Theme:	Length:
Service English Fundamentals	3 hours
Topic:	**Target Audience:**
Telephone English	CLB 4 – 5

Lesson Objective(s)/Task(s):

Students will read about and discuss cell phone etiquette in the work place

Students will distinguish professional telephone English skills

Students will listen to example business telephone conversations and analyze the content

Students will demonstrate making and responding to business telephone calls

Students will demonstrate sending and responding to work texts

Learner Outcome(s):

By the end of the lesson, students will be able to…

Listening

Understand a simple phone message (5)

Speaking

Initiate simple phone calls (4)

Close a phone call (4)

Make and respond to a range of offers and requests (4)

Writing

Reduce short, factual, oral discourse to notes or messages with about 5 to 7 details (5)

Resources and Materials:

Telephone English PPT

Embedded audio files in PPT

Word Document *"Telephoning and Texting in the Service Industry Role Play"* (2 pages)

Students' Cell Phones

Activity	Timing	Possible Roadblocks & Solutions
1. Welcome - Instructor welcomes students and goes over any necessary homework or review material from the last day	10-15 minutes	
2. Telephone English - Instructor informs students that both classes this week will focus on telephone norms and skills in the workplace in Canada. Instructor polls class regarding experience and confidence level in using the phone in English	5 minutes	
3. PowerPoint - Instructor guides class through discussion of cell phone use at work using Telephone English PPT	15 minutes	

4. Work Phone Skills - Instructor continues with PPT detailing how to professionally take work calls. Throughout the Don't Say, Do Say chart, instructor elicits answers from class before showing each "do" section. Instructor should have students take notes during this section of the PPT	20 minutes	
- PPT continues on with examples of basic scripts businesses use when an employee answers the work phone and written examples of telephone conversations in the service industry. After reading the three example dialogues, the class will discuss what phrases the employee used to be polite and professional	20 minutes	
5. Listening Practice - Students listen to several example workplace telephone conversations and take notes marking down the key details of the conversation and the professional elements of the dialogue	15 minutes	
	15 minute break	
6. Telephone Role Play - Students will practice making and taking calls. Instructor will give students role play situations and put them in pairs. The pairs will use their cell phones to call each other to complete the role plays. Half of the class will go to another room in the building, while their partners stay in the class room. Partners will take turns making calls, explaining the purpose of their call, and closing the conversation. After practicing the phone calls, class reconvenes and instructor does a take up of the experience with the class	45 minutes	Some students may finish these role play dialogues faster than others. If a pair finishes early, they can switch roles and repeat the activity.
7. Work Texts - Instructor uses PPT to facilitate discussion of whether or not it is appropriate to send texts to one's manager. Students use role play cards to practice sending and receiving professional texts. Instructor facilitates class take up.	40 minutes	
8. Homework Assignment - Instructor goes over the week's homework:	5 minutes	

Homework		
Read business idioms *Get the ball rolling* to *have someone's work cut out* and write an example sentence for each		

Notes:

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