

UNIT 1 GIVING YOUR OPINION POLITELY

The aim of this worksheet is to review vocabulary for describing clothing and fashion and to practise asking for and giving opinions.

Step 1: For Exercise 1, explain that each student has three different sets of items. They should number the items in each set. Then find out if their partner agrees with their opinion. Allow five minutes for discussion. Then gather answers from the class.

Step 2: Explain that Exercise 2 reviews language for asking for and giving opinions. Encourage students to use all the language in the box.

Note: You may want to ask students to switch partners for each activity, for variety.

UNIT 2 EXPLAINING HOW TO USE SOMETHING

The aim of this worksheet is to review language for talking about the past as well as providing language practice of explaining how to use a tool or machine.

Step 1: Explain that students are going to answer the same question. Give them two or three minutes to think of ideas before putting them in pairs to discuss the question.

Step 2: In Exercises 2 and 3, students will take it in turns explaining how to use the kitchen utensils in the photos. Encourage students to use all the language in the box.

Note: You may want to extend this activity by asking students to repeat the instructions back to their partner to check if they have understood.

UNIT 3 GIVING INSTRUCTIONS

The aim of this worksheet is to review language for talking about the future and to practise giving instructions.

Step 1: For Exercise 1 explain that each student has a different set of sentences. They should take turns to read each statement aloud and give their opinions. Their partner should agree or disagree. Encourage students to give examples to support their opinions.

Step 2: Walk around the class and monitor students as they are speaking and identify any problems with grammar. Allow about ten minutes for discussion. Then invite volunteers to share their answers with the class.

Step 3: For Exercises 2 and 3, explain that each student has a different recipe which they will explain to their partner, who will be taking notes to retell the recipe. Encourage students to use all the language in the box.

Note: To extend this activity, ask students to repeat the activity with another recipe of their choice.

UNIT 4 MAKING GUESSES AND GIVING CLUES

The aim of this worksheet is to review adjectives for describing texture, sound, taste, etc. and language for obligation, and to practise language for making guesses about unfamiliar objects.

Step 1: For Exercise 1, explain that each student has a different set of sentences. You may want to practise with one sentence together as a class. Then allow about five minutes for pair work. Invite volunteers to share their advice with the class.

Step 2: For Exercises 2 and 3, explain that each student has the same photo. But only one person knows what the machine or tool is used for. Allow about five minutes for students to practise.

Note: You could extend this activity by bringing to class photos of unusual and unfamiliar objects and distributing them to pairs.

UNIT 5 EXPRESSING SURPRISE AND DISBELIEF

The aim of this worksheet is to practise language for expressing surprise and disbelief, as well as reviewing the passive.

Step 1: For Exercise 1, explain that each student has a different set of sentences describing a surprising situation. You may want to practise with one sentence together as a class. Then allow about five minutes for pairwork. Invite volunteers to share their conversations with the class.

Step 2: For Exercises 2 and 3, allow time for students to write their questions individually. Remind students that different tenses will be required.

Step 3: Ask students to work in pairs to take turns asking the questions and guessing the answers. Point out that students have the answers to their questions in brackets after each question. Encourage them to use the language for expressing surprise and disbelief when checking their answers.

Note: You could extend this activity by asking students to make up their own questions to ask the class.

UNIT 6 ENCOURAGING A FRIEND TO DO SOMETHING

The aim of this worksheet is to review vocabulary for talking about taking risks and to practise language for encouraging a friend to do something.

Step 1: For Exercise 1, explain that each student has a different set of statements. They should listen carefully and decide if they agree or disagree. Allow about five minutes for discussion. When they have finished, gather ideas from the class.

Step 2: For Exercises 2 and 3, allow some time for students to think of their ideas individually. Then allow about five minutes for pairwork. Invite volunteers to present their conversation to the class.

UNIT 7 EXPRESSING SYMPATHY AND CONCERN

The aim of this worksheet is to practise expressing sympathy and concern.

Step 1: For Exercises 1 and 2, explain that each student has two different problems. They will take turns to tell their partner about their problems. Allow about five minutes for pairwork. Walk around the class and monitor students as they are speaking and identify any problems with grammar or vocabulary.

Step 2: At the end, invite volunteers to present their conversation to the class.

UNIT 8 RECOMMENDING AN ONLINE TOOL

The aim of this worksheet is to review vocabulary for talking about online advertising, as well as reviewing relative clauses and practising language for recommending an online tool.

Step 1: For Exercise 1, allow about five minutes for discussion. Then, gather ideas from the class.

Step 2: For Exercises 2 and 3, explain that each student has information about a different online tool. They will take turns asking for advice and recommending the tool. Allow about five minutes for pairwork. At the end, invite volunteers to present their conversation to the class.

UNIT 9 TELLING AN ANECDOTE

The aim of this worksheet is to review reporting verbs and reported speech, as well as practising how to tell an anecdote.

Step 1: For Exercise 1, give students some time to think of answers to the questions, before putting them in pairs to compare with a partner. When they have finished, put students into different pairs and ask them to tell their new partner about their original partner's answers. Remind students to use reported speech. Walk around the class and monitor students as they are speaking and identify any problems with grammar.

Step 3: For Exercises 2 and 3, explain that each student has a different set of situations. They can either choose one or use all three, depending on the time available. Encourage students to add details and extra information to embellish their anecdotes. At the end, invite volunteers to present their anecdotes to the class.

Note: You may want to extend the activity by asking students to write a short description of a funny anecdote on a piece of paper. Collect the papers and redistribute them so that everyone has a different anecdote. Then, ask them to tell a partner their anecdote in their own words.