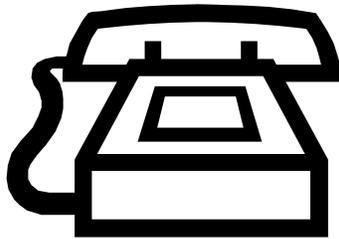


Telephone Skills Resource Kit: Lesson Plans



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Telephone Skills Resource Kit

Introduction

Purpose: This resource kit is designed to help ESL instructors plan lessons to meet their learners' needs in the area of telephone skills. It provides a curriculum guide, goal setting tools, sample lesson plans, worksheets, assessment tools and an annotated bibliography of relevant resources.

Background: My students helped me see the need for a telephone skills resource for ESL instructors when they told me they wanted to work on telephone skills. I looked through books and searched the internet for some ideas. I found some lesson plan ideas, but everything seemed to cover telephone skills in one or two lessons. Most of the skills covered in these lessons were skills my intermediate students already had. I knew my students needed a more in-depth approach to telephone skills to help them solve more difficult problems.

How to use this kit: I have tried to make this kit easy for busy ESL instructors to use. The Kit is divided into 4 sections.

- **Curriculum Guide:** The curriculum guide is for instructors intending to work on telephone skills as a complete unit for several classes. It is a short guide that outlines the skills necessary for effective telephone communication. It includes some ideas for how these skills can be practiced in class and several brief descriptions of classroom activities.
- **Evaluation Tools:** The tools are designed to help instructors adapt the curriculum guide to their classes' needs. Instructors not using the curriculum guide may also find them useful.
- **Lesson Plans:** This section can be helpful for instructors who want to work on telephone skills for just one class and for instructors using the curriculum guide. They are arranged according to the skill topics in the curriculum guide. The lesson plans are examples of ways to practice the skills in the classroom, but they are not a full curriculum. Instructors using the curriculum guide will need to introduce the skills first with their own lessons.
- **Resources:** The Resource section includes descriptions of materials that instructors may find helpful while developing their own lesson plans for telephone skills. These resources are also arranged according to the skill topics in the curriculum guide for easy reference.

Special Thanks: I had a lot of help on this project and I want to thank Amanda Harrison-Perez for sharing her lesson plans with me, helping me edit my writing and giving me the time I needed for this project. Thanks also to Susan Reeve and Mary Lambert for their feedback on my ideas. Thanks to the participants at Telephone Connections workshop at the SEPDC Regional Conference in Reading, PA for their suggestions and feedback. Thanks to Eric Pauli for sharing his voice with us. And thanks to my husband Casey for recording the listening activities and sharing his voice.

Lesson Plans

This section includes some sample lesson plans. The plans are grouped according to the skill topics found in the curriculum guide and designed to help students practice the skill topics. For each skill topic there is one complete lesson plan. This one lesson plan does not provide all the lessons necessary for that skill topic. Some lesson plans may require some prior instruction on the language skill for that activity. Instructors may adapt the lesson plans to suit the needs and goals of their classes. Most of lesson plans were developed for an intermediate to advanced class. Additional activities have been added for beginning class in some of the lessons. For brief descriptions of additional class activities, see the curriculum guide.

Skill Topics

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Telephone Conversation Scenarios	
Skill Topic: Phone Basics	Level: All levels
Objective: For students to learn common phrases used for common telephone tasks and practice telephone conversations with role-plays	
Time: about 1 hour	
Resources: <ul style="list-style-type: none"> ▪ Telephone Conversation Scenario Cards for role plays (see attached Worksheet) 	EFF Standards: <ul style="list-style-type: none"> ▪ Listen Actively ▪ Speak so Others Can Understand ▪ Cooperate With Others
Vocabulary: vocabulary for basic telephone tasks and info on cards <ul style="list-style-type: none"> ▪ Wrong number ▪ Take a message/ Leave a message ▪ Appointment ▪ Supervisor ▪ Co-worker ▪ Receptionist ▪ Invite ▪ Calling in sick/ Calling in late ▪ Broke down ▪ Open/ Closed/ Hours ▪ Call back 	
Summary: For this lesson, students will work in pairs to practice telephone scenarios. Then the students practice the conversation for the class. The class can then discuss the different scenarios.	

- 1.) Class Discussion: Ask the students about telephone calls that they currently make. Brainstorm and make a list of various telephone tasks such as making an appointment, calling a friend, etc.
- 2.) Go over any vocabulary that the class may need to learn or review.
- 3.) Divide the class into pairs. Give each pair a set of Telephone Conversation Scenario Cards.
- 4.) Together the partners will practice the conversation based on the information on their cards. If possible, spread out the chairs so that there is some space between pairs. For each pair, arrange the chairs back to back so that they can't see each other when they talk. If you can't move the chairs, put a notebook or folder between the students to block their vision, or ask students to stand back-to-back while they practice their role-plays. This helps the students practice their conversation without relying on body language, similar to speaking on the telephone.
- 5.) Circulate among the pairs and listen to their role plays. Provide any suggestions or help where needed.
- 6.) If the students in your class feel comfortable, ask them to practice their role plays again in front of the whole class. If your class is too big or the

students don't feel comfortable, ask them to practice their role plays in small groups.

- 7.) After each scenario, ask the class about the conversation. Let students ask questions or add comments to the conversation. Use this time to point out any details that are relevant for each scenario, such as cultural norms, common phrases to use, leaving messages, differences in talking to a supervisor versus a friend, etc.
- 8.) For review, pass out the Scenario Cards again, but make sure each pair has a different scenario from their first practice. Now they have the opportunity to apply what they have just learned from the class discussion. Circulate and listen to the role plays.

Worksheet Examples:	
P.6	Telephone Conversation Scenario Cards
P.7	More Telephone Conversation Scenario Cards

Telephone Conversation Scenario Cards

Cut out the cards before giving to the students.

<p>Person A.1 You are calling your friend Maria from English class because you have a question about homework</p>	<p>Person A.2 You are Maria's husband. Maria is at the supermarket.</p>
<p>Person B.1 You are calling your friend Alex. His number is 555-4481.</p>	<p>Person B.2 No one at your home is named Alex. Your number is 555-4881.</p>
<p>Person C.1 You are calling to make an appointment for a haircut. You can come on Monday or Tuesday night.</p>	<p>Person C.2 You work at ABC Hair Cutters. Your store is closed on Mondays.</p>
<p>Person D.1 You are calling your friend Susan to invite her family to your home for dinner.</p>	<p>Person D.2 You are Susan. Person 1 is your friend.</p>
<p>Person E.1 You are calling your child's school because your child is sick and can't come to school today.</p>	<p>Person E.2 You are the receptionist at the local elementary school.</p>

<p style="text-align: center;">Person F.1</p> <p>You are calling your supervisor Jane Smith to tell her that you will be 45 minutes late for work today. Your car broke down and you must take the bus.</p>	<p style="text-align: center;">Person F.2</p> <p>You are the receptionist at the company where Person 1 works.</p>
<p style="text-align: center;">Person G.1</p> <p>You are calling the library because you want to know if they are open on Sundays.</p>	<p style="text-align: center;">Person G.2</p> <p>You work at the library. The library is open on Sundays from 1:00 pm to 5:00 pm.</p>
<p style="text-align: center;">Person H.1</p> <p>It is December 24. You are calling ABC Supermarket to find out if they will be open on Christmas Day.</p>	<p style="text-align: center;">Person H.2</p> <p>You work at ABC Supermarket. Today is December 24. The store will be closed on Christmas Day.</p>
<p style="text-align: center;">Person I.1</p> <p>You are calling your friend and co-worker Kim because your car won't start. You need a ride to work.</p>	<p style="text-align: center;">Person I.2</p> <p>You are Kim. You work with Person 1.</p>
<p style="text-align: center;">Person J.1</p> <p>You are calling your child's doctor, Dr. Smith, because you have a question about the medicine he gave to your child.</p>	<p style="text-align: center;">Person J.2</p> <p>You are the receptionist at ABC Family Practice. Dr. Smith is very busy right now. You can take a message and the doctor or a nurse can call the patient in the next 30 minutes.</p>

Spelling Alphabet	
Skill Topic: Pronunciation	Level: Beginner – Intermediate
Objective: For students to use strategies to help them overcome pronunciation problems when spelling out words	
Time: about 1 hour	
Resources: <ul style="list-style-type: none"> ▪ Chalkboard or whiteboard ▪ Slips of paper ▪ Markers 	EFF Standards: <ul style="list-style-type: none"> ▪ Speak so Others Can Understand ▪ Take Responsibility for Learning
Vocabulary: the alphabet	
Summary: For this lesson, students will practice spelling out their names and concentrate on letters they have trouble pronouncing. Then they will develop a spelling alphabet to help them spell out their names, addresses, etc. when they are having trouble with pronunciation.	

- 1.) Ask a student “What’s your name?” then “How do you spell that?” If the student doesn’t understand the second question, demonstrate by using your own name and/or writing your name on the board and spelling it out. As the student spells out his/her name, write it on the board exactly as they spell it. Make any corrections that they may indicate. Repeat this with several other students.
- 2.) During this activity, take note of any letters that cause problems, such as A, E, I, C, S, J, G, etc. for confusion or H, Y, U, L, R etc. for pronunciation. Review these “problem” letters with the class.
- 3.) Ask the students about any personal experiences they may have had spelling out information in telephone calls.

For Confusion Letters

- 4.) Give the students several slips of paper, or ask them to tear up a sheet of notebook paper or scrap paper. On each slip of paper, ask the students to write one of the confusion letters with a marker. Make sure each student has a separate slip of paper for each letter.
- 5.) Call out one of the letters. Have students hold up the slip of paper with the correct letter. By glancing at the slips of paper, the instructor can quickly determine how many students continue to have difficulty with each confusion letter. Repeat this activity until the students are able to consistently differentiate the confusion letters.
- 6.) Arrange the students in small groups for additional practice. The students take turns calling out the letters and the other group members hold up the corresponding slip of paper. Circulate, listen to the groups and correct any problems.

For Letters with Difficult Pronunciation

- 7.) Have the students repeat the letters several times. Listen to their pronunciations and provide any feedback.
- 8.) On slips of paper, write some words, phrases or sentences (depending on level of class) using the difficult letters (and confusion letters). This can be

done ahead of time if the instructor has a pretty good idea of what letters are causing difficulty with the students. The words can be based on words used commonly in telephone conversations for contextual practice (answering machine, may I help you, hold please, etc.).

- 9.) Place the slips of paper around the room, but not where students can read them from their desks.
- 10.) The students work in pairs. Partner A walks to one of the slips of paper and looks at the word or phrase. That student goes back to his/her partner and spells out the word. Partner B write down the word or phrase based on the spelling from Partner A. Then the partners switch roles and Partner B walks to another slip of paper. When the students are finished, they can check their spelling by looking at the slips of paper.

Practice

- 11.) With an extra sheet of paper, have each student talk to three classmates and write down their information. They will ask each other “What is your name?” and “Where do you live?” and practice spelling out their answers. Make sure students use their first and last names. If the students don’t feel comfortable sharing their address, they can simply give the name of the city or neighborhood or an alternative piece of personal information. This activity gives students a chance to practice spelling out their own personal information.
- 12.) Ask the students to report their information to you or to another classmate. Each student can practice spelling out the name and address of another student that they spoke with. This activity gives students additional practice with the letters using less familiar words.

Project

- 13.) As a class or in small groups, have the students develop a spelling alphabet to help them spell out words on the telephone. Assure the students that even native speakers have trouble clearly understanding letters on the telephone and sometimes use common words to help clarify. Provide the example “A as in Apple.” Go through the alphabet and ask the students to suggest a common word for each letter. Make sure that the students are suggesting words that will be common enough for Americans to easily understand. Encourage students to use this spelling alphabet when they are spelling out words on the telephone.

Listening to Recorded Messages

Skill Topic: Listening	Level: All levels
Objective: For students to be able to understand a recorded message and navigate a phone tree	
Time: about 1 hour*, depending on number of messages	
Resources: <ul style="list-style-type: none"> ▪ Tape of various answering machine messages from companies (ex. doctor's office, cable company, electric company) ▪ Transcript of recorded messages ▪ Tape player ▪ Worksheets (examples included) 	EFF Standards: <ul style="list-style-type: none"> ▪ Listen Actively ▪ Use Information and Communications Technology
Vocabulary: vocabulary needed for types of recorded messages being used For example: Doctor's Office <ul style="list-style-type: none"> ▪ appointment ▪ cancel ▪ referral ▪ prescription ▪ refill ▪ extension ▪ insurance ▪ emergency 	
Summary: For this lesson, the class will listen to some recorded messages and try to answer some questions about the listening activity.	

- 1.) Talk with your class about listening to recorded messages and using phone trees. Ask them what experience they have with recorded messages. Ask them what problems they had. Tell your students that today they will practice listening to a recorded message.
- 2.) Hand out the worksheets. Explain what they need to do with the worksheet and what they need to listen for on the message. You may want to go over some vocabulary before you begin, or you may want to go over vocabulary after the class has listened to the messages and have questions.
- 3.) Play the first message one time. Ask students to fill out what information they can on their worksheets. Observe how much information they remembered from listening one time.
- 4.) Play the message again and give students time to fill out their worksheets. Repeat this step as many times as your class needs to complete the worksheet, but keep track of the number of times you listen to the message.
- 5.) When most of the class has completed the worksheet for the first message, go over the answers. If some students seemed to struggle with the answers, let the class listen to the message again after they have heard the correct answers.

- 6.) Repeat steps 3-5 for any other messages. For each subsequent message, reduce the number of times you let the students listen to the recording. If you are asking several questions for each message (like the example worksheets provided), don't ask your students to answer all the questions after one listening: it may take 2-3 times listening for a native speaker to answer all the questions at once.
- 7.) Discuss any other pertinent issues that the students talk about regarding the vocabulary and phone trees.
- 8.) As a wrap up, you may want to give a transcript of the messages to your students and listen one final time as they read along. This can help them discover any misunderstandings they may have had and focus on the nuances of American pronunciation.
- 9.) For observational assessment or for a quick review on following class days, ask the students to remove the worksheets and transcripts from their desks and take out a blank paper. Give the class one question to answer (ex. I need to make an appointment, what number should I push?) and let them listen to one of the recordings one time only. Observe the answers on their papers. You can repeat with a different question and a different message.

***Note from instructor:** This activity can be repeated on different class days using messages from different industries. My class listened to doctors' messages one day and on another day we listened to utility companies' messages. It is time consuming to develop a message and transcript, so we have included our samples for you to use.

Worksheet Examples:	
L.12	Transcript for 3 different Doctor's Office messages
L.13	Sample worksheet for beginners
L.14	Sample worksheet for intermediates/ advanced (2 pages)
L.16	Alternate sample worksheet for beginners/intermediates
L.17	Transcript for 2 different utilities: Electric and Phone
L.18	Sample worksheet for intermediate

Messages from Doctors' Answering Machines

Family Practice

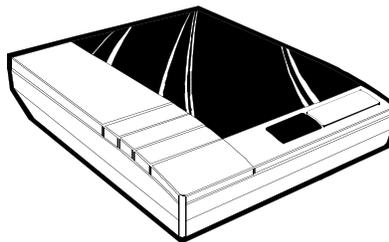
Thank you for calling ABC Family Practice. To better assist you, please select from one of the following options. If this is an emergency, please press 1. If you're calling about a referral, please press 6. To schedule an appointment, press 2. To cancel an appointment, press 3. To speak with a nurse, press 4. For a prescription refill, press 5. For all other questions or to speak with a receptionist, please stay on the line. Thank you.

Family Practice

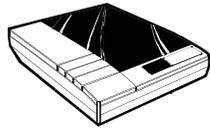
Thank you for calling the XYZ Family Health Center. If this is an emergency, please hang up immediately and dial 911. Otherwise, please listen carefully and make your selection. If you need to schedule an appointment or cancel an appointment, please press 1 now. If you're calling to have a prescription refilled, please press 2 now. If you are a patient calling about a referral, please press 3 now. If you're calling from another physician's office or an insurance company, please press 4 now. If you have a rotary phone, please stay on the line. To hear this message repeated, please press 9 now.

Obstetrician/Gynecologist

Thank you for calling ABC Women's Health. If you know your party's extension, you may dial it at any time. Please listen to the following options. If this is an emergency, press 1 or remain on the line. To schedule or change an appointment, press 2. To speak with a nurse about a problem or test results, press 3. For prescription refills, press 4. For billing and insurance, press 5. For all other calls, press 0 or remain on the line.



Name _____ Date _____



Doctor's Answering Machines

Family Practice

Thank you for calling ABC Family Practice. To better assist you, please select from one of the following options. If this is an emergency, please press _____. If you're calling about a referral, please press _____. To schedule an appointment, press _____. To cancel an appointment, press _____. To speak to a nurse, press _____. For a prescription refill, press _____. For all other questions or to speak with a receptionist, please stay on the line. Thank you.

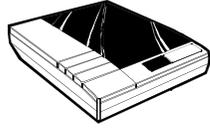
Family Practice

Thank you for calling XYZ Family Health Center. If this is an _____, please hang up immediately and dial _____. Otherwise, please listen carefully and make your selection. If you need to schedule an appointment or cancel an _____, please press _____ now. If you're calling to have a _____ refilled, please press _____ now. If you are a patient calling about a referral, please press _____ now. If you're calling from another physician's office or an insurance company, please press _____ now. If you have a rotary phone, please stay on the line. To hear this message repeated, please press _____ now.

Obstetrician/Gynecologist

Thank you for calling ABC Women's Health. If you know your party's extension, you may dial it at any time. Please listen to the following options. If this is an _____, press _____ or remain on the line. To schedule or change an appointment, press _____. To speak with a nurse about a problem or test results, press _____. For prescription refills, press _____. For billing and _____, press _____. For all other calls, press _____ or remain on the line.

Name _____ Date _____



Doctor's Answering Machines

Family Practice – ABC Family Practice

Thank you for calling ABC Family Practice. To better assist you, please select from one of the following options. If this is an _____, please press _____. If you're calling about a _____, please press _____. To schedule an _____, press _____. To _____ an appointment, press _____. To speak to a _____, press _____. For a _____, press _____. For all other _____ or to speak with a receptionist, please stay on the _____. Thank you.

Family Practice – XYZ Family Health Center

1. What should I do in an emergency?
2. I need to schedule an appointment. What number should I push?
3. I need a referral to see a doctor. What number should I push?
4. Should I push 4?
5. I need to cancel my appointment. What number should I push?
6. My prescription medicine is finished and I need some more. What number should I push?
7. I didn't understand all the information. What number should I push?
8. The telephone I am using doesn't have numbers to push; it has one big circle that I spin. What should I do?

Obstetrician/Gynecologist – ABC Women’s Health

1. What should I do in an emergency?
2. I need to schedule an appointment. What number should I push?
3. I need a referral to see a doctor. What number should I push?
4. I need to cancel my appointment. What number should I push?
5. My prescription medicine is finished and I need some more. What number should I push?
6. I didn’t understand all the information. What number should I push?
7. The telephone I am using doesn’t have numbers to push; it has one big circle that I spin. What should I do?
8. A nurse called me and told me to call her back at extension 722. What number should I push?

Messages from Doctors' Answering Machines

Directions: Write the number you must press.

	ABC Family Practice	XYZ Health Center	ABC Women's Health
Emergency			
Referral			
Schedule appointment			
Change/cancel appointment			
Nurse			
Prescription refill			
To hear the message repeated			
All other question/calls			

ABC Electrical Utilities

Thank you for calling ABC Electrical Utilities. You can make your selection at any time. To report a power outage or electrical emergency, press or say 1. If you are moving, opening or closing an account, building or need to change your electrical service, press or say 2. To arrange payment of an overdue bill, press or say 3. For billing questions or account balance information, press or say 4. To be transferred to a specific ABC employee or department, press or say 5. If you have any questions about the Electrical Choice program, press or say 6. To speak with a customer service representative at any time during your call, press or say 0. To hear your options again, press or say 9.

XYZ Telephone

Thank you for calling XYZ Telephone, now also on the web at www.xyztelephone.com. For payment information and payment arrangements, press 1. To order new service or check on an order already placed, press 2. To add, change, move, or disconnect service, press 3. To reach repair, press 4. For billing questions and all other requests, press 5. (*Beep*)

To order a phone book, press 1. If you have a concern about or have unauthorized long-distance calls on your bill, press 2. All other billing questions, press 3. (*Beep*)

To hear payment locations, last payment credited, bill balance, enter details of your last payment, make payment arrangements or request a copy of your bill through our automated system, press 1. To speak with a consultant, press 2. (*Beep*)

To proceed in English, press 1 now. (*Beep*) For your convenience, we are here to serve you 24 hours a day with our automated system. To hear payment locations, press 1. To access your account, press 2. To establish, change or delete a PIN, press 3. Please enter now.

Name _____ Date _____

Company Automated Answering Systems

Listen to the tapes and answer the questions.

ABC Electrical Utilities

1. You are moving to a new apartment. You want to have service changed to the new apartment. What number should you press? _____
2. You lost your electric bill and you want to know how much you must pay. What number should you press? _____
3. You want to speak to a customer service representative. What number should you press? _____
4. You didn't understand the message and you want to listen to it again. What number should you press? _____

XYZ Telephone

1. You want to change your telephone service. What number should you press? _____
2. You have a question about some phone calls that you didn't make on your bill. What number should you press first? _____
What number should you press next? _____
3. You want to talk to a customer service representative. What number should you press? _____

Yes/No Questions	
Unit: Questions	Level: Beginning-Intermediate
Objective: For students to be able to ask yes/no questions	
Time: varies according to level of class	
Resources: <ul style="list-style-type: none"> ▪ any relevant grammar worksheets that the instructor likes using ▪ Word scramble worksheet ▪ BINGO Worksheet 	EFF Standards: <ul style="list-style-type: none"> ▪ Speak So Others Can Understand
Vocabulary: any vocabulary from the worksheets Grammar vocabulary: verb, auxiliary verb/helping verb, “to be” “to do” “to have” “will”	
Summary: For this lesson, the students will practice forming yes/no questions and asking yes/no questions to other students.	

Present

- 1) Talk with your class about questions. Ask your students if they ask and answer questions on the telephone. Discuss the differences between yes/no questions and open ended questions. Model some questions as examples of each type. “Are there 13 students in class today?” “How many students are in class today?” “Do you speak English?” “What languages do you speak?” Tell your class that they will learn about yes/no questions today.
- 2) Ask the class to give you some examples of yes/no questions. Write down the answers exactly as the students say them. If there are mistakes, ask the class if they can correct them. Help them correct the examples. Depending on the level of your class, this activity may go smoothly or it may need some extra guidance from you.
- 3) Go over the rules for forming a yes/no question. As you go through each step, observe your class carefully to see if they need additional practice in the grammar. For example, if your class can’t identify the verb in the sentence, you should go over verbs before proceeding.
- 4) Remember the basic rules for forming a yes/no question.

With the “to be” verb: Invert the subject and verb

Ex. He is happy. Is he happy?
 He was sad. Was he sad?

With other verbs: Add the appropriate form of “to do” and change the main verb to its base form

Ex. She walks to school. Does she walk to school?
 They walked to school. Did they walk to school?

With auxiliary verbs: Move the auxiliary verb to the beginning of the sentence, but leave the main verb.

Ex. You have learned English. Have you learned English?
 You will eat chocolate. Will you eat chocolate?
- 5) You can decide how much time your class spends on the different tenses depending on your time constraints, the students’ interest and their

ability. It is a good idea to at least go over simple present, simple past and simple future.

Practice

- 6) Give your class a few more examples to determine if they can form their own questions. If they seem to do okay with the examples, give them the worksheet Q.21 to practice forming yes/no questions with different tenses. If some students are still struggling, you may want to give them some additional practice. For beginners, it might be helpful to cut out some words on paper and rearrange the slips of paper to form the questions (worksheet Q.22).
- 7) Hand out the BINGO worksheet Q23. Explain the purpose of the game is to ask other students yes/no questions. If a student answers “yes” they can write that person’s name in the square. The goal is to get 5 names in a row. Model the game for the students before they begin. For beginners, the instructor may want to adapt the Bingo sheet to include a limited variety of tenses.

Review

- 8) Game: 20 Questions. Think of a famous person that all the students should know. This may be difficult with students from different backgrounds. A good one to start with is President Bush. Tell the students you are thinking of a person. They must ask yes/no questions to find out who the person is. “Is the person a man?” “Is the person alive today?” etc. If they can’t guess the person after 20 questions, reveal the answer and play another round. Let a student think of a famous person and answer the questions for each following round.

Worksheet Examples:	
Q.21	Questions worksheet -- Practice
Q.22	Questions worksheet – Beginner Practice
Q.23	Questions BINGO game

Name _____ Date _____

Yes/No Questions

Write a yes/no question for each sentence.

1. She walks home.
2. She is walking home.
3. She will walk home.
4. She is going to walk home.
5. They walked home.
6. They will be walking home.
7. They should walk home.
8. He has walked home.
9. He has been walking home.
10. Bill is home.
11. Bill will be home.
12. Bill has been home.
13. Jenny will have been home.
14. Bill and Jenny were living at home.
15. This package should have been taken home.

Cut out the following words. Ask students to arrange the words in the correct order for a yes/no sentence.

Is she happy ?

Are you a U.S. citizen ?

Do you have a pencil ?

Is he a friend ?

Did you like the movie ?

Will you go to the store ?

Were you happy yesterday ?

Was she in class yesterday ?

Name _____ Date _____

Yes/No BINGO

Make a yes/no question from each phrase. Ask your classmates the questions. If a classmate can answer "yes" to the question, write their name in the square. Try to get 5 squares in a row.

Is from Asia	Likes chocolate	Watches movies in English	Was nervous on the first day of class	Speaks English at work
Has two children	Finished high school	Reads the news on the internet	Likes animals	Has brothers
Likes to go shopping	Is single	Free Space	Ate breakfast this morning	Is from South America
Has visited Washington D.C.	Has no children	Speaks English at home	Is married	Went shopping yesterday
Has sisters	Has lived in the US for over 2 years	Is a U.S. citizen	Will go to grocery store tomorrow	Likes to watch TV

Descriptions with Movie Clips	
Unit: Telephone Skills	Level: Intermediate-Advanced
Objective: For students to be able to describe an action that they observed to another person	
Time: about 1 _-2 hours, depending on length of movie clips	
Resources: <ul style="list-style-type: none"> ▪ TV and VCR ▪ 2 Movie clips (ex. <i>The Fugitive</i>*) ▪ An extra activity that students can complete on their own ▪ An extra room 	EFF Standards: <ul style="list-style-type: none"> ▪ Speak So Others Can Understand ▪ Observe Critically
Vocabulary: student generated depending on movie clip	
Summary: For this lesson, the class will watch a clip from a movie and then describe what they saw to a classmate who didn't watch the movie clip. After they watch the movie clip again, the partners will discuss the differences (if any) between what they heard from their partner and what they saw on the TV.	

- 1) Tell you class about the activity they are about to do. Explain the different steps before you begin.
- 2) Tell the class about the movie they will watch clips from. Give them some background information about the plot so that they know what the movie is about. Especially give them information about what is happening right before the clips they will see so that they understand the context of the clip.
- 3) Divide the class into two groups (we'll call them A & B). If you have a multi-level class, you may want to divide according to ability and give the more advanced group a longer or more difficult movie clip.
- 4) Have Group B leave the room. Give them an activity that they can work on independently from the teacher. If you are lucky enough to have an assistant or volunteer, send him/her with the group to do an activity.
- 5) With Group A, review the context of the scene they are about to watch. Remind them that they will be describing what happened to their partner. Then go over the rules for watching the clips (watch with no notes; take notes; ask questions and vocabulary; watch again)
- 6) Let the students watch one time. Don't let the students take notes while they are watching.
- 7) When the clip is finished, let the students write down what they can remember from the scene. Let them ask any questions and give them the vocabulary that they ask for.
- 8) If you want, let the students watch the clip again. They may add to their notes if they want.
- 9) Bring Group B back into the classroom. Remember to erase any vocabulary from the board.
- 10) Review the context of the scene with the groups again. Also go over the steps again (describe, watch, discuss)

- 11) Pair up each student from Group A with a partner from Group B.
- 12) The Group A students describe the movie clip to their partners. The Group A students should also describe any vocabulary that is important to their descriptions.
- 13) The class watches the movie clip together.
- 14) The Group B students tell their partners how good their descriptions were and they discuss any problems they noticed.
- 15) Repeat steps 4-14 with the other group.
- 16) When the class is finished, have a class discussion about what problems they had, what was easy, what was hard, what would make it easier, etc.

*** Note from the instructor:** I used the movie *The Fugitive* with Harrison Ford and Tommy Lee Jones because I knew it had a lot of chase scenes with good action. For each clip the students were told to describe how Ford escapes. I assigned groups based on the students' talkativeness. The more talkative group watched a scene beginning with Ford in a hospital disguised as a doctor. The scene ends with Ford jumping into the waterfall. The less talkative students watched a shorter clip where Jones passes Ford on a crowded stairway and chases him outside and into a parade.

Negotiation Role Plays	
Unit: Telephone Skills	Level: Intermediate-Advanced
Objective: For students to be able to negotiate problems over the telephone	
Time: about 1 _ hours	
Resources: <ul style="list-style-type: none"> ▪ Role Play Worksheets (examples included) 	EFF Standards: <ul style="list-style-type: none"> ▪ Resolve Conflict and Negotiate ▪ Advocate and Influence
Vocabulary: (may vary according to role play scenario) <ul style="list-style-type: none"> ▪ customer ▪ customer service ▪ customer service representative ▪ account number ▪ package ▪ upgrade ▪ long distance plan ▪ rates ▪ charging ▪ subscribe ▪ effective 	
Summary: For this lesson, student pairs will practice negotiating a problem with a utility company on the phone. Each worksheet includes information for two roles: a customer and a customer service representative. After the pairs complete the role play, the class can discuss what negotiation skills were helpful and what parts were difficult.	

- 1.) Class discussion: Talk with your class about “negotiation” using the EFF standard if desired.
- 2.) Introduce the vocabulary. Find out if any students already know the words and let them explain. Use the words in the context of utility companies (ex. phone and cable) and other services.
- 3.) Explain the idea of a “role play.” Tell your class that they will be actors.
- 4.) Divide the class into two groups*. Have the students in the same group sit together on one side of the room, and the other group on the other side of the room. Give one group the worksheets for Student A and the other group Student B. As a group (or in smaller groups if you have a large class) the students can look over their worksheets and make sure they understand the two roles. They can help each other write down some questions or sentences that they may want to use in the role play. You can circulate between the groups and answer any questions they have.
- 5.) Pair each student A with a student from group B.
- 6.) If possible, spread out the chairs so that there is some space between pairs. For each pair, arrange the chairs back to back so that they can’t see each other when they talk. If you can’t move the chairs, put a notebook or

- folder between the students to block their vision, or ask students to stand back-to-back while they perform their role-plays.
- 7.) Have the students complete part 1 of the role play, then part 2. Circulate among the pairs as they are doing their role plays and listen.
 - 8.) When the students are finished, ask the class about the role plays. What results did they get? Were they satisfied with the results? What things were easy or difficult? How could they have made the phone call better?
 - 9.) If you are using the example worksheets – discuss the difference between the two problems. For the Comcast Cable example, the company made a mistake and the problem was fixed. For the Verizon example, the customer had a misunderstanding about the long distance plan. One possibility to discuss with the class: the customer could ask for the supervisor and tell the supervisor that they were never told of the 10 day waiting time.

***Notes about choosing pairs:** For this activity the teacher can decide to pair students according to ability level or with mixed levels. Using similar ability levels will let more advanced students challenge each other during the role play. I have included example worksheets for both intermediate and advanced students, but the scenarios are the same, so that mixed-level pairs can also work together.

Worksheet Examples:	
N.28	Student A worksheet – advanced
N.29	Student B worksheet – advanced
N.30	Student A worksheet – intermediate
N.31	Student B worksheet – intermediate

Name _____ Date _____

Student APart 1

You just got your ACB Cable bill in the mail. You usually subscribe to the standard package for \$35.99 a month, but your bill says that you have the upgraded digital package for \$65.99 a month. No one in your family asked for the upgrade. You must call the cable company and fix the problem.

Before you call, what information do you need?

Account number -- 615239482

What questions will you ask?

Part 2

You are a customer service representative at XYZ Telephone Long Distance. When a customer calls, 1) ask for their account number, 2) confirm their name and current address and phone number.

Write the account number _____

Write the customer's name _____

Your computer tells you that this customer signed up for a new long distance plan on May 1. The new prices for the plan were effective on May 10. It usually takes about 10 days for new plans to begin working because of the paperwork necessary. You are **not** able to make any changes to the customer's bill.

Name _____ Date _____

Student BPart 1

You are a customer service representative at ABC Cable. When a customer calls, 1) ask for their account number, 2) confirm their name and current address and phone number.

Write the account number _____

Write the customer's name _____

Your computer tells you that this customer recently upgraded to the digital package. The computer **usually** tells you information about the upgrade (who called, what date they called, etc.) **but** for this customer, there is **no** information. Comcast made a mistake, and you can change the customer's bill.

Part 2

You just got your XYZ Telephone Long Distance bill in the mail. You signed up for a new long distance plan on May 1. The new plan has much lower rates to your native country than your old plan. You made many calls from May 2-May 9 to your native country. Your bill is charging you for the calls at the old, more expensive rate. The calls you made after May 10 are at the lower rate. You must call the phone company and ask about the problem

Before you call, what information do you need?

Account number -- 717555826401

What questions will you ask?

Name _____ Date _____

Student APart 1

- You just got your ABC Cable bill in the mail.
- Your bill is usually \$35.00 a month, the standard package.
- Today your bill is \$65.99, the digital package.
- No one in your family asked to upgrade to the digital package.
- Your account number is 615239482
- What questions will you ask?

Part 2

- You are at work. You work as a customer service representative for XYZ Telephone Long Distance.
- Answer the telephone: "Hello, XYZ Telephone Long Distance. How can I help you?"
- Ask these questions:
 - What is your account number? _____
 - What is your name? _____
 - Why are you calling today?
- Listen to the customer's problem.
- Tell the customer: "You signed up for the new long distance plan on May 1. The new prices were effective on May 10. It usually takes about 10 days for the new plan to start working because of the paperwork involved. I'm sorry, I can't change your bill because the 10 days is standard for all customers."
- Answer any questions your customer asks.
- End the phone call.

Name _____ Date _____

Student BPart 1

- You are at work. You work as a customer service representative for ABC Cable.
- Answer the telephone: “Hello, ABC Cable. May I help you?”
- Ask these questions:
 - What is your account number? _____
 - What is your name? _____
 - Why are you calling today?
- Listen to the customer’s problem.
- Tell the customer: “My computer shows that you recently upgraded to the digital package. Did anyone in your family ask to upgrade to the digital package?”
- If the customer says no, say “Usually my computer shows the date of the upgrade request and the name of the person who asked for the upgrade. But for your account, the computer doesn’t give any information. We must have made a mistake. If you don’t want the digital package, we can take it off of your account and erase the extra charges. You only need to pay the \$35.99 that you usually pay for the standard package.”
- Answer any questions your customer asks.
- End the phone call.

Part 2

- You just got your XYZ Telephone Long Distance bill in the mail.
- On May 1, you signed up for a new long distance plan for cheaper rates to your native country.
- You made many calls to your native country from May 2-May 17.
- For the calls from May 2- May 9, XYZ Telephone is charging you the old rate for more money.
- For the calls after May 10, XYZ Telephone is charging you the new rate for less money.
- Your account number is 717555826401
- What questions will you ask?