REEP ESL Curriculum for Adults

TELEPHONE UNIT
LIFESKILLS PERFORMANCE OBJECTIVES*
LEVEL: 350

TELEPHONE UNIT GOAL
Students will demonstrate their ability to use level appropriate language skills to obtain and convey information using available telephone technology.

TELEPHONE LIFESKILLS PERFORMANCE OBJECTIVES (Summary):
1. Set class learning goals.
2. Take and/or leave messages.
3. Record a phone message.
4. Respond to wrong numbers.
5. Locate and call phone numbers of interest. Report information.
6. Given telephone bill, identify total of the bill and number of calls made.
7. Call utility service to make a request.
8. Compare phone cards.
9. Give/follow phone card instructions.

* 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 would like to study because.... I need to call..	Brainstorm places students call now and places they need to call. Students prioritize unit objectives. *Write From the Start*, p. 20-21 *A Conversation Book 2*, p. 17 Telephone Fears Telephone Skills: Find Your Partner See 🖹 **Needs Assessment** activities	Structures: would like simple present because Extension: Read about the invention of the telephone - *All About the U.S.A.: A Cultural Reader*, Unit 12: Alexander Graham Bell

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| LIFESKILLS PERFORMANCE OBJECTIVES	FUNCTIONS AND SAMPLE LANGUAGE	RESOURCES	INTEGRATION
2. Take and/or leave messages in person and on voice mail.	Ask someone to do something/Request info: May/can I please leave a message? Could you tell her I called? Do you know when she will be back? Offer assistance: May/can I take a message? Make/respond to request and ask for clarification: Excuse me? Can you repeat that please?	*Lifelines 3*, Unit 12 *Expressways 2* , p. 125-128 Phone etiquette Leaving a message Listening: Phone messages Telephone Conversations *Basic Telephone Training*, Units 14-28 Student generated dialogues message pads	Structures: Modal Verbs (can/may/might) Questions: wh, yes/no, embedded Extension: Discuss difference in phone etiquette in the U.S. and students' native countries. Cell phone etiquette
3. Record an outgoing phone message.	Sample Message: "Hi. This is Bill. Please leave your name, telephone number, and a brief message".	*Expressways 2 ,* p. 125 *Basic Telephone Training*, Unit 5 Student generated messages Listening: Answering machines	Structures: Imperative
4. Respond appropriately to wrong numbers.	Apologize or excuse self and ask for clarification: I am sorry. I must have the wrong number. Is this.....? I am trying to reach...I was calling #... Report information: I am afraid you have the wrong number. No, this is not..	Student generated dialogues.	Structure: Past/present continuous Extension: Dealing with telemarketers

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5. Locate and call phone numbers of interest to self and classmates, on the internet (e.g. movie listings, metro bus/rail schedules, and local schools). Report information gathered, including information from recorded messages and telephone trees ("press 1 for …").	Express opinions: I want to get information about... Seek/report information: What is the phone number for..? The number is... The movie begins at 7:30. They said the train would arrive at ... The address for the clinic is..." Give instructions: "If you want...press 1. If you need assistance, stay on the line. Ask for clarification. Could you repeat that?	Student generated list of interests. *Stand Out 3*, Unit #4 - p. 61-62 & p. 68-69 *Real Life English 3* , p.9-10 *It's Time to Talk* , p. 54,81 Listening: Telephone Recordings Teacher generated telephone trees (e.g. tape record telephone tree) *Basic Telephone Training*, p. 12-13, 18, 24 *Strategies in Listening* , Unit 10 *Breaking the Ice* , Unit 5 Switchboard.com Websites for phone numbers & info: Metro timetables Arlington Public Schools Also see resources suggested in Community and Beyond Unit.	Structures: Questions: embedded, yes/no; reported speech; prepositions of place, direction, and time - *Grammarworks 4*, p. 113-115 Extension: Take a field trip f to a researched location. Review alphabetizing: Calling directory assistance. Selected objectives from Community and Beyond Unit.

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6. Given telephone bill, identify total charge, number of calls made, due date. etc.	Sample language: billing date account number account holder monthly charges due date abbreviations = am, pm, incl., d (day), n (night) Seek/report info: How much is the total? How many calls were made? When is the bill due?	*Stand Out 3*, Unit 3 - p.47 *Lifeprints 3* - p.31 Phone bills (adapted)	Structure: How many/how much Past, present, future continuous Extension: Other bills, e.g. credit card, electric, gas.
7. Call utility, landline, internet connection, or wireless service to make a request (e.g. service, repairs, installation, change in plan, and/or correction to bill).	Express complaint: I'd like to report a problem with my phone bill. There is a mistake on my bill. What should I do? There is a long distance call to Alaska on my phone bill. I didn't make the call. Request assistance: Could you send someone to look at my phone? It is not working. Could you send someone to install a new phone line? Please install a new light right away.	*Problem Solving* - Unit 2 Yona's Problem *Stand Out 3* - p. 48-49 Student-generated dialogs Listening: May I Help You?	Structures: There is/ there are Wh- questions Simple past Modals Extension: Consumer rights Discuss dealing with consumer complaints/ requests by phone in native country.

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8. Given a variety of calling cards, compare and select the best one. (or comparing calling and data plans for cell phones and smartphones)	Seek/report information: Is this card cheaper than that one? Which card has the cheapest rate? Express opinions: I think this card is best because.. I don't recommend this card because...	📄 **Level 350 Activity – phone cards** Students generate questions they have about phone cards, calling plans, and data plans for cell phones and smartphones. Students share information about the services they use.	Structures: comparatives and superlatives *Grammarworks 4*, p.3-5; *Stand Out 3*, p. 27-29 Extension:
9. Give and follow oral and written directions on how to use a use a phone card to call native country. (or give and follow oral and written directions on how to communicate online through a website, software, or app)	Give/follow oral and written directions: First, ... Second,...	Skype Facetime WhatsApp Facebook WeChat	Structure: Sequence markers (e.g. first, then...); imperatives Extension: Practice other types of instructions, e.g. buying a metro fare card, using an ATM machine.