

YEAR 10

ENGLISH

KEY STAGE 4

**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

Lesson 6 – Money and Finances

Lesson 7 – Life Skills

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Lesson 10 – Shopping for Food

Lesson 11 – Computer Literacy

Lesson 12 – School Open Day

Lesson 13 – Local Economy

Lesson 14 – Local Transportation

Lesson 15 – Gold

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.

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.

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?

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.

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.

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:

5. Rewrite with non-defining relative clause: My brother is moving abroad. He is a doctor.
6. Mixed conditional: If my cousin ___ (be) more considerate, we would still be close.
7. Deduce possibilities: He ___ have forgotten my birthday. He's usually so attentive.
8. Reported speech: She said, 'I trust you completely.' → She said that she ___ me completely.
9. 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:

10. Why does Ella believe there is still a bond with Mark?
11. What evidence is given to show Mark was reliable in the past?
12. What are possible reasons for Mark's change in behaviour?
13. What does Ella's mother's advice suggest about how Ella should act?
14. What does the word 'irreconcilable' mean in this context?
15. 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.'

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 3 of the vocabulary words in your own sentences:

1. _____
2. _____
3. _____

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: _____

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.

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

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

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, _____.

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. 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. The journalist interviews the athlete about their training, diet 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)

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

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: 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)

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.

English Lesson 8 – The Origins of Cash (CEFR B2)

1. Speaking Warm-Up Questions

- How often do you use cash compared to digital payment methods?
- What do you think money will look like in the future?
- Have you ever visited a museum with old coins or artifacts?
- Why do you think money was invented?

2. Vocabulary

- barter – to trade goods or services without money
- currency system – the method a country uses for its money
- economy – the system of trade and money in a society
- valuable – something important or worth a lot
- circulate – to move or spread around (used for money)
- mint – a place where coins are produced

3. Grammar Focus: Past Perfect + Past Simple

- Use past perfect to show the earlier past: had + past participle.
- Use past simple for the later action.
- People had used barter for thousands of years before coins appeared.
- By the time paper money began, many countries had already created coin systems.

4. Reading Comprehension

-The Development of Money

Before modern currency existed, people had used the barter system for a very long time. They exchanged goods directly—such as food, tools, or animals. However, this system was not always convenient. As societies grew, they needed a more organized way to trade. The first coins were created in ancient Lydia around 600 BCE and quickly spread as a standard form of payment. Later, China developed the first paper money after people had already used metal coins for centuries. Today, money continues to change as digital and mobile payments become more common.

Comprehension Questions:

1. Why was the barter system not always convenient?
2. Where were the first coins created?
3. What did China develop after metal coins were used?

4. How is money changing today?

5. Roleplay

- Student A: You are a tour guide giving a presentation about the history of money.
- Student B: You are a visitor who wants to know how currency changed over time.
- Use at least three vocabulary words and one past perfect sentence.

6. Writing Task

- Write a short paragraph (8–10 sentences) explaining how money has changed from ancient times until today.
- Include: past simple, past perfect, and at least four vocabulary words.

English Lesson 9 – Cash and Society (CEFR B2)

1. Speaking Warm-Up Questions

- How has the use of money influenced modern societies?
- Do you think cash will disappear in the future? Why or why not?
- What problems might a society face if it uses only digital money?
- How does the history of currency reflect human development?

2. Vocabulary

- monetary system – the structure a country uses to manage its money
- inflation – when prices rise and money loses value
- commodity money – money that has value in itself (gold, oil, gas, jewelry)
- fiat money – money that has value because the government says so (baht, dollar, pounds)
- counterfeit – fake money made illegally
- transition – a change from one system to another

3. Grammar Focus: Relative Clauses (Defining & Non-Defining)

- Defining: 'A currency that is backed by gold is commodity money.'
- Non-defining: 'Paper money, which first appeared in China, changed global trade.'
- Use 'which' for things, 'who' for people, and commas for non-defining clauses.
- Relative clauses add important or extra information about nouns.

4. Reading Comprehension

The Evolution of Currency

Throughout history, societies have developed different forms of money to solve the challenges of trade. Early civilizations relied on commodity money, such as gold or grain, which had value on their own. However, carrying heavy goods was inconvenient, which led to the creation of metal coins. These coins, which were easier to transport, quickly spread across regions. Paper money, which was first introduced in China, significantly reduced the need for metal currency and made large transactions more efficient. In modern times, most countries use fiat money, which has value because governments regulate and support it. Today, digital payments represent a major transition in the monetary system, and many experts believe that physical cash could eventually become rare.

- Comprehension Questions:

1. Why was commodity money replaced by metal coins?
2. How did paper money improve trade?
3. Why does fiat money have value?
4. What transition is happening in the monetary system today?

5. Roleplay

- Student A: You are an economist explaining the advantages and disadvantages of replacing cash with digital money.
- Student B: You are a journalist interviewing the economist for an article.
- Use at least four vocabulary words and two relative clauses.

6. Writing Task

- Write a well-structured paragraph (10–12 sentences) discussing the future of money.
- Explain whether you think society should move toward a cashless system.
- Use at least two relative clauses and four vocabulary words.

Lesson 10 – Shopping for Food (CEFR B2)

1. Speaking Warm-Up Questions

Discuss these questions in pairs or groups:

1. How have people's food shopping habits changed in the last 10–20 years?
2. What factors influence your food choices (price, health, convenience, etc.)?
3. Is online grocery shopping better or worse than shopping in-store? Explain.
4. How important is the quality of customer service when buying food?

2. Vocabulary – Advanced Food Shopping Language

Learn and use these terms in sentences:

- Consumer choice
- Sustainable products
- Fair trade
- Price comparison
- Impulse buying
- Customer loyalty
- Brand reputation
- Wholesale / bulk buying

3. Grammar – Relative Clauses (Defining & Non-Defining)

Use **relative clauses** to add information or define something:

Defining Relative Clauses

No commas – essential information

- *A supermarket is a place where people buy food.*
- *Customers who compare prices usually save money.*

Non-Defining Relative Clauses

Use commas – extra, non-essential information

- *My local shop, which opened last year, is very popular.*
- *Organic products, which are often more expensive, are becoming more common.*

Practice – Complete the sentences:

1. Online supermarkets, __ are becoming more popular, offer home delivery.
2. A receipt is a document __ shows what you bought.
3. People __ care about sustainability often choose eco-friendly products.
4. My local supermarket, __ has recently been renovated, now has more fresh produce.

4. Reading Comprehension

Read the article and answer the questions:

Text:

In recent years, many consumers have changed the way they shop for food. More people compare prices online, search for discounts, and read product reviews before making a decision. Supermarkets have also adapted by offering loyalty cards, online ordering services, and environmentally friendly packaging. However, while online shopping is convenient, some shoppers still prefer physical stores, where they can examine fresh products directly and take advantage of in-store promotions. As shopping habits evolve, retailers are competing to offer better value, quality, and customer experience.

Questions

1. What changes have consumers made to their shopping habits?
2. How are supermarkets adapting to these changes?
3. What are supermarkets competing to improve?
4. Do you think these trends will continue? Why or why not?

5. Roleplay – Debating Shopping Methods

Work in pairs:

Student A – Support In-Store Shopping

Argue that buying food in supermarkets is better. Use points such as:

- Ability to check freshness
- Immediate purchase

Student B – Support Online Shopping

Argue that buying food online is better. Use points such as:

- Convenience
- Price comparison

Use expressions such as:

- *From my point of view...*
- *I completely disagree because...*
- *Another advantage is...*
- *On the other hand...*

6. Writing – Opinion Essay

Write **10–12 sentences** answering: **“Is online food shopping better than traditional supermarket shopping?”**

Lesson 11 – Computer Literacy (CEFR B2)

1. Speaking Warm-Up Questions

1. How has computer literacy changed the way people study and work?
2. What digital tools or platforms are essential for your daily life, and why?
3. Describe a time when technology significantly helped you solve a problem.
4. What risks come with sharing personal information online?
5. Do you think schools teach enough digital skills? Why or why not?

2. Vocabulary

- data security
- digital footprint
- algorithm
- encryption
- bandwidth
- user interface
- productivity tools
- cyber threats
- system requirements
- digital literacy

3. Grammar Focus: Complex Conditionals

B2 learners often use complex conditionals to express hypothetical or real conditions.

Examples:

- If users don't protect their passwords, their accounts can be easily hacked.
- If I had known more about cybersecurity, I would have avoided that mistake.
- You will improve your digital skills if you practise using different software.

4. Reading Comprehension

As technology becomes more integrated into daily life, digital literacy is now considered a key skill. Many students rely on productivity tools to organise their work, but these tools also raise concerns about data security. If users are unaware of how their information is stored or shared, they may face privacy risks. Schools are beginning to implement lessons

on encryption and safe browsing, although some argue that more advanced training is needed. If teenagers received stronger instruction in digital safety, they would be better prepared for future careers in a technology-driven world.

Answer the questions:

1. Why is digital literacy becoming a key skill?
2. What risks do productivity tools sometimes create?
3. What are schools starting to teach about?
4. How would teenagers benefit from stronger digital safety education?

5. Roleplay

Student A: You are concerned about your digital privacy and want advice.

Student B: Give recommendations using complex conditional structures.

Example:

A: I think my personal data is being tracked online.

B: If you used two-factor authentication, your accounts would be much safer.

6. Writing Task

Write 10–12 sentences explaining how digital literacy affects your education, communication, and future career. Use at least three complex conditional sentences.

Lesson 12 – School Open Day (CEFR B2)

1. Speaking – Warm-up

Discuss these questions with a partner:

1. Have you ever visited a new school or college before? How did you feel?
2. What information would you want to find out at an open day?
3. What makes a school attractive to students your age?
4. Would you rather explore a school freely or have a guided tour? Why?

2. Vocabulary

Match the words with their definitions:

prospectus – facilities – enrol – extracurricular – campus – admissions

- A. activities outside normal lessons
- B. buildings and equipment
- C. officially register as a student
- D. the area and buildings of a school
- E. department that accepts students
- F. information booklet about a school

Extension: Use three words in your own sentences.

3. Grammar – Modal Verbs for Expectations and Advice

We often use modal verbs when talking about open days.

Examples:

- You should arrive early to attend the welcome talk.
- Students might ask questions about subjects.
- You mustn't be late for the tour.

Exercise: Choose the correct modal verb.

1. You _____ (should / mustn't) check the timetable before you go.
2. You _____ (might / must) meet future classmates.
3. Visitors _____ (should / can't) ask teachers about exams.

4. Reading Comprehension

Read the text:

Last Saturday, hundreds of students visited Greenwood High School for its annual open day. Visitors were welcomed by student guides who showed them the science labs, sports hall, and library. Teachers explained course options and answered questions about exams and homework expectations. Students were encouraged to explore clubs and speak to current pupils about school life.

Questions:

1. Who guided the visitors around the school?
2. What facilities were shown?
3. Why were students encouraged to speak to current pupils?

Grammar Focus: Find two examples of passive voice or modal verbs in the text.

5. Role Play

Student A: You are a student visiting a new school open day.

Student B: You are a student guide.

Include:

- Asking about subjects and clubs
- Giving advice using modal verbs
- Describing facilities

6. Writing

Write an email (120–150 words) to a friend about your experience visiting a school open day.

Include:

- What you saw
- Who you spoke to
- What impressed you most
- Whether you would like to study there

Lesson 13 – Local Economy (CEFR B2)

1. Speaking – Warm-up (10 minutes)

Discuss the questions with a partner or small group:

1. What types of businesses are most common in your local area?
2. How do local businesses help the community?
3. What problems do local businesses face today?
4. Would you like to run your own business in the future? Why or why not?

2. Vocabulary – Local Economy (10 minutes)

Match the words with their meanings and then use them in your own sentences.

1. Local business – _____
2. Employment – _____
3. Consumer – _____
4. Supply and demand – _____
5. Profit – _____
6. Competition – _____
7. Economy – _____
8. Sustainable – _____

- A. Money a business earns after costs
- B. A person who buys goods or services
- C. The system of money and jobs in a place
- D. Businesses trying to be more successful than others
- E. Jobs provided by businesses
- F. Small or medium businesses serving the local area
- G. The balance between how much people want something and how much is available
- H. Able to continue without harming the future

3. Grammar – Cause and Effect (10 minutes)

At B2 level, we often explain causes and effects using linking words.

Common structures:

- Because / Because of
- Due to
- As a result
- Therefore

Example:

Local businesses closed because of high rent prices. Online shopping has increased; as a result, some local shops have lost customers.

Exercise: Complete the sentences.

1. Many young people work part-time; therefore, _____.
2. Due to low prices, _____.
3. Local businesses invest in the community; as a result, _____.

4. Reading Comprehension – The Local Economy (15 minutes)

Read the text and answer the questions.

In many towns, local businesses play an important role in the economy. They provide employment for local people and help keep money within the community. However, local shops often struggle to compete with large international companies. Due to lower prices and online shopping options, many consumers choose bigger brands. As a result, some small businesses are forced to close. To support the local economy, governments and communities encourage people to shop locally.

Questions:

1. What role do local businesses play in towns?
2. Why do local shops struggle to compete?
3. What is one result of consumers choosing big brands?
4. How can communities support the local economy?

Grammar Focus:

Underline examples of cause and effect in the text.

5. Roleplay – Community Discussion (10 minutes)

Work in pairs.

Student A: You are a local shop owner worried about losing customers.

Student B: You are a teenager who usually shops online.

Discuss:

- Reasons people choose online shopping
- Problems local shops face
- Possible solutions to support local businesses

Use cause and effect language (because, as a result, therefore).

6. Writing – Opinion Paragraph (10 minutes)

Write a short paragraph (120–150 words).

Topic: Do you think teenagers should support local businesses? Why or why not?

Include:

- At least three vocabulary words from the lesson
- At least two cause and effect structures
- Your own opinion and one example

Lesson 14 – Local Transportation (CEFR B2)

1. Speaking – Warm-up (10 minutes)

Discuss the questions with a partner or small group:

1. How do you usually travel to school or around your town?
2. What types of public transport are available in your area?
3. What are the advantages and disadvantages of public transportation?
4. How could local transportation be improved for teenagers?

2. Vocabulary – Local Transportation (10 minutes)

Match the words with their meanings and then use them in your own sentences.

1. Public transport – _____
2. Traffic congestion – _____
3. Commute – _____
4. Fare – _____
5. Infrastructure – _____
6. Pedestrian – _____
7. Sustainable transport – _____
8. Emissions – _____

- A. Money paid for a journey
- B. People travelling on foot
- C. Transport systems like buses and trains
- D. Pollution released into the air
- E. Daily travel between home and school/work
- F. Roads, bridges, and transport systems
- G. Transport that is environmentally friendly
- H. Heavy traffic that causes delays

3. Grammar – Passive Voice (10 minutes)

The passive voice is often used to focus on actions or systems rather than people.

Form:

Subject + be + past participle

Example:

Buses are used by thousands of people every day.

New bike lanes have been built in the city centre.

Exercise: Rewrite the sentences using the passive voice.

1. The city council improved the bus system.

2. People often criticise public transport.
3. The government will introduce new travel rules.

4. Reading Comprehension – Local Transportation (15 minutes)

Read the text and answer the questions.

Local transportation systems are essential for modern cities. Public transport is used by students, workers, and elderly people every day. In many areas, new bike lanes have been introduced to reduce traffic congestion and emissions. However, public transport is sometimes criticised because of delays and high fares. If transportation systems are improved, fewer people may choose to travel by car.

Questions:

1. Why are local transportation systems important?
2. What changes have been introduced in many areas?
3. What problems are mentioned about public transport?
4. How could better transportation affect car use?

Grammar Focus:

Find and underline examples of the passive voice.

5. Roleplay – Town Planning Meeting (10 minutes)

Work in pairs.

Student A: You are a local government representative.

Student B: You are a teenager who uses public transport daily.

Discuss:

- Problems with current transportation
- Ideas for improving transport for young people
- Environmental benefits of better transport

Try to use the passive voice during the discussion.

6. Writing – Proposal Paragraph (10 minutes)

Write a short paragraph (120–150 words).

Topic:

How can local transportation be improved in your area?

Include:

- At least three vocabulary words from the lesson
- At least two passive voice sentences
- One clear suggestion and a reason

Lesson 15 – Gold (CEFR B2)

1. Speaking – Warm-up (10 minutes)

Discuss the questions with a partner or small group:

1. What do people usually do with money they want to save?
2. What things can people invest in?
3. Why do you think gold is valuable?
4. Is saving money more important than spending it? Why?
5. Would you prefer a safe investment or a risky one? Explain.

2. Vocabulary – Gold and Investment (10 minutes)

Match the words with their meanings and then use them in your own sentences.

1. Investment – _____
2. Value – _____
3. Risk – _____
4. Return – _____
5. Asset – _____
6. Inflation – _____
7. Stable – _____
8. Demand – _____

- A. Something you own that has worth
- B. The chance of losing money
- C. Money gained from an investment
- D. When prices increase over time
- E. How much something is worth
- F. The desire for a product or material
- G. Something people put money into to earn more later
- H. Not changing much; steady

3. Grammar – Comparatives and Superlatives (10 minutes)

Comparatives and superlatives are used to compare investments.

Form:

- Comparative: safer than, more valuable than
- Superlative: the safest, the most valuable

Example:

Gold is often considered safer than shares. For some people, gold is the most reliable investment.

Exercise: Complete the sentences.

1. Gold is _____ (stable) than many other investments.
2. Some investments are _____ (risky) than gold.
3. Gold is one of the _____ (popular) assets during inflation.

4. Reading Comprehension – Gold as an Investment (15 minutes)

Read the text and answer the questions.

Gold has been used as a form of money and investment for thousands of years. Many people choose gold because it is considered a stable asset during economic uncertainty. When inflation increases, the value of gold often rises, making it more attractive to investors. However, gold does not always provide quick returns and can be less profitable in strong economies. Despite this, gold remains one of the most popular investments worldwide.

Questions:

1. Why do people invest in gold?
2. When does gold become more attractive to investors?
3. What is one disadvantage of investing in gold?
4. Why does gold remain popular?

Find examples of comparatives or superlatives in the text.

5. Roleplay – Investment Advice (10 minutes)

Work in pairs.

Student A: You are a financial adviser.

Student B: You are a teenager who wants to invest some savings.

Discuss:

- Why gold might be a good investment
- Possible risks of investing in gold
- Comparing gold with other investments

6. Writing – Opinion Paragraph (10 minutes)

Write a short paragraph (120–150 words).

Topic:

Do you think gold is a good investment for the future? Why or why not?

Include:

- At least three vocabulary words from the lesson
- At least two comparative or superlative structures
- One clear opinion and supporting reason

