

REEP ESL Curriculum for Adults

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TELEPHONE UNIT LIFESKILLS PERFORMANCE OBJECTIVES* LEVEL: 100

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, i.e. lifeskills objectives to be covered in this unit.
2. Write and read phone numbers.
3. Locate names and phone numbers on an alphabetical listing.
4. Ask and answer questions about phone numbers.
5. Leave a simple message on voicemail.
6. Ask for a specific person and respond and respond to basic requests. Ask for clarification and native language help.

*** 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 call (people, places).	Brainstorm places that students call now and places that they want to be able to call.	Structures: Simple present
2. Write phone numbers from dictation and read written phone numbers aloud.	Report info: The number is (703) 228-4200. Note: Say "area code", pause in the correct places, say "oh" or "zero"	<i>Access</i> , p. 69, 70 <i>First Words</i> , p. 21-22 <i>Collaborations Literacy Worktext</i> , p. 36 <i>Take Charge 1</i> , p. 27 <i>Literacy Level</i> , p. 10-11, 67 <i>Basic Oxford Picture Dictionary Literacy Program</i> , p. 16-17,19 <i>English ASAP Literacy</i>	Extension: Identify the area code, write the hyphen, and parentheses in the correct places Listening exercises: Phone numbers Pair dictations: Students

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		<i>Level</i> , p. 10-11, 67 Teacher dictates numbers.	dictate numbers to each other and check answers.
3. Locate names and phone numbers in an alphabetical listing.	Sample Vocabulary: Alphabetical order directory website Look up Search	<i>Lifelines 1</i> , p. 81 Shopping center directories Look up a phone number of a business or service using www.google.com or www.switchboard.com	Extension: Make a call to business or service found online using a smartphone Resources: <i>First Words</i> , p.23 <i>Oxford Picture Dictionary</i> , p. 9
4. Ask and answer questions about phone numbers.	Request/report info: What's your phone number? My phone number is... What's Maria's phone number? Her phone number is.. What's the area code? It's	<i>Expressways 1</i> , p. 18 (bottom half) Student- and teacher-generated dialogues.	Structures: Simple present Wh- questions Possessive adjs. Extension: Call information Resources: <i>Expressways 1</i> , p. 18-19
5. Leave a simple message on voicemail.	Report info: self/request: Hi, this is Andres. A-N-D-R-E-S. My phone number is... Please call me back. Thank you. Good-bye	Smartphone memo or voice recording Realia (voicemail, message pads) Student- and teacher-generated messages.	Structures: Simple present Imperative Extension: Have students write the messages they hear on message pads as student-student dictations.
6. Given a phone call, ask for a specific person and respond to basic requests. Ask for clarification and native language help on the phone.	Caller: Hello. This is... Is...there? Thank you. I'll call back later. Good-bye. OK. Please ask her to call me. My number is.. Callee: ... is not home. Yes, Just a minute please.	<i>Expressways 1</i> , p.20 <i>Survival English 1</i> , p. 246 Student- and teacher-generated dialogues and roleplays. Realia (cell phones)	Structures: Questions; Imperatives Extension: Time zones <i>LifePrints 1</i> , p. 29

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	<p>I'm sorry, he's not here. Can I take a message?</p> <p>I'm sorry. You have the wrong number.</p> <p>OK. Good-bye.</p> <p>Request: clarification/help: Please repeat. Please speak slowly. I only speak a little English. Does anyone speak Chinese?</p>		
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