

3 THE RIGHT CONNECTIONS

JON HIRD

1 Rephrase the telephone dialogue using more appropriate language.

A Yes?

B Crystal Communications Consultants?

A Yes. What do you want?

B I want to speak to Silvia Garcia.

A Wait. Maybe she's here.

B Be quick.

A She's in a meeting.

B When can I speak to her then?

A Who knows? Phone back later.

B I don't want to. I want to leave a message.

A What is it?

B Tell her to phone me.

A Who are you?

B Barry Clough.

A What?

B I said Barry Clough.

A Spell your name.

B B-A-R-R-Y, C-L-O-U-G-H.

A OK, Barry. I'll tell her if I see her.

B You'd better.

A See you.

A _____

B _____

A _____

B _____

A _____

B _____

A _____

B _____

A _____

B _____

A _____

B _____

A _____

B _____

A _____

B _____

A _____

B _____

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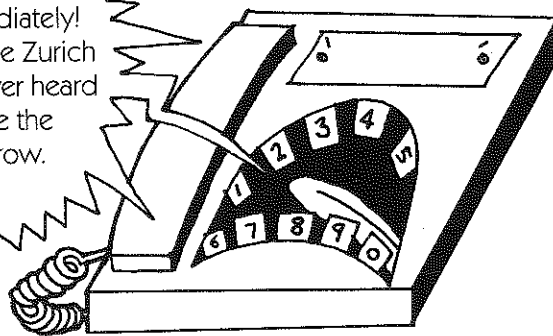
B _____

A _____

B _____

2 Silvia Garcia does not return Barry's call and, two days later, he telephones again and leaves a voicemail message. Rephrase his message using more appropriate language.

Where is everyone? Am I the only person doing any work? Look, I'm in Zurich. Oh, it's Barry by the way, Barry Clough. Silvia, I asked you to call me back. Why didn't you? Make sure you ring me back this time! Immediately! This is what it's about – the publicity material for the Zurich Expo, where on earth is it? The courier firm has never heard of you. What's going on, Silvia? You didn't make the arrangements, did you? The Expo starts tomorrow. Organise a new courier. Everything's going wrong and I don't think I can cope any more.



Selected answers

6, 9 olive: 8 white: 8, 9 stocky: 4
 on upper arm: 11 security guard: 5 medium: 3, 4
 salt and pepper: 6 bald: 6 mole below left eye: 11
 can: 10 blue: 7 scar on chest: 11 dark/medium: 8
 male: 12 1.7 to 1.8 m: 2 Whitey: 1 approximately 73
 is known to frequent libraries and historic sites: 12
 silver: 6 thin: 4 El Comandante: 1 large: 4
 disguises to alter his appearance: 12

THE RIGHT CONNECTIONS

Overview

Students rephrase a telephone conversation and voicemail message in appropriate language to practise and consolidate telephone conversations.

Preparation

One copy of the worksheet for each student.

Procedure

- Individually or in pairs, students rewrite the dialogue in Exercise 1 using more appropriate language. There are several possible alternatives.
- Students compare what they have written with others before sharing their ideas with the rest of the class.
- Students act out their reformulated dialogues.
- They repeat the task with the voicemail message in Exercise 2. Ask students to discuss the possible scenario and the likely roles of Barry and Silvia.

Sample answers

- A Hello. CCC.
 B Is that Crystal Communications Consultants?
 A Yes, it is. How can I help you?
 B Could I speak to Silvia Garcia please?
 A Certainly. Hold the line. I'll see if she's available.
 B OK, thank you.
 A I'm afraid she's in a meeting at the moment.
 B OK. Do you know when she'll be available?
 A I'm afraid I couldn't say. Could you phone back this afternoon?
 B That will be difficult for me. Could I leave a message?
 A Of course.
 B Could you ask her to phone me, please?
 A Certainly. Can I have your name?
 B Barry Clough.
 A Sorry, could you repeat that, please?
 B Yes, it's Barry Clough.
 A And could you spell that?
 B B-A-R-R-Y, C-L-O-U-G-H.
 A OK, Mr Clough, I'll make sure she gets that.
 B Thank you.
 A Goodbye.

- 2 Hello. This is a message for Silvia from Barry Clough. I'm in Zurich. I'm rather concerned that you didn't return my call. Please could you ring me as soon as you can. The publicity material for the Zurich Expo hasn't arrived. The courier firm doesn't seem to know about it. Have you any idea what's happened, Silvia? Look, the Expo starts tomorrow – could you please organise a new courier? It's really very worrying.

4 YANK'S OR CHEZ ANTOINE?

Overview

Students choose which of two restaurants in a tourist town would make the better investment and justify their choice using the language of comparison.

Preparation

One copy of the worksheet for each student.

Procedure

- Ask students if they have ever wanted to own or run a restaurant. Ask them what factors would be the most critical to its success. Check/Pre-teach: *turnover, rates*.
- Elicit the language of comparison by asking the students if they had to choose between two hotels to buy in a seaside resort which they would choose, e.g. *The one with more rooms. The one nearer the beach. The one in better condition. The cheaper one* etc.
- Hand out copies of the worksheet and ask students to read the text at the top. Explain that they are buying a licensed business and its goodwill, not a piece of real estate. Focus their attention on the map, the restaurant fronts and the key facts and give them five minutes to study the information.
- In pairs, students discuss and decide which restaurant they would prefer to buy.
- Have a class feedback session where students explain their choices.