

LEAPDIS

We know
books

**Teacher's
Resource Book**

Damian Williams

A2



Business Partner

UNIT 1 > WORKING DAY p.7

☑ Videos: 1.1 Working day 1.4 What do you do?

1.1 > Daily tasks	1.2 > A work plan	1.3 > A survey	1.4 > Work skills: Talking about people and roles	1.5 > Business workshop: We want to meet you ...
<p>Vocabulary: Jobs and tasks</p> <p>Pronunciation: → The -s ending (p.96)</p> <p>Communicative grammar: Facts and routines</p> <p>Video: ☑ Working day</p> <p>Task: Introducing yourself and talking about your job and routine</p>	<p>Vocabulary: Work tasks and activities</p> <p>Reading and listening: ☛ Scheduling meetings</p> <p>Writing: An email to schedule a meeting</p>	<p>Reading: An employee survey</p> <p>Communicative grammar: Questions</p> <p>Pronunciation: → Questions (p.96)</p> <p>Writing: A survey about facilities in the workplace</p>	<p>Video: ☑ What do you do?</p> <p>Speaking: Talking about people and roles</p>	<p>Reading: A webpage; an email</p> <p>Speaking: Arranging to meet; an interview about your job; talking about your company and travel</p>

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UNIT 2 > DOING BUSINESS p.17

☑ Videos: 2.1 The Good Eating Company 2.4 Agreeing contract details

2.1 > Orders and deliveries	2.2 > Placing orders on the phone	2.3 > Email enquiries	2.4 > Work skills: Making agreements	2.5 > Business workshop: Planning a work party
<p>Vocabulary: Orders and deliveries</p> <p>Communicative grammar: Things you can and can't count</p> <p>Video: ☑ The Good Eating Company</p> <p>Task: Asking and answering questions about quantities</p>	<p>Listening: ☛ An order by phone</p> <p>Vocabulary: An order by phone</p> <p>Pronunciation: → /i:/, /ɪ/ and /aɪ/ (p.96)</p> <p>Grammar: can/can't</p> <p>Speaking: Placing an order</p>	<p>Reading: Frequently Asked Questions (FAQs)</p> <p>Pronunciation: → /tʃ/ and /dʒ/ (p.97)</p> <p>Communicative grammar: Saying something exists</p> <p>Writing: A response to an email enquiry</p>	<p>Video: ☑ Agreeing contract details</p> <p>Speaking: Making agreements</p>	<p>Reading: Information from a catering company</p> <p>Speaking: Comparing information about an order</p> <p>Writing: reply to an order enquiry</p>

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UNIT 3 > CHANGES p.27

☑ Videos: 3.1 How we started 3.4 How did the project go?

3.1 > A company's story	3.2 > New office	3.3 > Company performance	3.4 > Work skills: How did it go?	3.5 > Business workshop: Our first year
<p>Vocabulary: A company's story</p> <p>Communicative grammar: Talking about the past (1)</p> <p>Pronunciation: → The -ed ending (p.97)</p> <p>Video: ☑ How we started</p> <p>Task: Completing a timeline</p>	<p>Vocabulary: Email phrases</p> <p>Grammar: Giving instructions</p> <p>Reading: An email about meeting room rules</p> <p>Listening: ☛ A conversation about an office move</p> <p>Writing: An email giving instructions</p>	<p>Reading: Past successes and challenges</p> <p>Pronunciation: → /z:/ and /ɔ:/ (p.98)</p> <p>Communicative grammar: Talking about the past (2)</p> <p>Writing: An email describing successes and challenges</p>	<p>Video: ☑ How did the project go?</p> <p>Speaking: Talking about projects</p>	<p>Reading: A timeline about a new company</p> <p>Writing: Preparing for a move</p> <p>Speaking: Asking questions about a new company; discussing a project</p>

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UNIT 4 > TRAVELLING FOR WORK p.37

☑ Videos: 4.1 Away on business 4.4 Technical problems

4.1 > I'm flying to Tokyo tomorrow	4.2 > The 12.05 is delayed	4.3 > An update email	4.4 > Work skills: Setting up a video call	4.5 > Business workshop: A business trip
<p>Vocabulary: Travel arrangements</p> <p>Communicative grammar: Talking about arrangements</p> <p>Pronunciation: → /ŋ/, /ŋk/ and /n/. The -ing ending (p.98)</p> <p>Video: ☑ Away on business</p> <p>Task: Arranging a time to meet</p>	<p>Vocabulary: Airports and train stations</p> <p>Reading and listening: ☛ Dealing with delays</p> <p>Grammar: will/won't</p> <p>Writing: Writing a text message about an announcement</p>	<p>Reading: Emails to a project manager</p> <p>Communicative grammar: Things happening now</p> <p>Writing: An update email</p>	<p>Video: ☑ Technical problems</p> <p>Grammar: Making suggestions</p> <p>Speaking: Problems with teleconferencing</p> <p>Pronunciation: → /ɪə/ and /eə/ (p.98)</p>	<p>Reading: Travel arrangements</p> <p>Listening: ☛ A change in plans</p> <p>Speaking: Arranging a meeting</p> <p>Writing: Text messages giving updates</p>

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5.1 > Trade shows and exhibitions Vocabulary: Organising an exhibition Communicative grammar: Talking about intentions Pronunciation: → /æ/, /e/ and /ei/ (p.99) Video: Graduate Fashion Week Task: Talking about plans for a trade fair	5.2 > Phoning about a conference Vocabulary: Leaving a message Listening: Organising a conference Speaking: Taking and leaving phone messages	5.3 > Invitations Reading: Messages about an invitation Communicative grammar: Invitations with <i>would</i> and <i>want</i> Pronunciation: → /θ/ and /ð/ vs. /s/, /z/, /f/, /v/, /t/, /d/ (p.99) Writing: Informal messages of invitation	5.4 > Work skills: Socialising with clients Video: What do you think of the trade fair? Speaking: Socialising with clients	5.5 > Business workshop: The conference Speaking: Phoning to compare conference details Writing: An email about a conference Speaking: Making conversation at a conference dinner
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UNIT 6 > PRODUCTS p.57

Videos: 6.1 Industry futures 6.4 How many do you want to order?

6.1 > Future products Vocabulary: Technology and the environment Communicative grammar: Speculating about the future Video: Industry futures Task: Talking about the future	6.2 > A problem with an order Listening: A problem with an order Vocabulary: Helping with a problem Pronunciation: → /ɑ:/ and /ʌ/ (p.99) Speaking: Phoning and answering as customer services	6.3 > The production process Reading: Environment and ethics Communicative grammar: Describing production Pronunciation: → /u:/ and /ʊ/ (p.100) Writing: A description for a company website	6.4 > Work skills: Placing an order Video: How many do you want to order? Speaking: Placing an order	6.5 > Business workshop: Buy natural Reading: A company website about ethical products Speaking: Placing an order; making a complaint about an order
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UNIT 7 > COMPETITION p.67

Videos: 7.1 Comparing sports cars 7.4 Our products and services

7.1 > Should I upgrade? Vocabulary: Product qualities Listening: Talking about using a product Communicative grammar: Comparing (1): comparatives Video: Comparing sports cars Task: Comparing two models	7.2 > Services Vocabulary: Fees Pronunciation: → /əʊ/ and /aʊ/ (p.100) Listening: Comparing recruitment agencies Writing: An advertisement for services	7.3 > The best providers Reading: An email comparing services Communicative grammar: Comparing (2): superlatives Writing: An email summarising survey results Pronunciation: → /p/, /b/, /f/ and /v/ (p.100)	7.4 > Work skills: Presentations Video: Our products and services Speaking: Presenting	7.5 > Business workshop: The big contract Reading: An email about a trade show Speaking: Giving presentations Writing: A summary email giving a recommendation
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UNIT 8 > JOBS p.77

Videos: 8.1 Skills and experience 8.4 The job interview

8.1 > Work experience Vocabulary: Skills and personal qualities Communicative grammar: Talking about experience Video: Skills and experience Task: Asking and answering interview questions	8.2 > The best person for the job Vocabulary: Job requirements Listening: Choosing job candidates Pronunciation: → The vowel /ɒ/. The letter 'o' as /ɒ/, /əʊ/ and /ʌ/ (p.101) Speaking: Describing and comparing candidates	8.3 > Professional profiles Reading: A professional profile Communicative grammar: Talking about experiences and completed past events Pronunciation: → Silent letters (p.101) Writing: An employee profile	8.4 > Work skills: A job interview Video: The job interview Speaking: Job interviews	8.5 > Business workshop: The interviewer and the candidate Speaking: Interview questions; choosing the best candidate for the job
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LEBRIS

1.1 Daily tasks

We know books

GSE learning objectives

- Can understand information related to people's daily routines.
- Can answer simple questions about habits and routines.
- Can describe their daily routines in a simple way.
- Can use a range of common adverbs of frequency.
- Can correctly place adverbs of frequency in longer sentences.

Lead-in

Students talk about different jobs in their place of work.

1A You could start the lesson by putting students in small groups and giving them a few minutes to brainstorm as many jobs as they can in English. When they have finished, elicit their answers and write them on the board. Go through all eight jobs from the exercise with the class and check understanding with focussed questions, e.g. *Which person creates things on a computer?* (Digital Designer), especially for the two jobs that are not shown in the photos (Digital Designer, Admin Assistant). Get students to complete the exercise individually, then check answers with the class.

A 2,3 B 8 C 1 D 6,7

1B Read the question with the class and if necessary, give students 1–2 minutes to think about their answers. Pre-service students can discuss their place of study or a company they know well instead. When they are ready, put students in pairs to discuss their answers, then nominate a few students to share their answers with the class.

Vocabulary: Jobs and tasks

Students look at vocabulary related to jobs and tasks.

2A Explain to students that they are going to read short descriptions of two jobs. Explain the activity and tell them not to worry about new vocabulary at this stage, just to focus on guessing each job. Give them 2–3 minutes to read the descriptions and write the jobs, then check answers with the class.

A Sales Manager B Admin Assistant

2B Look at the example with the class, and ask students to show you where the phrase in bold is in the descriptions in Exercise 2A. Students complete the rest of the expressions individually, then compare answers in pairs. Check answers with the class, and be prepared to offer explanations or examples where necessary. Students may complete some answers with the third person -s for answers with verbs because they have seen them in the text in this form. Explain that this is not incorrect and depends on the subject *I, you, they* or *he/she*.

1 go to 2 call 3 orders 4 research 5 make 6 travel 7 analyse 8 reports 9 the phone 10 start, finish

3 Ask students to close their books. Copy the 0%–100% line on the board and write *sometimes* in the middle, below it. List the other adverbs of frequency on the board (*never, rarely, often, usually, always*), and elicit where they should go on the line. Write (or invite students to write) them on the line. Put students in pairs to discuss the questions and encourage them to give more information where possible. Monitor and help where necessary. When they have finished, ask a few students to share any interesting information they found out about their partner with the class.

Extra activities 1.1

A This activity provides extra practice of the vocabulary in Exercise 2. Ask students to do it individually, and tell them that they can refer to Exercises 2A and 2B in their Coursebook if they need help. Check answers with the class.

1 goes 2 process 3 write 4 start 5 analyse 6 writes 7 do 8 travel for 9 finish 10 make

Pronunciation bank

p.96: The -s ending

1 **P1.01** This exercise focusses on the sounds /s/ and /z/ and the notion of voicing. Demonstrate the sounds /s/ and /z/. Tell students that they are both articulated in the same way and the difference between them is that /s/ is unvoiced and /z/ is voiced. This means that when we pronounce /z/, the vocal cords vibrate, whereas the production of /s/ does not involve any movement of the vocal cords. You can feel the vocal cords vibrating by touching your throat while pronouncing /z/. Ask students to put their hands on their throats and say the prolonged sounds: /s/ and then /z/. Play the recording and ask students to repeat the sounds and words. Draw their attention to the spelling and point out that the sound /s/ is usually represented by the letter *s*, while /z/ can be written as *z* or *s*.

2 **P1.02** The aim of this exercise is to make students aware of the difference in the pronunciation of the -s ending. While you do not need to explain the phonological rules to students, note that the -s ending can be pronounced /s/ or /z/, depending on the final sound in a word. If the word ends with an unvoiced consonant (/t/, /k/, /p/, /f/, /θ/), the -s ending is pronounced /s/. If the word ends with a voiced consonant (/b/, /g/, /d/, /ð/, /v/, /l/, /r/, /m/, /n/, /ŋ/) or any vowel sound, the -s ending is pronounced /z/. Play the recording and ask students to repeat. You could then put them in pairs to practise saying the words.

3 **P1.03** Explain to students they are going to practise saying short sentences with the words from Exercise 2. Play the recording and ask them to repeat. Again, students could then practise saying the sentences in pairs.

4A P1.04 Explain the activity and play the recording. Elicit the answer or explain that when we add the -s ending to a word that ends with a so-called hissing consonant, such as /s/, /z/, /ʃ/, /tʃ/, /ʒ/ or /dʒ/, we add the full syllable /ɪz/.

Because they add another syllable to the base word.

4B If you think your students need more help with the target sounds, start by playing the recording again and getting them to repeat as a group. Then put them in pairs to practise saying the sentences.

5A Explain the activity and look at the example with the class, then put students in pairs and give them 2-3 minutes to complete the exercise. Do not confirm answers yet – students will check them in the next activity.

/s/ assistants tasks makes starts
/z/ emails phones answers travels
/ɪz/ addresses spaces misses watches

5B P1.05 Play the recording for students to check their answers to Exercise 5A. Play it again and ask them to repeat the words as a group or individually, then get them to practise saying the words in pairs or small groups. Monitor and correct pronunciation as necessary.

4 Explain the activity and elicit the first answer as an example. Students then complete the rest of text individually, referring to the Grammar reference to help them if necessary. Check answers with the class.

1 work 2 isn't 3 's/is 4 are 5 start 6 don't finish
7 analyse 8 'm/am not 9 'm/am

5 Elicit the first sentence as an example and write it on the board. Students then complete the exercise individually and if there is time, compare answers in pairs before class feedback. As an extension, you could ask students to write four similar sentences about what they do at work. Monitor and help with vocabulary, writing any new words/phrases on the board. When they have finished, put students in pairs to compare their sentences, then invite a few students to share their sentences with the class.

1 I often start work at eight o'clock.
2 We always call customers on Fridays.
3 They sometimes have a team meeting. / Sometimes they have a team meeting.
4 You never write emails after lunch.
5 They don't analyse data.
6 She doesn't usually call customers.

Extra activities 1.1

B This activity provides extra practice of the affirmative and negative forms of the Present Simple. Students should complete it individually and then, if there is time, compare answers in pairs before class feedback.

1 'm 2 doesn't 3 are 4 arrives 5 go 6 are
7 finish 8 have

C This activity looks at adverbs of frequency. Draw students' attention to the table and explain that it shows how often the people do the activities. Explain the task and do the first item as an example with the class, then ask students to complete the rest of the exercise individually. Check answers with the class.

1 Liz often goes to meetings.
2 Johan rarely starts work at 8 o'clock.
3 David and Beth sometimes answer the phone.
4 Liz always starts work at 8 o'clock.
5 Johan never answers the phone.
6 David and Beth always go to meetings.
7 Liz usually answers the phone.
8 Johan sometimes goes to meetings.
9 David and Beth usually start work at 8 o'clock.

Communicative grammar: Facts and routines

Students study and practise the affirmative and negative forms of the Present Simple.

Facts and routines

Go through the Grammar box with students and highlight the form of the negatives and contractions. Point out the absence of the third person -s after *doesn't*. Using -s after *doesn't* can be a common error, so you may wish to highlight this on the board: *He doesn't calls call customers*. Go over the use of adverbs of frequency, and explain that they usually go before the main verb but after the verb *be*. Refer students back to the job descriptions in Exercise 2A so they can look again at the target language in context – draw their attention to the verbs and phrases in bold in the texts. At this point, you may wish to refer students to the Grammar reference on page 102, go through the explanations and examples with them and answer any questions they may have. Pay particular attention to the spelling rules for verbs ending in -s, -sh, -ch and consonant + -y. Students could then do the extra grammar activities there, in class or as homework.

Grammar reference answer key: page 30

Video

Students watch a video of people talking about their jobs.

6A 1.1.1 Explain to students that they are going to watch a video of people talking about their jobs. Go through the job titles in the box with them and check understanding of each one. Elicit students' ideas as to what tasks each job might involve. Before students watch, you may wish to pre-teach the following vocabulary from the video: *travel abroad, take a break, pharmaceutical research, cycle and company account*. Play the video for students to watch and match the people to the job titles, then check answers with the class.

- 1 Student Services Manager 2 Senior Research Manager
3 Chief Executive Officer (CEO)

6B 1.1.1 Go through the tasks in the left-hand column of the table with students, so they know what to listen for. Play the video again, twice if necessary, then check answers with the class.

Who ...	Liz	Ellen	Muj
starts work at 7.30?			✓
finishes work at 5.30?		✓	
travels to other countries for work?			✓
has lunch at 1 o'clock?	✓	✓	
analyses data?		✓	
writes reports?			✓

6C Put students in pairs, explain the activity and look at the example with the class. If necessary, let students watch the video again and make notes, or let them refer to videoscript 1.1.1 on page 129 during the activity. When they have finished, ask a few students to share their sentences with the class.

Task

Students practise introducing themselves and talking about their job.

7A Explain the activity, look at the example with the class and before students practise in pairs, give them a few minutes to think about what they are going to say and make notes if they want to. Monitor and help with ideas and vocabulary as necessary. When students are ready, put them in pairs to introduce themselves and talk about their job and routine. Encourage them to use vocabulary from Exercise 2 and adverbs of frequency from Exercise 3. Also explain that they are going to talk about their partner's job in the next activity, so they may want to make notes while listening to their partner. During the activity, monitor and note down any common errors or examples of good language use to highlight with the class during feedback after Exercise 7B.

Model answer

My name's Nick. I'm a factory worker. I help make cars. I always start work at seven-thirty. I never finish before five-thirty but I often finish at six o'clock. I sometimes travel for work. I visit other factories. My boss always processes orders on Mondays, so we have a meeting. We plan the work for the week.

7B Join pairs together into groups of four, explain the activity and look at the example with the class. Again, encourage students to use language from the lesson and remind them to refer to their notes from Exercise 7A if they have them. When they have finished, nominate a student from each group to share anything interesting they found out about the people in their group with the rest of the class. Finally, go over any points you noted while monitoring.

Model answer

This is Nick. He's a factory worker. He helps make cars. He always starts work at seven-thirty. He never finishes before five-thirty he but often finishes at six o'clock. He sometimes travels for work. He visits other factories. His boss always processes orders on Mondays, so they have a meeting. They plan the work for the week.

MyEnglishLab: Teacher's resources: extra activities; Additional interactive activities

Grammar reference: p.102 Facts and routines

Pronunciation bank: p.96 The -s ending

Teacher's book: Resource bank Extra vocabulary practice p.136 Exercises 1 and 2

Workbook: p.4 Exercises 1 and 2; p.5 Exercises 1 and 2; p.44 Exercises 1-3

1.2 > A work plan

GSE learning objectives

- Can understand information related to people's daily routines.
- Can identify key information (e.g. places, times) from short audio recordings, if spoken slowly and clearly.
- Can use language related to the working day.
- Can understand a simple work schedule.
- Can understand short, simple emails on work-related topics.
- Can write simple sentences about what they and other people do.
- Can write simple plans and arrangements on a calendar or in a diary.

Lead-in

Students talk about their work tasks and activities.

1 Go through the tasks in the box with the class and quickly check they remember them from Lesson 1.1. Put students in pairs or small groups to discuss which of the tasks they do, and encourage them to give more information (e.g. the type of research they do, how often they go to meetings). Pre-service students can talk about a job they would like to do or know well.

2 Go through the words in the box and check students understand them by asking for examples of activities during each type of meeting or the purpose of each one. Students can discuss the question in pairs or small groups. When they have finished, ask a few students to share their answers with the class.

Vocabulary: Work tasks and activities

Students look at vocabulary related to work tasks and activities.

3 Draw students' attention to the calendar and the to-do list, and ask if students use these items in their work/study. Explain the activity, pointing out the phrases in bold, then give students time to read the information and complete the exercise individually. Check answers with the class, and be prepared to offer any further explanations/examples where necessary. In weaker classes, you could do this as a whole-class activity: give students time to read the information first, then elicit the correct definition for each phrase in turn, clarifying meanings as you go.

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

4 Ask students to complete the exercise individually, referring to the definitions in Exercise 3 if they need help. If there is time, get them to compare answers in pairs before checking with the class.

1 book 2 budget 3 agenda 4 brief 5 presentation
6 update 7 calculate

Extra activities 1.2

A/B These activities provide extra practice of vocabulary related to work tasks and activities. Ask students to complete both exercises individually and remind them that they can refer to Exercise 3 if they need help. Get them to compare answers in pairs before class feedback. For Exercise B, write (or invite students to write) the answers on the board, so students can check their spelling.

A 1 b 2 e 3 a 4 h 5 c 6 g 7 f 8 d
B 1 book 2 send 3 update 4 prepares 5 creates
6 production 7 budget

Reading and listening: Scheduling meetings

Students read emails and listen to people scheduling meetings.

5A Explain that the five emails are between two colleagues who are trying to schedule a meeting. Point out that email C is the first one. Students number the emails in order individually, then compare answers in pairs. Check answers with the class.

A 2 B 3 C 1 D 5 E 4

5B Before students do this activity, go through the ways of telling the time in the box. You could then put students in pairs to test each other: the student being tested covers the words with a notebook or their hand, and the other student points to one of the numbers/abbreviations for their partner to say it. Students then swap roles and repeat. Individually, they then look back at the emails in Exercise 5A and mark the time and date of the meeting on David's calendar. Check the answer with the class.

2.00 p.m. on Thu 28 (in Susan's office)

6A **1.01** Explain to students that David is now calling Susan to reschedule the project planning meeting that they read about in the emails in Exercise 5A. Go through the work tasks with them, so they know what to listen for, then play the recording. Give students a chance to compare answers in pairs, then play the recording again if necessary. Check answers with the class.

- Presentation: Fri 29 until 11.00 a.m.
- Phone call: Fri 29 12.00–1.00 p.m.
- New project planning meeting (new time): Fri 1.00–2.00 p.m.

6B **1.02** Tell students that they are going to look at useful phrases for scheduling meetings and point out that the sentences are from David and Susan's phone call. Give them a minute to look at the words in the box and ask you about any they do not understand, then ask them to complete the sentences individually. Play the recording for students to check their answers, then check answers with the class, checking understanding of each phrase.

1 date 2 available 3 about 4 busy 5 Shall 6 then
7 fine 8 See

Extra activities 1.2

C This activity provides extra practice of the useful phrases for scheduling meetings from the listening. Ask students to complete it individually, then check answers with the class.

1 Shall 2 change, about, See 3 then, fine
4 available, busy

Writing

Students write emails to schedule a meeting.

7 Put students in pairs. If you have an odd number of students, have one group of three with two Student Bs. Explain that students are going to practise scheduling a meeting, then direct them to their relevant pages. Give them time to read the information in Part 1 while you go round and help as necessary. When they are ready, ask students to write their emails. Remind them of the useful phrases in Exercise 6B, and that they can refer to the model emails in Exercise 5A if they need help. Draw attention to how David and Susan open and close their emails in Exercise 5A, and tell students to open and close their emails in an appropriate way. Encourage them to use their mobile devices if possible in order to replicate authentic conditions. If this is not possible, they can write their emails on paper and exchange them. Monitor and check students' writing, offering help and corrections. When they have finished, move on to Parts 2 and 3. Ask students to swap emails and write a reply. Students continue exchanging emails until they have agreed a time and a place for the two meetings. In feedback, ask each pair where and when they are meeting.