4. Economy
5. Service

- a. A person who buys something
- b. A system of money, jobs, and trade
- c. A business that serves the local community
- d. A job done for someone
- e. A person who works for a company

Extension: Write one sentence using two of the words.

3. Grammar – Present Simple & Present Continuous (10 minutes)

We use different tenses to talk about the economy:

- Present simple – facts and routines

Example: Many people work in local shops.

- Present continuous – temporary or changing situations

Example: More businesses are opening this year.

Exercise: Choose the correct form:

1. Many teenagers _____ (work) part-time after school.
2. The local café _____ (hire) new staff at the moment.
3. People usually _____ (shop) near their homes.

4. Reading Comprehension (10 minutes)

Read the text:

In Sam's town, local businesses play an important role. Small shops, cafés, and markets provide jobs for residents and services for customers. Recently, more young people are working part-time in these businesses after school. This helps the local economy grow and

keeps money in the community.

Questions:

1. What types of businesses are mentioned?
2. Who works part-time in these businesses?
3. How do local businesses help the community?

Grammar Focus: Find one example of present simple and one example of present continuous.

5. Roleplay – Supporting Local Businesses (10 minutes)

Work in pairs.

Student A: You own a small local business.

Student B: You are a customer deciding where to shop.

Talk about services, prices, and why local businesses are important.

6. Writing – My Local Economy (10 minutes)

Write a short paragraph (80–100 words) about businesses in your area.

Include:

- Two types of local businesses
- One benefit of supporting local businesses
- One present simple and one present continuous sentence