

S12 functions as a review of tenses in the context of a spoken conversation, and includes vocabulary such as 'the big 3-0' which would only normally be used in informal spoken English. This dialogue shows how a conversation can jump from one tense to another, and is intended as an incentive to help students use different tenses correctly in their own speech.

This group of S12 worksheets also provides an example of a three-way differentiation, and the same principles can be applied to any text: one way of making a worksheet more difficult is to mix up the word order of each sentence, and an additional level of difficulty is added by taking out a word of each sentence, which students then have to choose from a list.

S13 is a detailed roleplay in separate stages, where students have to contrast the informal language they would use with a friend with words they would use if talking to an official such as a policeman or a paramedic.

The worksheet also asks students to practise vocabulary they could use in a situation where they have to give sympathy to someone; meaning is also conveyed by tone of voice, of course, and this is something you may be able to model for the students to imitate in their conversations.

S14 is designed for students to read aloud, using tone of voice to emphasise the feelings of their characters: when they have finished, they can discuss who they agree with, and I like to follow this up with a roleplay task in which they have to argue the opposite case to the one they have just read out. Meanwhile S14b offers some further ways to focus on conversational skills as an optional preliminary to S14c.

S15 uses intermediate level discussion topics which require students to express complicated opinions.

S16 suggests topics for a presentation to the class by each of your students, and emphasises the importance of fluency and eye contact, which are also important in conversation.

S12b The Conversation at Julie's Party

Put the words in order to make a conversation at Julie's party. Each sentence has a verb missing, which is in brackets at the end, but you have to decide what tense it should be.

Tommy, how you hi? <be>

the thanks – party fine, I. <enjoy>

reached I the Julie's can't big 3-0! <believe>

she nor can! face her when cards she her did you opened?

<see>

Julie's good friends but when it's together fun. great a it's party!

<get>

I that yes – friends and her some know work I to of didn't. <chat>

Kerry you before have? <meet>

her about no I but! <hear>

wait I can't to her for <arrive>

famous a that star she it's film amazing! <become>

girl – actress wanted she to remember when an she was be a I but she always!

<say>

Do you think it is easy to go to an old school friend's party if you are famous? Think about what might happen to Kerry when she arrives, and roleplay her conversation in your pair or group.