

Essential Telephoning in English

Teacher's Book

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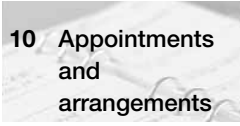



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Introduction

Overview

This course is designed to improve the telephoning skills of pre-intermediate and intermediate students. It can be used as a short course on its own or as part of a general English or business English course. It is mainly intended for work with groups but can be used with one-to-one classes or by students working on their own: answers to all the exercises can be found in the Answer key at the back of the Student's Book (pages 102–111).

The course has 15 units, most of which are divided into a Lesson A / Lesson B format. The others are single-lesson Consolidation/Review units. Each lesson is a double-page spread, apart from Unit 14, and is designed for 45-60 minutes of classroom work.

In Lesson A, the topic is introduced, followed by listening, some language focus work and some limited speaking practice.

Lesson B continues with the same topic, building on and developing it, with further listening, language focus work – including pronunciation – and freer and more extended speaking practice.

Each unit introduces a particular aspect of telephoning and, although it is possible to dip into the course, it is recommended to follow it in order as the units build on each other and recycle language and skills that have been practised earlier.

Format of each lesson

Each lesson has a similar format, as follows:

Introduction

The students are encouraged to relate what they know about the topic to their own experience.

Listening 1

The task orientates students to the context in which the telephoning skill is being presented. At this point they generally listen for gist / overall understanding.

Listening 2

Here the students listen for more detail, focusing on specific language by means of various types of exercise. The conversations are either the same as those in Listening 1 or are related to them.

Language focus

The students practise key language from the listenings. This is generally presented as phrases or lexical chunks and does not include lengthy or complex grammar analysis. This section often includes pronunciation work as well.

Practice

The language and skills presented in the unit are practised, usually in pairs and mostly by means of cued dialogues and role plays. Most of this material is in information-gap format and can be found in the Communication activities at the back of the Student's Book (pages 58–73).

Language summary

This is a summary of the language presented in the unit and is found at the back of the Student's Book (pages 74–85).

Exploitation

There are, of course, many ways in which each section can be exploited, and the procedures outlined below and throughout the Teacher's Book should be considered as suggested procedures, which you may wish to change to suit your own circumstances and students. The notes for Units 1–4 are more detailed than later in the course, by which time you will have become familiar with the procedures for each section.

Introduction

The Introduction to each lesson serves as a warmer for the topic of the lesson and can be dealt with in a number of different ways. You may like to try all of these with different lessons or you may feel that some are more suitable for your own teaching situation and choose accordingly. Of course, you may decide to introduce the topic in your own way or feel that another warmer of some kind would be helpful before you do the Introduction. Once you have got to know your class and their strengths and weaknesses, you may decide to start a session by, for example, dictating a few phone numbers very quickly as useful revision and to get the students focused.

The Introductions require the students to bring their own experience to the topic of the lesson. If they have limited or no experience of using English on the phone, you should encourage them to think about how they use the phone in their first language and to imagine what situations might exist and what they will have to deal with in the future when using English.

The Introductions involve, for example, a ranking or multiple-choice activity which then leads on to discussion and can be dealt with in the following ways:

- Students do the activity individually and then there is class feedback and discussion.

- Students do the activity individually and then discuss with a partner before class feedback and discussion.
- Students do the activity in pairs before class feedback and discussion.
- Students do the activity in pairs and then discuss with another pair before class feedback and discussion.
- Students do the activity in groups before class feedback and discussion.
- Students do the activity in groups and then discuss with another group before class feedback and discussion.

(Note that these different ways of approaching activities can often be applied to Listening activities and Language focus work, too.)

We recommend generally keeping the Introduction short and snappy – a maximum of five minutes. If interesting issues are raised and you feel the class would benefit from exploring them further, make a note to do this later, perhaps at the end of the lesson if there's time, or before the next lesson (especially if that is a Lesson B and therefore closely linked) or as part of revision before doing a Consolidation unit.

Listening 1 and 2

Many of the approaches suggested for the Introduction can also be applied to the Listening – though of course students can't really *listen* in pairs. They can, however, check answers in pairs or small groups and this often provides more practice and student involvement than checking round the class. Again, it is largely a question of knowing your class, but also of taking care to *vary* your approach as much as possible. Encourage students to check answers by reading out a line and responding, whether they are checking together or across the class, as this provides more useful language practice than saying, for example, *1e* or *2 goes with f*.

Make sure that you are familiar with the tape and the tape recorder, or CD and CD player, and use things like the counter and the pause button to help you manage listening activities efficiently. Watch your students carefully as they do listening tasks as this will help you to decide how many times to play the recording. You can also ask them, of course, whether they want to hear it again.

Language focus

The Language focus comes directly out of the listening activities and sometimes involves listening again to check. Students may be asked simply to look at the target phrases, but generally there is some kind of task, such as matching or completing a table. Sometimes there is also a follow-up exercise, which allows the students to practise the language in a fairly controlled way. Again, it is a good idea to vary the approach/interaction here as much as possible.

Pronunciation

Pronunciation is usually included in Language focus in Lesson B. In each Pronunciation section, a particular aspect of pronunciation is highlighted and practised, for example sentence stress, intonation or 'chunking' – dividing the utterance into phonological phrases. Although this list is by no means comprehensive, these are the aspects of phonology which we feel are most useful and relevant to telephoning skills, both receptively and productively. The Pronunciation section sometimes includes a recording, with models of the aspect of pronunciation being practised. This does not mean, of course, that another aspect of pronunciation could not also be looked at. You could use both the recordings and the Transcripts for further practice of any aspect of pronunciation, depending on your students' wishes and needs. Note that the recordings can slightly exaggerate the aspect

of pronunciation being focused on. This is intended to make it more accessible to students and easier for them to imitate.

Practice

Practice usually takes the form of a role play, ranging from very controlled to fairly free. Most of the material for this, in particular for the freer practice at the end of Lesson B, can be found at the back of the Student's Book (pages 58–73) in Communication activities, divided into Student A and Student B sections so that they can't see each other's information.

Practice usually consists of more than one conversation, so students swap roles for each one. You can also of course change the pairs for each conversation so that students have the opportunity to work with another partner. It is sometimes a good idea to conduct telephoning practice with the students sitting back to back or facing away from each other, to reflect the fact that in real life they would not be able to see each other's faces. If students have mobile phones, it is useful to incorporate these into the practice.

Monitor closely while students are practising, but try not to intervene or correct too much, especially during freer practice. It can be very helpful to make a note of good examples of language use as well as of mistakes, and to use these in a 'correction slot' or feedback session at the end of the class or the beginning of the next one.

You could also ask a few willing pairs to act out their conversations in front of the class, when they have finished. If you do, give the others a reason to listen – if possible something that helps to consolidate what they have learnt in the unit. Examples of this might be to note down whether a particular aspect of the target language has been used correctly, or comment on an aspect of pronunciation, or discuss how they might have been able to communicate more effectively.

Language summary

These are summaries of the new language taught in each unit and are found at the back of the Student's Book (pages 74–85). You could ask students to look at these for homework or you could use them to round off the lesson if you have any time left. Encourage students to read them thoroughly, to say the phrases to themselves and to ask you, or each other, about anything they are not sure about.

More detailed suggestions on ways of exploiting the different sections of the book can be found in the relevant unit of the Teacher's Book. Sometimes we specify that students should work in pairs or groups, but, as we have said earlier, these are intended to be suggestions only. Clearly, there are many different ways to set up an activity and how you do it is largely up to you.

Consolidation plus

Units 4, 8 and 13 are consolidation units. They are different from the others in that they are only one lesson, and they are designed to recycle the language taught in the previous three or four units. They also introduce an element of the unexpected, as dealing with this is an important and useful telephoning skill. When the students do the role play in the Practice section, they discover that they have a problem and don't necessarily have the language to deal with it. They then study the New language section before trying again and using the language they have just learnt to help them overcome the problem.

Answers

Answers to all exercises and listening tasks can be found in the relevant unit of the Teacher's Book and also at the back of the Student's Book – mainly for self-study purposes.

Transcripts

It is often useful to incorporate the Transcripts into listening activities, generally after the listening task has been done.

Students can, for example, underline examples of target language or other phrases of interest to them, or mark the Transcript for stress, intonation or chunking, both in class and for homework.

All the Transcripts can be found at the back of the Student's Book (pages 86–101). The ones selected for the back of the Teacher's Book can be photocopied and handed out to the students, which will make marking them for pronunciation easier as they are printed larger and with more space than the ones in the Student's Book. If you use these, cut or fold the part you want so students are not distracted.

Homework

It is a good idea to set homework to consolidate the work done in class. You could use the Transcripts for this – simply asking students to read them, or to work on an aspect of pronunciation, or perhaps to look up any words or phrases they are not sure about and keep a record of them. You could also make suggestions to students about how they can develop their skills outside the classroom, for example by listening to the radio or watching television in English and taking notes. You could also set telephoning tasks, in which they have an English telephone conversation with a particular purpose, perhaps with a colleague abroad or with another member of the class.

One-to-one and self-study students

Although the book is primarily intended for use with groups, it is easily adaptable for use with one-to-one classes. The teacher would naturally take part in discussions and act as Student B during practice activities. It might be a good idea to record some of the practice activities for the purposes of feedback/correction as it is quite difficult to participate and monitor at the same time. This would also give students a record of their work and of their progress.

Self-study students can check their answers to all the listening and language exercises in the Answer key at the back of the Student's Book.

1 Answering the phone

Aims

The first unit of the course aims to help students gain confidence in a situation that can cause panic – that of the ringing telephone which has to be answered. Lesson A deals with the different ways in which people answer the phone and then goes on to practise understanding and saying telephone numbers and company names. Lesson B revises the pronunciation of the letters of the alphabet, which helps with company names in this unit and will assist students with spelling tasks later in the course.

LESSON A

Answering the phone in different ways **AIMS**
Understanding and saying telephone numbers

Students listen to people answering the phone and learn the most common ways in which to do this. They work on using voice range to sound friendly and interested on the phone. They also practise phone numbers and the different ways in which numbers are grouped.

LESSON B

Understanding and saying company names **AIMS**
Pronouncing letters

This lesson focuses on company names, often used when the phone is answered, which here are made up of letters to give opportunities to revise the pronunciation of the letters of the alphabet.

Lesson A

If this is the first lesson with a new group, you will want to introduce yourself to them and want them to introduce themselves to you and each other. Students could work in pairs to find out each other's names and phone numbers and then report back to the class. This will give you a good idea of whether saying phone numbers is a major problem or not and help you decide how much time to spend on numbers in Lesson A Language focus. If you know the group and they know each other already, students could just ask each other in pairs what their phone numbers are and report back to the class.

Introduction

This is an awareness-raising task to help students to be better prepared when the phone rings, which is especially useful if they lack confidence. When students report back what they have discussed in pairs, emphasise the importance of being ready for the unexpected to happen – someone speaking in a language they don't know, someone speaking too fast, the line being bad, someone having rung the wrong number, someone wanting to speak to a person who isn't there, etc. Don't deal with all these points in detail as they are the subject of later units in the course.

Sounding friendly is a matter of intonation, which is dealt with later in this lesson. It would be useful at this point to discuss the importance of giving the right impression to someone who can't see your face and therefore has to rely on the sound of your voice only.

Many of these things will apply to students when they are using L1, and are a matter of telephone skills rather than language skills. You might ask students about telephoning in L1 and what problems they have come across and useful ideas they have had. Don't be afraid to spend quite a long time on this introduction as it serves as a general introduction both to telephoning and to this course.

Listening 1

Play 1.1, where eight people answer the phone in different ways, pausing after each item. Students identify which items are included in which calls. Point out that not all the calls are included (call 1 isn't) and that one call (8) is included twice. As this is the first listening and each item is very short, it may also be a good idea to play each one twice. Point out the 'handwritten' answer that tells students that 'a person's name' is included in call 2. Many exercises throughout the course include a 'handwritten' example to show students how to do the activity.

ANSWERS

a person's name (2), 5, 8
a company name 3, 8
a department name 6
an extension number 7
two phone numbers 4

TRANSCRIPT 1.1

- 1 Hello.
- 2 Good morning. Jo Cobb speaking.
- 3 ABC Pizzas.
- 4 Sorry I'm not here to answer your call. Call me on 01273 56218, or try my mobile: 07977 8142015.
- 5 Maria Roberts.
- 6 Production Department. Can I help you?
- 7 Extension 3557.
- 8 CUP Publishing. Piero Dolce here.

Listening 2

Students listen again and fill in the gaps. Pause between items to give students time to write the answers. You could pause the recording after call 1 and check the answer – which will allow you to make sure that students know how to do the activity. Note that item 4 is longer and it is a good idea to pause in the middle of this item.

You may like to check answers at the end by calling out an item number at random and asking individual students to call out the answer. One student could say what goes in the gaps, e.g. for number 8 'CUP; here', and another could say the whole phrase – 'CUP Publishing. Piero Dolce here' – to provide more useful language practice.

ANSWERS

- 1 Hello
- 2 speaking
- 3 ABC
- 4 answer your call; Call; mobile: **07977 8142015**
- 5 Maria
- 6 Department. Can I help you?
- 7 Extension **3557**
- 8 CUP; here

Language focus

Pronunciation: intonation

1 Students listen to 1.1 again and identify which two speakers don't sound friendly. Try to elicit that it's an intonation problem – the speakers' voices don't go up and down to the extent that they should – before reading the explanation in the book. Use the illustration of the musical notes to get the point across. Write the two items on the board:

ABC Pizzas.

Production Department. Can I help you?

and say them first in an uninterested, unfriendly way, and then in a friendly,

12 Unit 1 Answering the phone

interested way, exaggerating to make the point. Then ask students to say them in a friendly, interested way.

ANSWERS

The people in 3 and 6

2 Play 1.2 and ask students to tick the numbers in the book for the people who sound friendly and interested. Play the recording twice if necessary.

ANSWERS

Ticks: 1, 2, 4, 7, 8, 10

TRANSCRIPT 1.2

- 1 Hello. Can I help you?
- 2 Maria Roberts speaking.
- 3 RMG. Tom here.
- 4 Extension 0248.
- 5 Good afternoon.
- 6 SQC International.
- 7 Please call me on 890375.
- 8 Sales Department. Anna here.
- 9 Extension 517. Hello.
- 10 Good morning. BTG Telephones.

3 Play 1.3, which contains all the good examples they've heard so far, for students to listen and repeat. Number 3 is too long for the students to repeat in its entirety, so pause the cassette/CD in order to break it up into more manageable chunks. They could then use Transcript 1.3 on page 86 of the Student's Book and practise together. Suggest that they occasionally say one of the items in an unfriendly way and see if their partner can hear the difference.

TRANSCRIPT 1.3

- 1 Hello.
- 2 Good morning. Jo Cobb speaking.
- 3 Sorry I'm not here to answer your call. Call me on 01273 56218, or try my mobile: 07977 8142015.
- 4 Maria Roberts.
- 5 Extension 3557.
- 6 CUP Publishing. Piero Dolce here.

- 7 Hello. Can I help you?
- 8 Maria Roberts speaking.
- 9 Extension 0248.
- 10 Please call me on 890375.
- 11 Sales Department. Anna here.
- 12 Good morning. BTG Telephones.

1 Ask students to think about the phone numbers they have listened to so far (and the numbers from introducing each other) and see if they can give any 'rules' about the way in which phone numbers are spoken. This varies from culture to culture, but in most cases numbers are grouped in some way, usually in twos and threes. In the UK, the USA and many other countries, single numbers are used – *eight four* not *eighty-four*, or *eight four one* not *eight hundred and forty-one*.

Play 1.4 for students to mark the pauses.

ANSWERS/TRANSCRIPT 1.4

- a 50 | 24
- c 439 | 751
- d 381 | 1675
- e 00 | 44 | 2083 | 165 | 249

2 Play 1.5 for students to write the numbers with spaces to show the pauses.

ANSWERS/TRANSCRIPT 1.5

- a 078 901
- b 07657 355 648
- c 33 12
- d 56 22 14
- e 329 0847

Draw attention to the note about double numbers and 0.

Practice

Quickly revise all the different ways of answering the phone.

1 In pairs, students 'call' each other (they could just say *ring-ring*) and answer the phone, using some of the different ways they have learnt. They should do this five times before swapping and on one occasion

they should sound unfriendly. Their partner should say which answer sounded unfriendly.

As students are doing the first Practice where they work in pairs, it would be a good idea to demonstrate the activity yourself. Say *ring ring*, then 'answer' the phone in different ways, sometimes with good intonation and sometimes flat. Ask the students to identify which it is in each case.

You may also like to get students to demonstrate various activities throughout the course – it can be both fun and a useful way of making sure everyone knows what they have to do, but it may depend on the numbers in your class. You can also ask students to go through an activity for the class after they have practised it, and therefore had the chance to get it right, in pairs. When you do this, give the other students a reason to listen, for example to comment afterwards on correct use of target language, or whether they are speaking clearly enough, or their general telephone manner. This could include some note taking, to help them to concentrate.

2 In pairs, students 'call' each other again and this time the student answering gives a simple answering machine message containing a number for their partner to write down. They can use the phrase they have heard already – *Sorry I'm not here to answer your call. Call me on ...*

Lesson B

Introduction

Some companies have rules about how the phone should be answered but most leave it up to the individual. Most employers would expect a degree of formality, though a simple 'Hello' is often sufficient. Students may discuss the fact that how you answer could depend on your role: if you are the first point of contact for someone calling your company (for example, a receptionist) you are more likely to give the name of the company. Again, it would be interesting to find out what experiences students have had themselves, both in their own language and when using English.

Listening 1

This task focuses on the letters of the alphabet, which often form part of company names. It involves hearing the difference between letters which sound similar and are often confused on the phone. (This is dealt with in detail in Unit 7.) You may like to play 1.6 twice, or pause after each item to give students time to choose their answer.

ANSWERS

2 EAK 3 PJB 4 SJY 5 TDW 6 ARP

TRANSCRIPT 1.6

- 1 MBM. Good afternoon.
- 2 Hello. EAK.
- 3 PJB.
- 4 SJY. Bob Flowers.
- 5 TDW. Good morning.
- 6 ARP.

Listening 2

This is similar to Listening 1 but also includes different types of company. You may want to go through the a–f list first, reading out the words so students have a chance to hear them before doing the task. You could also ask what kind of work each company would do. Play 1.7 twice

and/or with pauses. Students match the letters to the words. When checking answers, ask students to read out the full answers, e.g. *GVR – Engineering*, rather than just saying *2a* etc., as this provides further practice of the target language.

ANSWERS

2 a 3 d 4 b 5 c 6 f

TRANSCRIPT 1.7

- 1 Good morning. JHA Travel.
- 2 GVR Engineering. Judy Evans.
- 3 NEQ Technology. Can I help you?
- 4 BIF Transport.
- 5 LDC Communications. Can I help you?
- 6 Hello. OZ Electronics.

Language focus

Pronunciation: letters

Ask students to read the first sentence and say why letters and spelling are important on the phone (names and words often have to be clarified).

Students may have seen the alphabet written in this way before and know the answer to the question. Allow time for them to discuss it in pairs and then play 1.8, which provides the answer. Check that the groupings are clear to the students by pronouncing the phoneme and word at the top of each column and relating it to the letters in the column. Then play the recording again for students to repeat. Emphasise the importance of spelling and speaking clearly when using the phone to make sure they don't think they are doing something that is too easy for them.

ANSWER

The letters are grouped according to the seven vowel/diphthong sounds listed in the table.

TRANSCRIPT 1.8

A H J K
 B C D E G P T V Z (AmE)
 F L M N S X Z (BrE)
 I Y
 O
 Q U W
 R

Practice

1 In pairs, students take turns to read out the company names for their partner to write down in the correct order. They should say one of them incorrectly. They should check their partner's order and see if they spotted the incorrect one.

Some of the company names have commonly used full forms as follows:

- VW – Volkswagen
- HMV – His Master's Voice
- BBC – British Broadcasting Corporation
- CUP – Cambridge University Press

2 As in Lesson A, students 'call' each other. In this task, the person answering includes a company name, which their partner writes down. After they have both answered, they should check that their partner has written the names correctly.

Language summary

Point out that students can revise what they have learnt in this unit by going through the summary on page 74.