



Conversation Curriculum

Telephone Time

Learning Objective: Students will practice telephone skills, including message taking, handling wrong numbers and listening for specific information.

Before Class: Review the lesson plan and make sure all materials outlined are present in the packet. Make copies as needed.

Warm-up Activity (15 minutes):

- Students will pair up as they arrive and discuss what they see in each picture

I do/ We do activity (10 minutes):

- Go over any vocabulary/general questions from the Warm-up picture sheets
- Ask for volunteers to describe to the class what is happening in each picture. Write any new vocabulary on board, such as: wrong number; long distance; operator; directory assistance; answering machine; voicemail; on hold
- Explain that the class is going to play the game “Telephone”, and that this is a game that American children often play. Offer a definition of the word “Operator” and that the operator can be reached by dialing “0” on any phone. Explain that you are going to think of a message and it will be whispered to each student, one by one, until it reaches the last student. The last student will then share what they think the message is. If one person doesn’t understand the message they may say “Operator!” and the student who is passing on the message can repeat the message to the listening person again. If a listener needs to ask for the operator, they can only ask once. When the last person gets the message they stand up and say the message out loud. The point of the game is to see if the last person can say the message correctly. Think of a message, such as “Jenny called for you Call her back at work.” Or something more fun like, “Mom went to the store to buy bananas.” Play a few times, with student volunteers coming up with the next initial messages.

- Ask students about their experiences with telephone message, wrong numbers and “hang ups”. Have they ever dialed a wrong number? What did they do and how did they feel?

They do activity (20 minutes)

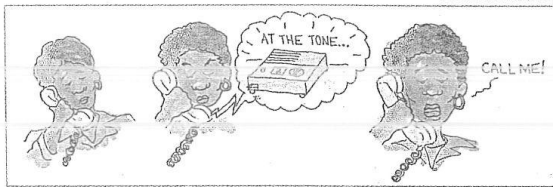
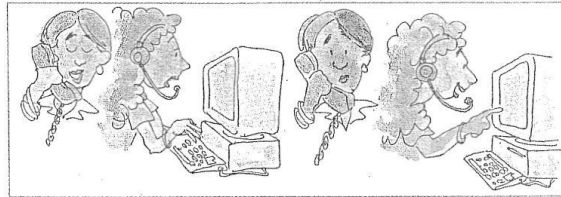
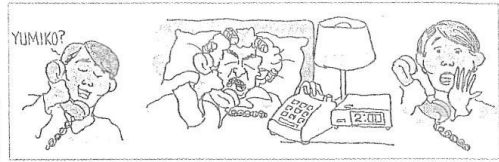
- Hand out practice call sheet. Students will pair up and practice short calls on worksheet. Make sure students switch roles and practice both calling and answering.
- As pairs finish, hand out partner role play cards to prompt telephone conversations.

Journal Writing (10-15 minutes): Students will write in their dialog journals about one of the four following topics:

- Respond to the last entry (i.e. continue the dialog)
- Introduce yourself to the teacher (for new students)
- What kind of telephone do you have (cellular or landline? Who do you call? Do you like to talk on the phone? If you have a cellular phone, do you also use texting? Do you talk on the phone or text when you drive?
- Free write about the topic of the student’s choice

- A. Hello. Is Dr. Paul there?
B. (out of town) _____
- A. Is Mrs. Lue there?
B. (just a minute) _____
- A. Is the pharmacist there?
B. (busy) _____
- A. Is Miss Garza there?
B. (on the other line—wait) _____
- A. Is the attendance clerk there?
B. (call him later) _____
- A. Is the school principal there?
B. (call back at 2:00 p.m.) _____
- A. Is the manager there?
B. (leave a message) _____
- A. Is Franco there?
B. (moved) _____
- A. Is Leticia there?
B. (new number) _____

THE TELEPHONE



Decide what to say for these phone calls.

1. local directory assistance for the number of your school
2. your school when you can't come to class
3. the landlord when your roof is leaking
4. the pharmacy when you need to know their hours
5. the telephone company when your bill is incorrect