Lesson Plan: Teen Life — UK, Japan & Spain

Reading + Vocabulary + Speaking

Teacher: Ilnara Miftakhova
Level: A2
Age: 12–15
Time: 45 minutes
Lesson type: Reading + Vocabulary + Speaking
Main skill: Reading
Secondary skills: Speaking, vocabulary
Note on approach: The profiles are fictional and individual, not representative of all teenagers in their countries. Present Simple appears naturally but is not taught or practised as a grammar point.

Main Aim

By the end of the lesson, students will be able to understand the main idea and specific information in three short texts about teenagers from different countries and compare aspects of their daily lives.

Subsidiary Aims

- To understand and use eight common expressions connected with school and free time.
- To practise reading for gist and specific information.
- To identify similarities and differences between three short personal profiles.
- To discuss students' own routines and reformulate information from the texts using simple speaking prompts.

Personal Aim

To keep vocabulary preparation concise, give students a clear purpose for each reading and maximise pair interaction during comprehension and post-reading stages.

Assumptions

- Students are familiar with basic vocabulary connected with school, hobbies and daily routines, as well as basic Present Simple forms.
- Students can understand short first-person and third-person A2 texts with lexical and visual support.
- Students can answer simple personal questions; prior cultural knowledge about the UK, Japan and Spain is not required.

Anticipated Problems and Solutions

Problem	Solution
Students may assume each fictional teenager represents all teenagers in that country.	Introduce the characters explicitly as individuals and avoid generalisations about teenagers in each country.
Eight target expressions may be difficult to process at once.	Present them through pictures and short definitions, then recycle them immediately in the reading texts.
Students may try to understand every unfamiliar word during the first reading.	Set one clear gist task and a short time limit; remind students that they do not need to understand every word.
Students may confuse information from the three profiles.	Use a comparison table during the second reading to organise information visually.
Students may copy complete sentences or hesitate during comparison and personalisation.	Provide short speaking frames, partly cover the texts and allow brief pair rehearsal before whole-class feedback.
Projector or presentation problems may interrupt visual stages.	Keep printed country clues, vocabulary cards and reading materials as a low-tech backup.

Materials

- Computer, projector / screen and presentation; country clue images
- Vocabulary cards; reading worksheet with three profiles and comparison table
- Printed backup materials; board and markers

Target Vocabulary

school uniform • after-school club • packed lunch • public transport
take the train to school • hang out with friends • do homework • spend time with family

Lesson Overview

#	Stage	Aim	Interaction	Time
1	Warm-up: Guess the Country	Engage students and introduce the three countries	T–Ss	4 min
2	Pre-reading: What Is Teen Life About?	Activate relevant ideas and prepare students for the content	pairs → T–Ss	3 min
3	Vocabulary Preparation	Clarify essential expressions from the texts	pairs → T–Ss	6 min
4	First Reading: Who Lives Where?	Read for gist and identify each teenager’s country	individual → pairs → T–Ss	4 min
5	Second Reading: Complete the Table	Read for specific information	individual → pairs → T–Ss	8 min
6	Who Is It?	Consolidate comprehension and retrieve details	pairs	4 min
7	Compare the Teens	Identify and express similarities and differences	pairs → Ss	5 min
8	What About You?	Personalise the topic through speaking	S–S	5 min
9	My Teen Life	Produce a short personal profile using lesson language	individual → Ss	4 min
10	Round-off	Review key information and close the lesson	T–Ss	2 min
11	Optional Extension: Find Someone Similar	Additional personalised speaking if time remains	S–S	3–5 min
			Total	45 min

Lesson Procedure

1. Warm-up: Guess the Country — 4 minutes

Show one slide for each country without the country name: The UK — Big Ben, a red double-decker bus, UK flag; Japan — Mount Fuji, a Shinkansen / bullet train, cherry blossoms; Spain — Sagrada Família, paella, Spanish flag.

Ask: "Which country do you think it is?" Reveal each answer, then show The UK — Japan — Spain together and say: "Today we’re going to meet three teenagers from these countries."

2. Pre-reading: What Is Teen Life About? — 3 minutes

Show five categories: School • Transport • Food • Free time • Weekends. Working in pairs, students suggest one or two things teenagers might talk about in each category. Take several quick answers and ask: "Do you think the three teenagers will have completely different lives?" Accept predictions without confirming them.

3. Vocabulary Preparation — 6 minutes

Working in pairs, students match the eight target expressions with pictures or short definitions:

school uniform • after-school club • packed lunch • public transport • take the train to school • hang out with friends • do homework • spend time with family

Possible definitions: packed lunch — food you take with you to school; public transport — buses, trains, metro, etc.; hang out with friends — spend free time with friends; after-school club — an organised activity after lessons.

Check answers together. Quick meaning checks: "Can a bus be public transport?" — Yes. "Do you usually have an after-school club before lessons?" — No. "If you hang out with friends, are you spending time together?" — Yes. "Can a packed lunch come from home?" — Yes.

Reading Texts

Emma

School mornings are probably my least favourite part of the day. I'm Emma, I'm 14, and I live in a town near Manchester. My school starts quite early, so I usually take the bus and use public transport every day.

We have a school uniform: a white shirt, dark trousers or a skirt, and a navy-blue jumper. I don't really mind the uniform because I never have to think about what to wear. I usually bring a packed lunch, especially when I have activities after lessons.

Twice a week I stay at school for an after-school club. I'm in the drama club, and sometimes we prepare short performances. When I get home, I do my homework, and later I usually message or hang out with friends. Sundays are quieter because I normally spend time with my family.

Haruto

For Haruto, the school day begins on a train. "I spend almost forty minutes travelling to school, so I always take headphones or a book with me."

Haruto is 15 and lives outside Tokyo. He takes the train to school every morning. His school uniform includes dark trousers, a white shirt and a jacket. He likes the jacket in winter, but says it can feel too warm when the weather changes.

Three afternoons a week, Haruto stays for an after-school club and plays badminton. On the other days, he goes home, does his homework and usually has some time for drawing or video games.

At weekends, he sometimes hangs out with friends near the station. He also enjoys spending time with his family, especially when they cook dinner together.

Sofia

Sofia is 14 and lives in Valencia, only about fifteen minutes from her school. The best thing about her school morning is that she can walk there. She doesn't need a bus or train, and her school doesn't have a school uniform. Sofia likes choosing her own clothes, although she admits that deciding what to wear can sometimes take too long.

After lessons, she normally goes home and does her homework first. Volleyball is one of her favourite activities, and she plays several times a week. On other days, she meets friends in her neighbourhood and they hang out together.

Weekends are usually a mix of friends and family. Sofia enjoys going out, watching films and listening to music, but she also likes to spend time with her family. Long weekend lunches are one of her favourite parts of the week.

4. First Reading: Who Lives Where? — 4 minutes

For the student version, remove the country labels. Students read the three profiles quickly and match Emma, Haruto and Sofia to The UK, Japan and Spain. Students read individually, compare in pairs and then check as a class.

Answer Key: Emma — The UK • Haruto — Japan • Sofia — Spain | "Did you need to understand every word?" — No.

5. Second Reading: Complete the Table — 8 minutes

Students read the profiles again for specific information. They complete a comparison table individually, compare in pairs and then check together.

Categories: Age • Transport to school • School uniform • After-school activity • Free-time activity • Weekend / family activity.

For selected answers, ask: "Where did you find that?" Students underline or point to the evidence.

Possible Answer Key:
Emma: 14; bus; white shirt + dark trousers/skirt + navy-blue jumper; drama club; friends / messaging; spends Sundays with family.
Haruto: 15; train; dark trousers + white shirt + jacket; badminton club; drawing / video games; cooks with family.
Sofia: 14; walks; no uniform; volleyball; friends / films / music; long family lunches.

6. Who Is It? — 4 minutes

Students work in pairs. Show the statements one at a time. They identify Emma, Haruto or Sofia and, for selected items, locate evidence in the text.

1. This teenager travels to school by train. 2. This teenager likes drama and prepares performances.
3. This teenager usually walks to school. 4. This teenager plays badminton after school.
5. This teenager plays volleyball several times a week. 6. This teenager sometimes takes food from home to school.

Answer Key: 1 Haruto • 2 Emma • 3 Sofia • 4 Haruto • 5 Sofia • 6 Emma

7. Compare the Teens — 5 minutes

Students work in pairs and identify similarities and differences. Keep the speaking frames visible:

Both ___ and ___ … • ___ …, but ___ … • ___ and ___ are similar because …

Model one example: "Both Haruto and Emma go to an after-school club." Possible comparisons: Emma takes a bus, Haruto takes a train, but Sofia walks. Emma and Haruto wear school uniforms, but Sofia does not. All three do homework, spend time with friends and spend time with their families.

The frames support speaking only; there is no explicit grammar presentation.

8. What About You? — 5 minutes

Students discuss in pairs: "How do you get to school?" "Do you wear a school uniform?" "What do you usually do after school?" "What do you do in your free time?" "What do you usually do at weekends?" "Which teenager's life is most similar to yours?"

Optional support: "I usually…" "After school, I…" "In my free time, I…" "At weekends, I…" "My life is similar to ___'s because…"

9. My Teen Life — 4 minutes

Students write a short personal profile. Remind them: "Write about yourself. Use I." Prompts: I go to school … / At school, I … / After school, I … / In my free time, I … / At weekends, I …

Students write about themselves rather than copy one of the profiles. Invite two or three students to share one sentence.

10. Round-off — 2 minutes

Ask: "Tell me one similarity between two teenagers." "Tell me one difference." "Which teenager's life is most similar to yours?" Finish with: "What new expression from today do you remember?"

Optional Extension: Find Someone Similar — 3–5 minutes

Students speak to two or three classmates and find someone who goes to school by public transport, wears a school uniform, does an after-school activity, hangs out with friends at weekends or often spends time with family.

Example questions: "Do you go to school by public transport?" "Do you wear a school uniform?" "Do you do an after-school activity?" Finish by asking: "Who in the class is most similar to Emma, Haruto or Sofia?"