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Course Description

Course Aim

Unit Components

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A. GETTING STARTED Read the conversation. Then choose the best answer.



It's Monday morning. Priya is setting up a meeting room when Lucas arrives.

Priya: Lucas, could you print these meeting agendas?

Lucas: Sure. Leave it with me.

Priya: Thanks. I also need to organize the name cards.

Lucas: I can cover that if you finish setting up the projector.

Priya: That would help. Let's focus on the name cards first.

Lucas: Sounds good. I'll get right on it.

Which task does Priya think is the most important?

- a. Printing the agendas.
- b. Organizing the name cards.
- c. Setting up the projector.

B. TOPIC DISCUSSION Discuss the following points with a partner.

1. How do you decide which homework to do first when you have a lot to do?

2. What do you do if you don't have enough time to finish all your homework?

C. VOCABULARY BUILDING Match each phrase with the best response.

Topic Language

- | | |
|-------------------------------|---|
| a. I can manage that. | 1. ____ Thanks. I know I can count on you. |
| b. I'm on it. | 2. ____ Okay. I'll ask someone else. |
| c. I'm tied up at the moment. | 3. ____ No problem. Tomorrow is fine. |
| d. Leave it with me. | 4. ____ Great. Thanks for taking it on. |
| e. I can't fit this in today. | 5. ____ Perfect. I'll wait for your update. |

Complete each conversation with your own ideas.

1. **A:** I can manage the _____.
B: Great. Thanks for taking it on.
2. **A:** Sorry. I'm tied up at the moment with _____.
B: Okay. I'll ask someone else.

D. VOCABULARY PRACTICE Listen and complete the conversation. Then practice.



1.2

- A:** Hey. The client meeting is tomorrow morning, but the price list isn't ready.
- B:** Oh, I thought we could still work on it today.
- A:** The client has just asked for the final version before the meeting.
- B:** Mm. I'm _____¹ at the moment with another task. That might _____². Sorry.
- A:** They said that if we don't send it today, they won't have time to review it.
- B:** Okay, I can _____³ once I finish what I'm doing.
- A:** That would really help. We just need the final prices added.
- B:** Alright, I'll add them. _____⁴.
- A:** Great. Then we can send it before we leave today.
- B:** Don't worry. I'll _____⁵ it.

ITEM	QTY	PRICE
■ _____	10	250
■ _____	5	180
■ _____	8	320
■ _____	12	450
■ _____	7	210
■ _____	3	150

Find and underline all the tasks mentioned in the dialogue.



LANGUAGE TIP Set priorities

Use different expressions to talk about priorities.

- ☐ This should be **our priority**.
- ☐ **Let's focus on this first**.
- ☐ **We can deal with that** later.

PRACTICE

Where do we start?

I agree. Let's do that.

E. FLUENCY PRACTICE Complete each dialogue with the correct advanced phrase.

Expanded Language

- | | |
|---|---|
| 1. A: Could you start this task now? | a. Can someone else take this? |
| B: Sure. _____ | b. I need to clear something else first. |
| 2. A: Do you have time to reply to the client now? | c. I'll circle back shortly. |
| B: Sorry. _____ | d. I'll get right on it. |
| 3. A: Can you work on this next? | e. I'm stretched pretty thin today. |
| B: Yes, but _____ | |
| 4. A: _____ | |
| B: I'll do it. It's more my responsibility than yours. | |
| 5. A: Do you have an answer yet? | |
| B: Not yet. _____ | |

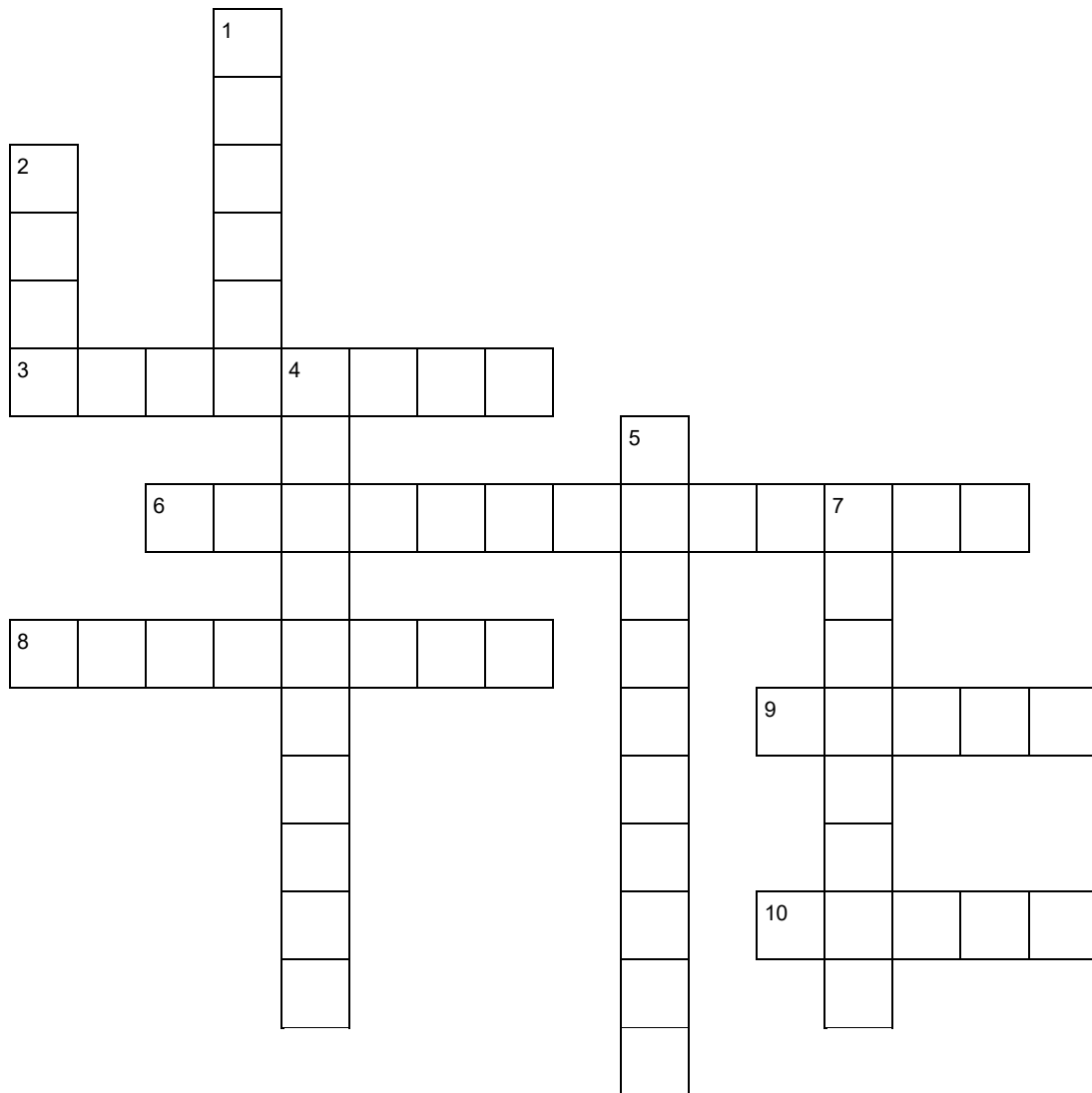
F. DIALOGUE PRACTICE Complete the dialogue using a–e. Then practice.



- | | |
|---|--|
| a. I'll need help with this if Jane's notes are unclear. | d. Sorry, I'm tied up at the moment with reply emails to clients. |
| b. Oh. Wasn't she in charge of the daily report? | e. Okay, I can cover this once I send this email. |
| c. No problem. Her files are all saved in the shared folder. | |

G. VOCABULARY REVIEW Work with a partner to solve the puzzle. Take turns reading the clues.

Crossword Puzzle



Across

3. You say "I'll ___ of it" when you accept full responsibility for a task.
6. You say "I'm ___ today" when you have very little time or capacity.
8. You say "I'm ___ a few things" when you are working on several tasks at once.
9. You say "___ it with me" when you want others to stop worrying about the task.
10. You say "I can ___ for her today" when you take over someone's work.

Down

1. You say "I can ___ this later today" when you can manage a task later.
2. You say "I'm ___" when you start working on something immediately.
4. You say "I'll ___ shortly" when you plan to respond again after a short time.
5. You say "I'm probably not the ___ for this" if you don't feel capable of the task.
7. You say "I don't ___ for this right now" when your schedule is full.

Word List

best person
circle back
cover
handle
have room
juggling
leave
on it
stretched thin
take care

H. ROLE PLAY Work with a partner. Take turns choosing the next line from your cards.



Student A

The warehouse needs confirmation before noon. There are three calls about today's delivery schedule.

His notes are in the system. They're in yesterday's update folder under logistics.

Hey. Tom is sick today and won't be able to work. Can you cover his calls for this morning?

Thanks. I'll send you Tom's call list with the urgent ones marked.

No problem. Stay focused on the calls, and I'll support you if needed.

The pickup and the distributor are the most urgent. The others are routine follow-ups.

Student B

Alright. I need to clear the report first, but then I can handle those calls.

Okay, which deliveries should I focus on first?

Thanks. I'll need help with this if the notes don't match the system.

Sounds good. Leave it with me. I'll take care of it.

I'm tied up at the moment finishing the sales report. How urgent are the calls?

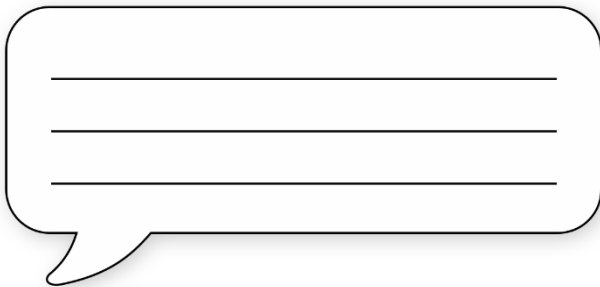
Great. Where can I find the latest delivery times?

I. DIALOGUE BUILDING With a partner, write and practice a dialogue using language from the unit.

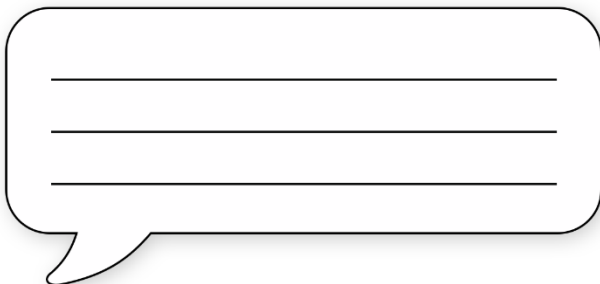
In your dialogue:

- ☐ You explain your availability or workload
- ☐ You say whether a task must wait or can start
- ☐ You take responsibility or cover the task
- ☐ You state when the task will be done (now / later / after something else)
- ☐ You confirm a follow-up or next step

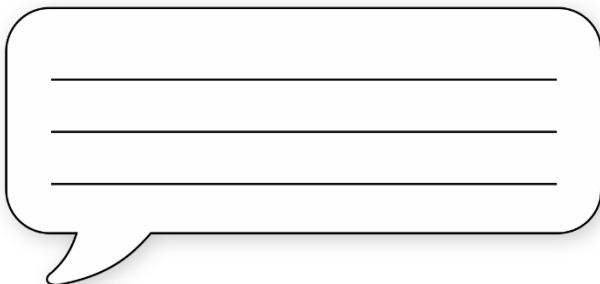
Student A



A speech bubble with three horizontal lines for writing.

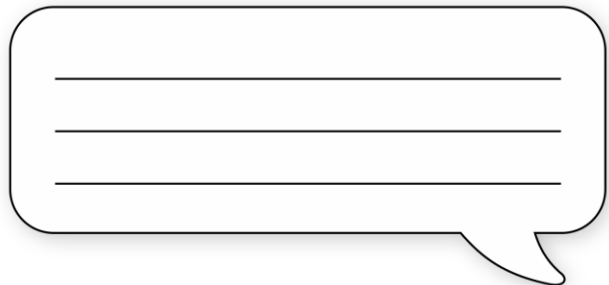


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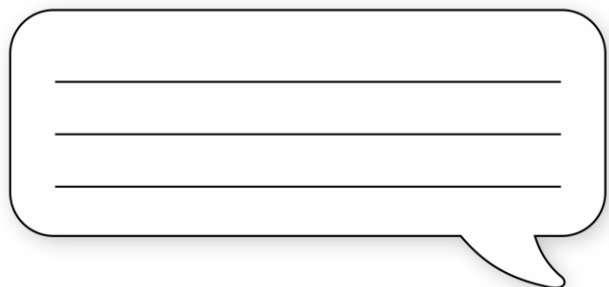


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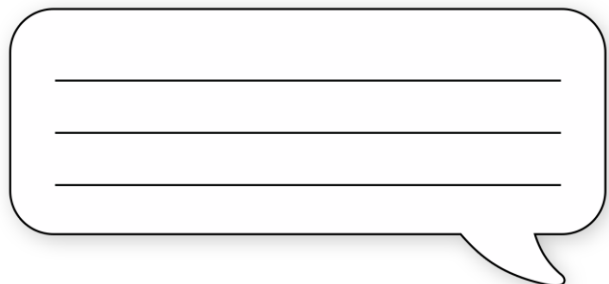
Student B



A speech bubble with three horizontal lines for writing.



A speech bubble with three horizontal lines for writing.



A speech bubble with three horizontal lines for writing.

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