

REEP ESL Curriculum for Adults

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TELEPHONE UNIT LIFESKILLS PERFORMANCE OBJECTIVES* LEVEL: 150

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. Ask and answer questions re phone numbers; write phone numbers.
3. Locate names and phone numbers in an alphabetical listing.
4. Given a phone call, ask for specific person & respond to basic phone requests.
5. Take simple phone messages.
6. Leave simple messages.
7. Give and follow instructions for using pay phones [and phone cards].
8. Obtain phone numbers from directory assistance.

*** 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. Ask and answer questions about phone numbers and write phone numbers.	Seek/report info: self/others What's your/his/their phone number? What's the phone number for . . . ? My/his/their number is	<i>Collaborations Literacy Activity Masters</i> , p. 24-25. <i>Basic Telephone Training</i> , Unit 7 Students' phone numbers Phone numbers	Structures: Simple present Wh-questions Possessive adjectives Extension: discuss privacy issues

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	<p>The number for . . . is</p> <p>I'd rather not say.</p> <p>Note: Say "area code", pause in the correct places, say "oh" or "zero"</p>		
3. Locate names and phone numbers in an alphabetical listing.	<p>Sample Vocabulary: Alphabetical order directory website Look up Search</p>	<p><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</p>	<p>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</p>
4. Given a call to a friend, work, or school, ask for specific person/respond to basic requests.	<p>Seek/report info: self/others This is Is . . . there? Who's calling, please? She's not here. He's in a meeting. I'm sorry. You have the wrong number. Express needs/respond to request: May I speak with ? Can I talk to . . . ? Please hold. Hold on. Just a minutes/second.</p>	<p><i>Expressways 1</i> , p. 18, 22 <i>Expressways 2</i> , p. 28 <i>Survival English 3</i> , p. 90 <i>English for Adult Competency 1</i> , p. 20-21 <i>Collaborations Beginning 2 Activity Masters</i> , p. 45 <i>Basic Telephone Training</i> , Unit 1 with audiocassette <i>Lifelines 1</i> , p. 78-79 Student- and teacher-generated dialogues students cell phones Listening: Telephone Conversation</p>	<p>Structures: Simple present Present progressive Questions Can/could/may Imperatives</p> <p>Extensions: discuss how phones are answered in different countries; discuss cell phone etiquette</p>
5. Take simple phone messages, including name, phone number, time, and date.	<p>Elicit info: Would you like to leave a message? Can I take a message? Request clarification/ repetition: Could you please repeat that? How do you spell your name?</p>	<p><i>Stand Out 1</i> , Unit 5, Lesson 6 + audio <i>Collaborations Beginning 2 Activity Masters</i> , p. 45 <i>Basic Telephone Training</i> , Units 2, 7, 8, 9, 10, 14a-16a + audio <i>English Extra</i> , p. 161-164 + audio message pads students cell phones</p>	<p>Structures: Simple present Questions: can/could/would</p>

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		<p>Listening Is your dad home? Writing messages</p>	
6. Leave simple messages with a person or on voicemail, including name and phone number, time, and date.	<p>Report info: This is My number is I'm calling about It's 10:15 on Monday, July 12. Request action: Please ask her to call me. Please tell him I called. Please call me.</p>	<p><i>Stand Out 1</i> , Unit 5, Lesson 6 with CD <i>English for Adult Competency 1</i>, p. 20-21 <i>Collaborations Beginning 2 Activity Masters</i>, p. 45 <i>Basic Telephone Training</i>, Unit 2 <i>English Extra</i>, p. 161-164</p> <p>student cell phones Stay on the line or leave a message?</p> <p>Smartphone memo or voice recording</p>	<p>Structures: Simple present Imperative Object pronouns.</p>
7. Give and follow instructions for cell phones or phone cards.	<p>Provide/respond to instruction: First, Next, Then, pick up . . . put in... . . . dial the number. Request clarification/ repetition: Please repeat that/the last step. Check for/confirm understanding: Do you understand? Yes, I understand.</p>	<p><i>Oxford Picture Dictionary (OPD)</i>, p. 9 <i>OPD Workbook</i>, p. 9 <i>Lifeskills 1</i>, p. 15 <i>Workplace Plus 1</i>, p. 44-45 <i>First Words</i>, p.23 Software: <i>Live Action English</i>: "Using a Pay Phone" Elicit students' experiences with phone cards.</p>	<p>Structures: Imperative Simple present Questions</p>
8. Obtain phone numbers from online.	<p>Elicit info: Could I have the number for . . . ? What's the number for . ?</p>	<p><i>Expressways 1</i>, p. 18 <i>Lifelines 1</i>, p. 80 <i>Lifeskills 1</i>, p. 16</p>	<p>Structures: Simple present Questions</p>

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