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The world of work

Present Perfect active and passive
On the telephone

Test your grammar

1 Work in pairs. Ask and answer the questions.

- What do you do?
- How long have you had your present job?
- What did you do before that?
-



- How long have you lived there?
- When did you move there?
- How long have you known your teacher?
- When did you first meet your teacher?
- Have you ever been to America?
- If so, when did you go?

2 Tell the rest of the class about your partner.

3 There are three tenses used in the questions. What are they?

PRESENTATION (1)

Present Perfect Simple

- Read the job advertisement. Does this job interest you? Do you have any of the necessary qualifications to apply?

WORLDWATCH

Business journalist £35,000 p.a.

This international business magazine, with 23,000 readers worldwide, requires a journalist to help cover political news in Europe.

The successful applicant will be based in Geneva and should:

- have at least two years' experience in business journalism
- be fluent in French and German, and if possible have some knowledge of Spanish
- have a degree in politics
- have travelled widely.

Please write with full CV to
David Benton, *Worldwatch UK Ltd*,
357 Ferry Rd, Basingstoke RG2 5HP



- T.48 Nancy Mann has applied for the job and is being interviewed. Listen to the interview. Do you think she will get the job?



3 Read the first part of Nancy's interview. Put the correct auxiliary verb *do*, *did*, or *have* into each gap.

- I Who _____ you work for at the moment, Ms Mann?
 N I work for the BBC World Service.
 I And how long _____ you worked for the BBC?
 N I _____ been with the BBC for five years. Yes, exactly five years.
 I And how long _____ you been their German correspondent?
 N For two years.
 I And what _____ you do before the BBC?
 N I worked as an interpreter for the EU.

Listen to the first part again and check your answers.

Grammar questions

- Does she still work for the BBC?
- Does she still work for the EU?
- Explain why Nancy says:

I work for the BBC World Service.
I've worked for them for five years.
I worked as an interpreter for the EU.

4 Read and complete the second part of Nancy's interview with *did*, *was*, or *have*.

- I As you know, this job is based in Geneva. _____ you ever lived abroad before?
 N Oh yes, yes I _____.
 I And when _____ you live abroad?
 N Well, in fact I _____ born in Argentina and I lived there until I was eleven. Also, I lived and worked in Brussels for two years when I _____ working for the EU.
 I That's interesting. _____ you travelled much?
 N Oh yes, yes indeed. I _____ travelled all over western and eastern Europe, and I _____ also been to many parts of South America.
 I And why _____ you go to these places?
 N Well, mostly for pleasure, but three years ago I went back to Argentina to cover various political stories in Buenos Aires for the BBC.

Listen and check your answers.

Grammar question

- The interviewer asks:

Have you ever lived abroad?
When did you live abroad?

Nancy says:
I've been to many parts of South America.
... three years ago I went back to Argentina ...

Why are different tenses used?

PRACTICE

1 Biographies



1 Here are some more events from Nancy Mann's life. Match a line in **A** with a time expression in **B** to tell the story of her life. Put a letter a-k in the box.

A

- a She was born
- b She went to boarding school in England
- c She studied French and German
- d She hasn't spoken Spanish
- e She's worked in both eastern and western Europe
- f She worked in Brussels
- g She's worked for the BBC
- h She hasn't worked abroad
- i She married for the first time
- j She's been married
- k She married for the third time

B

- for the last five years.
- three times.
- from 1970 to 1977.
- e at various times in her life.
- when she was twenty-one.
- when she was at Oxford University.
- a in Argentina in 1959.
- for two years, from 1989 to 1991.
- last year.
- since her son was born four years ago.
- since she was in Buenos Aires three years ago.

2 T.49 Listen and check your answers.

- 3 Work in pairs. Write similar tables of your own life. Ask your partner to match the events and the times to tell the story of your life. Correct any wrong times.

2 Time expressions

Put *for*, *since*, *in*, or *ago* into each gap.

- I was born _____ 1961.
- I went to university _____ three years.
- I passed my driving test fifteen years _____.
- I've had a car _____ 1983.
- Now I've got a BMW. I've had it _____ two years.
- I met my wife _____ 1985.
- We've been married _____ nine years.
- Our first daughter was born six years _____.
- We've lived in the same house _____ 1990.

3 Have you ever ...?

- 1 The following verbs are *all* irregular. What is the past simple and past participle?

have	eat	win	forget	bring	make
be	drink	lose	sleep	find	give
meet	write	drive	hear	sing	
leave	read	ride	see	go (Careful!)	

- 2 Work with a partner. Choose from the list and make dialogues like the example.

Example

be/America?

- A *Have you ever been to America?*
 B *Yes, I have./No, I haven't. I've never been there.*
 A *When did you go?*
 B *Two years ago. I went to Disneyland with my family.*

have/an operation?	win/a competition?
be/on TV?	lose/your job?
write/a love letter?	hear/an opera?
ride/a motor bike?	see/a horror movie?
have/an English breakfast?	forget/an important birthday?
try/iced tea?	sleep/in the open air?
drive/a van?	sing/in a choir?
read/a book in a foreign language?	meet/anyone famous?

- 3 Tell the class as much as you can remember about your partner.

PRESENTATION (2)

Present Perfect active and passive

- 1 Read the newspaper headlines. Check any new words.

a DANGEROUS PRISONER ESCAPES

b Floods bring road chaos

c Kidnapped baby found

d US CAR WORKERS MADE REDUNDANT

- 2 T.50a Read and listen to the radio news headlines of the same stories. Fill in the gaps with the exact words you hear.



Here is the news...

RADIO NEWS HEADLINES

- The murderer Bruce Braden _____ from Parkhurst Prison on the Isle of Wight.
- After the heavy rain of the last few days, floods _____ chaos to drivers in the West Country.
- Amy Carter, the kidnapped baby from Leeds, _____ safe and well in a car park in Manchester.
- Two thousand car workers from a US car factory _____ redundant.

● Grammar questions

- Which of these questions can you answer? Which can't you answer?

Who has escaped from prison?

What has brought chaos to the West Country?

Who has found Amy Carter?

Who has made the car workers redundant?

- What is the difference between the verb forms in Exercise 2?

3 T.50b Listen to the news items and fill in the gaps to complete the stories. What other information do you learn about each one?

a Last night, the murderer Bruce Braden _____ from Parkhurst Prison. Prison officers _____ his cell empty at six o'clock this morning.



- b Early this morning, floods _____ chaos to many roads in Devon. Drivers left their cars and _____ to work through the flood water.
- c Late last night, the kidnapped baby Amy Carter, _____ safe and well in a car park in the centre of Manchester. The car park attendant _____ a noise coming from a rubbish bin and he _____ Amy wrapped in a warm blanket.
- d Two thousand car workers from the General Motors factory in Detroit _____ redundant yesterday. The management _____ them no warning. The men were shocked and furious when they _____ the news yesterday evening.

● Grammar questions

- Which tense is used in the full stories in Exercise 3 above? Why?
- Which tense is used in the headlines in Exercise 2 on page 67? Why?

PRACTICE

1 Here is the news!

Work in pairs.

1 Here are some more headlines from newspapers. Make them into radio news headlines.

Examples

Plane crashes in Colombia

A Boeing 727 has crashed in the mountains of Colombia near Bogotá.

DANGEROUS PRISONER RECAPTURED

The murderer Bruce Braden has been recaptured near Parkhurst Prison.

- a Famous film star leaves \$3,000,000 to her favourite pet
- b Priceless painting stolen from Louvre
- c Seven people killed in train crash
- d Princess runs away with gardener
- e President forced to resign
- f Sporting hero fails drug test

2 Choose two of the headlines and write the full stories. Read your news to the rest of the class.

3 What's in the news today? What national or international stories do you know?

2 Giving personal news

What about your personal news? What have you done today? This week? This year? Ask and answer questions with a partner.

Example

have/breakfast?

Have you had breakfast?

Yes, I have. I've just had it.

No, I haven't. I never eat breakfast!

What did you have?

Cornflakes and toast.

Today

travel/by bus?

do/any work?

have/a coffee break?

have/lunch yet?

do/any exercise?

This week

go/cinema?
(Careful!)

do/any exercise?

play/a sport?

watch/TV?

wash/your hair?

This year

have/a holiday yet?

move/house? I

have/your birthday yet?

take/any exams?

apply/for a new job?

3 Discussing grammar

Work in pairs.

- 1 Read the following sentences. Discuss where the words can go. Sometimes there are several possibilities.

just yet already ever never

- a I've washed my hair.
- b Have you played basketball?
- c He hasn't learned to drive.
- d They've finished the exercise.
- e She's learned a foreign language.
- f We've met your teacher.
- g Have they finished doing the washing-up?
- h Has it stopped raining?

- 2 Underline the correct verb form.

- a The Prime Minister of Italy *has resigned*/*has been resigned* and a new prime minister *has elected*/*has been elected*.
- b The Italian people *told*/*were told* of his resignation on television yesterday evening.
- c I *lost*/*have lost* my glasses. *Did you see*/*Have you seen* them anywhere?
- d 'Where *has Liz gone*/*did Liz go* on holiday?'
'She's in Paris.'
- e 'Where *has Liz gone*/*did Liz go* on holiday?'
'She went to Paris.'
- f 'Did John ever *go*/*Has John ever been* to Paris?'
'Oh, yes. Five times.'
- g A huge earthquake *has hit*/*has been hit* central Japan. Nearly 1,000 people *have killed*/*have been killed*. It *happened*/*has happened* mid-afternoon yesterday.

LANGUAGE REVIEW

The Present Perfect

The Present Perfect relates past time to present time. It has three main uses.

- 1 To express unfinished past.

I've lived here for five years. (I started living here five years ago and I still live here.)

He's been a teacher since he was twenty-one.

NOT * *He is a teacher since ...*

- 2 To express an experience that happened some time in your life. It is the experience that is important, not when it happened.

I've been to Australia. I went three years ago.

'*Have you ever lived in France?*' 'Yes, I *have*. I lived there from 1993 to 1995.'

- 3 To express the present importance of a past event, usually a recent event. It is often used when giving news.

The police have warned the public that the man is dangerous.

I've lost my credit card. Have you seen it?

The Present Perfect passive

The uses of the Present Perfect are the same in the passive.

Two million cars have been produced so far this year.

(Unfinished past)

'*Have you ever been made redundant?*' 'No, never, thank goodness!' (Past experience)

'*Have you heard?* I've *been left* £4,000 by my great aunt!' (Present importance)

 Grammar Reference: page 150.

READING AND SPEAKING

Pre-reading task

- 1 Close your eyes for a few minutes. Imagine it is one hundred years ago and you are very rich.
 - What is your life like?
 - Where do you live? What do you do?
 - Do you have any servants? How many? What do they do for you?
 - What do you know about the lives of your servants? Where do they live?



- 2 Work in small groups and discuss your ideas in your group. Share your ideas with the rest of the class.

- 3 What about now? Do many people have servants?

Have you ever worked in anyone else's home? In what ways are servants today different from years ago?

Reading

The modern servant – the nanny, the cook, and the gardener

1 You are going to read about three modern servants.
Divide into three groups.

- Group A** Read about the nanny.
Group B Read about the cook.
Group C Read about the gardener.

Read your article and answer the questions. Use your dictionary to help with new words. Discuss your answers with your group.

- What and who influenced her/his choice of career?
- What did her/his parents want her/him to do?
- What was the parents' attitude to the choice of career at first?
- Has the parents' attitude changed? If so, why?
- In what ways do the parents think that times have changed since they were young?

2 Read your article again.
Which of the following multi-word verbs can you find in your article? Underline them.

- | | |
|----------------|--|
| bring up (1) | look after. educate (a child) |
| bring up (2) | mention (in conversation) |
| carry on | continue |
| drop out | leave. not complete (a college course) |
| fall out | quarrel and no longer be friends |
| get on with | have a good relationship with |
| get over | recover from (an illness, a shock) |
| give up | stop (a job, a habit, e.g. smoking) |
| go through | experience |
| grow up | change from child to adult |
| look after | take care of |
| make up (1) | invent |
| make it up (2) | be friends again after an argument |
| pick up | learn unconsciously (e.g. a language) |
| put off | postpone |
| be taken aback | be surprised |
| take after | resemble |
| turn out | be in the end |
| take over | take control of |

The nanny

Amanda Peniston-Bird, 21, is the daughter of a judge and has just completed a two-year training course to be a nanny at the Norland Nursery Training College. She and her mother talk about her choice of career.

Amanda

My sister Charlotte was born when I was seven and my mother decided she needed a nanny to look after us. So we got Alison. She was very young, seventeen I think, and wonderful. I adored her. She only worked part-time with us before she started her training at Norland College. She had to dress us in the morning and take me to school. After school she made us delicious teas and read us stories in bed. On Charlotte's birthday she organized a fantastic party.

When Alison left, we had a trained nanny who lived with us and worked full-time. She was called Nanny Barnes by everyone, including my parents. She was older and quite traditional and wore a uniform. It was then that I realized that I wanted to be a nanny. I have always got on well with



‘My father wanted me to be a solicitor.’

children. I have always enjoyed taking care of my sister and younger cousins. I told Mummy very firmly that I wanted to be a nanny when I grew up. At the time she laughed. I know that she and Daddy

thought it was just a childish phase I was going through, but it wasn't. They thought I would follow in my father's footsteps and study law. But I didn't. There were some terrible rows but I didn't go to university. I left school and spent a year working at Ludgrove School, where Prince William used to go. Then I started my training course at Norland College. I finished the course last month and I've applied for the post of nanny to twins aged six months. Mummy and Daddy weren't angry for long, we made it up before I went to college, and they have encouraged me ever since.

Amanda's mother

Her father is still a wee bit disappointed that she didn't take after him and study law, but I think we're both proud, and also pleased, that she has made her own decisions in life and done so well. We have brought her up to be an independent thinker, so we can't complain. Everything has turned out for the best. I had a nanny when I was a child but I never thought of being one myself, but times have changed and 'nannying' has been socially acceptable for a long time. It wasn't just Princess Diana who made it fashionable!

The cook

Giles Mildmay, 24, has been a professional cook for three years. His father, George, owns a two-hundred-acre farm in Devon. The family have farmed in Devon for over three hundred years. Giles' younger brother Tobias is studying farm management at Exeter University. Giles and his father talk about his choice of career.

Giles

I think I've always been interested in food. My grandparents (on my mother's side) lived in a huge old manor house in Lincolnshire and they had a wonderful cook. She made fantastic standard English food; her roast beef and Yorkshire pudding was out of this world. I used to love going down to the kitchen and watching her work, and I picked up a lot of cooking tips from her. I realized that I wanted to be a cook when I was about 12. I went to a boarding school and when other boys chose to do sport, I chose cookery. By the time I was



‘My grandfather thinks I’m mad!’

15. I had taken over the cooking at home for my parents' dinner parties, and I had started to make up my own recipes. I knew my parents would not approve of cooking as a career, so I decided to introduce them slowly to the idea. I told them that I wanted to do a

The gardener

Hugo Grantchester, 26, has been a gardener and a tree surgeon for four years. He went to Oxford University to study archaeology, but he dropped out after just one term. His father, Hector, is a surveyor and his mother, Geraldine, is an interior designer. Hugo and his mother talk about his choice of career.



Hugo

When I was 11, we moved to a large Tudor house in East Anglia which had three acres of garden. We had a gardener who lived in a little cottage at the end of our drive. I used to spend hours watching him work and talking to him. I think I picked up a lot about gardening without realizing it, because one summer, when I was still at school, I took a job at a garden centre and I knew all the names of the plants, and I could give people advice. Then I went to university and it was a disaster. After a term I told my parents that I was going to give it up and go back to work in the garden centre. They were furious, we had a terrible row, and they didn't speak to me for months. But I knew it was a waste of time to carry on studying archaeology, and the moment I started gardening again, I knew I'd made the right decision. I've enjoyed every moment of the last four years and my parents have learnt to accept what I do, not only because they can see how happy I am,

‘My parents were furious.’

30 cookery course for fun, and I went for a month to a hotel in Torquay. I enjoyed it so much, I knew I couldn't put off telling my parents any longer, so I brought the subject up one night over dinner. At first there was silence, and then my father asked me why. I explained that cooking was like painting a picture or writing a book. Every meal was an act of creation. I could see that my father was not convinced, but he didn't get angry, he just patted me on the shoulder and smiled. My mother kissed me. And now that I have opened my own restaurant, I think they are very proud of me. However, my grandfather (on my father's side) is not so kind, he thinks I'm mad to have given up farming.

Giles' father

I know that times have changed, but I was brought up with a butler and a cook to look after me, and I never went near the kitchen. I was taken aback at first when Giles announced what he wanted to do. His grandfather still hasn't got over it, but his mother and I are delighted that he is doing something he enjoys. Nowadays anyone with a job that they enjoy is very lucky.

35 but also because a lot of my university friends have found it difficult to find good jobs or have been made redundant. Sometimes people are quite taken aback when they find out that their gardener went to university, but I think it makes them respect my opinion more when I'm helping them plan their gardens.

Hugo's mother

His father and I were so delighted when he went to Oxford, but when he gave it up so soon we were very, very angry. We thought manual labour was not the career for our only son. We fell out for months, Hector refused to allow Hugo into the house, and we all felt thoroughly miserable. But our daughter told us not to worry because Hugo would be a millionaire by the time he was forty. Anyway, we've made it up now we can see how happy he is, even though he hasn't become a millionaire yet! Times have changed and all kinds of people do all kinds of work, and I think the world's a better place for it!

Comprehension check

Find a partner from each of the other two groups.

- Go through questions a–e in Exercise 1 on page 70 together. Compare and swap information about the people.
- Read the other two articles quickly. Are the following statements true (✓) or false (✗)?
 - Only Giles and Hugo were influenced by the servants in their families when they were children.
 - Amanda wanted to be a nanny because she liked the uniform.
 - Giles wanted to be a cook because the meals were so bad at boarding school.
 - Hugo did well in his holiday job because he had learnt a lot about plants from the gardener.
 - All of the parents were very angry when they were told about the choice of career.
 - Hugo's parents were the least angry.
 - All of the parents have become friends with their children again.
 - Giles' grandfather has not forgiven him for becoming a cook.
 - Some of the children have regretted their decision not to go to university.
 - Hugo has already become a millionaire.
- Show each other which multi-word verbs appear in your article. Discuss their meaning. Which ones appear in more than one article?

Roleplay

Work in groups of three.

Students A and B

You are the parents of **C**. One of you is a doctor and the other a lawyer, and you would like **C** to follow one of these professions, but **C** has other ideas. Explain to **C** why yours are such good careers.

Student C

A and **B** are your parents. They want you to become a lawyer or a doctor, but you have different ideas! You want to be one of the following (or choose one of your own):

a dancer a musician a poet an explorer
a model a jockey an astronaut ...

Talk together, and try to persuade each other to see your point of view.

VOCABULARY

Multi-word verbs

There are many examples of multi-word verbs in the reading texts.

*She needed a nanny to **look after** us.
I told my parents that I was going to **give it up**.
I wanted to be a nanny when I **grew up**.*

 **Grammar Reference: page 151.**

Use your dictionary to do these exercises.

1 Meaning

In the following groups of sentences *one* meaning of the multi-word verb is literal and *two* are idiomatic. Say which is which.

- The plane to Hong Kong has just *taken off*.
 - Take* that vase *off* the table. It's going to fall.
 - He's very famous now. His popularity really *took off* when he made that film.
- I'll *bring you up* some water when I come to bed.
 - Have you *brought up* the question of borrowing the money?
 - They *brought up* six children with very little money.
- Her health has really *picked up* since she moved to a sunny climate.
 - Can you *pick up* my pen for me? It's under your chair.
 - I *picked up* a little Italian when I was working in Rome.

Buongiorno!
Come ti chiami?



- It took me a long time to *get over* the operation.
 - Mario doesn't speak much English so it was difficult to *get over* to him what I wanted.
 - Can you help me *get over* this wall? The gate is closed.
- I *looked up* Bob's number in the phone book.
 - The new manager is very good. Sales have really *looked up* since he came.
 - We *looked up* the tree and there was the cat on the top branch.

2 Verbs with two particles

Complete the pairs of sentences with one of the following multi-word verbs.

put up with go out with get on with run out of look forward to

- | | | |
|--|-------|--|
| a I don't
Our teacher told us to | _____ | my sister's husband very well.
our work quietly. |
| b Has the photocopier
The children always | _____ | paper again?
school immediately the bell goes. |
| c Why don't you ever
We always | _____ | Christmas?
going on holiday. |
| d I must
Tom and Flora used to | _____ | the dog. She hasn't been for a walk yet.
each other when they were teenagers. |
| e How do you manage to
Some parents | _____ | the noise from your neighbours?
a lot of bad behaviour from their kids. |

In which pairs of sentences is the meaning the same? In which is the meaning different?

3 Separable or inseparable?

Check whether the multi-word verb in the following sentences is separable or not.

Replace the word in *italics* with the pronoun.

Example

He turned on *the light*. He turned **it** on.
She takes after *her father*. She takes after **him**.

- I've just looked up *the word* in my dictionary.
- He's looking after *my cats* while I'm away.
- She has brought up *those children* really well.
- We picked up *Spanish* very quickly.
- I don't think they'll ever get over *the shock of her death*.
- He's taken up *golf* because he has a lot of free time since he retired.

● LISTENING AND SPEAKING

Pre-listening task

Work in groups and discuss the following questions.

- Is anyone in your family retired? Who?
- What job did they do before retiring?
- How old were they when they retired?
- How long have they been retired?
- What do they do now?

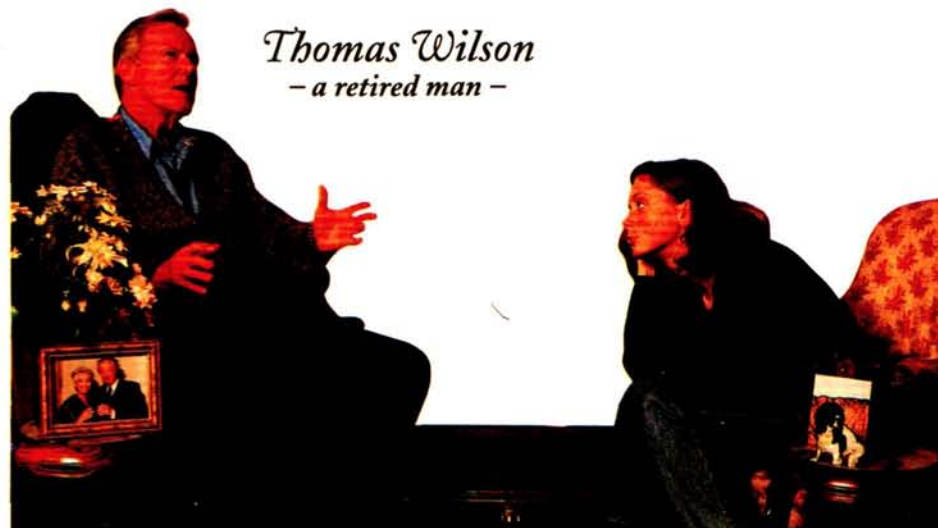
Listening

Look at the photograph of Thomas Wilson and his granddaughter, Philippa. Thomas used to be the managing director of a large textile company. He has now retired.

T.51 Listen to him talking to Philippa. Who do you think is happier, Thomas or Philippa? Why?

Comprehension check

- Underline the correct question form and then answer it.
 - How long *was he/has he been* retired?
 - How long *did he work/has he worked* for the textile company?
 - How long *was he/has he been* married?
 - Who *did he go/has he gone* to Wales with?
- Why does he like playing golf?
- Which countries has he visited since he retired? Where did he go two years ago?
- Why is he brown?
- Who are the following: Rover, Keith, Miriam, Kylie, and Helen?
- What are the two sad events in Thomas' life?
- What does Philippa complain about?
- What does Thomas mean when he says, 'You only get one go at it!'?



Thomas Wilson
- a retired man -

Discussion

- What is the usual retirement age for men and women in your country?
- What kind of thing do people like doing when they retire?
- Are attitudes to retirement changing?
- What do you think is the best age to retire?
- When would you like to retire?
- What would you like to do when you retire?



WRITING

Formal letters

- 1 Read Nancy's letter of application to *Worldwatch*. Put *one* word into each gap.

Compare your answers with a partner.

- 2 Look at Nancy's letter again.
 - In what other ways can you begin and end formal letters?
 - In what ways can you begin and end informal letters?
 - Where is Nancy's address written?
 - Where is the address of the company she's writing to?
 - In what other way can you write the date?
 - Where does Nancy sign her name? Where does she print her name?

There are three paragraphs. What is the aim of each one?

- 3 Write a letter of application for the following job in the *Daily News*.

17 Hillside Rd
Chesswood
Herts. WD3 5LB
Tel 01923 284171
Fax 01923 286622

Thursday 17 January

David Benton
Worldwatch UK Ltd
357 Ferry Rd
Basingstoke RG2 5HP

Dear Mr Benton

I saw your _____ for a Business Journalist in today's Guardian newspaper. I am very _____ in the job and I think that I have many of the necessary _____.

I _____ politics and modern languages at Oxford University. I am _____ in French, German and Spanish. I have _____ widely in Europe and South America, and I _____ worked as a business journalist for the BBC _____ the last five years.

I enclose a copy of my curriculum vitae. I look forward _____ hearing from you soon. Please let me know if you need more information.

Yours sincerely

Nancy Mann

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Have you got good interpersonal skills?
Can you speak two or more languages?
Do you want to see the world?

Please apply with CV to
The Personnel Manager
Trans-Globe Coaches
Victoria Square
London SW1 6VC



On the telephone

1 All the phrases below are from typical telephone calls. Match a line in **A** with a line in **B**.

- A**
- a Hello, this is Chesswood 285120. I'm afraid I'm not at home at the moment, but please leave your name and number after the tone and I'll get back to you as soon as I can.
 - b I'm afraid Mr Barrett's in a meeting. Can I take a message?
 - c Shall I ask Miss Jackson to give you a call when she gets back?
 - d Good morning. Payne and Stracey Advertising.
 - e Hello, Mrs Barrett ... I'm afraid Mr Barrett's on another line at the moment. Do you want to hold or ...? Oh, he's free now. I'm putting you through.
 - f Hello. Is that Sandra?

- B**
- Good morning. Can I have extension 321, please?
 - No, I'm sorry, it isn't. She's just gone out. Can I take a message? She'll be back in a minute.
 - Hi, Annie. This is er ... Pete here. Pete Nealy. Er ... I need to speak to you about next weekend. Can you give me a ring? Erm ... I'm at home, by the way. It's ten o'clock now and I'll be here all morning, er ... until two o'clock. Yes, thanks. Bye.
 - Thank you very much. Frank? It's me, Diana.
 - Yes, please. This is Pam Haddon. He rang me earlier and left a message on my answer phone and I'm returning his call. Can you tell him I'm back in my office now?
 - Yes, please. I'm sure she's got my number but I'll give it to you again, just in case. It's 01924 561718.

2 T.52 Listen and check your answers. Which sound more like business calls?



3 Notice these common expressions on the telephone.

- a A Hello!
B Hello. Could I speak to Barry Perkins, please?
A Speaking. (= I am Barry Perkins.)
B Ah, hello. This is Jane Gardener. (NOT *I'm ... or * Here is-...)
- b A Can I have extension 366, please?
B Hold the line, please. I'm putting you through.
- c A Can I speak to Mrs Barrett, please?
B I'm afraid she's out at the moment. Can I take a message?
A Yes. Can you ask her to give me a ring? I'll give you my number.
- d A Can I speak to Mr Bray, please?
B I'm afraid his line is busy at the moment. Would you like to hold?
A No. I'll phone back later.

Leaving a message on an answer phone

1 It can be difficult to leave a message on an answer phone! You have to think quickly and speak clearly, and you have to pretend that you're talking to a person, but of course you're talking to a machine!



HOW to leave a message on an answer phone!

introduce yourself ▶▶▶▶ Hello. | This is ...
My name is ...

give the day and time ▶▶▶▶ It's three o'clock on Monday afternoon.

reason for phoning ▶▶▶▶ I'm ringing ...
to let you know that ...
to find out if ...
because I need ...

request action ▶▶▶▶▶▶▶▶ Could you | ring me back?
help me?

give your number ▶▶▶▶▶▶▶▶ My number is ...
You can get me on ...
I'm on 784 567 until five o'clock.

end ▶▶▶▶▶▶▶▶▶▶▶▶▶▶ Thanks a lot. Goodbye.

2 Work in pairs. Your teacher will give you role cards. Act out a telephone conversation!