

04


Can I help you?

Learning objectives

This unit is about making telephone calls. Students begin by listening to a telephone call, learning some common telephoning phrases and listening to and writing down telephone numbers. Next, students read and rearrange a telephone conversation in which someone wants to leave a message. They then practise 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 say the days of the week, the time of day, 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

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.*

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 practise 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.

1  1.34 Before students listen to the recording, ask them to practise saying the three numbers with a partner so that they know how they will sound. As they are doing this, go around monitoring and correcting the students where necessary. Play the recording. If necessary, play it a second time. Draw students' attention to the fact that Kristina pronounces the number 0 as 'zero' (compare the information in the *Natural language* box on page 29).


ANSWER

01643 202 6449 ✓

 1.34

- A: Good morning, Parasol. How can I help you?
B: Good morning. Can I speak to Mr González please?
A: Okay. Can I ask who's calling?
B: It's Kristina Müller.
A: I'll just check if he's available.
...
A: I'm sorry. Mr González is not in the office today. Can I help you?
B: No, it's okay. When will Mr González be back?
A: Tomorrow. Can I take a message?
B: Yes, please. Can he call Kristina Müller on zero one six four three two zero two six double four nine?
A: Okay, I'll just repeat that number. It's zero one six four three two zero two six double four nine. Is that right?
B: Yes, that's right.
A: Okay. Is there anything else?
B: No, thank you. Bye.
A: Goodbye.

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 phone 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 ask ...;* *When we want to ask who's calling us, we say ...*

ANSWERS

a 0044 208 648 7559
b +41 608 587 4477
c +12 997 541 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.

1 Check that students understand the phrase *Is there anything else?* Encourage students to work with 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 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.

1:1

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  **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

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

2  **1.36** Ask students to try to complete the extracts based on what they can remember from the first listening of the telephone conversation. Play the recording again so that students can check their answers. You might also want to model and drill the pronunciation of *can* and *can't*. You could refer students to the listening script on page 91 and ask them to read out the conversation with a partner for further practice of the pronunciation of *can* and *can't*.

ANSWERS

a can b can't c can

3 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

5 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 practise 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?* etc. 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.

 **1.37**

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

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.

 **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*, *public holiday* and *wedding anniversary*, as students will hear these in the recording. After they have listened to the recording, give students more practice saying dates by asking them to write a list of dates, exchange lists with a partner and say the dates.

ANSWERS

Speaker 1: c Speaker 2: d Speaker 3: a Speaker 4: e
Speaker 5: b

1.39

- 1 My birthday's on the 3rd of April.
- 2 I get my bonus on the 6th of November.
- 3 It's a public holiday on the 1st of January.
- 4 My wedding anniversary is on the 18th of August.
- 5 It's my birthday on the 22nd of February.

Writing tips

Direct students to the *Writing tips* box and ask them to read the information about how we say and how we write dates. Give students more practice by asking them to work with a partner and take turns to say a date and write it down.

At this point, you could also explain that in British English we say the day before the month, but in American English we say the month before the day. 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 8 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 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, that's no problem.
A: So, can we change the meeting from the 23rd of July to the 18th of August?
B: The 18th of August, I think that's okay. Let me check.
A: Sure, no problem.
B: Oh, I'm busy on the 18th. Can we meet on the 14th of August?
A: Let me check. Yes, the 14th is good.
B: Great, so 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.

Language links

ANSWERS

Vocabulary

Telephone numbers, days and months

- 1 0028 334 4454
- 0022 234 3344
- 0055 778 8992
- 0044 208 456 7744

1.41

Double oh two eight - double three four - double four five four
 Double zéro 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.