

# REEP ESL Curriculum for Adults

## TELEPHONE UNIT LIFESKILLS PERFORMANCE OBJECTIVES\* LEVEL: 200 and 250

### TELEPHONE UNIT GOAL

Students will demonstrate their ability to use level appropriate language skills to access and navigate the telephone and communication system using level appropriate language.

### TELEPHONE LIFESKILLS PERFORMANCE OBJECTIVES (Summary):

1. Set class learning goals.
2. Ask and answer questions about phone numbers and write phone numbers.
3. Locate specific phone numbers (alphabetical listing, phone book, 411).
4. Leave and take a simple message with a person and on voicemail.
5. Respond appropriately to wrong numbers and solicitations.
6. Give and follow instructions for using a phone, phone card, and cell phone.
7. Given recorded information, demonstrate comprehension.
8. Demonstrate an understanding of appropriate register use when using the telephone.

\* This chart was updated March of 2016 to exclude technology, functions, and related language that are no longer relevant, with a few additions, such as making a call on mobile device or using an online resource to find a telephone number.

LIFESKILLS PERFORMANCE OBJECTIVES	FUNCTIONS AND SAMPLE LANGUAGE	RESOURCES	INTEGRATION
1. Set class learning goals, i.e. lifeskills objectives to be covered in this unit.	Express Need: I need to study ... because...	Brainstorm places that students call now and places that they want to be able to call.  Students prioritize unit objectives.	Structures: because
2. Ask and answer questions about phone numbers and write phone numbers.	Seek/report info: self/others What's your/his/their phone number? What's the phone number for . . . .? My/his/their number is . . . . .	Books with tapes: <i>Basic Telephone Training</i> ,, p. 16-17 <i>From the Start</i> , p.7-8 <i>Learning to Listen</i> , p.87 Student-generated dialogues.	Structures: Wh-Questions Possessive pronouns

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	<p>The number for . . . is . . . .</p> <p>I'd rather not say.</p> <p>Could you repeat that please?</p> <p>Note: Say "area code", pause in the correct places, say "oh" or "zero"</p>		
3. Locate specific phone numbers on the Internet.	<p>Seek/report info: What's the phone number for the Arlington Free Clinic? It's ....</p> <p>Where do I look to find the number for the court house? Look in/under.. Could you give me the number for...? Sure, it's... Alphabetical order directory website Look up Search Click on (mouse) Tap (mobile device)</p>	<p><i>Lifelines 2</i>, p. 95-98 <i>Survival English 3</i>, p. 93 <i>Expressways 3</i>, p. 36 <i>Stand Out 2</i> p. 90-91 Community guides</p> <p>Look up a phone number of a business or service using <a href="http://www.google.com">www.google.com</a> or <a href="http://www.switchboard.com">www.switchboard.com</a></p>	<p>Structures: Present Tense Questions Imperatives</p> <p>Extension: categorizing information; alphabetizing</p> <p>Extension: Use web resources like Google maps locate addresses and explore directions for different modes of transportation</p>
4. Take and leave a simple messages, e.g. with a person and on voicemail stating name, telephone number and reason for calling.	<p>Seek/report information: Caller to person: Hello. This is... May I speak to ..? Could I leave a message, please? Please tell him I won't be at work today because I'm sick. Thank you. I'll call back later. Good-bye. OK. Please ask her to</p>	<p><i>Basic Telephone Training</i>, p. 4-5, 44, 46, 48 <i>Survival English 3</i>, p. 95, 98-100; <i>English for Adult Competency 2</i> p.12-13 <i>Lifelines 2</i>, p. 91-94 <i>44+ Ways to Use Answering Machines</i>, p. 30-31 Student-generated dialogues</p>	<p>Structures: Could, can, may Yes/No questions Imperatives</p> <p>Extension: Record a message for voicemail, e.g. "Hi. This is Bill. Please leave your name, telephone number, and a brief message after the beep".</p>

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	<p>call me. My number is..            Caller to machine:            This is.. I am calling about.. Please call me back at (703),,,,</p> <p>Callee:            ... is not home.            Yes, Just a minute please.            I'm sorry, he's not here.            Can I take a message?            Could you repeat your last name please?            I'm sorry. You have the wrong number.            OK. Good-bye.</p>	<p>Listening:  <a href="#">Telephone Conversation</a>  <a href="#">Voicemail (Answering Machine)</a>  <a href="#">Is your dad home?</a></p> <p>students cell phones            message pads</p> <p>Smartphone memo or voice recording</p>	
5. Respond appropriately to wrong numbers and solicitations.	<p>Seek/report information:            I'm sorry. I think you have the wrong number.            Is this 225-5430? No, it isn't.            I'm sorry, but I'm not interested.            Please take my number off your list.</p>	<p><i>Expressways 1</i>, p.20  <i>Survival English 3 Expressways 3</i> p. 38-39  <i>English for Adult Competency 2</i> p.15            Student-generated dialogues</p>	<p>Structures: Yes/No Questions Imperatives</p> <p>Extensions: Discuss telemarketing in other countries.</p>
6. Give and follow instructions for using a communications related device (a phone card, a cell phone, an app).	<p>Give instructions:            Pick up the receiver.            Deposit 50 cents.            Press the "talk" button.;            Enter your 7 digit number on the calling card</p>	<p><i>English for Adult Competency 2</i>, p. 19  <i>Oxford Picture Dictionary</i> p. 9            Student-generated instructions</p> <p>Internet calling</p>	<p>Structures: Imperatives</p> <p>Cross-culture: Use of cell phones in other countries</p> <p>Extension: Discuss cell phone and other device etiquette</p>
7. Given recorded information, demonstrate comprehension.	<p>Note: Students can demonstrate comprehension by answering</p>	<p><i>Basic Telephone Training</i>, p.12-13 <i>Side by Side 2</i>, p.120            Various recorded</p>	

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	comprehension questions and/or by rephrasing the recorded information.	messages, e.g. supermarkets, weather recordings Listening: <a href="#">Telephone Recording</a>	
8. Demonstrate an understanding of appropriate register use when using the telephone for a variety of purposes, e.g. to extend an invitation; to schedule an appointment.	Request an appointment: I'd like to make a doctor's appointment, please? Is there another time I could come in for my interview? Make/respond to invitations: Would you like to... Yes, I'd like to. I wish I could, but I'm afraid I can't	📄 <b>Telephone 200/150 lesson plan - Using Appropriate Register</b>  <i>Small Talk</i> , pp.22-27 <i>Expressways 1</i> , p.96-97 <i>Basic Telephone Training</i> p.19-20, 29, 38-39 Student-generated dialogues  Listening: <a href="#">Doctor's appointment</a>	Structures: Questions Modal verbs  Extension: Calling to leave a message at work  Cross-culture: Discuss punctuality for appointments and personal invitations