

 **1.41**

Double oh two eight - double three four - double four five four
 Double zero double two - two three four - double three double four
 Double oh double five - double seven eight - eight double nine two
 Double oh double four - two oh eight - four five six - double seven double four

2 Monday Tuesday Wednesday Thursday Friday Saturday Sunday
 3 Students' own answers
 4 **Across:** 1 March 3 July 4 August 6 November 7 April 8 October 9 December 10 February
Down: 1 May 2 January 3 June 5 September
 5 a 22nd February b 2nd August c 13th December d 3rd March e 31st January f 24th May
 6 Students' own answers

Grammar

Can for requests and possibility

1 a Can b can't c can d can't e Can f can

2  **1.42**

- a Can we meet on Monday?
- b Sorry, I can't. I'm busy.
- c I can meet on Tuesday. Is that okay?
- d I can't meet in the morning. I have another meeting.
- e Can we meet in the afternoon?
- f I'm free then. We can meet on Tuesday afternoon.

- 3 a I can meet you on Monday
 b I can't meet you on Monday
 c Can you meet me on Monday?
 d You can leave early tomorrow.
 e You can't leave early tomorrow.
 f Can I leave early tomorrow?

Using Language

a 2 b 3 c 1

Pronunciation

1 See listening script below.

2  **1.43**

Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday

3 See listening script below.

4  **1.44**

January, February, March, April, May, June, July, August, September, October, November, December

Phrase bank: Telephone phrases

a can b speak c ask d It's e out f take g call h else?

 **1.45**

- A: Good morning, how can I help you?
- B: Hello, can I speak to Mr Smith, please?
- A: Can I ask who's calling?
- B: It's Samantha Lyons.
- A: I'll just check.
- ...
- A: I'm sorry, Mr Smith is out of the office today. Can I take a message?
- B: Can he call Samantha Lyons, please?
- A: No problem. Is there anything else?
- B: No thanks, bye.
- A: Bye.

Writing

a Lyons b afternoon c her d number e Can f (back) on Monday g morning

Reviewing objectives

If students are not able to tick the objectives in this box, direct them back to the relevant exercises in this unit for revision.

- I can make a telephone call.
Telephone calls, exercises 1–4; Leaving a message, exercises 1–3; Are you free on Tuesday?, exercises 1–5
- I can receive a telephone call.
Telephone calls, exercises 1–4; Leaving a message, exercises 1–3; Are you free on Tuesday?, exercises 1–5
- I can talk about significant dates.
Days, months and dates, exercises 1–13
- I know the days of the week.
Days, months and dates, exercises 1–3
- I know the months of the year.
Days, months and dates, exercises 6–7


B

It's very close

Learning objectives

In this Survival scenario, students learn how to describe the location of places in a town and in an office, and how to ask for directions. First, students focus on prepositions of place and names of places in a town. Then they read a text message from Karl to Antonio about their arrangements to meet in London and find specific information in it. Next, students watch a video in which Antonio asks for directions to get to the meeting place, and they answer true/false questions. They use information from the video to complete a map with the correct places. Students then focus on prepositions of place and practise a short conversation in which one person asks for directions. Students watch a second video, in which Antonio is given directions to a meeting room, which they must identify, and then answer multiple-choice questions. Finally, students practise asking for and giving directions and evaluate their performance in this Survival scenario.

Digital resources: Survival scenario B

 In Company in action B1–B2 and worksheet; A1 worksheets; Writing Bank: worksheet 1; Glossary; Student's Book answer key; Survival scenario video scripts

Warm-up

Focus students' attention on the title of this Survival scenario, *It's very close*, and elicit possible questions that came before this answer (e.g. *Where is it? Is it far? How far is it?*). Explain that *It's very close* means *It's very near* and is an answer we can give if someone asks us where something is. At this point, you might want to point out the difference in pronunciation of *close* (adj.): /kləʊs/ and *close* (verb): /kləʊz/. Ask students to tell the class or a partner about the last time they asked for (or gave) directions: *Where were you? Where did you want to go? Did the person you asked for directions help you?* You could also ask students if they have ever asked (or have been asked) for directions in English and what happened.

1:1

In this Survival scenario, you could ask your student to bring in or create a plan of the building they work in and a map of their town or city. Use these to generate additional or specific vocabulary for rooms or facilities in their offices and places in their town. Your student can use them to practise describing where places or rooms are and how to get to them.

1 Check the meaning of the prepositions in the exercise and the places on the map. You could also elicit other places in a town and write these up on the board. Give

students further practice by asking them to work with a partner and take turns to describe and identify a place on the map (without saying its name).


ANSWERS

a Grand Avenue b post office c bank/library d library; hospital

2 Ask students what they can remember about Antonio and Karl from Survival scenario A. Elicit why Karl could be sending a text message to Antonio on the day of their meeting. If the students didn't do Survival scenario A, explain that Antonio is in London to meet Karl and Julie at the BetterDrinks office. After students have read the text message and answered the questions, elicit what Antonio could do to find out where 4 Bedford Street is.

ANSWERS

a at a train station b at ten o'clock c office

3  **B1** Focus attention on the video still and ask students to predict what is going to happen in the video. Then ask students to read the statements. Play the video for students to decide whether the statements are true or false. You could ask them to correct the false statement.

ANSWERS

a T b T c F

 B1

Waiter: Would you like more coffee, sir?... Sir?

Antonio: Mm? Sorry, pardon?

W: Would you like more coffee?

A: Erm, no thank you. ... Actually, yes, please! ... Can you help me?

W: Sure.

A: Do you know BetterDrinks?

W: You want a better drink, sir.

A: No. It's a company. I want to get to the office. I think it's near here.

W: I don't know it, sir. Sorry.

A: It's on Bedford Street ...

W: Oh, yes!

A: The address is 4 Bedford Street.

W: Yes, I know that! It's very close. Bedford Street is just across from here.

A: Bedford Street is opposite the hotel?

W: Yes. I think 4 Bedford Street is next to a café. The café is on the left and there's a department store on the right.

A: So, the office is between a café and a department store?

W: Yes, that's right.

A: Thank you for your help.

W: No problem.

4 **B1** Check the meaning of *petrol station* and *convenience store* and explain that *petrol station* is used in British English, but *gas station* is used in American English. Then, based on what they can remember from the video, students complete the map with the place names. Play the video again so that they can check their answers.

ANSWERS

- a café
- b BetterDrinks office
- c department store
- d The Western Hotel

5 After students have matched the words and phrases, you could ask them to work with a partner and take turns to test each other on these.

ANSWERS

- a 4 b 1 c 2 d 3

6 Encourage students to refer back to the map in exercise 4 as they put the sentences in order. After you have checked the answers, ask students to work with a partner and practise reading out the conversation.

For part b), you may need to do an example with the class first. If students are from the same town, as an alternative, they could talk about places they know. Go around monitoring and assisting students as necessary.

ANSWERS

- i 3 ii 4 iii 2 iv 1

7 Go through the instructions with the class. After you check the answers, give students further practice by asking them to work with a partner and take turns to describe where a room is and to identify it.

ANSWERS

- a opposite/across from
- b next to/on the right of
- c between/in the middle of
- d opposite/across from Karl's office or between/in the middle of room B and room C

8 **B2** Tell students that in this video, Antonio meets Julie and Karl and is given directions to the meeting room. Play the video and ask students to identify which room the meeting is taking place in: A, B or C. You could follow this up by inviting students to share any relevant experiences. Ask: *Have you ever been given bad directions and had problems finding a room? What happened?*

ANSWER

Room B

B2

Julie: Mr Dias?
 Antonio: Yes. Julie?
 J: Very pleased to meet you. How is your hotel?
 A: Very nice, thank you.
 J: Good. You got the message from Karl?
 A: Yes, I think there is a problem with his train.

J: Yes, he's very ...
 Karl: Sorry! Sorry I'm late. Trains! ... Antonio, welcome to the UK!
 A: Thank you, Karl. I'm happy to be here.
 K: Good, I think you'll really love this new tea from Taiwan.
 A: It sounds interesting.
 J: Oh yes, Bubble tea is delicious. We're very excited about it.
 K: Very excited. Now, Julie can I speak to you for a moment before the meeting?
 J: Er, of course.
 K: Antonio, please go straight to the meeting room. We will be there in one minute.
 A: Sure, but where is it?
 J: Our office is on the third floor. You can take the lift.
 K: The meeting room is between Caroline's office and Julie's office.
 A: Er?
 K: Sorry. Caroline's office is opposite the lift. The meeting room is on the right.
 J: It's across from the kitchen. It's very easy to find.
 A: Okay, thanks. I'll see you in a minute.
 K: Thanks, Antonio. See you soon.
 ...
 K: Big problem: I forgot to bring the Bubble tea!

9 **B2** Before students watch the video again, ask them to read the questions and the answer options. Point out that for each question, there is only one correct answer. Then play the video again. Check the answers with the class.

ANSWERS

- a ii b i c iii

10 Put students in pairs and give them a few minutes to look at their assigned information. Answer any queries before they start. Go around monitoring and assisting as necessary. Make a note of any particularly good language in the roleplays to share in the feedback session later. You might want to invite some students to perform their scenarios for the class.

Read the statements in the **Reviewing objectives** box on page 85 with the class. Invite students to reflect on their performance and decide whether the statements are true for them. You might also want to ask students to give their partner some feedback: *Are the statements true for your partner?* This should help to broaden students' perspective on how they did. Monitor students while they are doing this and deal with any issues that arise. Encourage them to be positive about their performances. If students feel that they cannot tick all the boxes, make a note of any areas that they need to consolidate and incorporate these into future lessons. You might also want to repeat this scenario at a later date.