

# Telephoning in English

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**Third edition**

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# Self-study guide

For learners using the course without a teacher

## Aims of the course

The main aim of *Telephoning in English* is to give you practice in understanding and making phone calls in English. The course is for people who are working, or will be working, in business and whose mother tongue is not English. Most of the material gives practice in listening and speaking, but there are also writing exercises, generally in the form of note-taking or message-taking.

## What will I learn?

You will learn to *understand* British and American people and people from other parts of the world when they are speaking about normal business matters.

You will learn to *speak* in a way that will help you when you need to make and answer telephone calls.

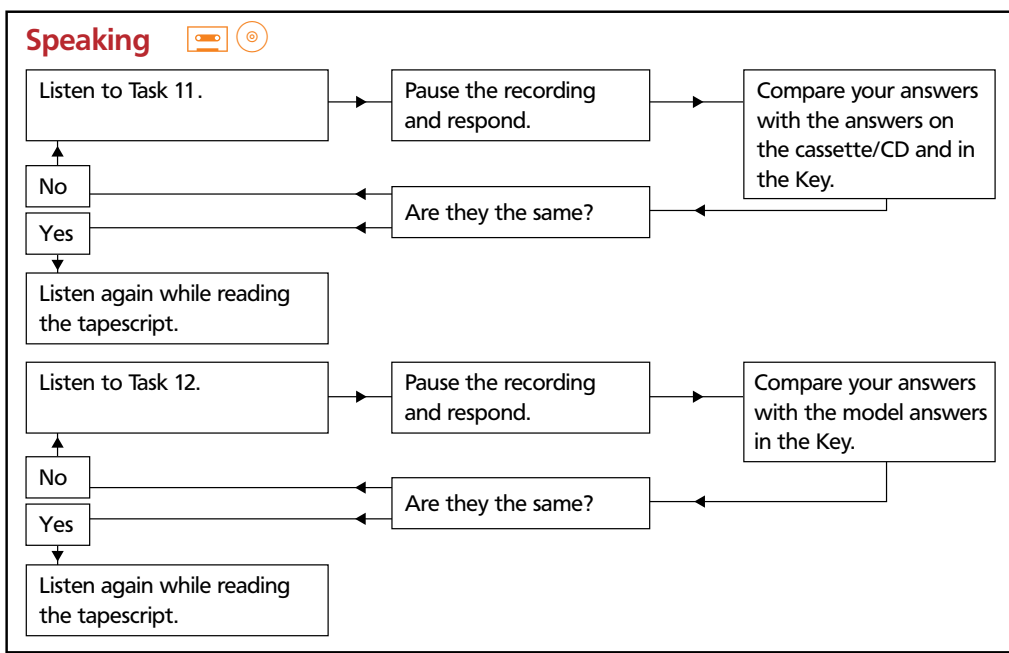
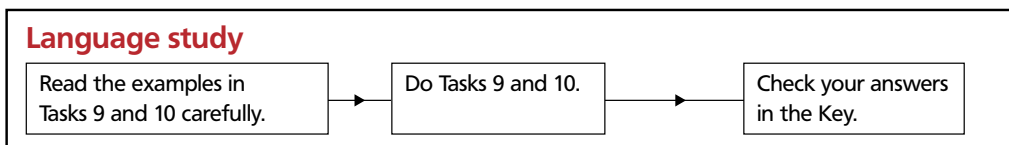
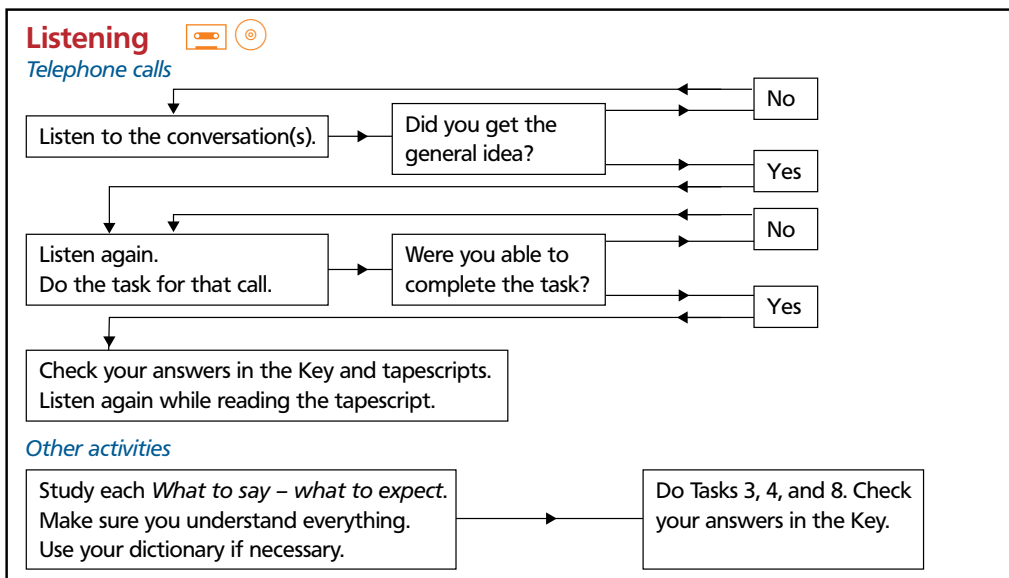
## How do I use *Telephoning in English*?

There is a book, divided into eight units, and a set of two audio cassettes or CDs (Compact Discs).

Each unit consists of three sections: Listening, Language study and Speaking.

The Overview on page viii gives a breakdown of the contents of each unit.

The following flow chart shows the stages it is necessary to take through each unit.



# Teacher's notes

## Structure and use of the material

### Listening

This is the longest section in each of the eight units. It provides the main thematic and linguistic input for the unit. Each section contains telephone conversations and/or recorded messages, using a variety of British, American and non-native voices. The comprehension activities in this section are designed to encourage the extraction of general and detailed information, and to give practice in information recording techniques appropriate to telephone usage. These activities include filling in tables, taking notes, and completing messages, faxes and emails.

### What to do

Introduce the conversations briefly. Play them through once without stopping so that the learners can do the comprehension tasks while they listen. If there are two comprehension tasks, play the conversations once more. Discuss the learners' answers with them. At this stage, you may like to play the conversations again and allow the learners to read at the same time in order to confirm their understanding. They should, in any case, not have looked at the text of the conversations before this stage. All the tapescripts are printed at the back of the book (pages 77–114). Between work on the conversations, you should make sure that the learners have studied and know all the 'What to say – what to expect' items. Doing **Tasks 3, 4 and 8** will also confirm that they can apply what they have learnt.

### Language study

A pair of language items that are felt to be appropriate to the type of call being studied and to the learners' level of ability in English are taken out of the listenings for detailed study and exercise. The approach to these items and the way they are exercised are varied.

Introduce each of the language points covered by the exercises in this section. Discuss any difficulties and provide further examples if necessary. Ask the learners to do the exercises. Provide assistance if necessary. Check the answers orally.

## Speaking

There are three activities in this section. The first two (**Tasks 11** and **12**) are recorded and the student is required to pause the recording and make appropriate responses. **Task 13** (role play) enables pairs of learners to simulate real calls and apply the language they have learnt in the course of the unit.

In the first Speaking exercise (**Task 11**), introduce the language point that is exercised. Give further examples if necessary and then allow students to listen to the cassette first to help them if necessary. Ask the class to listen to the prompts on the recording and produce appropriate responses before they hear the model responses. This work can be done by the whole class, groups, pairs or individuals. **Task 12** is best done individually. Help to set the scene and allow students to listen to the recording first if necessary. Ask students to repeat the exercise for further practice. If you have access to a language laboratory, it could be of use when doing these exercises.

The role plays (**Task 13**) can be done by learners in pairs. In each of the role plays notes are provided for the caller (A) and the person who answers (B). The A notes are included in the units while the B notes are at the back of the book (pages 72–76). Each pair of learners can do any or all of the role plays in order. They may also reverse roles after the first completion of the role play. The role plays should not be attempted until you are reasonably confident that your learners have mastered the relevant language since this activity is an opportunity for free application and expression and is not easily monitored.

# Overview

	Listening	Language study	Speaking
<b>Unit 1</b>	Identifying people	Requesting information Countries and nationalities	Spelling Role plays
<b>Unit 2</b>	Connecting people Wrong numbers	Asking questions Note-taking	Giving dates Role plays
<b>Unit 3</b>	Enquiries for prices and discounts	Passing on messages Note-taking	Abbreviations/spelling Role plays
<b>Unit 4</b>	Ordering	Talking about the future Nouns and verbs	Giving references and numbers Role plays
<b>Unit 5</b>	Hotel and travel arrangements	Probability and possibility Reporting questions	Question tags Role plays
<b>Unit 6</b>	Changing arrangements	Future possibilities Phrasal verbs	Giving information/spelling Role plays
<b>Unit 7</b>	Checking up on problems	Apologising Getting things done	Figures and calculations Role plays
<b>Unit 8</b>	Making and handling complaints	Fault diagnosis Nouns and verbs	Giving information/spelling Role plays