

UNIT 1 PHONING A FRIEND

The aim of this worksheet is to review vocabulary for phone conversations. It also practises the expressions students have learned in the *Everyday English* and *Useful language* sections as well as the grammar: *have got*.

Step 1: For Activity 1, explain that each student has one side of a phone conversation. They will take turns to put the conversation in the correct order. Student A starts. At the end of the activity ask one pair to read the conversation so the rest of the students can check that they have combined both parts in the correct order.

Step 2: Explain that Activity 2 reviews the *Useful language* from this unit. Encourage students to use verbs as frequently as possible in their questions and answers (they've got examples on their worksheet). At the end of the activity, gather example answers from around the class, or ask students to talk about their partner's answers.

Step 3: Explain that Activity 3 reviews the *Useful language* from this unit. Encourage students to use verbs as frequently as possible in their answers and questions (they've got examples on their worksheet). At the end of the activity, gather example answers from around the class, or ask students to talk about their partner's answers.

Note: You may want to walk around the class and monitor students as they are speaking and identify any problems with the structure. Collect a few examples of correct and incorrect sentences and write them on the board.

UNIT 2 AN INTERVIEW

The aim of this worksheet is to review vocabulary for leisure activities and interviewing people. It practises the expressions students have learned in the *Everyday English* and *Useful language* sections.

Step 1: For Activity 1, explain that Student A will interview Student B. Student A has got questions on the worksheet to ask Student B as well as a table to write down the answers. Ask your students to use as many *Useful language* and *Everyday English* expressions as they can.

Step 2: For Activity 2, explain that Student B will interview Student A. Student B has got questions on the worksheet to ask Student A as well as a table to write down the answers. Ask your students to use as many *Useful language* and *Everyday English* expressions as they can.

Note: You may want to walk around the class and monitor students as they are speaking and identify any problems with the structure. Collect a few examples of correct and incorrect sentences and write them on the board.

UNIT 3 ASKING FOR HELP

The aim of this worksheet is to review vocabulary for school subjects as well as expressions for asking for help. It practises the expressions students have learned in the *Everyday English* and *Useful language* sections.

Step 1: For Activity 1, explain that each student has one side of a conversation. They will take turns to put the conversation in the correct order. Student A starts. At the end of the activity ask one pair to read the conversation so the rest of the students can check that they have combined both parts in the correct order.

Step 2: For Activity 2, explain that again each student has one side of a conversation. The conversation is different from the conversation in Activity 1. They will take turns to put the conversation in the correct order. Student B starts. At the end of the activity ask one pair to read the conversation so the rest of the students can check that they have combined both parts in order.

Step 3: For Activity 3, explain that both Students A and B will now practise their conversation. Student A has a problem and Student B will try to help him/her. Ask your students to use as many *Useful language* and *Everyday English* expressions as they can.

Note: You may want to walk around the class and monitor students as they are speaking and identify any problems with the structure. Collect a few examples of correct and incorrect sentences and write them on the board.

UNIT 4 ORDERING FOOD AND DRINK

The aim of this worksheet is to review vocabulary for food and drink as well as expressions for ordering them. It practises the expressions students have learned in the *Everyday English* and *Useful language* sections.

Step 1: For Activity 1, explain that Student A is a shop assistant and will serve products to Student B. They will use a table with different amounts of fruit and vegetables to work out the final price. Student A starts the conversation. Ask your students to use as many *Useful language* and *Everyday English* expressions as they can.

Step 2: For Activity 2, students swap their roles. Explain that Student B is a shop assistant and will serve products to Student A. They will use a table with different amounts of fruit and vegetables to work out the final price. Student B starts the conversation. Ask your students to use as many *Useful language* and *Everyday English* expressions as they can.

Note: You may want to walk around the class and monitor students as they are speaking and identify any problems with the structure. Collect a few examples and write them on the board.

UNIT 5 BUYING CLOTHES OR ACCESSORIES

The aim of this worksheet is to review vocabulary for clothes and accessories as well as expressions for buying them. It practises the expressions students have learned in the *Everyday English* and *Useful language* sections.

Step 1: For Activity 1, explain that Student A and B have got different parts of the same conversation. Student A has got the beginning of each sentence and Student B has got the ending. They should work together to match the sentence parts correctly.

Step 2: For Activity 2, students swap roles. Explain that now Student A completes each line with the words given as endings.

Step 3: For Activity 3, students will practise their own conversation. Explain that Student A is a customer in a clothes shop and Student B is a shop assistant. Ask your students to use as many *Useful language* and *Everyday English* expressions as they can. Walk around the class and monitor students as they are speaking and identify any problems with the structure. Collect a few examples of correct and incorrect sentences and write them on the board.

UNIT 6 BOOKING TICKETS

The aim of this worksheet is to review some of the vocabulary for sports as well as expressions for booking tickets. It practises the expressions students have learned in the *Everyday English* and *Useful language* sections.

Step 1: For Activity 1, explain that Student A and Student B will have a conversation about a concert they are interested in. Student B has information to give Student A. Student A should ask questions to get that information. Student A can find the questions on the worksheet.

Step 2: For Activity 2, explain that students will practise their own conversation. Now they should swap their roles. They will talk about booking tickets for a basketball match. Ask your students to use as many *Useful language* and *Everyday English* expressions as they can.

Step 3: For Activity 3, explain that students will practise their own conversation talking about tickets for a football match. Again ask your students to use as many *Useful language* and *Everyday English* expressions as they can.

Note: You may want to walk around the class and monitor students as they are speaking and identify any problems with the structure. Collect a few examples of correct and incorrect sentences and write them on the board.

UNIT 7 ASKING FOR AND RESPONDING TO INFORMATION

The aim of this worksheet is to review expressions for asking for and responding to information. It practises the expressions students have learned in the *Everyday English* and *Useful language* sections.

Step 1: For Activity 1, explain that each student has one side of a conversation. They will take turns to put the conversation in the correct order. Student A starts. At the end of the activity ask one pair to read the conversation so the rest of the students make sure they put both parts in the correct order.

Step 2: For Activity 2, explain that both Students A and B will now practise their conversation about last weekend. Student B starts. Ask your students to use as many *Useful language* and *Everyday English* expressions as they can.

Step 3: For Activity 3, explain that both students will again practise their conversation about last weekend. Student A starts. Ask your students to use as many *Useful language* and *Everyday English* expressions as they can. They can find some of them as well as some extra vocabulary on their worksheets.

Note: You may want to walk around the class and monitor students as they are speaking and identify any problems with the structure. Collect a few examples of correct and incorrect sentences and write them on the board.

UNIT 8 LOSING THINGS

The aim of this worksheet is to review vocabulary for places in town and personal possessions as well as expressions for losing and finding things. It practises the expressions students have learned in the *Everyday English* and *Useful language* sections.

Step 1: For Activity 1, explain that both students have got photos of places where Mike might have left his sunglasses. The photos marked with an X mean that the sunglasses are not there. Explain that both students should ask questions about the other photos to try find Mike's sunglasses.

Step 2: For Activity 2, explain that both students should simply answer the question.

Step 3: For Activity 3, explain that both Students A and B will now practise their own conversation about lost keys. Student A starts.

Note: You may want to walk around the class and monitor students as they are speaking and identify any problems with the structure. Collect a few examples and write them on the board.

UNIT 9 MAKING SUGGESTIONS AND RESPONDING

The aim of this worksheet is to review vocabulary for outdoor life and holidays as well as expressions for making suggestions and responding. It practises the expressions students have learned in the *Everyday English* and *Useful language* sections.

Step 1: For Activity 1, explain that both students are planning activities for the weekend but each of them wants to do different things. Student A starts. Ask them to make suggestions to each other and agree on two activities. Ask your students to use as many *Useful language* and *Everyday English* expressions as they can. They can find some of them as well as some extra vocabulary on their worksheets.

Step 2: For Activity 2, explain that both students will do a similar activity to Activity 1. Explain they should agree on two after-school activities for next year. Again, ask your students to use as many *Useful language* and *Everyday English* expressions as they can. They can find some of them as well as some extra vocabulary on their worksheets.