



# MAKING A PHONE CALL

**Proficiency Level:** Intermediate

**Lesson Length:** 90 minutes

**Vocabulary and Expressions:** "My name is (name). I'm calling from (business). I'm calling to/for/because (reason)."

**Language/Culture Point:** Common phone phrases

**Objective:** Students will be able to make simple phone calls for workplace purposes

**Materials:** Cell phone (real or toy), Signal Cards (1 set per student), Phone Call Conversation Cards, Student pages

**Supplemental Materials to be Created:** You will need to print the Phone Call Conversation Cards double-sided. Note that the second set of blank cards in the PDF has two blank cards if you would like to create your own Conversation Cards relevant to your students' place of employment. For step six, each student will need to receive a set of the Phone Call Conversation Cards.

\*Instructors will need to create a Chalk Talk about phone calls they make at work.



## STEP 1: ACTIVATE BACKGROUND KNOWLEDGE

Time Frame	Materials	Teaching Strategies
10 minutes	- Toy or real cell phones/work phones	- Authentic materials, brainstorming

### TEACHING ACTIVITY

1. Place the phone(s) on the students' tables. Use what you have available, whether work phones, toy cell phones, or real cell phones.
2. Ask the students what they use a phone for at work. What phone calls do you need to make at work? Do you use your own phone or a work phone? Does your supervisor ever ask you to make a phone call? Do you ask your supervisor to make a phone call because you can't?



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3. Make a list on the board for the different reasons students need to make a phone call at work. Prompt students to talk about things that they are not yet able to do, but would like to or need to do. Possible answers: order more supplies, report broken equipment/request repair service.

### STEP 2: MINI-PRESENTATION WITH PROMPT

Time Frame	Materials	Teaching Strategies
10 minutes	-	- Chalk talk

#### TEACHING ACTIVITY

1. Conduct a Chalk Talk in which you discuss the various phone calls you receive at work. Discuss the reasons that you receive phone calls, the language that you use when you answer the phone, and the language that the people on the other end use, such as “I need to speak with \_\_\_.” “Hold, please.” “My name is \_\_\_.” “I’m calling from \_\_\_.” “I’m calling to \_\_\_.”
2. Repeat the Chalk Talk two more times.

### STEP 3: COMPREHENSION CHECK

Time Frame	Materials	Teaching Strategies
10 minutes	- Signal cards	- Signal cards

#### TEACHING ACTIVITY

1. Make T/F statements about the problems and how you helped. Students will use Signal Cards to indicate true/false/don’t know.
2. If there is time remaining, ask students to volunteer to retell one of the problems and how you helped the customer.



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### **STEP 4: HIGHLIGHT LESSON FOCUS AND MODEL TASK**

<b>Time Frame</b>	<b>Materials</b>	<b>Teaching Strategies</b>
10 minutes	- Cell phones, phone call conversation cards	- Conversation cards, role play

#### **TEACHING ACTIVITY**

1. Tell students that today we are going to practice making phone calls for work.
2. Create a telephone call Conversation Card. One side of the card should have the reason for the call and the other side should have a short dialogue about that reason. Create the card by calling on a student and having them give an example of what they use their phone for at work. Begin the dialogue (i.e. "Hello, this is Marco") and have the student respond.
3. Work through a dialogue and write it on the board as you act it out.
4. Repeat the dialogue two more times with the student.
5. Focus on some of the language that is used in the dialogue.

### **STEP 5: GUIDED PRACTICE**

<b>Time Frame</b>	<b>Materials</b>	<b>Teaching Strategies</b>
10 minutes	- Cell phones, phone call conversation cards	- Conversation cards, role play

#### **TEACHING ACTIVITY**

1. Choose another student volunteer to work with you. With the student, create a card for another reason to make a phone call at work.
2. Read the dialogue aloud with the student twice, the first time as the employee and the second time as the caller. The student should play the opposite role.
3. Repeat with more volunteers as time allows.

**MAKING A PHONE CALL****STEP 6: PAIR OR SMALL GROUP WORK**

<b>Time Frame</b>	<b>Materials</b>	<b>Teaching Strategies</b>
20 minutes	- Cell phone, conversation cards	- Conversation cards, role play

**TEACHING ACTIVITY**

1. Have each student create 3 Conversation Cards with different topics.
2. Put students into pairs and have them exchange phone numbers. Have half of the students go to the hallway with their Conversation Cards. Students will then call each other and practice their dialogues, using their cards. They should rotate back and forth between Conversation Cards and work on practicing the language highlighted in previous examples. \*If students are having trouble, they can begin with a simple "Hello, this is \_\_\_" and work on the dialogue from there.

**STEP 7: HIGHLIGHT HOW ENGLISH WORKS**

<b>Time Frame</b>	<b>Materials</b>	<b>Teaching Strategies</b>
10 minutes	-	-

**TEACHING ACTIVITY**

1. Ask students to identify some of the common phone phrases they have been practicing during class.
2. Write these on the board and clarify the meaning, as necessary.
3. Ask students if they know of other common phone phrases they may hear or use when making phone calls for work. Examples: "Speaking," "This is he/she."
4. Write the students' ideas on the board and clarify meaning.
5. Students can take notes in the space provided in their books.



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### **STEP 8: QUICK CHECK AND REVIEW**

<b>Time Frame</b>	<b>Materials</b>	<b>Teaching Strategies</b>
10 minutes	- Conversation cards	-

### **TEACHING ACTIVITY**

1. Choose a random Conversation Card and call on a student. Engage them in a sample dialogue.
2. Repeat this for each student in the class.