Will Speak

BOOK 1

Everyday Conversation

Speak Naturally. Connect Confidently.



LEVEL

1

A2–B1

Godswill Uche Ambrose

willspeakenglish.com

BOOK 1

WillSpeak Everyday Conversation

Speak Naturally. Connect Confidently.

WillSpeak English Learning Series

By Godswill Uche Ambrose

First Edition, 2026

A2 progressing toward B1

Practical English for everyday interaction
40 core lessons in 8 units

SAMPLE

Publication information

WillSpeak Everyday Conversation

Book 1 / First Edition

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Author: Godswill Uche Ambrose
Published by WillSpeak
First Edition, 2026

About this edition

Original conversation examples and practice activities for older teens and adults working at A2 and progressing toward B1.

CEFR describes the intended learning range. Completing this book does not provide formal CEFR certification.

For guidance on practising with the printed dialogues and using optional recordings, see “Practising together or on your own.”

SAMPLE

Welcome to WillSpeak

A note from the author

Dear Learner,

English can help you connect with people in ordinary moments: meeting someone, making a plan, finding your way or asking for what you need. WillSpeak Everyday Conversation helps you build these exchanges step by step, using language you can return to and make your own.

This book is for older teens and adults working at A2 and developing greater independence toward B1. Each lesson gives you a practical purpose, useful expressions and support for trying a conversation. As you progress, you will rely less on notes and respond more freely.

A successful exchange does not need perfect English. Listen to the other person, respond to their answer and ask a question that fits. If a detail is unclear, check it. Mistakes can be part of learning to communicate clearly and keep a conversation going.

Practise a little and often. Work with a willing partner or use the solo options. Real or fictional details are welcome. Repeat a task with less support, notice what feels easier and choose one thing to practise next. The goal is to use what you know when a conversation needs it.

Godswill Uche Ambrose

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SAMPLE

How to use this book

Four steps toward a real conversation

01 DISCOVER

Read the “I can...” goal. Explore the situation and useful language. Choose expressions that fit the purpose of the conversation.

02 EXPERIENCE

Read or listen to a partner reading the exchange. Notice replies, conversation strategies and pronunciation that helps understanding.

03 PRACTICE

Try short activities and prepare a few keywords. Use support first, then practise again while looking at the page less.

04 SPEAK

Use real or fictional details. Respond to your partner’s answers, switch roles and try again with fewer prompts. Check your progress.

Take it beyond the lesson

Try the Real Life Mission. After every five lessons, use the unit checkpoint to retrieve earlier language and combine your skills.

SAMPLE

Practising together or on your own

With a partner

Take turns speaking and listening. Read a dialogue aloud, then try the exchange with new details. Ask about your partner's actual answer. For private cards or maps, cover the other version until you have finished the task. Then check the information together.

On your own

Speak both roles, or record one role and respond to it. Check your answers and journey details against the printed facts. Solo practice helps you rehearse. Try the information gap with a partner when you can.

Written dialogues and recordings

This edition uses printed dialogues and partner reading for listening practice. You can make your own recordings if they help. Recording is optional. Official lesson audio and QR resources are not included in this working edition.

Make the practice comfortable

The characters are fictional. You may use invented details too. Practise with someone willing, and keep personal recordings private. You do not need to approach strangers.

SAMPLE

Your progress

Notice what you can do with less help

One everyday conversation I want to handle more easily:

After Lesson 1's Speak task, keep an optional recording or short note.
Return to that task at each relevant review and again in Lesson 40.

After each unit checkpoint

For your main goal, write: independently / some help / next practice.
Choose one skill to work on next. These are practice checks.

UNIT	MY PROGRESS	NEXT FOCUS
01		
02		
03		
04		
05		
06		
07		
08		

SAMPLE

LESSONS 01–05

UNIT 1

Connecting with people

Everyday conversations with people you meet

In this unit

01 Breaking the Ice

02 Introducing Yourself

03 Meeting New People

04 Talking About Family

05 Work and Studies

By the end of this unit, I can...

Start an exchange and introduce myself naturally.
Talk about family, work and studies using chosen details.
Show interest and ask a question that fits the reply.

Listen to the answer. It can help you choose your next question.

SAMPLE

Breaking the Ice

Start a conversation

I can start a short conversation, respond, and ask a question that fits the situation.

Look and choose

"Hello" and "Good morning" are useful in many settings. "Hey" is often friendly and casual. Choose an opening that fits the people and place.



1. Who might already know each other?
2. What could you say first in each place?
3. What could you ask after the other person replies?

You can use fictional people and details throughout this lesson.

Useful language

Purpose	Try this
Open with the situation	**Hi, is this seat free?**
Greet someone you know	**How's your morning going?**
Respond	**Pretty good, thanks.**
Return a question	**What about you?**
Ask about a first visit	**Is this your first time here?**
Close a short exchange	**See you later.**

Try a small change

A: Hi! How's your morning going?
B: Pretty good, thanks. I'm getting ready for class.
A: What class are you taking?

Change the detail in B's answer. Ask a question about the new detail.

Will's Tip
Listen to the answer. It can help you choose your next question.

SAMPLE

Before the conversation group

Who: Emma and Liam, meeting for the first time.
Where: Outside a room at a community centre.
Why: Emma wants to join the group and asks about a seat.

Emma: Hi, is this seat free?
Liam: Yes, it is. Are you here for the conversation group?
Emma: Yes. I'm Emma, by the way.
Liam: I'm Liam. Nice to meet you.
Emma: You too. Is this your first time here?
Liam: No, I came last week. The people are really friendly.
Emma: That's good to know. Is it a big group?
Liam: About six or seven people. Shall we go in?
Emma: Sure. Let's go.

Understand the exchange

Read the dialogue.

1. Why does Emma speak to Liam first?
2. Has Liam been to the group before?
3. Which question follows Liam's comment about the group?
4. What do they agree to do at the end?

Notice the conversation

Find an opening, a response and a question about the situation.

Emma asks about the group after Liam mentions the people. Her next question connects to his reply.

Say it clearly

Say these lines slowly, then at a comfortable speed:

“Is this SEAT free?”
“How's your MORNING going?”
“Pretty GOOD, thanks. What about YOU?”

The capital words show one possible stress pattern. Stress can change with meaning. Aim to be easy to understand.

In context: “How's” = “How is.”
“I'm” = “I am.”

At work:
A: Morning! How's your morning going?
B: Not bad. I've got a meeting in a minute.
A: Hope it goes well!
B: Thanks. Catch you later.

SAMPLE

Practice

Practise with a partner. Use the keywords, then look away from the page.

1. Choose a response

Match each question with the reply that answers it.

1. Is this seat free?
2. How's your morning going?
3. Is this your first time here?

a. Pretty good, thanks. What about you?
b. Yes, it is. You can sit here.
c. No, I came last week.

2. Complete the exchange

Use each phrase once: What about you? / How's your morning going? / Hi!

A: (1) _____ Good to see you.
B: Hi! (2) _____
A: Pretty good, thanks. (3) _____
B: Not bad. I'm getting ready for a class.

Say it with a partner. Then change B's final detail.

3. Make the next question fit

Choose a question that connects to each reply.

1. “I'm getting ready for a class.”
   a. What class are you taking? b. Is this seat free?
2. “I came to the group last week.”
   a. What was it like? b. What time is your work meeting?

Now write another possible question for one reply.

4. Use keywords

Choose a situation: at a class / at work / at a familiar café.

My opening: _____

One detail in my reply: _____

My follow-up: _____

Remember: answer the question before asking your own.

SAMPLE

Talk, listen, respond

Choose one situation. Use real or fictional details.

Situation A — Before a class

A: You are new to the group. Ask about a seat and the group.
B: You came last week. Answer, share one detail and ask A a question.

Situation B — At work

A: Greet a colleague you know. Ask about their morning.
B: You are preparing for a task. Answer and add one detail.
Both: Continue briefly, then close because one of you needs to start work.

Try 6–8 turns. Take your time.
Support if needed: “Pretty good, thanks.” / “What about you?” / “What was it like?”
Change roles. Try again with one new detail and less support.

Check the exchange

Did we...
□ choose an opening that fits?
□ respond to what the other person said?
□ add a detail and a related question?
□ finish the conversation naturally?

My progress

□ I can choose an opening.
□ I can respond and add a detail.
□ I can ask a related question.
□ I can close a short exchange.

REAL LIFE MISSION

Use an opening and one follow-up with someone you know who is happy to practise English. Or record both parts of a fictional conversation. You do not need to speak to a stranger. Try a different follow-up from the one you used in class.

A clear exchange can include mistakes. Keep listening and help each other understand.

One expression I want to remember:

One thing I'll practise next:

Optional baseline: Keep this recording or a short note about what you can do. You'll return to this task in Lesson 40. Recording is your choice.

SAMPLE

Introducing Yourself

Share a few details

I can introduce myself and exchange a few basic details clearly.

Look and connect

Two fictional people are joining a conversation group.

MINA PARK

From Busan
Lives in Taipei
Likes cooking

LEO SILVA

From Porto
Lives in Taipei
Likes cycling

1. What do they have in common?
2. Which detail could help them continue talking?

Use real or fictional details throughout this lesson.

Useful language

Give your name	**I'm Mina. / You can call me Mina.**
Ask about a name	**What's your name?**
Check a name	**Sorry, was that Mina?**
Ask for spelling	**How do you spell that?**
Ask about a hometown	**Where are you from?**
Ask about home now	**Where do you live now?**
Respond to an introduction	**Nice to meet you.**

“I’m from Busan” tells someone where you come from.
“I live in Taipei” tells someone where your home is now.

Will's Tip

Check a name politely. Then use it naturally in your reply.

SAMPLE

Getting the name right

Who: Mina and Leo, meeting for the first time.
Where: Before a conversation group in Taipei.
Why: They want to get to know each other.

Leo: Hi, I'm Leo. What's your name?
Mina: I'm Mina. Nice to meet you.
Leo: You too. Sorry, was that Nina?
Mina: Mina, with an M.
Leo: How do you spell that?
Mina: M-I-N-A.
Leo: Thanks, Mina. Where are you from?
Mina: I'm from Busan, but I live here in Taipei now. What about you?
Leo: I'm from Porto. I live here too.
Mina: Oh, we both live in Taipei. What do you like doing?
Leo: I like cycling. How about you?
Mina: I like cooking. I'm trying a new recipe this weekend.

Understand the exchange

1. Which name does Leo check?
2. How does Mina help him understand her name?
3. What do they have in common?
4. What does Mina like doing?

Notice the conversation

Underline the name check. Circle the question Mina returns to Leo.

Say it clearly

Say “Mina, with an M” and “M-I-N-A.” Keep each letter clear.

With a partner, use fictional names. Spell one name. Your partner writes it, then checks it with you.

Name stress varies. Follow the way the person says their own name.

Your first name is your given name. Your surname is your family name. Names can follow different orders. Ask what someone would like you to call them.

SAMPLE

Build your introduction

1. Match the question and detail

1. What's your name?
2. Where are you from?
3. Where do you live now?
4. What do you like doing?

a. I live in Taipei.
b. I like cycling.
c. You can call me Leo.
d. I'm from Porto.

2. Check the name

Use each phrase once: How do you spell that? / with an M / was that Nina?

A: Sorry, (1) _____

B: Mina, (2) _____

A: (3) _____

B: M-I-N-A.

Say it with a partner. Change the name and spell it clearly.

3. From or live?

Mina's hometown is Busan. Her home now is Taipei.

I'm (1) _____ Busan. I (2) _____ in Taipei now.

Write two sentences about a real or fictional person.

4. Plan with keywords

Name I want to use:

From / home now:

One interest:

One question for my partner:

Use keywords. Your partner notes your name and one detail, then checks them.

SAMPLE

Make the introduction yours

Round 1 — Before a group

Use real details or choose a fictional profile.

A HANA

From Kyoto
Lives in Taipei
Likes walking

B SAMI

From Tunis
Lives in Taipei
Likes photography

Introduce yourselves. Check or spell a name. Ask about home and one interest. Find one shared detail.

Round 2 — With fewer notes

Choose new real or fictional details. Use only keywords.
Start with an opening from Lesson 1. Both people should answer, add a detail and ask a question. Close naturally.

Try 8–10 turns. Change roles. Try again with less support.
Support: “You can call me...” / “Sorry, was that...?” / “What about you?”

Check the exchange

□ Share names and clear details
□ Check a name respectfully
□ Both ask and answer questions

My progress

□ I can introduce myself clearly.
□ I can ask about a name and a detail.
□ I can repeat or spell a name.

REAL LIFE MISSION

Record a 30-second introduction with real or fictional details. Say your name and share two details. Listen: is your name clear? Try again with fewer notes. You can practise aloud instead of recording.

One expression I want to reuse:

One thing I’ll practise next:

SAMPLE

LESSON 03

DISCOVER

Meeting New People

Bring someone into the conversation

I can introduce two people and help them begin a conversation.

Look and connect

Alex knows Priya and Ben. Priya and Ben have not met.

PRIYA

Alex's teammate
Plays volleyball with Alex
Likes cooking

BEN

Alex's neighbour
Lives near Alex
Likes cooking

1. How does Alex know each person?
2. What could Alex mention to help Priya and Ben start talking?

Use real or fictional people throughout this lesson.

Useful language

Check whether people have met	**Have you two met?**
Introduce someone	**This is Priya.**
Explain a connection	**We play volleyball together.**
Name a relationship	**Ben is my neighbour.**
Find a shared interest	**You both like cooking.**
Invite someone to speak	**What about you, Ben?**

A teammate plays or works on the same team. A neighbour lives near you. "Both" connects two people: they both like cooking.

Will's Tip

Introduce them, share a connection, then give both people a turn.

SAMPLE

Before the cooking class

Who: Alex, Priya and Ben. Priya and Ben are meeting for the first time.
Where: Outside a cooking class.
Why: Alex wants to help two people start talking.

Alex: Hi, Priya! Ben, have you two met?
Ben: No, I don't think so.
Alex: Priya, this is Ben, my neighbour.
Alex: Ben, this is Priya. We play volleyball together.
Priya: Nice to meet you, Ben.
Ben: You too, Priya. Is this your first cooking class?
Priya: Yes. I usually cook at home.
Alex: You both like cooking. What do you like making, Priya?
Priya: Pasta, mostly. What about you, Ben?
Ben: I like making soup. Are you trying something new today?
Priya: Yes! I haven't made this dish before.
Alex: Me neither. Let's go in together.

Understand the exchange

1. Have Priya and Ben met before?
2. How does Alex know Ben?
3. What do Priya and Ben both like?
4. Who asks Ben about his interest?

Notice the conversation

Underline both introductions.
Circle the question that invites Ben to share his interest.

Say it clearly

“This is PRIYA.”
“You both like COOKING.”
“What about YOU, Ben?”

Say the names clearly. Stress the shared interest. Use a friendly voice to invite the next person.

Listen as a partner reads. Point to the person each name refers to.

In context: “We” means Alex and Priya in the volleyball sentence. “You both” means Priya and Ben in the cooking sentence.

SAMPLE

Make the connection

1. Who does the word refer to?

Who are “we” and “you both”? Use the dialogue. Write the names.

a. “We play volleyball together.”

b. “You both like cooking.”

2. Put the introduction in order

Alex introduces Sara to Omar. Number the lines 1–3.

___ You both like walking. Where do you like going, Sara?
___ Omar, this is Sara.
___ We’re on the same course.

3. Add the missing invitation

Use: This is / together / What about you

Alex: (1) _____ Sara. We study (2) _____.
Sara: I like walking by the river. (3) _____, Omar?
Omar: I like walking in the park.

Say it with two partners. Change the activity.

4. Plan with keywords

Two names:

How I know each person:

One shared interest:

A question that includes both:

SAMPLE

Help both people join in

Round 1 — Find a shared interest

Work in threes. Read only your role first.

A THE INTRODUCER

You know Noor from a course. Jamie is your neighbour. Introduce them. Ask about interests and find something they both like.

B NOOR

You like cycling and cooking.
Ask Jamie a related question.

C JAMIE

You like cooking and reading.
Ask Noor a related question.

Round 2 — With fewer notes

Choose new real or fictional people. Use your keywords from Practice. Introduce both people and explain how you know them.

Try 8–10 turns. Everyone should ask or answer a question.
Change the introducer. Try again with less support.
Working alone? Speak all three parts.

Check the exchange

- □ Clear names and connections
- □ A shared interest
- □ A turn for each person

My progress

- □ I can introduce two people.
- □ I can explain a connection.
- □ I can invite someone to speak.

REAL LIFE MISSION

Introduce two fictional people aloud or record it. Add a shared interest and a question for each. Repeat in a new setting.

One expression I want to reuse:

One thing I'll practise next:

SAMPLE

LESSON 04

DISCOVER

Talking About Family

Describe people who matter to you

I can describe family or important people in my life and respond to questions.

Look and connect

Read about two fictional people and their households.

KAI

Lives with his sister Mei
Mei is patient and funny
They cook on Sundays

NORA

Lives with a friend
Has two cousins nearby
They walk at weekends

1. Who does each person live with?
2. What could you ask about a shared activity?

You can always use fictional people and details.

Useful language

Say who lives with you	**I live with my sister.**
Describe a connection	**We're close.**
Share an activity	**We often cook together.**
Ask about a person	**What are they like?**
Ask about shared time	**What do you do together?**
Choose an example	**I'd rather use an example.**

A sibling is a brother or sister. A cousin is your aunt's or uncle's child. A relative is a family member. A partner can mean someone in a couple.

Will's Tip

Ask about a detail someone shares. Let them choose what to tell you.

SAMPLE

Different households

Who: Kai and Lea, talking with Jo in a conversation group.
Where: At a community centre.
Why: They are practising descriptions of people they know.

EXCHANGE A

Kai: I live with my sister, Mei. We're close.
Jo: What's she like?
Kai: She's patient and funny. We often cook together.
Jo: That sounds nice. When do you cook?
Kai: On Sundays. She makes great soup.

EXCHANGE B

Lea: I'd rather use an example.
Jo: Of course. Tell me about your example.
Lea: Nora lives with a friend. Her two cousins live nearby.
Jo: What does Nora do with her cousins?
Lea: They go for walks at weekends. They're close.

Understand the exchanges

1. Who does Kai live with?
2. What do Kai and Mei do together?
3. Who lives with Nora in the example?
4. When does Nora walk with her cousins?

Notice the response

How does Jo respond when Lea asks to use an example?

Say it clearly

One parent / two parents
One cousin / two cousins

Listen to a partner. Do you hear one or two? Point to the phrase, then change roles.

Keep the ending clear: parents ends in /s/; cousins ends in /z/. Use a comfortable speaking speed.

SAMPLE

Describe the relationship

1. Choose the most specific word

Use each once: sibling / cousin / relative / partner

a. A brother or sister: _____
b. Your aunt's or uncle's child: _____
c. A general word for a family member: _____
d. A person in a couple: _____

2. Choose the word that fits

Circle one word in each sentence.

Mei is Kai's sister.
1. She / Her is patient.
2. She / Her soup is delicious.

Nora has two cousins nearby.
3. They / Their go for walks with Nora.
4. They / Their home is near Nora's.

3. Respect the choice

Your partner says, "I'd rather use an example." Choose a reply.
a. Why? Tell me about your real family.
b. Of course. Tell me about your example.

4. Plan with keywords

Person and relationship:

What they are like:

What we do together:

One related question:

SAMPLE

Talk and show interest

Round 1 — Use a fictional profile

Choose a profile. Your partner asks two related questions.

A LENA AND HER COUSIN

Cousin: Ari
Lives in another town
Friendly and creative
They visit and draw together

B OMAR AND HIS FRIEND

Friend: Ben
They live together
Calm and helpful
They often cook together

Describe the relationship, one quality and a shared activity.
Listen to your partner's questions and add a detail.

Round 2 — Choose your example

Describe a family member or someone important to you. Real or fictional details are welcome. Use only keywords.

Ask two questions about details your partner shares.
If they choose an example, accept it and continue.
Change roles. Try again with fewer notes.

Check the exchange

□ Explain the relationship
□ Give a shared activity
□ Ask respectful follow-ups

My progress

□ I can describe a relationship.
□ I can answer related questions.
□ I can respect a speaker's choice.

REAL LIFE MISSION

Describe a fictional family or a person you choose, aloud or in a recording. Use two phrases from Useful language. Repeat without the word list.

One expression I want to reuse:

One thing I'll practise next:

SAMPLE

LESSON 05

DISCOVER

Work and Studies

Talk about what you do

I can describe my work or studies and ask someone about theirs.

Look and connect

Read about two fictional people and their activities.

TESSA

Works in a library
Helps visitors find books
Enjoys helping people

ARUN

Studies design
Makes posters on his course
Enjoys creative projects

1. What does each person do?
2. What could you ask about their experience?

You can talk about work, study, volunteering or another activity.

Useful language

Describe your work	**I work in a library.**
Describe your studies	**I'm studying design.**
Explain a regular task	**Most days, I help visitors.**
Ask about the experience	**What's that like?**
Ask about enjoyment	**What do you enjoy about it?**
Give a reason	**I like it because I help people.**

A course teaches a subject or skill. A task is something you do. A shift is a period of work. A volunteer helps without being paid. A team works together.

Will's Tip

Ask what someone does, then ask about a detail in their reply.

SAMPLE

More than a job title

Who: Tessa and Arun, meeting at a community event.
Where: At a refreshments table.
Why: They want to get to know each other.

Arun: Hi, I'm Arun. Nice to meet you.
Tessa: I'm Tessa. You too. What do you do?
Arun: I'm studying design. What about you?
Tessa: I work in a library. I'm a library assistant.
Arun: What does a library assistant do?
Tessa: I help people find books and check books in and out.
Arun: Oh, I see. What do you enjoy about it?
Tessa: Helping people. What do you do on your course?
Arun: We make posters. I like it because the projects are creative.
Tessa: That sounds interesting. When do you have classes?
Arun: On weekday afternoons. What about your work?
Tessa: I usually work in the mornings.

Understand the exchange

1. What tasks does Tessa do?
2. What is Arun studying?
3. What does Arun enjoy?
4. When are his classes?

Notice the next question

Underline a question about a task. Circle a question about someone's experience.

Say it clearly

"I work in a LIBRARY."
"I'm studying DESIGN."
"We make POSTERS."

Stress the words with new information. Read to a partner. Can they name the activity and task?

These show one possible stress pattern. Aim to be easy to understand.

In context: "I usually work..." describes a regular activity. "I'm studying..." describes a current course. "Because" introduces a reason.

SAMPLE

Explain it in your own words

1. Match the person and task

1. Library assistant
2. Design student
3. Volunteer at a food bank

a. Packs food for local families
b. Helps visitors find books
c. Makes posters for a course

2. Choose a related follow-up

1. “Most days, I help visitors find books.”
   a. What do you enjoy about helping them?
   b. What subject are you studying?
2. “I’m studying design.”
   a. What time does your library shift start?
   b. What do you make on your course?

3. Complete the description

Use each once: because / make / studying

I’m (1) _____ design. Most days, I (2) _____ posters.
I enjoy it (3) _____ I can try new ideas.

Say it with a partner. Change the activity and reason.

4. Plan with keywords

Work, study or another activity:

One task I usually do:

What I enjoy and why:

One question for my partner:

Use your keywords to explain your activity. Your partner asks a question about your reply. Use real or fictional details.

SAMPLE

Ask about the experience

Round 1 — Use a fictional profile

Choose a profile. Explain the activity and one task.

A MINA

Works in a café
Usually makes drinks
Works an afternoon shift
Enjoys talking to customers

B LEO

Studies photography
Usually takes outdoor photos
Has weekend classes
Enjoys exploring new places

Ask what your partner does. Listen, then ask about their task or experience. Add a detail to your own answers.

Round 2 — With fewer notes

Choose real or fictional work, study, volunteering or another regular activity. Use only keywords.

Try 8–10 turns. Explain one task in everyday words.
Ask a question that fits your partner's reply.
Change roles. Try again with less support.

Check the exchange

□ Explain an activity and task
□ Share a detail or reason
□ Ask a related question

My progress

□ I can explain what I do.
□ I can describe a main task.
□ I can ask about an experience.

REAL LIFE MISSION

Explain a regular activity aloud or record it. Describe one task and what you enjoy. Add a question you could ask someone else.

One expression I want to reuse:

One thing I'll practise next:

SAMPLE

Unit 1 checkpoint

1. Retrieve useful language

Cover the earlier pages. Write or say one expression for each purpose. Then check and improve your choices.

Open a conversation:

Respond to an introduction:

Check or spell a name:

Introduce another person:

Choose a fictional example:

Ask about an experience:

2. Bring people into the exchange

Work in threes. A knows B and C. B and C have not met.

A THE INTRODUCER

Ava is your neighbour. Jin is on your course. Introduce them.
Help them find a shared interest, then give both a turn.

B AVA

Works in a café
Lives with a friend
Likes cycling

C JIN

Studies photography
Has a cousin nearby
Likes cycling

Try 10–12 turns. Exchange a useful detail about work, study or someone important. Ask questions about replies. Close naturally.

Change the introducer. Use new fictional details and fewer notes.
Working alone? Speak all three parts.

SAMPLE

UNIT 1 CHECKPOINT

PROGRESS

See your progress

3. Try your first conversation again

Repeat Lesson 1's "Before a class" situation. Use fewer prompts.
A is new to the group. B came last week. Start naturally, share a detail, ask a related question and close.

If you kept an early recording or note, compare it with this attempt.
If not, think back to your first exchange. Recording is optional.

4. Check the conversation together

For each point, choose: independently / with some help / next practice.
Use a short example from your exchange.

Task	We introduced people and exchanged useful details.
Clarity	Our partner understood the names and main details.
Interaction	Everyone responded and had a chance to speak.
Language	We retrieved expressions and asked related questions.
Accuracy	Our words and sentences helped convey the meaning.

5. Choose your next step

One thing I can do more easily now:

One conversation skill I'll practise again:

Clear conversations can include mistakes. Keep listening and help each other.

SAMPLE

LESSONS 06–10

UNIT 2

Everyday Life

Everyday conversations about the way you live

Talk about routines and interests. Make plans and handle everyday choices with another person.

In this unit

06 Daily Routines

07 Hobbies and Interests

08 Making Plans

09 Food and Drinks

10 Shopping

By the end of this unit, I can...

Describe my routine and compare it with someone else's.
Talk about interests and make plans together.
Ask for everyday items and discuss choices.

Keep listening for a detail you can ask more about.

SAMPLE

LESSON 06

DISCOVER

Daily Routines

Talk about your usual day

I can describe my usual day and compare routines with another person.

Look and connect

Two fictional weekday routines. What do they share?

TESSA

Works in a library

- Wakes up at 7:00
- Leaves home at 8:00
- Walks after dinner every day

ARUN

Studies design

- Wakes up at 7:00
- Leaves home at 9:00
- Walks after dinner twice a week

1. Find one similarity and one difference.
2. What could you ask about the walking routine?

Useful language

Describe a habit	**I usually wake up at seven.**
Ask about a time	**What time do you leave home?**
Ask about frequency	**How often do you walk?**
Explain a change	**It depends on the day.**
Talk about weekends	**On weekends, I get up later.**

A commute is your journey to work or study. A break is a short rest.
“Twice a week” means two times in one week.

Will’s Tip Compare a detail, then ask about it.

SAMPLE

A day in common

Who: Tessa and Arun, after their conversation group.
Where: Outside the community centre.
Why: They are comparing their routines.

Tessa: What time do you usually wake up?
Arun: At seven. What about you?
Tessa: Me too. I leave home at eight for work.
Arun: I usually leave at nine for my course.
Tessa: Do you take a break in the afternoon?
Arun: Yes, usually. And I sometimes walk after dinner.
Tessa: I do too. How often do you walk?
Arun: Twice a week. What about you?
Tessa: Every day. Is your weekend routine different?
Arun: Yes. On weekends, I have breakfast with my sister.

Understand the exchange

1. When do they both wake up?
2. When does Tessa leave home?
3. How often does Arun walk?
4. What does he do on weekends?

Notice the next question

Underline a reply that compares a routine. Which question follows it?

Listen and say it

A reads the conversation. B listens for two times and one frequency. Check together, then switch.

“On weekends, / I have breakfast with my sister.”

Pause lightly after the time phrase. The slash marks a thought group.

Language support: “I usually leave...” describes a habit. Use “What time...?” for a time and “How often...?” for frequency.

SAMPLE