

Home Tutor Scheme

Lesson Plan

Topic: ANSWERING THE TELEPHONE



everyone's family

INTRODUCTION	vocabulary, warm up questions
GRAMMAR FUNCTIONS	telephone related phrasal verbs
PRONUNCIATION	answering the phone
DIALOGUE	asking someone for their number
	letting someone know the person is not home
	wrong number
GRAMMAR WORKSHEETS	am / is / are

Vocabulary

Telephone
Receiver
Hand set
Cordless
Dial tone
Engaged
Mobile
Charger
Phone card

Message
Voicemail
Answering machine

To dial
To pick up
To hang up
To hold on
To answer

Discussion questions

Do you think it is difficult to speak on the phone? Why do you think it is/isn't?

Can you answer the telephone in English? Can you take a message?

Do you like speaking on the phone?

Do you leave messages on answering machines? If not, why not?

Do you have a mobile phone?

Do you have a home phone? If yes, is it a cordless phone?

Do you have an answering machine / voicemail?

Who do you most often ring on your telephone?

Grammar

Phrasal verbs

These are two word verbs that generally consist of a preposition and a verb. When the two words are combined together the meaning can ultimately be very different to the original meanings of the words.

For example: With telephone English, **hang on** or **hold on** both mean **wait**.

Phrasal verbs can be quite complicated, especially for low level students. In this instance it will just be a matter of the student rote learning the meanings.

You can use these phrases as prompts in all your lessons so that your student becomes familiar with them and can apply them to other situations.

Phrases for repeating:

Could you repeat that, please?
Could you say that again, please?
Sorry, what was that? *

*casual

Phrases for slowing down:

Could you speak slowly, please?
Could you slow down, please?

Phrases for understanding:

Sorry, I didn't understand what you said
Sorry, I didn't catch what you said **

Quite difficult for low level student**

Pronunciation

When presenting lists of information, our intonation rises with each new piece of information, but the last item on the list our intonation falls to indicate that it is the last item on the list.

I'd like a cappuccino, a flat white, an orange juice and a water.

We can apply this to phone numbers as well:

9744 3188
0414 239 418

Try to cluster the numbers like this, as it is easy to receive the information this way.

Dialogue Practice

When presenting dialogues to your student, rather than giving them the dialogue intact, you can try eliciting the dialogue line by line. For example, you can start by

- making the sound of the telephone
- gesture picking up the phone
- then ask your student “what do you say?”
- the student should respond ‘hello’ and you can write this down as person A.
- try to elicit the next line for person B rather than presenting them with the dialogue. This way the student is actively engaged in directing the lesson. Have a dialogue in mind so you can steer the dialogue according to what you are trying to teach. I’ve included a dialogue and eliciting prompts.
- Get the student to underline the verb “to be”

Dialogue 1 (Answering the phone)	prompt
	The phone rings. You pick up the phone. What do you say?
A: Hello	
	What does person B say?
B: Hello	
	What is a short way to say ‘hello’?
B: Hi.	
	You would like to speak to John. What do you say?
B: Hi. Can I speak to John please?	
	John is at home. Tell person A you will tell John the call is for him. If you have pre-taught the phrasal verbs encourage them to use hold on/hang on
A: Yes, I’ll get him for you. Hold on, I’ll get him for you.	
	What does person B say next?
B: Thanks.	

- Try eliciting the following dialogues
- When you practice the dialogues with your students, sit back to back with your student so they cannot see your face.
- Practice the dialogues in full, then when sitting back-to-back practicing the dialogues, you may want to remove some of the words so they are not reading the dialogue directly, they will need to try and recall the missing vocabulary.

Example dialogue 2 – Asking for a phone number.

A: What’s your phone number please?

B: It’s 9744 3188

A: What’s your home/mobile/work number please?

B: It’s _____.

- Get the student to practice the correct intonation of their phone numbers.
- Get the student to practice phrases for understanding. You can say your number very quickly or inaudibly so the student will need to practice these phrases to clarify information.

Example dialogue 3 - letting someone know the person is not home

A: hello

B: Hi, can I speak to _____ please?

Is _____ there?

A: I'm sorry, **she's/he's not** here. Can you call back later?

She's/he's not in.

B: What time will he/she be back?

A: Around _____

B: OK, Thanks, bye.

A: Bye

- If your student is not familiar with the verb 'to be' in the negative form you will need to cover this first as the grammar point.

Example dialogue 4 – Wrong number

A: Hello

B: Hi. Can I speak to _____ please?

A: Sorry, I think you have the wrong number.

B: Oh, is that 0414 555 123?

A: No, sorry, **it's not**

B: OK thanks, bye

A: Bye.

1 The verbs *am*, *are* and *is* are followed by:

A noun group: Mr. Brown is a teacher. It isn't my book. Are you a student?

An adjective: She's tall. I'm tired. Are you happy? They're hungry.

An expression of place or time: Mary's at home. It's six o'clock. It's on the table.

An expression of age: I'm sixteen. She's fourteen years old.

2 The forms of the verb are as follows:

Affirmatives		
Statements		Questions
Full form	Short form	
I am late.	I'm late.	Am I late?
You are next.	You're next.	Are you next?
My mother is here.	My mother's here.	Is your mother here?
She is at home.	She's at home.	Is she at home?
My brother is out.	My brother's out.	Is your brother out?
He is fifteen.	He's fifteen.	Is your brother fifteen?
It is on the table.	It's on the table.	Is it on the table?
We are right.	We're right.	Are we right?
They are my parents.	They're my parents.	Are they your parents?

Negatives			
Statements			Questions
Full form	Short form (1)	Short form (2)	
I am not late.	I'm not late.		Aren't I late?
You are not next.	You're not next.	You aren't next.	Aren't you next?
She is not in.	She's not in.	She isn't in.	Isn't she in?
He is not at home	He's not at home.	He isn't at home.	Isn't he at home?
It is not here.	It's not here.	It isn't here.	Isn't it here?
We are not happy.	We're not happy.	We aren't happy.	Aren't we happy?
They are not ready.	They're not ready.	They aren't ready.	Aren't they ready?

UNIT
1

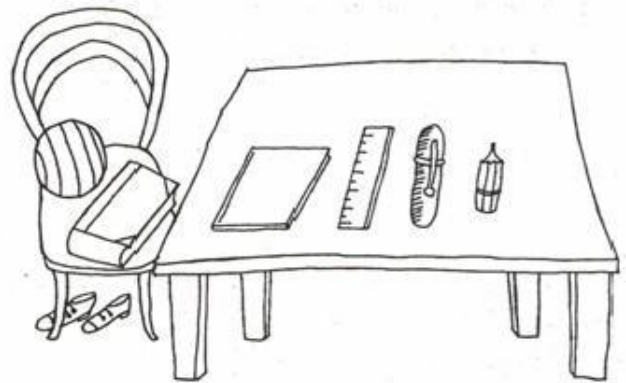
Practice

A Write answers to these questions. Use full sentences for your answers. Use short forms.

- 1 How old are you?
- 2 Are you a teacher?
- 3 Where are you now?
- 4 Is it morning, afternoon or evening?
- 5 What's the weather like - is it warm or cold?
- 6 What day is it?

B Put a tick (✓) beside these sentences if they are true. Put a cross (X) if they are not true:

- 1 The exercise book is on the table.
- 2 The ball is on the chair.
- 3 The big book is on the table.
- 4 The shoes aren't under the table.
- 5 The pen and pencil aren't on the chair.
- 6 The shoes are under the chair.
- 7 The ball and the book are on the chair.
- 8 The pen and pencil aren't on the table.



C Correct these sentences:

- 1 The big book is on the table.
- 2 The shoes are on the chair.
- 3 The exercise book is on the chair.
- 4 The ruler and the pen are on the chair.
- 5 The pencil's next to the ruler.
- 6 The ball and the book are on the floor.

The big book isn't on the table. It's on the chair.

D Correct these sentences about yourself:

- 1 My name is Kim. My name isn't Kim, it's
- 2 I'm three years old. _____
- 3 I'm from Scotland. _____
- 4 I'm a pop singer. _____
- 5 I'm English. _____

Now write the same things about a friend of yours:

- 6 His/Her name isn't Kim, it's
- 7 _____
- 8 _____
- 9 _____
- 10 _____