

35

How do you do it?



- A Can I speak to Mark Smith, please?
 B Speaking.
 A This is Anne Chakka from the Miramar Hotel.
 B What can I do to help you?
 A I'd like a catalogue of your kitchen equipment, please.
 B Certainly. Can I have your name again?
 A Anne Chakka.
 B How do you spell that?
 A C-H-A-double-K-A.
 B And your post code?
 A GM4 Y80.
 B And that's the Miramar Hotel?
 A Yes, that's correct.
 B I'll send a catalogue to you this afternoon.
 A Thank you.

- A Can I speak to Roland Villefranche, please?
 B I'm afraid Roland's out of the office.
 A Do you know when he'll be back?
 B No, I'm afraid I don't.
 A Could I leave a message for him?
 B Certainly. What's your name?
 A Roberto Petri.
 B Could you spell that?
 A Petri: P-E-T-R-I.
 B Thank you. And your number?
 A Rome 613 4521.
 B What's the message?
 A Tell him the contract arrived this morning.
 B I'll let him know.
 A Thank you. Goodbye.
 B Goodbye.



- A Can I speak to Claus Lang, please?
 B Speaking.
 A Hello. This is Jenny Bond from Walker-Huss.
 B Hello, Miss Bond. How are you?
 A I'm very well, thank you. And you?
 B Oh, fine. What can I do for you?
 A I've got the information you asked for. Can we meet some time next week to talk about it?
 B When are you free?
 A Tuesday.
 B Tuesday morning's OK for me. Ten o'clock?
 A Fine. Shall I come to you?
 B That would be nice.
 A Right. See you on Tuesday.
 B Goodbye.

quickly

coldly

angrily

happily

slowly

quietly



How do you do it? Worksheet **35****ACTIVITY**

Pairwork, whole class; reading, speaking

AIM

To act out and extend a set of telephone conversations in a specified manner.

GRAMMAR AND FUNCTIONS

Adverbs of manner

Telephone language

VOCABULARY

catalogue, equipment, post code, brochure, to put (something) in the post, to be out of the office, to be back, I'm afraid (as an apology), to leave a message for someone, contract (= formal written agreement), to let someone know, proposal, to meet, to be free (= not engaged)

PREPARATION

Make one copy of the worksheet for every six students and cut it up as indicated.

TIME

15 to 25 minutes

PROCEDURE

- 1 Put the following list on the board: *quick, cold, angry, happy, slow, quiet*.
- 2 Establish that the words in the list are all adjectives and check their meaning.
- 3 Elicit the adverb forms and modify the adjectives on the board.
- 4 If necessary, drill the adverbs for pronunciation.
- 5 Put the students into pairs.
- 6 Ask them to write at least three sentences, using a different adverb from the list each time. Circulate and monitor.
- 7 Ask some pairs to read their sentences aloud.
- 8 Divide the class into groups of six.
- 9 Within each group of six, make three pairs.
- 10 Give each pair a conversation from the worksheet.
- 11 Give each student an adverb from the worksheet, chosen at random. Tell them not to show it to anyone.
- 12 Explain the task. Each pair has to act out their conversation for the rest of the group. Each student should act in the manner of the adverb they have chosen. The other members of the group have to guess which adverb they have.
- 13 Once the students understand the task, start the activity. Circulate and monitor. You may want to pick up on some pronunciation points later.

FOLLOW-UP

If the students have enjoyed the activity, get them to swap the dialogues around within the group and repeat it with different adverbs, for example, *noisily, aggressively, rapidly, sadly, strangely, politely*.