

REEP ESL Curriculum for Adults

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TELEPHONE UNIT LIFESKILLS PERFORMANCE OBJECTIVES* LEVEL: 200 and 250

TELEPHONE UNIT GOAL

Students will demonstrate their ability to use level appropriate language skills to access and navigate the telephone and communication system using level appropriate language.

TELEPHONE LIFESKILLS PERFORMANCE OBJECTIVES (Summary):

1. Set class learning goals.
2. Ask and answer questions about phone numbers and write phone numbers.
3. Locate specific phone numbers (alphabetical listing, phone book, 411).
4. Leave and take a simple message with a person and on voicemail.
5. Respond appropriately to wrong numbers and solicitations.
6. Give and follow instructions for using a phone, phone card, and cell phone.
7. Given recorded information, demonstrate comprehension.
8. Demonstrate an understanding of appropriate register use when using the telephone.

** 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 study ... because...	Brainstorm places that students call now and places that they want to be able to call. Students prioritize unit objectives.	Structures: because
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	Books with tapes: <i>Basic Telephone Training</i> ,, p. 16-17 <i>From the Start</i> , p.7-8 <i>Learning to Listen</i> , p.87	Structures: Wh-Questions Possessive pronouns

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	<p>number for ? My/his/their number is The number for is I'd rather not say. Could you repeat that please? Note: Say "area code", pause in the correct places, say "oh" or "zero"</p>	<p>Student-generated dialogues.</p>	
<p>3. Locate specific phone numbers (in alphabetical listings).</p>	<p>Seek/report info: What's the phone number for the Arlington Free Clinic? It's Where do I look to find the number for the court house? Look in/under.. Could you give me the number for...? Sure, it's... Alphabetical order directory website Look up Search</p>	<p><i>Lifelines 2</i>, p. 95-98 <i>Survival English 3</i>, p. 93 <i>Expressways 3</i>, p. 36 <i>Stand Out 2</i> p. 90-91 Community guides</p> <p>Look up a phone number of a business or service using www.google.com or www.switchboard.com</p>	<p>Structures: Present Tense Questions Imperatives</p> <p>Extension: categorizing information; alphabetizing</p>
<p>4. Take and leave a simple messages, e.g. with a person and on voicemail stating name, telephone number and reason for calling.</p>	<p>Seek/report information: Caller to person: Hello. This is.. May I speak to ..? Could I leave a message, please? Please tell him I won't be at work today because I'm sick. Thank you. I'll call back later. Good-bye. OK. Please ask her to call me. My number is.. Caller to machine:</p>	<p><i>Basic Telephone Training</i>, p. 4-5, 44, 46, 48 <i>Survival English 3</i>, p. 95, 98-100; <i>English for Adult Competency 2</i> p.12-13 <i>Lifelines 2</i>, p. 91-94 <i>44+ Ways to Use Answering Machines</i>, p. 30-31 Student-generated dialogues</p> <p>Listening:</p>	<p>Structures: Could, can, may Yes/No questions Imperatives</p> <p>Extension: Record a message for voicemail, e.g. "Hi. This is Bill. Please leave your name, telephone number, and a brief message after the beep".</p>

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	<p>This is.. I am calling about.. Please call me back at (703),,,,</p> <p>Callee: ... is not home. Yes, Just a minute please. I'm sorry, he's not here. Can I take a message? Could you repeat your last name please? I'm sorry. You have the wrong number. OK. Good-bye.</p>	<p>Telephone Conversation</p> <p>Answering Machine</p> <p>Is your dad home?</p> <p>students cell phones message pads</p> <p>Smartphone memo or voice recording</p>	
5. Respond appropriately to wrong numbers and solicitations.	<p>Seek/report information: I'm sorry. I think you have the wrong number. Is this 225-5430? No, it isn't. I'm sorry, but I'm not interested. Please take my number off your list.</p>	<p><i>Expressways 1</i>, p.20 <i>Survival English 3 Expressways 3</i> p. 38-39 <i>English for Adult Competency 2</i> p.15 Student-generated dialogues</p>	<p>Structures: Yes/No Questions Imperatives</p> <p>Extensions: Discuss telemarketing in other countries.</p>
6. Give and follow instructions for using a communications related device (a phone card, a cell phone, an app).	<p>Give instructions: Pick up the receiver. Deposit 50 cents. Press the "talk" button.; Enter your 7 digit number on the calling card</p>	<p><i>English for Adult Competency 2</i>, p. 19 <i>Oxford Picture Dictionary</i> p. 9 Student-generated instructions</p> <p>Internet calling</p>	<p>Structures: Imperatives Cross-culture: Use of cell phones in other countries</p> <p>Extension: Discuss cell phone and other device etiquette</p>
7. Given recorded information, demonstrate comprehension.	<p>Note: Students can demonstrate comprehension by answering comprehension questions and/or by rephrasing the recorded information.</p>	<p><i>Basic Telephone Training</i>, p.12-13 <i>Side by Side 2</i>, p.120 Various recorded messages, e.g. supermarkets, weather recordings Listening: Telephone Recording</p>	

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<p>8. Demonstrate an understanding of appropriate register use when using the telephone for a variety of purposes, e.g. to extend an invitation; to schedule an appointment.</p>	<p>Request an appointment: I'd like to make a doctor's appointment, please? Is there another time I could come in for my interview? Make/respond to invitations: Would you like to... Yes, I'd like to. I wish I could, but I'm afraid I can't</p>	<p>REEP lesson plan (200/250): Using Appropriate Register</p> <p><i>Small Talk</i>, pp.22-27 <i>Expressways 1</i>, p.96-97 <i>Basic Telephone Training</i> p.19-20, 29, 38-39 Student-generated dialogues</p> <p>Listening: Doctor's appointment</p>	<p>Structures: Questions Modal verbs</p> <p>Extension: Calling to leave a message at work</p> <p>Cross-culture: Discuss punctuality for appointments and personal invitations</p>
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