Learning objectives
This unit is about making telephone calls. Students begin by listening to a telephone call, learning some common telephoning phrases and listening and writing down telephone numbers. Next, students read and rearrange a telephone conversation in which someone wants to leave a message. They then practice taking and leaving messages. Students learn how to use can and can’t in the context of asking people when they are free. In the final section, students learn how to use the days of the week, the months of the year and dates, and then practise arranging a meeting with a partner.

The grammatical focus is on using can for requests and ability/possibility. The lexical focus is on telephone numbers, dates, times of the day, days and months. The pronunciation focus is on saying the days of the week, the months of the year and telephone numbers. The writing focus is on writing telephone messages.

Digital resources: Unit 4
Online Workbook; In Company interviews Units 3–4 and worksheet; A1 worksheets; Glossary; Phrase bank; Student’s Book answer key; Student’s Book listening script; Quick progress test 2

Can I help you?

1.1 Find out about your student’s experience of telephoning at work. Ask: How often do you make phone calls? How often do people call you? Who calls you? Why do they call you? What do you talk about? Do you enjoy talking on the phone? You could then check that your student can say his/her telephone number correctly. For further practice, dictate some telephone numbers for your student to write down, and then have your student practice dictating some phone numbers to you. At the end of this section, you could practise the use of can for ability/possibility by asking your student questions that they answer with can or can’t, e.g. Can we have a lesson next Friday at 10 am? Can you remember every word someone says to you in a phone call? Can you write an email in English? and so on.

Telephone calls
In this section, students begin by listening to a telephone call with the focus on identifying the telephone number. Next, students match the sentence halves of common telephone phrases and are introduced to the use of can for possibility. They then listen to some telephone numbers and practise writing them down. They focus on how to say telephone numbers in English.

Warm-up
Focus attention on the quotation at the top of the page and the question underneath, and ask students whether they think Fred Couples likes or doesn’t like talking on the phone (Answer: doesn’t like). Ask students to work with a partner and ask each other Do you like talking on the phone? Do you like making calls in English? Why? Why not? Then invite students to present their partner’s answers to the class, e.g. Anita doesn’t like talking on the phone. She doesn’t like making calls in English because she finds it difficult.

Question time
1.34 Direct students to the Question time box and ask them if they can remember which word was used at the start of all of these questions in the recording. When
students have listened to the recording again and checked the answer, model the questions again and focus students’ attention on the pronunciation and intonation used. Then have them practise reading out these questions to each other using the correct pronunciation and intonation.

ANSWER
Can

2 Ask students to read the sentence halves of the questions and match them; they can do this either individually or with a partner. Encourage students to refer back to the questions in Question time. Check students’ answers. Elicit that when you take a message, you listen and write the message down. You might want to introduce and have students practise saying some other useful telephoning phrases starting with can, e.g. Can you speak more slowly, please? Can you repeat that, please? and elicit the functions of these questions.

ANSWERS
a 3/5 b 6 c 7 d 1 e 4 f 2 g 5/3

3 Check the meaning of possible. Remind students that we don’t normally say Is it possible to ask who’s calling? Instead, we normally say Can I ask who’s calling? but the meaning is the same. Check the answer with the class and clarify any queries.

ANSWER
T

4 1.35 Ask students to listen carefully to the telephone numbers. You might need to play the recording more than once and/or stop the recording between each set of numbers. At this point, you could review the telephone phrases that students have learned so far in this section by eliciting the questions we ask in different situations, e.g. When we want to speak to someone, we say …; When we want to ask who’s calling us, we say …

ANSWERS
a 0044 208 648 7559
b +41 608 587 4477
c +1 297 541 3324
d 0088 887 707 6841

1.35 a double zero double four, two oh eight, six four eight, seven double five nine
b plus four one, six zero eight, five eight seven, four four seven seven
c plus one two, double nine seven, five four one, double three two four
d double zero double eight, double eight seven, seven zero seven, six eight four one

Language links
Direct students to Vocabulary exercise 1 in the Language links section on page 32 for more practice listening to telephone numbers.

Leaving a message
In this section, students rearrange the lines of a telephone conversation about leaving a message. They practise the conversation, substituting new information for additional practice.

Warm-up
Establish the difference between taking a message and leaving a message. Encourage students to brainstorm why people leave messages. Ask students to tell you or a partner about the last time they left a message (in any language). Ask: Who was the message for? What did you say? If students are working in pairs, monitor these conversations and draw students’ attention to expressions such as (He’s) out of the office or Can he call me? which are likely to arise and which will come up in exercise 1.

1:1 Ask your student if they usually leave a message if the person they want to speak to isn’t there. Find out if your student can remember the last time they left a message. If so, ask: What was the message? Can you reconstruct it in English? In exercise 3, take the role of your student’s partner to practise the conversation. When you make new conversations, base these on realistic situations in your student’s working life by substituting information and people they know.

ANSWER
T

1 Check that students understand the phrase Is there anything else? Encourage students to work to a partner or in a small group so that they can share their ideas and support each other as they rearrange the words to make telephone phrases. Check the answers with the class by asking individual students to say the complete phrases.

ANSWERS
1 Good morning. How can I help you?
2 Can I speak to Paul Smith, please?
3 Sorry, he’s out of the office.
4 Can I help you?
5 No, thanks. When will he be back?
6 Tomorrow. Can I take a message?
7 Yes, please. Can he call me on 0044 788 480 5945?
8 Okay, so that’s 0044 788 480 5945.
9 Yes, that’s right.
10 Is there anything else?
11 No, thanks. Bye.
12 Okay, Bye.

Natural language
Direct students to the Natural language box and ask them to read the information about the use of double, and oh instead of zero, in telephone numbers. Ask them to practise saying the telephone numbers in the box with a partner. Students could do this as a dictation activity, where one student says a number and the other writes it down. For more practice, ask students to write six more telephone numbers containing several double numbers and zeros and dictate them to their partner.
2 Before students practise the telephone call from exercise 1 with a partner, model each telephone phrase and drill the longer phrases. Check the meaning and use of each phrase. You could ask students to practise the conversation twice – once reading it and a second time without looking at their books.

3 Check that students can identify where the phrases should go in the conversation. Some students may want to write the phrases in the conversation before they start, or write the whole conversation out on another piece of paper. You might want to model the new conversation with a stronger student before asking students to practise it with their partner. Go around monitoring and assisting where necessary. You could make this activity more challenging by asking students to create and practise their own conversations based on the scenario of leaving a message. Or, space permitting, you could ask students with a partner to sit back-to-back and practise the conversation without being able to see each other.

Language links
Direct students to the Phrase bank in the Language links section on page 33 for more practice of key telephone language, and to the Writing exercise on page 33 for practice on writing a message.

Are you free on Tuesday?

In this section, students listen to a conversation in which the caller wants to make an arrangement. Students then focus on the use of *can* and *can’t* for ability/possibility in the context of making arrangements.

Warm-up
Ask students to brainstorm reasons why people call each other at work, encouraging them to draw on their own experiences. Elicit and write their ideas on the board, e.g. *to arrange a meeting, to give information, to ask a question, to place an order*, and so on. Make sure you elicit the noun *order*, as this is used in the conversation in exercise 1.

1.36 Tell students they are going to hear a conversation in which one person calls another to arrange a time to meet. Ask students to brainstorm telephoning phrases that they expect to hear, e.g. *Good morning, How can I help you?, Thanks, Bye, etc.* They can refer back to the previous section if they need to. Leave these phrases on the board and check later to see if any of them were actually used in the conversation. After students have listened to the recording and you have checked their answers, you might want to explain how we use *am* and *pm* (*am* from 12 midnight to 12 midday, and *pm* from 12 midday to 12 midnight). As a follow-up, you could give learners some times, e.g. *8 o’clock in the morning, 10 o’clock at night*, and ask them to tell you what these times would be using *am* or *pm*.

**ANSWER**

3.00 pm Friday

1.36

<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
</tr>
</thead>
<tbody>
<tr>
<td>Good morning, Purchasing.</td>
<td>Hello, can I speak to Kristina, please?</td>
</tr>
<tr>
<td>This is Kristina Muller.</td>
<td>Hi, can I speak to Kristina, please?</td>
</tr>
<tr>
<td>Hi, Kristina. It’s José González here.</td>
<td>Hi, Kristina. It’s José González here.</td>
</tr>
<tr>
<td>Oh, hi José. How are you?</td>
<td>I’m busy in the morning. Can we meet in the afternoon?</td>
</tr>
<tr>
<td>Good thanks, and you?</td>
<td>I can do 3.00 pm. Can we meet then?</td>
</tr>
<tr>
<td>Good. Anyway, I want to talk to you about an order. Can we meet?</td>
<td>No problem. I’m free on Thursday morning.</td>
</tr>
<tr>
<td>No problem. I’m free on Thursday morning. What about the afternoon?</td>
<td>Oh, I’m busy Thursday morning. What about the afternoon?</td>
</tr>
<tr>
<td>I’m busy in the morning. Can we meet in the afternoon?</td>
<td>Oh, I can’t meet in the afternoon. Friday?</td>
</tr>
<tr>
<td>I’m free all afternoon. What time is best?</td>
<td>I’m free on Thursday morning. Can we meet in the afternoon?</td>
</tr>
<tr>
<td>I can do 3.00 pm. Can we meet then?</td>
<td>I’m free on Thursday morning. Can we meet in the afternoon?</td>
</tr>
<tr>
<td>Great, bye.</td>
<td>Fine, I’ll see you then.</td>
</tr>
<tr>
<td>Bye.</td>
<td>Oh, I’m busy Thursday morning. What about the afternoon?</td>
</tr>
<tr>
<td>Bye.</td>
<td>I can do 3.00 pm. Can we meet then?</td>
</tr>
</tbody>
</table>

1:1 The focus of this section is on making arrangements, so you could make an arrangement to meet your student or change your lesson time by asking him/her the questions from the conversation in exercise 1. To give your student more practice of asking questions using *Can you …?*, you could have him/her ask you questions to arrange a meeting (or another arrangement). Respond appropriately, based on your real or imagined schedule.

1 Make sure students understand the difference between *can* (*it’s possible*) and *can’t* (*it’s impossible*) to make arrangements before they match the examples in exercise 3.

**ANSWERS**

1 b 2 a 3 c

4 Draw students’ attention to the key and ask them to complete the sentences. Focus their attention on the difference in word order between *I can …* in affirmative statements and *Can I …?* in questions. Check the answers with the class by having different students read out a sentence each.

**ANSWERS**

a Can b can c can’t d can’t e Can f can
After completing the table, give students more practice using *can* and *can’t*. Ask them to work with a partner and roleplay a conversation in which they make an arrangement to meet each other at some point in the near future. Model the conversation for students before they start; for example:

A: Can you meet next Tuesday at 1 o’clock?
B: No, I *can’t* meet then.
A: Can you meet next Tuesday at 3 o’clock?
B: Yes, I *can* meet you then.

To increase the challenge, students could also add the reason they *can’t* meet at the suggested time, e.g. *I can’t meet you then – I have a meeting.*

---

**ANSWERS**

**Positive:** can  **Negative:** can’t  **Question:** Can

---

**Language links**

Direct students to Grammar exercises 1–3 in the Language Links section on page 32 and to the Using language exercise on page 33 for more practice with *can* and *can’t*.

---

**Days, months and dates**

In this section, students learn how to read and say the days of the week, times of the day, the months of the year and dates. They also practice saying and writing dates.

---

**Warm-up**

To find out how many days of the week and months of the year students already know, ask them to work with a partner or in a small group to say as many of them as they can in the correct order. Check and clarify what the days of the week and months of the year are before modelling and drilling the pronunciation of these with the class.

---

1:1 To give your student more practice saying days, months and dates, ask him/her questions to which the answers are days, months or dates, e.g. *When do you have your weekly team meeting? When is your birthday? What date did you start working here? When is your next meeting? In which month or months of the year do you usually have the most work to do?* Make sure your student uses *on* with days (*on Monday*) and dates (*on the 2nd of July*) and *in* with months (*in September*). Support him/her with pronunciation as and when required.

---

1 When students have read and put the days of the week in the correct order, ask them to work with a partner and take turns to say them. Go around focusing on their pronunciation and giving assistance where necessary. Don’t confirm the order at this point.

---

**ANSWERS**

1 Monday  2 Tuesday  3 Wednesday  4 Thursday  5 Friday
6 Saturday  7 Sunday

---

2  **1.37** As students check their answers, encourage them to listen to and read the days of the week at the same time in order to reinforce in their minds the connection between how we say and how we write these words.

---

3  **1.37** Play the recording again, stopping it after each day of the week so that the students can say the word back to you.

---

4 Depending on your class, check the students’ understanding of the time words in the box or, alternatively, ask students to do the activity to see what they already know.

---

**ANSWERS**

8.00 am – morning  2.00 pm – afternoon  6.00 pm – evening  9.00 pm – night

---

5 Model a possible conversation with one of the stronger students, and draw attention to the rising intonation in the question: *Is it Thursday morning?* Give students the chance to practise saying this question aloud. Then put students in pairs to take turns to choose a day of the week and a time of the day, e.g. Tuesday afternoon, and to ask questions to guess what day and time was chosen.

---

6 After students read and put the months in order, give them time to compare their answers with a partner by taking turns to read out the months in order. Go around monitoring and assisting with pronunciation as necessary. Don’t confirm the order at this point.

---

**ANSWERS**

1 January  2 February  3 March  4 April  5 May  6 June
7 July  8 August  9 September  10 October  11 November  12 December

---

7  **1.38** Ask students to focus on the pronunciation of the months as they listen to check their answers. You might want to stop the recording after each month and ask students to repeat it. As a follow-up, you could show flashcards with numbers on them and ask the class to call out the corresponding month of the year.

---

8  **1.38** January, February, March, April, May, June, July, August, September, October, November, December
**8** 1.39 Write -st, -nd, -rd and -th and a selection of numbers from 1 to 31 on the board and ask students to match the numbers to the endings they have when they are dates. Clarify any queries. Before students listen to the recording, ask them to tell you some days of the year or dates that are important to them. Elicit the words birthday, wedding anniversary, public holiday and any other these important dates. Point out that when we say the day before the month, we say the day before the month, but in American English we say the day before the month. You might then want to write some dates on the board, some in British English and some in American English style, and ask students to identify which is which. They could also rewrite the dates from exercise B in American English style for further practice.

9 Ask students to write the dates for the events. You could give them the option of writing the dates in either British English or American English style.

**ANSWERS**

Students’ own answers

10 Ask students to work with a partner and tell each other these important dates. Point out that when we say today’s date, we say it’s the 24th of November, and when we say the day of an event, we say it’s on the 24th of November.

11 1.40 Before students listen to the recording, ask them to make a list of five words or phrases they expect to hear in the conversation, based on the fact that Kristina and José are discussing when they can meet. This should elicit vocabulary such as meeting, date, can, can’t, How can I help you? If the students don’t have the word busy on their lists, check that they understand the meaning of it. Play the recording for students to listen and tick the dates. Check the answers with the class.

**ANSWERS**

c 23rd July ✓  d 14th August ✓  e 18th August ✓

**1.40**

A: Good morning, International Sales. How can I help you?
B: Hi, Kristina. It’s José here. Thanks for your message.
A: Hi, José. Thanks for calling me back. Can I change the date for our next meeting?
B: Sure. Let’s do the 14th of August?
A: I’m busy on the 14th. Can we meet on the 18th of August?
B: Yes. Great, see you on the 14th August.
A: See you then. Bye.

12 1.40 Ask students to read the statements before you play the recording again. Students decide whether the statements are true or false. As a follow-up, you could ask the students to correct the false statements.

**ANSWERS**

a f  b T  c F  d F

13 Put students in pairs and give them a few minutes to study their assigned information. Ask concept check questions to make sure students know what they have to do. While they are doing the roleplay, students could use their own phones to simulate being on the phone, or sit back-to-back. Go around monitoring and assisting where necessary. When everyone has finished, invite some pairs who did the roleplay particularly well to demonstrate their conversation to the class. As a follow-up, or as a review at the start of the next lesson, you could ask students to make an arrangement to meet using their own calendars and real schedules.

**Language links**

Direct students to Vocabulary exercises 2–6 in the Language Links section on page 32 for more practice on days, months and dates as well as verb–noun collocations. Pronunciation exercises 1–4 on page 33 offer more practice of the pronunciation of the days and months of the year.

**In Company interviews Unit 3–4**
Encourage students to watch the interviews and complete the worksheet.

**ANSWERS**

Vocabulary

Telephone numbers, days and months

<table>
<thead>
<tr>
<th>Local</th>
<th>International</th>
</tr>
</thead>
<tbody>
<tr>
<td>0028 334 4454</td>
<td>0022 234 3344</td>
</tr>
<tr>
<td>0055 778 8992</td>
<td>0044 208 456 7744</td>
</tr>
</tbody>
</table>

04 CAN I HELP YOU? 37
**Phrase bank: Telephone phrases**

A: 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.

**Grammar**

*Can for requests and possibility*

1. Can you make a telephone call?  
2. Telephone calls, exercises 1–4; Leaving a message, exercises 1–3;  
3. Are you free on Tuesday?, exercises 1–5

**Writing**

1. I can make a telephone call.  
2. I can receive a telephone call.  
3. I can talk about significant dates.

**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.

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

- **Pronunciation**
  - 1 See listening script below.

- **1.43**
  - Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday

- **1.44**
  - January, February, March, April, May, June, July, August, September, October, November, December
SURVIVAL SCENARIO

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 B1; 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.): /kləʊz/ 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 a 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

[Video scenario B]

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.

B IT’S VERY CLOSE 39
**SURVIVAL SCENARIO**

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**

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>a</td>
<td>c</td>
</tr>
<tr>
<td>b</td>
<td>d</td>
</tr>
</tbody>
</table>

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**

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>2</td>
</tr>
<tr>
<td>1</td>
<td>3</td>
</tr>
</tbody>
</table>

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**

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>i</td>
<td>ii</td>
</tr>
<tr>
<td>ii</td>
<td>i</td>
</tr>
<tr>
<td>iii</td>
<td>iv</td>
</tr>
<tr>
<td>iv</td>
<td>i</td>
</tr>
</tbody>
</table>

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**

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>a</td>
<td>b</td>
</tr>
<tr>
<td>c</td>
<td>d</td>
</tr>
</tbody>
</table>

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

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**

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>i</td>
<td>b</td>
</tr>
<tr>
<td>i</td>
<td>c</td>
</tr>
</tbody>
</table>

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 roleplay 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.

---

**B: IT’S VERY CLOSE**

J: Yes, he’s very ...
K: 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.
J: Yes, he’s very ...

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.