

Telephoning 1:Teacher's notes

- Aims:** Introduction to telephoning
Skills: Listening for general comprehension, listening for detail, improvised speaking
Resources: Cut up copies of the pair-work cards, at least one card per student. Cut up copies of answer key, one section per pair. (Optional).Copies of Telephoning 1, Part 2, one per student
Time: 40 minutes (approx) - not including optional stage

Stage 1	
Warmer - The last one wins	7 minutes
<ol style="list-style-type: none"> 1. Ask <i>When did you last ...?</i> to the class with something you think you did more recently than them, e.g. ... <i>make photocopies?</i> If you were the most recent, give yourself a point. 2. Students continue this game, asking <i>When did you last ..?</i> and scoring points. 3. As the game progresses, move onto when students did things in English, e.g. ... <i>read in English?</i> Finish with ... <i>telephone in English?</i> 4. Discuss telephoning in another language, including real experiences. Say that you will cover the basics of telephoning in this lesson. 	
Stage 2	
Speaking and listening – Pair-work error correction	10 minutes
<ol style="list-style-type: none"> 1. Hold up the Student 1 and 2 cards and explain that they are two copies of one telephone conversation, but with differences. Each pair reads the dialogue to each other and finds the differences <i>without showing their sheets</i>. Each time, one version is better due to grammar, politeness etc. They should discuss which is better and correct the mistakes. 2. Give out different dialogues to each pair, e.g. Conversation A, Students 1 and 2 to the first pair, Conversation B, Students 1 and 2 to the second pair etc. In a small class, save some dialogues to give to pairs that finish quickly. 3. Let the class start. Monitor for pronunciation, as they read out the dialogues later. 4. If they think they have finished, quickly check and let them know if they have missed some differences. As groups finish, give them copies of the answer key (for their dialogue only). 5. Answer any questions. 	
Stage 3	
Speaking and listening - Listening for general comprehension	10 minutes
<ol style="list-style-type: none"> 1. When all the groups have checked their answers, tell them there are five different dialogues and all involve the same person trying to get through to someone. Ask for the names (<i>Lars Johansson</i> and <i>John Thatcher</i>). Tell the students the class is going to work together to put all the dialogues in order. Ask if anyone thinks they have the first dialogue. Ask them to read it out. The others should listen to check if they agree it is the first and to find out which dialogue carries on from this one. 2. Continue with all the dialogues until most of the class agree on the order, repeating if necessary. 3. Give out complete copies of the answer key for them to check their answers. 	
Stage 4	
Optional stage - Language analysis	10 minutes
<ol style="list-style-type: none"> 1. Give out the Worksheet, Telephoning 1, Part 2 and ask students to complete it in pairs, finding the language in the dialogues. 	

2. Check the answers as a class (see answer key).

Stage 5

Speaking - Getting through challenge

10 to 15 minutes

1. Ask students how many reasons Lars was given for not being able to speak to Mr Thatcher. (*He is on another line, in a meeting, out of the office and the line is bad*). Ask if they think there were signal problems or if it was just an excuse.
2. Brainstorm more possible reasons for not getting through.
3. Put the students in pairs and tell them they are going to play a game about getting through. Student A is going to try to get through to someone. Student B will take on all the other roles (receptionist etc) and will try to hinder them, using a different reason each time. Student B gets one point for each time the other person has to make a new phone call and half a point for every time they put them on hold.
4. Let students start. Any teams that finish quickly can switch roles and repeat.
5. Stop the class after 5 or 10 minutes and get feedback on how many points they got and what excuses were used. Discuss which excuses were believable.