

YEAR 8

ENGLISH

KEY STAGE 3

**UNIVERSAL
ENGLISH
ACADEMY**

- Lesson 1 – Talking About Myself
- Lesson 2 – Family and Friends
- Lesson 3 – School Life
- Lesson 4 - Hometown
- Lesson 5 – Sports and Health
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Lesson 1 – Talking About Myself (CEFR A2)

1. Warm-up (Speaking)

Discuss the following questions with a partner:

- What do you usually do on a school day?
- What do you usually do at the weekend?
- What do you like doing in your free time?

2. Vocabulary

Learn the following words and their synonyms/antonyms:

- Outgoing (synonym: sociable / antonym: shy)
- Creative (synonym: imaginative / antonym: boring)
- Hard-working (synonym: diligent / antonym: lazy)
- Talkative (synonym: chatty / antonym: quiet)
- Sporty (synonym: athletic / antonym: lazy)

3. Grammar Focus

Present Simple, Present Continuous, and 'Going to' (future):

- Present Simple: I go to school every day.
- Present Continuous: I am studying English now.
- 'Going to': I am going to visit my cousin next weekend.

Practice: Complete the sentences:

1. I usually _____ (get up) at 7:00 on weekdays.
2. Look! She _____ (play) the guitar.
3. We are going to _____ (visit) our grandparents on Sunday.
4. He _____ (not like) vegetables.
5. They _____ (study) for their English test now.

4. Reading & Comprehension

Read the text:

My name is Sofia and I am 14 years old. I come from Portugal and I live in Lisbon with my parents and my older brother. On weekdays, I usually wake up at 7:00, have breakfast and go to school. My favorite subjects are English and Art because I love drawing and speaking with people from other countries. After school, I often meet my friends in the park or play basketball with my brother. At the weekend, I sometimes visit my grandparents or go

shopping with my mother. I am quite outgoing and creative, but sometimes I am a little lazy! Next weekend, I am going to have a birthday party at my house. I am going to invite my friends, play music and dance. I think it will be a lot of fun!

Answer the questions:

1. Where does Sofia live?
2. What are her favorite subjects and why?
3. What does she usually do after school?
4. What does she sometimes do at the weekend?
5. Which adjectives does she use to describe herself?
6. What is she going to do next weekend?

5. Roleplay

Work in pairs. Student A interviews Student B about their life, then swap roles. Use these questions and add your own follow-up questions:

- What do you usually do on weekdays?
- What do you usually do at the weekend?
- What is your favorite subject at school? Why?
- What do you like doing in your free time?
- What do you dislike doing?
- What are you going to do next weekend?
- How would you describe yourself? (e.g. outgoing, shy, sporty...)

6. Writing

Write a short composition (10 sentences) about yourself. Include information about:

- Your name, age and where you live
- Your family
- Your daily routine (school, free time)
- Your hobbies and interests
- Your personality
- Your future plans (What are you going to do next weekend?)

Example:

My name is Paulo and I am 14 years old. I live in Brazil with my mother and father. I usually go to school in the morning and I have lunch at home. In the afternoon, I often play football with my friends. My favorite subject is history because I enjoy learning about the past. I am friendly and quite sporty, but sometimes I am lazy! Next weekend, I am going to travel to the beach with my family. We are going to swim and have a picnic. I am very excited!

Lesson 2 – Family & Friends (CEFR A2)

Section 1: Speaking Warm-Up (10 minutes)

Questions for students (pair or group work):

1. Do you spend more time with your family or your friends? Why?
2. Who do you usually talk to when you have a problem?
3. What activities do you like to do with your family?
4. Do you think friends are like family? Why or why not?
5. How often do you meet your friends outside of school?

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

Family words: mother/mom, father/dad, sister, brother, grandmother, grandfather, cousin, aunt, uncle, friend, best friend, nephew, niece, classmate, neighbor.

Adjectives for people: funny, kind, tall, short, friendly, quiet, smart, helpful, honest, shy, creative, lazy, hard-working.

Activity: Choose some words from the vocabulary above and make three sentences about family and friends.

1. _____
2. _____
3. _____

Section 3: Grammar – is/are, have/has, likes/like to, possessive 's (10 minutes)

Examples:

- My cousin is very friendly.
- I have two nephews.
- She likes to play games with her friends.
- Tom's sister is hard-working.
- We usually meet our friends on weekends.
- I have an older sister.

Practice: Complete the sentences:

6. My best friend ____ very creative.
7. I ____ three cousins and one niece.
8. He ____ to play football after school.
9. Maria's brother ____ very tall.
10. We ____ usually visit our grandparents on Sundays.

Section 4: Reading Comprehension (10 minutes)

Text:

"Hi! My name is Daniel and I am 14 years old. I live with my parents, my sister, and my grandparents. My sister is 16 and she is very hard-working. She usually studies a lot. My grandparents are kind and they always tell me interesting stories. My best friend is Alex. He is my classmate and neighbor. Alex is very funny and we like to play basketball together. He has a big family with three sisters. Sometimes I visit them, and we all play games in the garden."

Questions:

11. How old is Daniel?
12. Who does Daniel live with?
13. What is his sister like?
14. Who is Alex?
15. What do Daniel and Alex like to do together?
16. How many sisters does Alex have?

Section 5: Roleplay (10 minutes)

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

Student A: "This is my family. My sister is 18. She is very creative. My father is a teacher. He likes reading."

Student B: "That's interesting! I usually spend time with my cousin. She is very funny. Do you want to play football this weekend?"

Encourage students to ask each other questions: Do you usually spend weekends with your family? What does your best friend like to do?

Section 6: Writing (10 minutes)

Task: Write 8–10 sentences about your family and one or two friends. Use is/are, have/has, likes/like to, and adjectives.

Example: "I live with my parents and my younger brother. He is 11 years old and very funny. My mother is kind and hard-working. My best friend is Sarah. She has one brother and two sisters. Sarah is friendly and creative. We usually meet after school and we like to play computer games together."

Lesson 3 - School Life (CEFR A2)

1. Warm-up

Answer the questions with a partner or your teacher:

- Do you like school? Why or why not?
- What's your favorite subject?
- What time does your school start?
- Do you wear a uniform?
- How do you go to school?

2. Vocabulary: School Life

Match the words to the meanings:

Vocabulary	Meaning
timetable	A list of times for classes
subject	English, Math, Science, etc.
break	Short time to rest between classes
classroom	Room where lessons happen
homework	Work to do at home
uniform	Special clothes for school
teacher	Person who helps you learn
student	Person who learns at school
exam/test	A way to check your knowledge
library	A room with books to read/study

Now write 2 sentences using any of the vocabulary words:

1. _____

2. _____

3. Speaking Practice – My School

Ask and answer these questions with a partner:

- What subjects do you have on Monday?
- What is your favorite day at school? Why?
- What do you do during break time?
- Do you like your uniform? Why / Why not?
- How many students are in your class?

4. Roleplay – At School

Work with a partner. Read and practice this dialogue. Then make your own!

Student A: Hi! How are you?

Student B: I'm good, thanks. How's your day at school?

Student A: It's okay. I had Math and History this morning.

Student B: Oh, I had Science and Art. What's your next class?

Student A: I have English after lunch. What about you?

Student B: I have PE. I like it a lot!

Student A: Lucky! I don't like English—it's difficult.

Student B: Don't worry, you're good at it!

Now make your own dialogue:

Student A/B: _____

Student A/B: _____

Student A/B: _____

Student A/B: _____

5. Writing Task – A Day at My School

Write 5–6 sentences about your day at school. You can write about:

- What subjects you have
- What you do at break
- What time school starts and ends
- Your favorite class

6. Grammar Focus – Present Simple

We use the Present Simple to talk about routines and habits.

Examples:

- I go to school at 7:30 a.m.
- She studies English on Monday.
- We don't have Science today.
- Do you like Math?

Lesson 4 - My Hometown (CEFR A2)

1. Warm-Up

- - Where is your hometown?
- - What is your favorite place there? Why?
- - What do people usually do for fun in your town?

2. Vocabulary

Match the words to the pictures or describe what they mean.

Places in a Town	Adjectives	Common Activities
supermarket	small	go shopping
cinema	big	watch a movie
school	clean	study
park	beautiful	play football
hospital	noisy	see a doctor
bus station	boring	take the bus
library	quiet	read books

Gap-fill Examples:

- There is a _____ near my house.
- My town is very _____.
- Things to do in my town include _____.

3. Grammar Focus

Use the following structures to talk about your hometown:

There is / There are

- There is a supermarket in my town.
- There are two parks near my house.

Some / Any

- There are some nice restaurants.
- There aren't any cinemas.

Prepositions of place: next to, near, opposite, behind, in front of

- The park is next to the school.

4. Reading Activity

Read the text and answer the questions below:

Hi! My name is Ana and I live in a small town called Elvas. It's in Portugal. There is a big park near my house where I play football with my friends. There are some nice cafes and a cinema in the town centre. There isn't a train station, but there is a bus station. I like my town because it's quiet and clean.

Comprehension Questions:

1. What is the name of Ana's town?
2. What does she do in the park?
3. Is there a train station?
4. Why does Ana like her town?

5. Roleplay Activity

Work in pairs. One student is a visitor, the other lives in the town.

Example Dialogue:

A: Hello! Where do you live?

B: I live in Seville.

A: What is it like?

B: It's big and beautiful. There are some parks and museums.

A: Is there a cinema?

B: Yes, there is one near my house.

 Word Work: Adjectives About Places Read the adjectives below. Match them to the correct meanings and use them.

Adjective	Meaning
busy	There are many people and things happening.
peaceful	Very quiet and calm.
historic	Old and important in history.
modern	New and up-to-date.
crowded	Full of people.
friendly	Nice and welcoming to others.
clean	Not dirty or messy.
polluted	Dirty air or environment.

6. Writing Activity

Write a short paragraph (5–7 sentences) about your hometown.

I live in [Town Name]. It is [small/big]. There is a [place] near my house. There are some [places] in the town. I like my town because it is [adjective].

Checklist:

- - Use 'there is / there are' 'some / any' 'prepositions of place'
- - Include at least 3 places
- - Use 2–3 adjectives

Lesson 5 - Health & Sports (A2 Level)

1. Warm-Up

- Do you play any sports?
- How often do you play sports?

2. Vocabulary

Write a sentence with each word.

Sports: football, basketball, tennis, swimming, running, cycling, yoga, gymnastics, badminton, hiking, boxing, volleyball, table tennis, karate, surfing

Health: healthy diet, exercise, fit, strong, energy, tired, sick, injury, balanced diet, vitamins, protein, sugar, rest, sleep, stamina, hydration

Extra Activity: Sort the vocabulary into two groups – SPORTS and HEALTH.

SPORTS: _____

HEALTH: _____

3. Grammar Focus

Present Simple: 'I play football every weekend.' (routine)

Present Continuous: 'I am playing football now.' (now)

Should / Shouldn't: 'You should eat more vegetables.' / 'You shouldn't eat junk food.'

Frequency Adverbs: always, usually, often, sometimes, never

Example: 'I usually go swimming on Saturday.'

A) Fill in the gaps with the correct form of the verb:

1. I ____ (go) jogging every morning.
2. She ____ (train) for a marathon now.
3. You ____ (eat) more fruit.
4. They ____ (play) tennis every Saturday.
5. I ____ (drink) water right now.

B) Rewrite the sentences using frequency adverbs:

1. I eat vegetables. (often) _____
2. We go hiking. (never) _____
3. She plays basketball. (always) _____
4. He runs in the park. (sometimes) _____
5. I drink coffee. (usually) _____

C) Should / Shouldn't – Give advice:

Example: I have a headache. → You should rest.

1. I feel tired. → _____
2. I eat too much fast food. → _____
3. I want to be stronger. → _____
4. I don't drink enough water. → _____
5. I stay up too late. → _____

4. Reading & Comprehension

Read the text and answer the questions.

Maria is 16 years old and plays basketball for her school team. She trains three times a week after school. In the mornings, she goes jogging for 30 minutes. She is preparing for the big school tournament this month. Maria says, 'I love sports because they give me energy and help me stay healthy. I also try to eat well — lots of fruit, vegetables, and protein. I avoid too much sugar.'

Questions:

1. How old is Maria?
2. How often does she train?
3. What does she do in the mornings?
4. Why does she like sports?
5. What kind of food does she avoid?

5. Roleplay

Work in pairs. One student is a fitness coach, the other is a teenager who wants to be healthier.

Ask about routines, diet, sports. Give advice using 'should / shouldn't'.

Example:

A: What sports do you do?

B: I don't do any.

A: You should start running or cycling.

6. Writing

Write a short paragraph (5–6 sentences) about your healthy day.

Use Present Simple, Present Continuous, and Frequency Adverbs.

Include at least 2 'should / shouldn't' sentences.

Example:

In the mornings, I usually eat fruit for breakfast. Today, I am drinking a smoothie. I play football twice a week. I should eat more vegetables and I shouldn't drink so many soft drinks.

Lesson 6 - Money and Finances (CEFR A2)

Topic: Money, Saving, and Finances

1. Speaking Warm-up (10 minutes)

Discussion Questions:

- Do you get pocket money or an allowance? How much?
- Do you usually save money or spend it quickly?
- What is something you want to save money for?
- Have you ever borrowed or lent money to a friend?
- Why is saving money important?

2. Vocabulary (10 minutes)

Key Words: Save, spend, borrow, lend, bank, money, coins, notes, wallet, cheap, expensive, buy, purchase

Synonyms and Antonyms:

- Save ↔ Spend
- Borrow ↔ Lend
- Cheap ↔ Expensive
- Money = Cash
- Wallet = Purse
- Buy = purchase

Activity: Match each word with its synonym/antonym and write one example sentence.

3. Grammar Focus (10 minutes)

Target Structure: "want to / need to / have to" + verb

- I want to save money for new shoes.
- She needs to borrow money from her friend.
- We have to pay for the bus ticket.

Practice: Complete the sentences:

1. I want to _____.
2. My friend needs to _____.
3. We have to _____.

4. Reading & Comprehension (10 minutes)

Tom gets 20 euros every week from his parents. He usually spends 10 euros on snacks and games. He saves the other 10 euros in his piggy bank. Tom wants to buy headphones that cost 60 euros. After six weeks, he will have enough money to buy them.

Questions:

1. How much money does Tom get each week?
2. What does he spend money on?
3. How much money does he save each week?
4. What does he want to buy?
5. How many weeks does he need to save?

5. Roleplay (10 minutes)

Situation: In pairs, one student is a banker, the other is a teenager opening a savings account. How would the conversation progress in your own words?

Dialogue Ideas:

- Hello, I want to open a savings account.
- How much money do you want to save?
- I want to save ...
- That's a good idea. Saving is important.
-
-
-
-

6. Writing Task (10 minutes)

Prompt: Write 5 sentences about your money habits.

- Do you save money? How much?
- What do you usually spend money on?
- What do you want to buy in the future?
- Why is saving money useful?

Write a short paragraph about how you would save and spend

Lesson 7 - Life Skills (CEFR A2)

1. Speaking Warm-up Questions

Discuss these questions with a partner:

- What life skills do you already have?
- What life skills do you want to learn?
- Who taught you your first life skill?
- Why are life skills important for teenagers?
- Do you think school should teach more life skills? Why/Why not?

2. Vocabulary with Homophones

Match the homophones with their meanings and use them in sentences.

- write / right
- buy / by
- new / knew
- one / won
- wear / where

Fill in the blanks:

1. I need to ____ a cake. It is the ____ recipe for me.
2. She ____ how to ride a bike when she was 7. Now she has a ____ bike.
3. There is only ____ apple left. Our team ____ the match.
4. Please ____ your homework on the ____ page.
5. I want to ____ my favorite t-shirt, but I don't know ____ it is!

Choose the correct word:

1. I want to (buy/by) new shoes.
2. She (knew/new) how to swim when she was 6.
3. There is only (one/won) cookie left.
4. Please (write/right) your name at the top.
5. I can't (here / hear) you because the music is too loud.

3. Grammar: should / need to

Complete the sentences:

1. Teenagers ____ (should/need to) manage their time.

2. You ____ (should/need to) ask for help if you don't understand.
3. We ____ (should/need to) eat healthy food.
4. Students ____ (should/need to) do homework every day.

4. Reading Comprehension

Read the text and answer the questions:

Maria is 14. Every Saturday, she cooks lunch for her family. She also needs to do her homework before she goes out with friends. Her parents tell her that she should plan her time carefully. Maria thinks teenagers need to learn teamwork, because school projects are easier when everyone works together. She also believes young people should help their community.

Questions:

1. Maria cooks dinner every Saturday. (True/False)
2. She needs to do homework before meeting friends. (True/False)
3. She thinks teamwork is not important. (True/False)

Grammar task: underline the words 'should' and 'need to' in the text.

5. Roleplay

Work with a partner. Act out the situations:

- Your friend cannot cook. Give them advice.
- Your partner is always late for school. What should they do?
- You want to save money for new trainers. What do you need to do?
- Your classmate never helps at home. What should they do?

6. Writing Task

Write 5–6 sentences about an important life skill for you. Use at least TWO sentences with 'should' and TWO with 'need to'.

Example: I think cooking is an important life skill. Teenagers should learn to cook because... We need to cook every day because...

Lesson 8 - Countries Around the World (CEFR A2)

1. Speaking Warm-Up

Discuss these questions with your partner:

1. How many countries can you name in English?
2. What countries would you like to visit one day? Why?
3. What do you know about different cultures around the world?
4. Which countries have you seen in movies or on YouTube?

2. Vocabulary: Countries & Nationalities

Match the country to the nationality.

Country	Nationality
Japan	Japanese
Brazil	Brazilian
Canada	Canadian
France	French
Egypt	Egyptian
Australia	Australian
Italy	Italian
India	Indian

Complete the sentences:

1. I'm from _____. I'm _____.
2. My best friend is from _____. He/She is _____.
3. _____ food is very delicious.

3. Grammar Focus: Comparatives

We use comparatives to compare two things.

Examples:

Japan is smaller than China.
Thailand is bigger than Cambodia.
England is more expensive than Thailand

Complete the sentences:

1. Brazil is _____ (hot) than Canada.
2. France is _____ (small) than Russia.
3. India is _____ (crowded) than Australia.
4. Japan is _____ (modern) than Egypt.

4. Reading Comprehension: Two Friends, Two Countries

Hi! I'm Sara from Italy. My country is famous for pizza and old cities like Rome. The weather is warm and sunny.

My name is Liam. I'm from Canada. It's very big and cold in winter. People like ice hockey and maple syrup.

1. Where is Sara from?
2. What is Italy famous for?
3. What sport do Canadians like?

5. Roleplay

Work with a partner. Use this model to make a short dialogue.

A: Hi! Where are you from?
B: I'm from Brazil. What about you?
A: I'm from Japan. What's your country like?
B: It's very big and beautiful. The people are friendly and we love football.
A: That sounds great!

Add one comparative sentence (e.g., Brazil is warmer than Japan.)

6. Writing

Write a short paragraph (5–6 sentences) about your favorite country. Use the questions to help you:

1. What is the name of the country?
2. Where is it?
3. What can you see or do there?
4. What is the food like?
5. Why do you like it?
6. Use at least one comparative sentence.

Example:

My favorite country is Japan. It's in Asia. You can see old temples and modern cities. The food is delicious, especially sushi. It's cleaner than many other countries. I'd love to visit Tokyo one day!

Lesson 9 – At Home (CEFR A2)

1. Speaking Warm-Up

Discuss these questions with your partner. Try to give long answers and examples:

1. Who do you live with? Describe your family.
2. What is your favorite room in your house? Why do you like it?
3. What chores do you usually do at home? How often do you do them?
4. How do you help your family at home?
5. Describe your dream home. What rooms and furniture does it have?

2. Vocabulary: Rooms, Furniture & Chores

Write your own examples using the words.

Rooms: living room, kitchen, bedroom, bathroom, garden, balcony, garage, dining room

Furniture: sofa, bed, table, chair, wardrobe, mirror, cupboard, lamp, carpet, bookshelf

Chores: do the dishes, make the bed, take out the trash, clean the room, vacuum, cook

Write 3–4 sentences to describe your home using at least 5 new words.

3. Grammar: There is / There are + Prepositions of Place

We use 'There is' (singular) and 'There are' (plural) to describe what exists in a place.

Examples:

- There is a sofa in the living room.
- There are two chairs in the kitchen.

Prepositions of place: on, in, under, next to, behind, in front of, between, opposite, near

Think about your house and write 2 sentences using There is / There are + prepositions:

1. _____

2. _____

4. Reading Comprehension

Read the text below and answer the questions in complete sentences.

My Home

Hi, I'm Sofia. I live in a small but comfortable house with my parents and my younger brother. There are two bedrooms, a living room, a kitchen, and one bathroom. My room is next to the kitchen. There is a big bed, a desk, and a lamp in my room. I usually do my homework there every day after school. In the evening, my family spends time together in

the living room. There is a large sofa and a TV in front of it. Sometimes we eat popcorn and watch movies. I love my home because it feels warm and cozy, and everyone helps to keep it clean.

Questions:

1. Who does Sofia live with?
2. How many bedrooms are in her house?
3. What furniture is in Sofia's room?
4. What does Sofia's family do in the evening?
5. Why does she love her home?
6. Find and underline three examples of 'There is' or 'There are' in the text.

5. Roleplay: Describing Your Home

Work in pairs. One student asks questions, and the other describes their home. Then switch roles.

Use the phrases below to help you:

- My home is a ... (house / apartment).
- There are ... rooms in my home.
- My favorite room is ... because ...
- In my living room, there is / are ...

Example dialogue:

A: What is your home like?

B: It's a small apartment. There are three rooms and a big kitchen. My favorite room is my bedroom because it's quiet and bright.

6. Writing: My Favorite Room

Write a short paragraph (6–8 sentences) about your favorite room at home.

Use 'There is / There are' and at least two prepositions of place.

Example:

My favorite room is my bedroom. There is a big bed and a desk near the window. There are some books on the shelf and a lamp on my desk. My clothes are in the wardrobe next to the door. I like my bedroom because it's quiet and full of light.

Now write your own:

Lesson 10 – Shopping for Food (CEFR A2)

1. Speaking Warm-Up

Discuss these questions in pairs or small groups:

1. Do you enjoy shopping for food? Why or why not?
2. Who usually buys food in your family?
3. Where do you usually buy food?
4. How often do you go food shopping?
5. What food do you buy most often?

2. Vocabulary – Food and Shopping

Learn and match the words with their meanings:

- A loaf of bread
- A bottle of water
- A kilo of apples
- A packet of pasta
- A carton of milk
- A bar of chocolate
- Cashier
- Shopping list
- Price
- Receipt

3. Grammar – Countable and Uncountable Nouns

Countable nouns can be counted:

- apples, bananas, sandwiches, biscuits

Uncountable nouns cannot be counted:

- milk, cheese, rice, water,

Examples

- *I want two apples.*
- *I need some milk.*

Practice – Fill in the blanks with “a”, “an”, or “some”:

1. I'd like ____ loaf of bread.
2. We need ____ eggs.
3. Can you buy ____ rice?
4. She wants ____ apple.

4. Reading Comprehension

Read the text and answer the questions:

Text:

Tom goes shopping every Saturday morning. He takes a shopping list and goes to the supermarket. He usually buys a kilo of apples, a packet of pasta, some cheese, and a bottle of milk. Tom pays at the cashier and takes the receipt. He enjoys food shopping because he likes choosing fresh food.

Questions

1. When does Tom go shopping?
2. What does he take with him?
3. What does he usually buy?
4. Why does he enjoy food shopping?

5. Roleplay – At the Supermarket

Work in pairs:

Student A – Shopper:

You need to buy three items. Ask the cashier how much they cost.

Student B – Cashier:

Ask what the shopper wants, give prices, total cost, and offer a receipt.

Try to use expressions such as:

- “Can I have...?”
- “How much is...?”
- “That will be...”
- “Here is your receipt.”

6. Writing – My Shopping Trip

Write **5–7 sentences** about a real or imaginary shopping trip. Include:

- Where you went
- What you bought
- Who you went with
- How you felt

Example sentence starters:

- *Last weekend, I went to...*
- *I bought... went with...*

Lesson 11 – Computer Literacy (CEFR A2)

1. Speaking Warm-Up Questions

1. How often do you use a computer, and what do you use it for?
2. Have you ever used a computer for school projects? What did you do?
3. What problems do you sometimes have when using computers?
4. Which apps or websites help you study or communicate?
5. What new computer skills would you like to learn?
6. What computer skills do you think will be useful for your future career?

2. Vocabulary

- software
- hardware
- download
- upload
- file
- folder
- settings
- password
- update
- Wi-Fi
- install
- software update

3. Grammar Focus: Sequencing Words

We often use sequencing words to describe steps or actions in order.

- First
- Next
- Then
- After that
- Finally

Example:

- First, open the document. Next, type your answers.
- Then save the file. Finally, upload it to the class website.

4. Reading Comprehension

Carlos uses his computer every afternoon to complete school assignments. First, he checks his email to see if his teacher has sent new instructions. Next, he downloads the worksheet and opens it in a folder on his desktop. Then he reads all the questions carefully and starts typing his answers. After that, he saves the file and uploads it to the school platform. Finally, he updates his computer because it sometimes runs slowly.

Answer the questions:

1. What does Carlos check first?
2. Why does he download the worksheet?
3. What does he do after he types his answers?
4. Why does he update his computer?

5. Roleplay

Student A: You need help uploading your homework to a website. Ask for instructions.

Student B: Explain the steps using sequencing words.

Example:

A: I don't know how to upload my file. Can you help me?

B: Sure. First, open the website. Then log in. Next, click 'Upload File'...

6. Writing Task

Write 6–8 sentences describing how you use computers for school or hobbies. Use at least three sequencing words.

Lesson 12 – Visiting Family (CEFR A2)

1. Speaking – Warm Up

Discuss the questions with a partner:

1. How often do you visit your family members who don't live with you?
2. Do you prefer short or long family visits? Why?
3. What are the advantages and disadvantages of visiting family?
4. How are family visits different now compared to when you were younger?
5. What is your best family visit memory?

2. Vocabulary – Visiting Family

Complete the sentences using the words below:

extended family

host

catch up

stay over

family gathering

travel arrangements

bring a present

spend quality time

1. We made _____ before the holidays.
2. It was nice to _____ with my cousins.
3. My aunt will _____ us this weekend.
4. We usually _____ during big celebrations.

3. Grammar – Past Simple vs Past Continuous

We use the Past Simple for completed actions:

- We visited my grandparents last weekend.

We use the Past Continuous for actions in progress in the past:

- We were eating dinner when my uncle arrived.

Exercise:

Choose the correct form:

1. We (watched / were watching) TV when our cousins arrived.
2. I (met / was meeting) my aunt at the station yesterday.
3. While we (had / were having) lunch, we talked about school.
4. They (played / were playing) games all evening.

4. Reading Comprehension

Read the text:

Last summer, Leo spent a week visiting his extended family. While his parents were working, he was staying with his grandparents. Every day, they cooked meals together, visited relatives, and shared stories in the evening. One afternoon, while they were having lunch, his cousins arrived unexpectedly. Although the house was noisy, Leo enjoyed spending quality time with everyone.

Answer the questions:

1. Who did Leo stay with?
2. What activities did they do every day?
3. What happened during lunch one day?
4. Did Leo enjoy the visit? Why?
5. Find one example of the past continuous in the text.

5. Role Play – Visiting Family

Work in pairs.

Student A: You recently visited a family member. Explain where you went, how long you stayed, and what happened during the visit.

Student B: Ask follow-up questions and react to the story.

Change roles after 5–7 minutes.

6. Writing – A Family Visit Story

Write a short story (120–150 words).

Write about a family visit you remember well. Include:

- Where and when the visit happened
- Who you visited
- What you were doing during the visit
- Something unexpected that happened
- How you felt about the visit

Use past simple and past continuous.

Lesson 13 – Scheduling and Planning (CEFR A2)

1. Speaking Warm-Up

Work with a partner or small group. Discuss the questions below:

1. How busy is your typical week?
2. Which days are the most stressful for you? Why?
3. Do you usually plan your week or decide things at the last minute?
4. What activities are most important for you during the week?
5. What makes a week feel well-organized?

2. Vocabulary: Weekly Planning

Match the words to their meanings, then use three of them in your own sentences.

1. schedule
2. deadline
3. prioritize
4. routine
5. appointment
6. balance

- a. a regular way of doing things
- b. to decide what is most important
- c. a plan that shows when activities happen
- d. a meeting planned for a specific time
- e. the last time something must be done
- f. having the right amount of different activities

3. Grammar Focus: Future Plans and Time Expressions

We often use the present continuous and 'going to' to talk about planned activities.

Examples:

- I am studying for a test on Tuesday.
- I am going to finish my homework before dinner.

Time expressions:

this week, next Monday, in the afternoon, every evening

Exercise:

Complete the sentences with the correct form of the verb.

1. I _____ (meet) my friend after school tomorrow.
2. We _____ (study) for our English test this weekend.
3. She _____ (not / go) to football practice on Friday.

4. Reading: A Well-Planned Week

Read the text and answer the questions below.

Alex is a 15-year-old student who likes to stay organized. On Sunday evening, he plans his week carefully. On Monday and Wednesday, he is doing his homework right after school. On Tuesday, he is going to basketball practice. Thursday is his free day, so he usually relaxes or meets friends. At the weekend, Alex balances his time between studying and relaxing. Because of his planning, he feels less stressed.

Questions:

1. When does Alex plan his week?
2. What is he doing on Tuesday?
3. Why does Alex feel less stressed?
4. Find two examples of planned future activities in the text.

5. Roleplay: Planning a Busy Week

Work with a partner.

Student A: You have a very busy week with school, sports, and family activities.

Student B: You want to help your partner organize their week better.

Together, create a weekly schedule and discuss:

- what activities are most important
- when homework should be done
- how to include free time

Use future forms and planning vocabulary.

6. Writing: My Well-Planned Week

Write a short paragraph (100–120 words) about how you plan your ideal week.

Include:

- at least three planned activities
- time expressions
- one reason why this plan works well for you

Use full sentences and clear organization.

Lesson 14 – A City (CEFR A2)

1. Speaking – Warm-up (10 minutes)

Work with a partner. Ask and answer.

1. Do you live in a city, town, or village?
2. What places do you visit every week?
3. What is one good thing about city life?
4. What is one difficult thing about city life?
5. Compare your city with another city you know.

2. Vocabulary – City Places and Services (10 minutes)

A. Match the words to the meanings.

city centre – neighbourhood – public transport – traffic – shopping centre – library – hospital – sports centre

1. A place with many shops: _____
2. Cars, buses, and motorbikes on the road: _____
3. A place to play sports or exercise: _____

B. Complete the sentences.

4. I go to the _____ to borrow books.
5. There is a _____ near my home.

3. Grammar – There is / There are + Quantifiers (10 minutes)

We use there is / there are with some, many, a lot of.

A. Complete the sentences.

1. There ____ many shops in my city.
2. There ____ some parks near the river.
3. There ____ a lot of traffic in the morning.

B. Write two true sentences about your city.

4. _____
5. _____

4. Reading – Life in the City (10 minutes)

Read the text.

Life in the city is often busy but interesting. There are many places to visit, such as shopping centres, libraries, and sports centres. There is a lot of traffic during the day, but many

people use public transport. Although city life can be noisy, it offers many opportunities for work and free time.

A. Answer the questions.

1. How is city life described?
2. Name two places people visit.
3. Why do people use public transport?

B. True or False?

4. City life is always quiet. _____
5. Cities offer many opportunities. _____

5. Roleplay – Asking for Information (10 minutes)

Student A: You are visiting the city for the first time.

Student B: You live in the city.

Ask about:

- places near the city centre
- how busy places are
- how to get there

Change roles.

6. Writing – My City (10 minutes)

Write 8–10 sentences about your city.

Include:

- different places
- there is / there are + quantifiers
- one thing you like and one thing you dislike

Lesson 15 – Your Local Economy (CEFR A2)

1. Speaking – Warm-up (10 minutes)

Discuss with a partner.

1. What jobs do people do in your area?
2. Where do people buy food and clothes?
3. Is it easy to find work in your area? Why or why not?
4. What job would you like to do in the future?

2. Vocabulary – Jobs and Places (10 minutes)

A. Match the words.

job – worker – office – factory – market – shop – customer

1. A person who buys things: _____
2. A place where people make things: _____

B. Complete the sentences.

3. My parent works in an _____.
4. I buy food at the _____.

3. Grammar – Present Simple (10 minutes)

A. Complete the sentences.

1. People _____ in shops and offices. (work)
2. They _____ money every month. (earn)
3. Customers _____ food at the market. (buy)

B. Make two sentences about your area.

4. _____
5. _____

4. Reading – My Local Economy (10 minutes)

Read the text.

In my local area, there are many small shops, offices, and markets. People work every day and earn money. They buy food, clothes, and other things locally. The local economy helps people live, work, and support their families.

A. Answer the questions.

1. Where do people work?
2. What do people buy?

- B. Complete the sentence.
3. The local economy helps people _____.

5. Roleplay – Talking About Work (10 minutes)

Student A: Ask about a person's job.

Student B: Answer.

Talk about:

- where you work
- what you do every day
- what you like about your job

Change roles.

6. Writing – My Local Area (10 minutes)

Write 8–10 sentences about jobs and shops in your area.

Include:

- present simple
- different jobs and places
- one opinion