

Theme: Service English Fundamentals	Length: 3 hours	
Topic: Telephone English	Target Audience: CLB 4 – 5	
Lesson Objective(s)/Task(s): Students will compute and discuss professional telephone English skills Students will listen to example voicemail messages and analyze the content Students will demonstrate taking notes from voice messages Students will demonstrate leaving voice messages Students will make real life phone calls to discover information from local businesses		
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) Leave short, simple messages (4) Close a phone call (4) Make and respond to a range of offers and requests (4) Use the phone for a simple conversation but still find it difficult (5) 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 for Messages Leaving a Message Role Plays in PPT Real life phone call tasks in PPT		
Activity	Timing	Possible Roadblocks & Solutions
1. Greet and review - Instructor will welcome class and go over any necessary review material from the last day	5 - 10 minutes	
2. Taking Messages - Instructor will use Telephone English PPT to go over voicemail messages with the class - The class will listen to several audio files containing example voicemail messages. The instructor will play the recordings one or two times, giving students a chance to write down notes, and then facilitate a take up of what information was gleaned from the recordings.	15 minutes 15 minutes	
3. Leaving Messages - Students will be put into pairs and given three example scenarios for which they must craft voice messages. Take up of exercise follows.	30 minutes	

<p>4. Real Life Telephone Practice</p> <ul style="list-style-type: none"> - Class will be put into pairs. Each pair is responsible for making 9 phone calls, for three different purposes, detailed in the Telephone English PPT. Instructor will explain the assignment to the class and release them to complete as many calls as they can during the allotted time. Students may find a quiet location within the building to make the calls if preferred, as having many students on the phone at once in one class room may be distracting to the caller. - Take up should focus not only on the information students learned from their phone calls but also an evaluation of the experience itself: could they understand the person they spoke with, were they themselves easily understood, what was their stress/comfort level, do they feel more confident or less confident after this practice exercise? <p>Homework Students should write a journal entry about their experience making phone calls today. They should write about the questions covered during class take up, evaluate their phone skills, and make a list of steps they will take to improve.</p>	<p>15 minute break</p> <p>1 hour 20 minutes</p> <p>10 – 15 minutes</p>	<p>Some students may show resistance or even refuse to participate in the real life phone call exercises. If this is the case, the instructor should pair these students with those who are willing to do the calling and have them listen in on the conversation, perhaps gaining enough confidence to make a call or two at the end of the activity.</p>
<p>Notes:</p>		
<p>Written By: Laura Mitchell</p>		