

# Andrew Drummond ESOL Lesson Plan: Spelling your name and address on the phone



<p><b>Aims:</b> To present and practice 'A for Alpha, 'B for Bravo' spelling alphabet to help telephone communication</p>	<p><b>Time:</b> 90mins  <b>Level:</b> Level 1Entry 3 but suitable for higher or lower as the target language is normally totally new for this usage.</p>	<p><b>Target Language:</b> Spelling Alphabet (I have not used the term phonetic alphabet so as not cause confusion with IPA.)</p>
<p><b>Objectives:</b> At the end of the session learners will be able to recognize and produce the spelling alphabet in conversation</p>	<p><b>Differentiation:</b>                  In activity 2 ask quicker learners to add their own problems to the diagram                  After activity 6: learners mark word stress if they finish early</p>	<p>Alpha Bravo Charlie Delta Echo Foxtrot Golf Hotel India Juliet Kilo Lima Mike November Oscar Papa Quebec Romeo Sierra Tango Uniform Victor Whiskey X-ray Yankee Zulu</p>

Time	What does the teacher do?	What are the students doing?	Why?	Answers
10mins	<p><b>1. Warmer / discussion</b>                      introduces context of talking on the phone. 'Look at the circles and tick any communication problems you have on the phone. Cross any you think are not communication problems'  <b>2.</b> T says: 'Ask you partner which problems he/she ticked. Do you have the same difficulties?</p>	<p>The students read the circles for gist and identify any problems they have.                       Then they speak in pairs to see if they have the same problems or different ones.</p>	<p>It introduces the topic and provides a bit of speaking practice and a bit of gist reading</p>	<p>Communication problems:                      Other person talks too fast. The line is not always clear. The other speaker is sometimes rude and unhelpful                      Other person doesn't understand name and address (some debate here is possible)</p>
15mins	<p><b>3. Identify problem pairs of letters.</b> T says: 'When you are on the phone and you need to spell your name and address, these letters can be confusing for the listener. Which letters do they get confused with?' T can give example: 'P and B'. Teacher models correct pron. In feedback</p>	<p>They work in pairs to identify which letters get confused and are difficult to hear over the phone. They scan along the boxes and fill in the with the correct letter to complete the pairs</p>	<p>To raise awareness of the limited number of real problem letters.                       To provide opportunities for correction of learner pronunciation of the letters</p>	<p>P/B... S/F... M/N...                      G/J... D/T (others may be possible)</p>
25mins	<p><b>4. Introduce learners to</b></p>	<p>Students listen to the words</p>	<p>To introduce learners</p>	<p>Alpha Bravo Sierra X-</p>

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	<p><b>spelling alphabet.</b> T explains background that you can't hear letters over the radio or the phone. T says: 'In the past when armies used radios they had similar communication problems so they invented an alphabet which guaranteed both people understood the message. Listen to your teacher read each word. Can you add the last letter to complete each word correctly?</p> <p><b>5.</b> T says: 'For reference, please copy the word next to the correct letter in the table. You can keep this table and use it when you are going to make a difficult phone call.'</p> <p><b>6.</b> Teacher asks for suggestions on why some cells are darker than others</p> <p><b>Extra activity: word stress.</b> T asks learners to go over the list and mark the word stress on each word.</p>	<p>being read (not in alphabetical order) and mark what they think is the correct last letter in each case. Some words will be unfamiliar. Some learners will want to know some meanings. Many will be known such as Whisky, Romeo, Golf, etc.</p> <p>Students copy the words into the table in alphabetical order</p> <p>Students think of reasons for the darker celled areas</p>	<p>to the spelling alphabet.</p> <p>To provide learners will a reference for work outside class</p> <p>To remind learners that some letters are more easily confused than others</p>	<p>ray Whiskey Zulu Romeo Charlie Delta Golf Hotel India Juliet Kilo Lima November Oscar Papa Quebec Echo Tango Foxtrot Uniform Mike Victor Yankee</p> <p>Alpha Bravo Charlie Delta Echo Foxtrot Golf Hotel India Juliet Kilo Lima Mike November Oscar Papa Quebec Romeo Sierra Tango Uniform Victor Whiskey X-ray Yankee Zulu</p> <p>The darker cells are the ones the letters that are most commonly confused. i.e. the most useful words to learn</p>
15mins	<p><b>7. Practise making message for each other.</b> T gives example and says 'Practise sending messages to each other on the radio. Write down what you want to say. Tell your partner and let him/her write it down. Now listen to your partners message and write it down.'</p>	<p>Students make a message for their partner spelling out their words in the spelling alphabet. The topic is shopping but this can be varied.</p> <p><b>Differentiation:</b> faster learners can make longer messages.</p>	<p>To provide a fun way of practising the words both as producer of the message and receiver of the message</p>	

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15mins	<p><b>8. Complete dialogues.</b> T introduces conversation. T asks for volunteer to be travel advisor. T acts other part giving bogus name and address.</p> <p><b>9. Practice with a partner</b></p>	Students complete dialogue with their own information then practise reading it with a partner	To provide practice in a more life-like context	
10mins	<p><b>10. Optional activity:</b> call London Transport information on: 0207 222 1234. to order a tube map (map is free) Teacher can model this using phone. Teacher orders tube and spells out name and address with spelling alphabet.</p>	Students call London Transport Information if they are in the UK and order a tube map. Phone credit is also an issue. There are usually one or two people who will have a go. If not, maybe the institution will lend you a phone?	To provide live, realistic practice of using the target language to order a tube map	

Student Response/ Evaluation?
Homework
Call and ask for map at home. Practise using alphabet over phone