

Future forms Hot verbs *take* and *put* Telephoning

An eye to the future

Introduction to the unit

The theme of this unit is how people see their future. It contextualizes the main future forms. The title is an idiomatic expression. If you do something with 'an eye to the future' then you have the future in mind when you do it. For example, She started a savings account with an eye to the future. He made a few sketches with an eye to making a larger painting in the future. The main reading text is about how young people are concerned about the future - their own future and that of society. The main listening text is a jigsaw listening. Students listen to friends from university planning a reunion. It revises future forms.

Language aims

Future forms The aim is to revise and practise the uses of the main future forms, will, going to and the Present Continuous. It also introduces and practises the Present Simple, the Future Continuous and the Future Perfect.

There are two main reasons why students have problems with this area. Firstly, English has more forms to refer to future time than many other languages; and secondly, the choice of future form depends on aspect (that is, how the speaker sees the event) and collocation, and not on time, nearness to present, or certainty.

POSSIBLE PROBLEMS

- 1 Students over-use will, seeing it as the standard future tense. English doesn't have a standard future tense. Students may not see that the prearranged nature of the verb action sometimes requires the Present Continuous or going to.
 - *What time will you meet your friends?
 - *Will you go to the cinema tonight?
 - *We'll go on holiday to Greece.
- 2 They resort to a constant use of the Present Simple/verb stem 'tense' to refer to all time.
 - *I go to Paris this weekend.
 - *What do you do tonight?
 - This mistake is common instead of the spontaneous use of will.
 - *I open the door for you.
 - *It's very nice. I buy it.
- 3 The Present Continuous is very common to refer to arrangements between people. It *cannot* be used when human arrangement is not possible.
 - *It's raining tomorrow.
- 4 Students need to remember the relatively restricted usage of the Present Simple for the future, for timetables, schedules, etc.
 - The match/term/film starts at...
 - The train/plane/bus leaves at...

Vocabulary The vocabulary section looks at expressions and phrasal verbs with the hot verbs *take* and *put*.

Everyday English This section introduces and practises ways of beginning and ending a telephone conversation.

Notes on the unit

TEST YOUR GRAMMAR (SB p44)

The Test your grammar section aims to test the students' ability to recognize the form and use of the main future forms.

This exercise should be done quickly. Don't get involved in lengthy grammar explanations at this stage.

1 Ask students to match the forms to the uses. Let students check in pairs before feedback.

Answers

- 1 a prediction
- 2 a future fact based on a timetable
- 3 an intention
- 4 an arrangement between people
- 5 a suggestion
- 6 a spontaneous decision/offer
- 2 Ask students to name the forms.

Answers

- 1 will + infinitive (Future Simple)
- 2 Present Simple
- 3 going to + infinitive
- 4 Present Continuous
- 5 shall + infinitive (first person form of the Future Simple shall is usually used in the question form to make offers and suggestions)
- 6 will + infinitive (Future Simple)

HOW DO YOU SEE YOUR FUTURE? (SB p44)

Future forms

This section contextualizes, contrasts and practises the main future forms. The practice activities focus on choosing the correct form to use from the context.

Lead in by asking students about their future plans. Ask, What are you doing at the weekend? What are you planning to do after this course/in the summer holidays? What do you think you will be doing this time next year? Test the students' ability to use future forms, but don't worry about correcting or explaining at this stage.

1 Ask students to look at the pictures. Ask a few questions to set the scene and predict content. Ask: How old do you think they are? What do you think their future plans might be?

TS.I [CD 2: Track 2] Play the recording. Ask students to listen and match numbers to names.

Answers and tapescript

4 Elsie 1 Katrina 2 Mickey 5 Janine 6 Gavin 3 Tony

T5.1 (Katrina)

1 I did my A levels a few months ago, and I've just got my results. Fortunately they're good, so I'm going to study psychology at Bristol University. The course lasts three years.

(Mickey)

2 It's Saturday tomorrow, so I'm going to see the football with my boy and some mates. Oxford United are playing Bristol Rovers. It'll be a great game. Kick-off is at 3 o'clock, so we'll have a beer or two before the match.

3 Marie's having a baby soon, so we're both very excited. The baby's due in five weeks. If it's a boy, we're going to call him Jamie. And if it's a girl, she'll be Hatty.

(Elsie)

4 What am I doing tomorrow, you say? Well, it's Thursday tomorrow, so I'll be doing what I always do on a Thursday. My daughter will come to see me, she'll be bringing the little 'uns, and we'll all have a cup of tea and a good old chat. And I'll bake a cake. A sponge cake with jam in it. They like that.

(Janine)

5 At the moment I'm packing, because tomorrow I'm going to France for a year. I'm going to study literature at the Sorbonne. My plane leaves at 10.30. My mum and dad are taking me to the airport. I have absolutely no idea how I'm going to carry all this lot.

(Gavin)

- 6 Well, I work in the City. In the next few years I'm going to be even more successful. I hope I'll be earning twice what I'm getting now. I've set myself this goal. Before I'm twenty-five, I'll have made a million.
- 2 Ask students in pairs to write answers to the questions. Encourage whole sentences.

TS.2 [CD 2: Track 3] Play the recording. Pause before each answer and ask the students for their answers before you play it.

Answers and tapescript

- 1 She's going to study psychology. It lasts three years.
- 2 He's going to a football match. The match starts at 3.00,
- 3 Because they're going to have a baby.
- 4 Her daughter and grandchildren will be visiting. They'll have a cup of tea and a chat.
- 5 Because she's going to France for a year. Her mother and father are taking her.
- 6 He's going to be successful. He'll be earning a lot of money. He'll have made a million pounds before he's twenty-five.

3 Ask students in pairs to write the questions. Monitor and

Play the recording, pausing for the students to give their questions before you play each one. Play the recording again, asking students to listen and repeat. Then ask students to work open class or in pairs, asking and answering the questions.

Answers and tapescript

- 1 Which university is she going to?
- 2 Who's he going to the match with? Who's playing?
- 3 What are they going to call the baby?
- 4 What sort of cake is she going to bake?
- 5 What time does her plane leave?
- 6 How much will he be earning?

LANGUAGE FOCUS

See TB p8 for suggestions on how to teach this section.

Don't forget to look at the Language aims section on TB p53, which looks at problems students may have. You should also read the Grammar Reference on SB pp144-146.

LANGUAGE INPUT

I Ask students to discuss the sentences in pairs.

Answers

Marie's having a baby soon... (refers to the future) At the moment I'm packing... (refers to the present something happening now) I work in the City. (present - always true) The plane leaves at 10.30. (future fact - timetable)

2 Ask students to discuss the difference between the sentences.

Answers

What do you do in the evenings? (asking about regular

What are you doing this evening? (asking about future arrangement)

Get in the car. I'll give you a lift. (spontaneous decision/offer)

I'm going to give Dave a lift to the airport tomorrow. (intention made before speaking)

We'll have supper at 8.00. (spontaneous intention) We'll be having supper at 8.00. (activity in progress at a time in the future - we will be in the middle of supper at 8) I'll write the report tonight. (spontaneous intention - the report writing will start and finish tonight)

I'll have written the report by tonight. (action completed before a time in the future - the report writing will be complete before tonight)

Refer students to the Grammar Reference on SB pp 144-146

PRACTICE (SB p46)

Discussing grammar

1 Ask students to work individually to choose the correct forms. Tell them not to worry if they aren't sure, and give a time limit of four or five minutes to make sure students don't spend too long worrying about the answer. When students are ready, put them into pairs or threes to discuss their answers.

At this stage, go round monitoring, helping with any pairs of sentences that cause problems. A good way of helping is to use check questions. If students are confused, ask some of the check questions below:

Is it a spontaneous intention or a planned intention? Is it an arrangement between people or a future fact based on a timetable?

Is it an activity in progress at a time in the future? Is it an action completed before a future time?

T5.4 [CD 2: Track 5] Play the recording so that students can check their answers.

Answers and tapescript

- 1 I'm very excited. I'm going to see all my family this weekend. I don't know if I have time to come this evening, I'll see.
- 2 So you're off to the States for a year! What are you going to do there?
 - I'm sure you will pass your exams, but what will you do if you don't?
- 3 I'll come with you if you like. I'm coming with you whether you like it or not.
- 4 Your school report is terrible. What are you going to do about it?

What are you doing this evening?

- 5 I've had enough of her lazy attitude. I'm going to give her a good talking to.
 - I'm giving a presentation at 3.00 this afternoon. I'm scared
- 6 John! Peter is leaving now. Come and say goodbye. The coach leaves at 9.00, so don't be late.
- 7 I'll see you outside the cinema at 8.00. I'll be seeing Peter this afternoon, so I'll tell him your news.
- 8 You'll have seen enough of me by the end of this holiday. I'm going to make a success of my life. You'll see.
- 2 Ask students to look at the photo. Ask questions to set the scene: What can you see in the picture? What do pilots say on a flight? You may wish to pre-teach the set of vocabulary below.

flight pilot take off/land cruising speed cabin crew flight attendant duty-free goods passport landing card runway plane airport check-in passport control departure lounge

Ask students to put the verbs in brackets in the correct tense. Let them check in pairs before feedback.

T5.5 [CD 2: Track 6] Play the recording and pause after each gapped item to check their answers.

Answers

'Il be taking
 have reached
 'Il be flying
 will ... be giving out
 have filled
 will be collected

4 'll be 12 go

5 will be serving 13 will be landing 6 need 14 has come

7 will come 15 will fly 8 will be coming

T5.5 See SB Tapescripts p130

3 Ask students in pairs to complete the sentences.

Answers

- 1 I can book the tickets. I'll be going past the theatre on my way home.
- 2 I'll say goodbye now. You 'll have gone by the time I get back.
- 3 He'll go mad when I tell him I've crashed his car.
- 4 'Tea?' 'It's OK. I'll make it.'
- 5 Dave is so ambitious. I bet he 'll have made a fortune by the time he's thirty.
- 6 You'll know where the party is. We'll be making so much noise!
- 7 I'll lend you this book next time I see you. I'll have read it by then.
- 8 We're studying Shakespeare next term, so I'll be reading his plays over the summer.
- 9 I've just got an email from Megan. I'll read it to you.

Talking about you

4 Ask students to complete the sentences. Go round monitoring, making sure that students have selected the correct tense carefully.

When the students are ready, put them in pairs to interview each other about their holiday plans. Model the activity briefly with a reliable student first. In the feedback, ask a few students to summarize their partner's holiday plans.

Answers

- 1 Where are you going on holiday this year?/Where will you be going on holiday this year?
- 2 How are you getting there?/How will you get there?/How are you going to get there?
- 3 How long will you be away for? How long are you going to be away for?
- 4 Which hotel are you staying in?/Which hotel are you going to stay in?/ Which hotel will you be staying in?
- 5 What time does your flight arrive?/ What time will your flight arrive?/ What time is your flight going to arrive?/ What time will your flight be arriving?
- 6 What are you going to do while you're on holiday? / What will you do while you're on holiday?

GRAMMAR NOTE

The choice of possible tenses above is sometimes bewildering for students - why are they all possible?! Remind students that it all depends on the point of view of the speaker. If the speaker is asking about fixed arrangements, he/she chooses the Present Continuous, (Where are you going on holiday this year? How are you getting there?). If the speaker sees it as a plan rather than an arrangement, going to is possible. Note that in the examples above, most speakers would choose to use Present Continuous or Present Simple instead of going to in 2, 3, 4 and 5 because English speakers tend to use the shorter form when both are possible. In 6, What are you going to do while you're on holiday? is preferred because it is clearly asking about intentions -it's not asking about fixed arrangements. In 1, Where are you going to go on holiday this year? is unlikely because English tends to avoid going to go/come. Will + infinitive is sometimes possible when it refers to a future fact. The Future Continuous is chosen to talk about 'something happening in the normal course of events' (which is why it is used so much by the pilot in exercise 2). So, Which hotel will you be staying in? might be chosen by the speaker to imply that there are limited options, and they are all hotels that people normally stay in.

I hope so/I don't think so

The aim here is to revise these common ways of responding to yes/no questions, and to provide further practice in using future forms.

Lead in by asking the questions in the dialogue around the class. Ask, Do you think you'll ever be rich? Are you going out tonight? Do you think the climate will change dramatically in the next fifty years?

5 **T5.6** [CD 2: Track 7] Play the recording. Ask students to listen and complete the conversations.

Answers and tapescript

- 1 'Do you think you'll ever be rich?'
 - 'I hope so.'
 - I might one day.
 - 'It's possible, but I doubt it.'
 - I'm sure I will."
 - "I'm sure I won't."
- 2 'Are you going out tonight?'
 - 'Yes, I am.'
 - I think so, but I'm not sure.
 - 'I might be.'
- 3 'Do you think the world's climate will change dramatically in the next fifty years?'
 - 'I don't think so.'
 - 'I hope not.'
 - 'Who knows? Maybe.'

'different 'powerful 'difference 'power

SPOKEN ENGLISH - thing

Read through the explanation and questions with the class. The thing is, ... = a spoken expression used to introduce an answer, comment or explanation.

not my kind of thing = not something that I enjoy or have any interest in.

Check that students understand what the questions mean. Give students four or five minutes to think of answers to the questions, then put students in pairs to ask and answer the questions.

DEFINITIONS OF THE EXPRESSIONS WITH THING

How are things? = How are you?

What's the thing you like most? = What's the feature/characteristic you like most?

to do the right thing = to behave correctly doing your own thing = doing something independently rather than following the group your kind of thing = your taste/what you enjoy to say the wrong thing = to say something that is

to have a thing about = to have strong personal feelings about

to make a big thing of it = to make something more important than it is

VOCABULARY (SB p5))

inappropriate

Hot verbs – take, put

This section looks at expressions and phrasal verbs using take and put.

- 1 Ask students to look at the examples. Check that they know what they mean, (here, put off = postpone). Ask the students if they can think of any other expressions with take or put.
- 2 Do one as an example, then ask students in pairs to put the words in the correct box.

This works well as a dictionary activity. Ask one pair to look up *put* in their dictionary, and find the expressions. Ask another pair to look up *take*. When they are ready, put the pairs together to compare and check their answers.

Answers TAKE offence place (no) notice

PUT
a stop to sth
your arm round sb
sb in charge of

sb/sth for granted a plan into practice
my advice your work first
part pressure on sb
a risk
responsibility for something
ages

3 Ask students in pairs to complete the sentences.

15.7 (CD 2: Track 8) Play the recording. Students listen and check their answers.

Answers and tapescript

- 1 The wedding took place in an old country church. It was lovely, but it was miles away. It took ages to get there.
- 2 My son's buying cigarettes, but I'll soon put a stop to that. I won't give him any more pocket money.
- 3 Please don't take offence, but I don't think your work has been up to your usual standard recently.
- 4 I told you that boy was no good for you. You should have taken my advice and had nothing to do with him.
- 5 The older you get, the more you have to learn to take responsibility for your own life.
- 6 My boss is putting pressure on me to resign, but I won't go.
- 7 I tried to get the teacher's attention but she took no notice of me at all.
- 8 Children never say 'Thank you' or 'How are you?' to their parents. They just take them for granted.
- 4 Ask students in pairs to match lines in A and B, and underline the expressions with take or put.

Answers A 1 Take your time. There's no need to hurry. 2 The party's on the 21st Put it in your diary. 3 Their relationship will Take my word for it, I never last know these things. 4 1 told her a joke about the 'Whoops! You really put French, and it turned out your foot in it, didn't you?" she was French." Calm down. There's no 5 Take it easy. need to panic. 6 Put yourself in my shoes. What would you do? 7 You always take things too No one's out to get you. personally

Phrasal verbs

5, 6 Ask students in pairs to complete the sentences. Let them check answers with their dictionaries.

T5.8 T5.9 [CD 2: Tracks 9 & 10] Play the recordings. Students listen and check their answers.

Answers and tapescripts

- 1 The shop takes on a lot of extra staff every Christmas.
- 2 The lecture was too complicated, and the students couldn't take it all in.
- 3 My business really took off after I picked up six new clients.
- 4 You called me a liar, but I'm not. Take that back and say sorry!

T5.9

- 1 Put some music on. Whatever you want.
- 2 That article about factory farming has really put me off eating chicken.
- 3 Could you put away your clothes, please. Your room's a total mess.
- 4 Put your cigarette out. You can't smoke in here!

ADDITIONAL MATERIAL

Workbook Unit 5

Exercises 8-9 Vocabulary

Exercise 10 Phrasal verbs

Exercise 11 Pronunciation - Sounds and spelling

LISTENING AND SPEAKING (SB p52)

The reunion

This is a jigsaw listening activity. You will need two CD or cassette players and two recordings of this listening activity. Ideally, you need two rooms. The whole activity takes about 30 to 40 minutes. The aim is to listen for specific information and take notes, and to share information.

1 Ask students to look at the photo. Ask, Where are they? What are they doing? Read the introduction as a class. You may wish to check the place names, as they are very culture specific and could confuse. Claypath and Sadler Street are streets in Durham city centre. The Lonis Garden and the Kwai Lam are restaurants. The County and The Three Tuns are pubs. Leeds and Sunderland are cities. The Midlands is the region of England around Birmingham. Divide the students into two equal-sized groups, A and B. Take Group A to another room. They must listen to Alan phoning Sarah, (15.10 [CD 2: Track 11]). Group B must listen to Sarah phoning James (TS.H [CD 2: Track 12]). Make sure everybody can hear the recording easily. Nominate one reliable student to take control of playing and replaying. Give the students ten minutes to listen and complete the chart. Tell them they can play the recording as often as they like.

Answers

Group A's answers

Travelling from?

Alan: the Midlands; Sarah: Leeds; James: -

How?

Alan: by car; Sarah: By train; James: -

Leaving / what time?

Alan: about 3.00; Sarah: 17.05; James: -

Arriving / Durham?

Alan: between 5 and 6 o'clock; Sarah: about 6 o'clock (less than one hour after 17.05); James: -

Staying where?

Alan: The County; Sarah: The Three Tuns; James: -

Which restaurant?

Alan: The Lotus Garden: Sarah: The Lotus Garden; James: -

Where is it?

Wan. Chaypain, Sarah. Chaypain, James. -

Where / meet?

Alan: in the bar of the County; Sarah: in the bar of the County: James: -

What time?

Alan: at about 6.30; Sarah: at about 6.30; James: -

Group B's answers

Travelling from?

Alan: - ; Sarah: - ; James: Sunderland

How?

Alan: -; Sarah: -; James: by bus

Leaving / what time?

Alan: -; Sarah: -; James: soon after 6

Arriving / Durham?

Alan: earlier than James; Sarah: earlier than James; James:

about 7

Staying where?

Alan: -; Sarah: -; James: with a friend

Which restaurant?

Alan: -; Sarah: The Kwai Lam (The Lotus Garden has closed

down); James: The Kwai Lam

Where is it?

Alan: -: Sarah: on the corner of Sadler Street; James: on the corner of Sadler Street

Where / meet?

Alan: Sarah is meeting Alan in the County; Sarah: Sarah is meeting Alan in the County. She is meeting James in the Kwai Lam; James: James is meeting Sarah in the Kwai Lam.

What time?

Alan: -; Sarah: meeting James between 7 and half past (7.30), meeting Alan before that; James: between 7 and 7.30

- 2 Give students time to check their answers with people in their group.
- 3 Give each student in each group a number. Tell number 1 in Group A to sit with number 1 in Group B, and so on. Once students are in pairs, ask them to exchange information to complete the chart.
- 4 Draw the activity to a close by asking the questions open class.

Answers

When Alan spoke to Sarah they didn't know that the Lotus Garden closed three years ago, so at the time of Sarah's conversation with James, Alan thinks he is going to the Lotus Garden. However, the arrangements should be OK because James is going to ring Alan, and Sarah is going to meet Alan in the County before they go to the restaurant. So, everything should work out all right.

Sarah is meeting Alan in the County, and Alan and Sarah are meeting James in the Kwai Lam.

T5.10 See SB Tapescripts p130

T5.11 See SB Tapescripts p130

Writing Unit 5
Emailing friends SB p175

EVERYDAY ENGLISH (SB p53)

The aim of this section is to practise ways of beginning and ending telephone conversations. In order to do exercise 5, you will need to photocopy the list of expressions to use on the phone (TB p146), and the role cards (TB pp147–148).

Beginning a telephone conversation

Lead in by asking students about making phone calls in English. Ask, Have you ever made a call in English? Who to? Why? What did you say? What did you find difficult about having a conversation on the phone?

1 T3.12 [CD 2: Track 13] Play the recording. Ask students to listen and say what is the difference between the beginning of these three calls.

Discuss the other questions as a class.

Answers and tapescript

- 1 It's a formal cali booking a hotel room.
- 2 It's an informal call two friends chatting, making small talk
- 3 It's a recorded message.

We make small talk when we are chatting to people we don't know very well – often at parties, or with colleagues at work, etc., because we know that serious, 'heavy' conversation topics would not be appropriate. Small talk means talking about nothing in particular, nothing serious. We make small talk about the weather, sport, what we've been doing recently, holidays, friends and family, what we're doing at work. Recorded menus are often used by companies that are called regularly, such as cinema and theatre booking lines, customer enquiries for gas or electricity companies. They are used because they are an inexpensive way of dealing with lots of enquiries.

People find them frustrating because it can take a long time to get to the menu option that you want, and you sometimes miss it and have to start all over again. It's also frustrating dealing with a machine rather than a real person.

T5.12

- 1 A Hello. The Regent Hotel. Kathy speaking. How can I help you?
 - B Hello. I was wondering if I could book a room ...
- 2 A Hello.
 - B Hello, Pat. It's me, Dave.
 - A Davel Hil How are things?
 - B Not bad. Busy, busy, busy, but life's like that. How's everything with you?
 - A Oh, you know, we've all got the flu, and Mike's away on business, so I've got to do the lot. School, shop, kids, cook, clean. It's great! What are you up to?
 - B This and that ...
 - A How's your mother, by the way?
 - B She's a lot better, thanks. Really on the mend.
- 3 Welcome to National Phones. To help us deal with your call more efficiently, please select one of the following options. For customer services, press 1. To query a bill, press 2. To request a brochure, press 3.

To return to the beginning of this menu, press the hash key. To speak to an operator, please hold.

2 Ask students in pairs to put the conversation in order.

15.13 [CD 2: Track 14] Play the recording. Students listen and check their answers.

Answers and tapescript

(The order reading down the boxes would be 1, 7, 6, 9, 2, 5, 3, 8, 4, 10)

- A Hello. TVS Computers. Samantha speaking. How can I help you?
- B Good morning. Could I speak to your customer services department, please?
- A Certainly. Who's calling?
- B This is Keith Jones.
- A (pause) I'm afraid the line's busy at the moment. Will you hold?
- B Yes, please.
- A (pause) OK. It's ringing for you now.
- B Thank you.
- C (ring ring) Hello. Customer services.
- B Hello. I was wondering if you could help me ...

Ending a telephone conversation

3 Ask students in pairs to put the conversation in order.

13.14 [CD 2: Track 15] Play the recording. Students listen and check their answers.

Answers and tapescript

(The order reading down the boxes would be 1, 7, 9, 2, 10, 6, 3, 8, 5, 4, 11)

- A So, Barry. It was good to talk to you. Thanks very much for phoning.
- B My pleasure. By the way, how's your golf these days? Still playing?
- A No, not much. I just don't seem to find the time these days. Anyway, Barry...
- B What a shame! You used to enjoy it so much.
- A It's true. Right, Barry. I must fly. I'm late for a meeting.
- B OK. Don't want to keep you. So, you'll give me a ring when you're back, right?
- A I certainly will. And you'll send me a copy of the report?
- B It'll be in the post tonight.
- A That's great, Barry. Have a good weekend!
- B Same to you, too! Bye, Andy.
- A Bye, Barry.
- 4 Ask students to discuss the questions briefly in pairs, then have a class feedback.

Answers

Andy is trying to end the conversation. Barry wants to chat.

Andy tries to signal the end by saying things like, So, Anyway and I must fly.

They confirm their arrangements when Barry says, So, you'll give me a ring... and Andy says, I certainly will. Then Andy says, And you'll send me a copy of the report, and Barry says, It'll be in the post tonight.

5 Divide students into pairs. Then hand out the list of expressions to use on the phone. You need to photocopy them (TB p146). Give students a few minutes to read through the expressions, and ask if they don't understand any.

POSSIBLE DIFFICULT VOCABULARY

We're surviving = we're doing OK.

What are you up to? = What are you doing these days? I've got a lot on. = I'm busy.

Things are looking up. = They are getting better.

I mustn't complain. = Life is OK.

I must fly. = I must go. I'm busy.

Hand out the role cards. You need to photocopy them, (TB pp147-148). Give students a few minutes to read their role card, and decide whether they need to make small talk. Some situations are 'formal', for example, booking a taxi, so small talk is inappropriate. Others, such as phoning a hairdresser you know well, require small talk.

Give the pairs of students a few minutes to think about and discuss what they are going to talk about, but don't let them write the conversations at length. When the students are

ready, ask them to sit back to back (to simulate a phone conversation without the clues of facial expressions and gestures), holding up a little finger and thumb to mime a telephone, and ask them to roleplay their telephone conversations. Go round monitoring, prompting and noting errors. In the feedback, write errors you heard on the board for the class to correct.