

Making Telephone Calls

Making Telephone Calls

This unit will prepare students to use the telephone to a limited extent. They will look up phone numbers both in an index or phone directory and on the Internet, dial numbers, plan and make simple calls. Through role playing, they will learn to use the phone in a polite, friendly, yet businesslike manner, leaving messages with someone else or on an answering machine in the workplace setting.

Because this is a large unit, it has been subdivided into six sections: Introduction, Finding a Phone Number, Planning the Call, Dialing the Number, Phone Conversations, and Answering Machines.

PREREQUISITE AND ADDITIONAL SKILLS NOT TAUGHT IN THIS UNIT

- Knows names and sounds of letters
- Knows alphabetical order (this is reinforced and practiced, but not taught)
- Understands concepts of before and after
- Can remember sequence of numbers or letters (at least 3)
- Reads and writes numbers
- Basic level of listening skills – can hear and repeat simple message
- Expresses self verbally, both own thoughts and repeating a message being passed on
- Simple planning and inference skills
- Can make simple predictions

OBJECTIVES

Students will

- Use a telephone directory to find names and phone numbers
- Use the Internet to find a phone number for a given name or business
- Make notes to plan a business call
- Make notes from a phone call
- Dial phone numbers accurately
- Participate in a professional, courteous, businesslike phone conversation
- Convey all appropriate information in a phone call
- Respond appropriately to other person on a phone call
- Leave a message on a voice answering machine

MATERIALS

- Phones for examination and practice (try to show both dial and touch tone, including an office phone with a variety of extra button features)
- Local phone directory
- Sample of Rolodex card file used by offices for frequently called numbers
- Paper for taking notes and planning conversations
- Tape recorder
- Computer with Internet access

VOCABULARY

- Business
- Call
- Cell phone
- Dial
- Hold
- Keypad
- Line
- Message
- Number sign #
- Phone
- Pound
- Redial
- Speaker phone
- Speed dial
- Star *
- Telephone

RESOURCES

- Stein & Romanek, *Communication Skills that Work, Books 1 & 2*. Chicago: Contemporary Books, 1991.
- The office in your setting. Visit them to see what they use for storing frequently dialed numbers, their phones, etc.
- **Ready for Work**, Bridging the Employment Gap. The section on Messages has activities that would complement those here. There are a number of social and conversational skills covered in several units of that resource.

#	Activity Description	ESSENTIAL SKILLS																
		RT	DU	W	N					OC	TS					WWO	CU	CL
					MM	SBA	MC	DA	NE		PS	DM	JTPO	SUM	FI			
INTRODUCTION																		
1.	Experience making calls									2	1	1		*				*
2.	Face to face versus on the phone									2	1	1		*				*
3.	Voice and feelings		1							2	2	1		*	1	*		*
LOOKING UP PHONE NUMBERS																		
4.	Vocabulary	1	1							1	1	1		*	1			*
5.	Order in phone directories		1							1	1	1		*				*
6.	Before – after game		1							1	1	1		*		*		*
7.	Phone index files		1							1	1	1		*				*
8.	Find the lettered section		1							1	1	1		*	1			*
9.	File it and find it	1	1	1						2	1	1		*	1			*
10.	The phone directory		1							2	1	1		*	1			*
11.	Guide words		1							2	1	1		*	1	*		*
12.	Skim to find the name		1							2	2	1		*	1	*		*

#	Activity Description	ESSENTIAL SKILLS																
		RT	DU	W	N					OC	TS					WWO	CU	CL
					MM	SBA	MC	DA	NE		PS	DM	JTPO	SUM	FI			
13.	Remembering the number		1	1						2	2	1		*				*
14.	411	1								1	1	1		*		*		*
15.	Internet 411	1	1							1	1	1		*	1		2	*
16.	Internet 411 for a business	1	1							1	1	1		*	1		2	*
PLANNING THE CALL																		
17.	Call		1							2								*
18.	Step 2	1	1							1	2	1		*				*
19.	Plan the call	1	1	1						2	1	1		*				*
20.	Plan a second call	1	1	1						2	1	1		*				*
21.	Plan a third call	1	1	1						2	1	1		*				*
22.	Planning calls alone	1	1	1						2	1	1		*		*		*
23.	Reading from a script	1								2	1	1		*				*
24.	Write it yourself	1		1						2	1	1		*		*		*
DIALING THE PHONE NUMBER																		
25.	Rotary and touch tone		1	1						1				*				*
26.	0, *, and #		1							2	1	1		*				*

#	Activity Description	ESSENTIAL SKILLS																
		RT	DU	W	N					OC	TS					WWO	CU	CL
					MM	SBA	MC	DA	NE		PS	DM	JTPO	SUM	FI			
27.	Dial, line, hold, speaker phone, redial, and speed dial	1	1							2	1	1		*	1			*
28.	Dial tone									1	1	1		*				*
29.	Practise dialing		1							1	1	1		*				*
30.	Step 4	1								1	1	1		*				*
31.	Long distance		1							1				*				*
32.	911									1	1	1		*				*
PHONE CONVERSTATIONS																		
33.	Identify yourself									2	1	1		*				*
34.	Courtesy									2	1	1		*				*
35.	May I leave a message	1	1							1	1	1		*				*
36.	No slang	1	1	1						2	1	1		*		*		*
37.	Role play calls	1	1							2	1	1		*		*		*
38.	Personal calls									2	1	1		*				*
39.	Step 7	1								1	1	1		*				*
40.	Role play									*	*	*		*		*		
ANSWERING MACHINES																		

#	Activity Description	ESSENTIAL SKILLS																
		RT	DU	W	N					OC	TS					WWO	CU	CL
					MM	SBA	MC	DA	NE		PS	DM	JTPO	SUM	FI			
41.	Be prepared	1		1						1	1	1		*				*
42.	Practice	1								2	2	1		*		*		*
D	Make the call	1	1	1						2	1	1	1	*	1	*		

INTRODUCTION

Students will have a wide range of experience and comfort in using the phone. By discussing previous experience and the difficulties they may have encountered, the instructor can decide which of the subsequent units need to be done. For instance, if the student uses a dictionary successfully, then all of the activities in *Looking up a Number* will not be necessary, although the student might not yet know how to use the Internet to accomplish that task.

Students will also explore their own voices and how emotions can be expressed through changes in the voice. They will begin to practise using a friendly and courteous tone when making business calls.

LEARNING ACTIVITIES

<p>1. EXPERIENCE MAKING CALLS</p> <ul style="list-style-type: none"> • Oral communication 2 • Thinking Skills <ul style="list-style-type: none"> ◦ Problem Solving 1 ◦ Decision Making 1 ◦ Significant use of Memory • Continuous Learning 	<p>Materials: None</p>
<p>Discuss students' experiences making telephone calls and their feelings and fears about the phone.</p> <ul style="list-style-type: none"> • What are the main reasons they have used the telephone? <p>Ask students to think of how making business calls (e.g. to the bus terminal) and personal calls (e.g. to a friend) differ. They should consider</p> <ul style="list-style-type: none"> • what they would talk about, • any preparation needed for the calls, and • how they would speak <ul style="list-style-type: none"> ◦ Specific topic vs. a variety of topics, ◦ Less personal vs. personal, ◦ Spontaneous vs. careful thinking (even planning), ◦ Formal vs. casual speech. 	

2. FACE TO FACE VERSUS ON THE PHONE <ul style="list-style-type: none">• Oral Communication 2• Thinking Skills<ul style="list-style-type: none">◦ Problem Solving 1◦ Decision Making 1◦ Significant Use of Memory• Continuous Learning	Materials: None
<p>Ask how using a phone is different from talking to someone face-to-face.</p> <p>Explain that because people can't see each other on the phone, it is necessary to be very clear about everything, including who is calling. Also point out that they can't pick up any clues from facial expressions or hand gestures or other types of body language.</p> <p>Ask how they might know how the other person is feeling (either through words or tone of voice).</p>	

<p>3. VOICE AND FEELINGS</p> <ul style="list-style-type: none"> • Document Use 1 • Oral Communication 2 • Thinking Skills <ul style="list-style-type: none"> ◦ Problem Solving 2 ◦ Decision Making 1 ◦ Significant Use of memory ◦ Finding Information • Working with Others • Continuous Learning 	<p>Materials</p> <ul style="list-style-type: none"> • Tape recorder and recordings of various voices and emotions • Teaching Aid: <i>Mood Bingo</i>
<p>Demonstrate to students through your voice how you are feeling and let students guess. Turn your back to the students (so they can't see your facial expressions or body language) and say the phrase, "How are you today?" (or any other phrase) using different tones of voice. Pretend to be:</p> <ul style="list-style-type: none"> • Very excited or happy • Angry • Sad or depressed • Nervous • Totally disinterested <p>You might have students try this, using their voices to convey different feelings.</p> <p>Record different voices on a tape recorder; some of your colleagues could help. Ask people making the recording to use a variety of emotions.</p> <p>Use Teaching Aid: <i>Mood Bingo</i>.</p> <ul style="list-style-type: none"> • Turn on the recording. • As students hear a voice, have them mark the emotion of the speaker on the card, beginning with a 1 for the first voice, a 2 for the next, etc.. • Compare results. <p>Ask students why a company they work for would want their workers to sound friendly and helpful on the phone (to make a good impression of the company so people would buy their product or service).</p>	

LOOKING UP PHONE NUMBERS

In this section, the student will find phone numbers in both a printed directory and online. The printed format could be a file card system, in a box or on a roll, a printed booklet, or a standard phone directory.

LEARNING ACTIVITIES

<p>4. VOCABULARY</p> <ul style="list-style-type: none"> • Reading Text 1 • Document Use 1 • Oral Communication 1 • Thinking Skills <ul style="list-style-type: none"> ◦ Problem Solving 1 ◦ Decision Making 1 ◦ Significant Use of Memory ◦ Finding Information 1 • Continuous Learning 	<p>Materials</p> <ul style="list-style-type: none"> • Teaching Aid: <i>Making Phone Calls</i>. • Poster size version of <i>Making Phone Calls</i> to post in classroom. (enlarge on photocopier)
<p>Show the vocabulary words "phone" and "telephone". Ask students to find the word "phone" in the word "telephone". Point out both words mean the same.</p> <p>Look at the Teaching Aid: <i>Making Phone Calls</i>. (Post large version for reference.)</p> <ul style="list-style-type: none"> • Ask them to find the word "phone" in the title. • Read the title. <p>Ask students what they think would be the first step in making a call. Then read Step 1 together.</p>	

<p>5. ORDER IN PHONE DIRECTORIES</p> <ul style="list-style-type: none"> • Document Use 1 • Oral Communication 1 • Thinking Skills <ul style="list-style-type: none"> ◦ Problem Solving 1 ◦ Decision Making 1 ◦ Significant Use of Memory • Continuous Learning 	<p>Materials</p> <ul style="list-style-type: none"> • Set of alphabetical letter tiles (like Scrabble)
<p>Explain that in most phone directories, names (and phone numbers) are listed in alphabetical order. Make sure all students know the alphabet in order.</p> <p>Give them a set of scrabble letters to arrange in alphabetical order.</p>	

<p>6. BEFORE – AFTER GAME</p> <ul style="list-style-type: none"> • Document Use 1 • Oral Communication 1 • Thinking Skills <ul style="list-style-type: none"> ◦ Problem Solving 1 ◦ Decision Making 1 ◦ Significant Use of Memory • Working With Others • Continuous Learning 	<p>Materials</p> <ul style="list-style-type: none"> • Copy of alphabet, posted, if desired or needed
<p>To work with alphabetical order, play a "Before-After" game similar to the "High-Low" game on the Price is Right.</p> <ul style="list-style-type: none"> • Have one student choose a letter of the alphabet, but keep it secret. (It would be a good idea to write it down so the others can't see it.) • The others try to guess the letter. • After each guess, the student (with the secret letter) says "Before" or "After" to tell the students which way to go in the alphabet. • The first one to guess the letter is the winner. • If this is too difficult, let students look at the letters of the alphabet in order while playing. 	

<p>7. PHONE INDEX FILES</p> <ul style="list-style-type: none"> • Document Use 1 • Oral Communication 1 • Thinking Skills <ul style="list-style-type: none"> ◦ Problem Solving 1 ◦ Decision Making 1 ◦ Significant Use of Memory • Continuous Learning 	<p>Materials</p> <ul style="list-style-type: none"> • Samples of phone index, such as Rolodex, or personal address book
<p>Explain that companies usually keep an index file of phone numbers of their customers and suppliers.</p> <p>Ask students if they have an index file of phone numbers at home. Look at the phone index file you have brought.</p> <p>Ask what is the purpose of the letters (order & organize)?</p> <p>Students could visit the office in your location and ask how they store frequently used numbers.</p>	

<p>8. FIND THE LETTERED SECTION</p> <ul style="list-style-type: none"> • Document Use 1 • Oral Communication 1 • Thinking Skills <ul style="list-style-type: none"> ◦ Problem Solving 1 ◦ Decision Making 1 ◦ Significant Use of Memory ◦ Finding Information 1 • Continuous Learning 	<p>Materials</p> <ul style="list-style-type: none"> • Card file box with lettered dividers or binder with lettered dividers • Blank cards or pages for above
<p>Ask students where in the card file they would expect to find a name that starts</p> <ul style="list-style-type: none"> • With A?(near the beginning); • With W? (near the end); • With P? (in the middle); • With C? (near the beginning); • With T? (near the end). <p>Tell students that usually the letter card comes at the start of that letter's section.</p> <p>Using a card file box with letter dividers, or a binder with lettered dividers, ask students to go quickly to given letters that you call out; later you could give them cards or pages to put in the correct sections.</p> <p>Put only a single letter on the sheet or card.</p>	

<p>9. FILE IT AND FIND IT</p> <ul style="list-style-type: none"> • Reading Text 1 • Document Use 1 • Writing 1 • Oral Communication 2 • Thinking Skills <ul style="list-style-type: none"> ◦ Problem Solving 1 ◦ Decision Making 1 ◦ Significant Use of Memory ◦ Finding Information 1 • Continuous Learning 	<p>Materials</p> <ul style="list-style-type: none"> • Student Activity Sheet: <i>File It Under</i>
<p>Point out that the last name (or surname) of a person is listed first in a directory.</p> <p>Ask students what their surname is.</p> <ul style="list-style-type: none"> • What is the first letter? • Reinforce that this is the letter that their name would be filed under. • You could have them put their name on a card and place it in the file box used in the previous activity. <p>Give the students a name: Allan Becker.</p> <ul style="list-style-type: none"> • Ask which name will be listed first in the directory? • What sound does "Becker" begin with? • What letter? • Under what letter will they find Allan Becker's phone number? <p>Explain that if it is a company name, the first word in the company name is used for filing.</p> <p>For the company "Grandma's Bakery",</p> <ul style="list-style-type: none"> • Which word will be listed first? • What sound does it begin with? • Under what letter will they find "Grandma's Bakery" in the card file? <p>Use Student Activity Sheet: <i>File It Under</i> for practice using alphabetical order with a card file.</p> <ul style="list-style-type: none"> • Read and explain the instructions. 	

<p>10. THE PHONE DIRECTORY</p> <ul style="list-style-type: none"> • Document Use 1 • Oral Communication 2 • Thinking Skills <ul style="list-style-type: none"> ◦ Problem Solving 1 ◦ Decision Making 1 ◦ Significant Use of Memory ◦ Finding Information 1 • Continuous Learning 	<p>Materials</p> <ul style="list-style-type: none"> • Local phone directory
<p>Ask how many students have used a phone book to look up a number.</p> <p>Find the word "phone" or "telephone" on the cover of the book.</p> <p>Also look to see if the phone directory is just for your city or for the areas surrounding as well. That information can be found on the cover of the directory.</p> <p>Ask them to write the name of the city where they live, if they are able.</p> <ul style="list-style-type: none"> • If not, ask them what letter it begins with. • Write the name on the board if necessary. <p>It is important to make sure you are in the correct section of the phone book by location.</p> <ul style="list-style-type: none"> • Tell them that the cities or towns will be listed alphabetically. • Show them where to look on any page in the directory for the city or town name (centred at the top of the page.) • Ask them to find their town or city's section of the phone book. 	

<p>11. GUIDE WORDS</p> <ul style="list-style-type: none"> • Document Use 1 • Oral Communication 2 • Thinking Skills <ul style="list-style-type: none"> ◦ Problem Solving 1 ◦ Decision Making 1 ◦ Significant Use of Memory ◦ Finding Information 1 • Working With Others • Continuous Learning 	<p>Materials</p> <ul style="list-style-type: none"> • Local phone directory
<p>Point out that a phone book has a lot more names in it than a company's index file. It would take a long time to look through all of the names under any one letter to find a phone number.</p> <p>Explain how to use guide words (if provided) at the top of each page to find the name that is wanted.</p> <ul style="list-style-type: none"> • Remind students about alphabetical order. (When all the words begin with the same letter, they go to the second letter, and so on.) • Point out that the first word is the first name on the page and the second word is the last name on the page. (Mention that dictionaries also use guide words to help people find the word they are looking for.) • Ask students to open the phone books at any page in their city and point to the guide words. • If the phone directory has multiple columns, show how the last word in the first column comes just before the first word in the next column, etc. The top and bottom words in each column are the guide words for the column. <p>Use the local phone directory to practice using guide words to find the correct page in the phone book.</p> <ul style="list-style-type: none"> • Begin by photocopying 3 or 4 consecutive pages (top section only is required) showing the guide words. • Ask which page they would look on for names that you have preselected from those pages. • When they are comfortable with that, give them a name and ask them to find the page on which that name would be found, using the guide words. <p>This could be a game where students compete to find the page the most quickly.</p> <ul style="list-style-type: none"> • You could give students a list of names to find, and have them write the page number beside the name. • They do not have to locate the name itself, just the page on which the name would be found. • The student who correctly locates all the pages most quickly wins. 	

<p>12. SKIM TO FIND THE NAME</p> <ul style="list-style-type: none"> • Document Use 1 • Oral Communication 2 • Thinking Skills <ul style="list-style-type: none"> ◦ Problem Solving 2 ◦ Decision Making 1 ◦ Significant Use of Memory ◦ Finding Information 1 • Working with Others • Continuous Learning 	<p>Materials</p> <ul style="list-style-type: none"> • Local phone directory
<p>Explain that once the page is located, students should skim the page, looking for the name wanted.</p> <ul style="list-style-type: none"> • Explain that skimming means moving the eyes quickly over the page, without reading it. <p>Using a page from a phone book, see who can find a given name the fastest.</p> <ul style="list-style-type: none"> • When they locate a name, they should call out the phone number and then write it down on a piece of paper. • Again, this could be made into a game involving several students. <p>Ask what they think they could do if they find more than one listing for a given name. For example, there may be many J. Smiths listed.</p> <ul style="list-style-type: none"> • What is different about all of the same names? (the addresses). • Suggest that they could ask their supervisor for the address of the person, if this happened. 	

<p>13. REMEMBERING THE NUMBER</p> <ul style="list-style-type: none"> • Document Use 1 • Writing 1 • Oral Communication 2 • Thinking Skills <ul style="list-style-type: none"> ◦ Problem Solving 2 ◦ Decision Making 1 ◦ Significant Use of Memory • Continuous Learning 	<p>Materials: None</p>
<p>Students often have a difficult time remembering several numbers at one time.</p> <p>Use any phone number.</p> <ul style="list-style-type: none"> • Encourage students to look at the first three numbers and then look away. • What are the three numbers? • Say them out loud. • Then write them down. • Repeat for the last four numbers. They could try remembering all four together, or as 2 pairs. (1,6,8,7 or 16,87) <p>If students remember the numbers, but in the wrong order, try covering up the numbers and showing one at a time.</p> <p>Or write three numbers on a blackboard, one at a time. Then cover them up and ask the student to write them down.</p> <ul style="list-style-type: none"> • Try to discover if the student has a better visual or auditory memory. <p>Sometimes recognizing patterns in numbers will help more advanced students to remember them, e.g. 456 (forward sequence) or 987(backward sequence) or 257 (2+5=7).</p> <p>Tell students that when they have looked up a number, it is useful to copy it on to a slip of paper to take to the phone. That way their eyes will not be distracted by all the other listings on the page.</p> <p>Or, they could highlight the number in the phone directory (although this might not be most helpful in an office setting).</p>	

<p>14. 411</p> <ul style="list-style-type: none"> • Reading Text 1 • Oral Communication 1 • Thinking Skills <ul style="list-style-type: none"> ◦ Problem Solving 1 ◦ Decision Making 1 ◦ Significant Use of Memory • Working With Others • Continuous Learning 	<p>Materials</p> <ul style="list-style-type: none"> • Teaching Aid: <i>411</i> • phone
<p>Ask students if they have ever heard of or used 411 as a way to find a phone number.</p> <p>Explain that this is a system where they will connect to an automated service.</p> <ul style="list-style-type: none"> • They will answer questions such as “What province and what city? What name? Business or residential?” • Either an operator or the automated service will then look up and give the number. • HOWEVER, this is not free. There is a charge every time you use the 411 phone service, so most businesses will not want their employees doing that. <p>If possible, practise this call with students. You could actually make a 411 call, or simply use the script on Teaching Aid: <i>411</i>. The instructor should read the prompts and the student answer. (You may have to model this first, with a student or colleague asking the questions.)</p>	

<p>15. INTERNET 411</p> <ul style="list-style-type: none"> • Reading Text 1 • Document Use 1 • Oral Communication 1 • Thinking Skills <ul style="list-style-type: none"> ◦ Problem Solving 1 ◦ Decision Making 1 ◦ Significant Use of Memory ◦ Finding Information 1 • Computer Use 2 • Continuous Learning 	<p>Materials</p> <ul style="list-style-type: none"> • Computer with Internet access
<p>There is an alternative way to use 411: on the Internet. (This works for most names; however, because of the variety of service providers, and because there are occasionally errors in listings, the search may still not yield a desired number. Check first before doing this with a student.)</p> <p>Use a search engine such as Google to locate the 411 website (411.ca or 411.com).</p> <ul style="list-style-type: none"> • Locate the toolbar that asks “Find a business” and “Find a person”. Click on “Find a person.” • If the student has a phone (not a cell phone) and it is registered to him or her (the bill is in the student’s name), then use that name. If not, use the name of someone the student knows, especially if the address is known. • Note the red asterisk (*) beside the field for surname. This is the only box that MUST be completed. However, the more information that is given the more likely the desired listing will be found immediately. You could enter surname only, and then click search, and the student will see that a long list of people with that surname will appear; now they must read through to find the one they want. • Enter the first name or initial, the address, and the province, in the correct fields. • Finally, click Search. 	

<p>16. INTERNET 411 FOR A BUSINESS</p> <ul style="list-style-type: none"> • Reading Text 1 • Document Use 1 • Oral Communication 1 • Thinking Skills <ul style="list-style-type: none"> ◦ Problem Solving 1 ◦ Decision Making 1 ◦ Significant Use of Memory ◦ Finding Information 1 • Computer Use 2 • Continuous Learning 	<p>Materials</p> <ul style="list-style-type: none"> • Computer with Internet access
<p>Go to the 411 website (411.ca or 411.com)</p> <ul style="list-style-type: none"> • Locate “Find a business”. Click on it. • Use a local business, such as a grocery store. • Type in the business name, the city and province. • Click “Search”. <p>You can do a search by category of business, such as pizza shop. Not all businesses are listed as they may have to pay to be included. (There is a button for adding a business.) Check the business name that you will use, before asking students to do this.</p>	

PLANNING THE CALL

In this section, the students will make simple plans for sample business calls. These include introducing themselves, knowing the purpose of the call, thinking of questions they have or that they might need to ask, predicting what they might be asked, and being prepared to take notes or give information.

LEARNING ACTIVITIES

<p>17. CALL</p> <ul style="list-style-type: none"> • Document Use 1 • Oral Communication 2 • Continuous Learning 	<p>Materials</p> <ul style="list-style-type: none"> • Teaching Aid: <i>Making Phone Calls</i>
<p>Ask students to look at Step 2 on the Teaching Aid: <i>Making Phone Calls</i>.</p> <p>Read the vocabulary word "call". If appropriate for your students, think about the different ways the word "call" is used (to shout, the sound a bird makes, to cry out, to visit someone, to read names out, to demand, to summon, to phone) and how each meaning has some connection to a phone "call".</p>	

<p>18.STEP 2</p> <ul style="list-style-type: none"> • Reading Text 1 • Document Use 1 • Oral Communication 1 • Thinking Skills <ul style="list-style-type: none"> ◦ Problem Solving 2 ◦ Decision Making 1 ◦ Significant Use of Memory • Continuous Learning 	<p>Materials</p> <ul style="list-style-type: none"> • Teaching Aid: <i>Making Phone Calls</i>
<p>Help your students to read Step 2 on the Teaching Aid: <i>Making Phone Calls</i>.</p> <p>Ask students what they should think about before making a business call. Use their guesses to help them read the next four sentences.</p>	

<p>19. PLAN THE CALL</p> <ul style="list-style-type: none"> • Reading Text 1 • Document Use 1 • Writing 1 • Oral Communication 2 • Thinking Skills <ul style="list-style-type: none"> ◦ Problem Solving 1 ◦ Decision Making 1 ◦ Significant Use of Memory • Continuous Learning 	<p>Materials</p> <ul style="list-style-type: none"> • Teaching Aid: <i>Making Phone Calls</i> • Chart paper and markers
<p>Give an example that is familiar to students. For example, they need to call a client to see if an appointment can be changed. (Many students have called to change their own appointments or school schedules.)</p> <p>Refer to Step 2 of the Teaching Aid: <i>Making Phone Calls</i>, that you have posted.</p> <ul style="list-style-type: none"> • Using chart paper, write down the plan that they come up with. • Students could copy the final plan into their notes for future reference. <ul style="list-style-type: none"> ◦ What is the purpose of the call? (to cancel an appointment and get a new one) Ask students to put this request into words. ◦ What questions should they ask? (Will this create any problems for the client? What is the best day and time for the client? Can any work be completed at home in the meantime?) ◦ What questions might the client ask you? (might suggest an alternate date that you will have to check against a calendar.) ◦ Ask what they should have with them at the phone (their own schedule, a calendar, pencil, paper.) 	

<p>20. PLAN A SECOND CALL</p> <ul style="list-style-type: none"> • Reading Text 1 • Document Use 1 • Writing 1 • Oral Communication 2 • Thinking Skills <ul style="list-style-type: none"> ◦ Problem Solving 1 ◦ Decision Making 1 ◦ Significant Use of Memory • Continuous Learning 	<p>Materials</p> <ul style="list-style-type: none"> • Teaching Aid: <i>Making Phone Calls</i> • Chart paper and markers
<p>Give students another example.</p> <p>They have been asked to call a local restaurant to book a table for 6 for a business lunch at 12:30. Their boss has asked that a booth in a quiet corner be reserved.</p> <p>Plan the call. Use chart paper as before.</p> <ul style="list-style-type: none"> • Why are they calling? (to book a table) Ask students to put their reason for calling into words. • What questions should they ask? (Is a booth in a quiet corner available?) • What questions should they be prepared to answer? (If the booth is not available, do they want a regular table in the corner? Or a booth in the main dining area?) • Ask what they will need to have at the phone with them when making this call? (office phone number, name for the reservation.) 	

<p>21. PLAN A THIRD CALL</p> <ul style="list-style-type: none"> • Reading Text 1 • Document Use 1 • Writing 1 • Oral Communication 2 • Thinking Skills <ul style="list-style-type: none"> ◦ Problem Solving 1 ◦ Decision Making 1 ◦ Significant Use of Memory • Continuous Learning 	<p>Materials</p> <ul style="list-style-type: none"> • Teaching Aid: <i>Making Phone Calls</i> • Chart paper and markers
<p>Give students a third example.</p> <p>You have just received an order of books. As you go through the order, you notice that one book is missing. You have already paid for the books, so you must call the book company.</p> <p>Ask students how they would plan this call.</p> <ul style="list-style-type: none"> • Discuss with students the purpose of the call - Is it to "tell the book company off" or is it to ensure that the missing book is sent? What words will they use? • What questions would you ask? • Will the book company ask you anything? (Was the box open or damaged when it was received? Invoice number.) • Do they need anything with them at the phone?(invoice) 	

<p>22. PLANNING CALLS ALONE</p> <ul style="list-style-type: none"> • Reading Text 1 • Document Use 1 • Writing 1 • Oral Communication 2 • Thinking Skills <ul style="list-style-type: none"> ◦ Problem Solving 1 ◦ Decision Making 1 ◦ Significant Use of Memory • Working With Others • Continuous Learning 	<p>Materials</p> <ul style="list-style-type: none"> • Teaching Aid: <i>Making Phone Calls</i> • Student Activity Sheet: <i>Planning the Call</i>
<p>Use Students Activity Sheet: <i>Planning the Call</i> and help them read the situations if necessary.</p> <p>More than one answer can be correct - just encourage students to think of good questions to ask and discuss the different possibilities.</p> <p>Since they will be the only one reading the notes, they can jot down their questions in whatever way will help them to remember what they want to ask.</p> <p>They could work in pairs to do this, and eventually be able to plan calls on their own.</p>	

<p>23. READING FROM A SCRIPT</p> <ul style="list-style-type: none"> • Reading Text 1 • Oral Communication 2 • Thinking Skills <ul style="list-style-type: none"> ◦ Problem Solving 1 ◦ Decision Making 1 ◦ Significant Use of Memory • Continuous Learning 	<p>Materials</p> <ul style="list-style-type: none"> • Teaching Aid: <i>I'm Phoning to Let You Know</i> • Tape recorder
<p>Explain that sometimes all the words are written down for the workers to read over the phone. They may be asked to phone many people with the same message, perhaps offering a special sale price to certain customers, or notifying them of a change in time of meeting, etc.</p> <p>Ask how many of them have received calls from telemarketing companies trying to sell a product or service.</p> <ul style="list-style-type: none"> • Ask them if it bothers them when someone reads a "script" over the phone. • Why or why not? • Point out that, if they are given the exact words to say, it is a good idea to practice reading it aloud over and over until it sounds pretty natural. <p>Use Teaching Aid: <i>I'm Phoning to Let You Know</i>.</p> <ul style="list-style-type: none"> • Refer back to Learning Activity 3 where students practiced various voices to communicate feelings. • Work on achieving a good rate, loudness, and intonation, as well as fluency. • A tape recorder could be useful here. <p>What should the student do if the person says they do not want to listen to the call, not interested? (Thank them politely and end the call.)</p> <p>What will the student need to do if the person asks questions?</p> <p>What should the student have by the phone? (paper and pen to take down notes or information .)</p>	

<p>24. WRITE IT YOURSELF</p> <ul style="list-style-type: none"> • Reading Text 1 • Writing 1 • Oral Communication 2 • Thinking Skills <ul style="list-style-type: none"> ◦ Problem Solving 1 ◦ Decision Making 1 ◦ Significant Use of Memory • Working With Others • Continuous Learning 	<p>Materials</p> <ul style="list-style-type: none"> • Paper and pen
<p>You might encourage students to write out exactly what they might say over the phone in any of the situations already discussed.</p> <ul style="list-style-type: none"> • If the student will have trouble with the writing, offer to write it for them as they dictate. • Then have the student read what is written, over and over, until it sounds natural. <p>This is not something that could happen at work – no one will sit down and write what the worker dictates, so this is an intermediate practice skill only.</p>	

DIALING THE PHONE NUMBER

In this section, students will practise dialing the phone number. A disconnected phone is necessary for this unit. As well, the student could practise on the keypad of a computer (the number pads that are arranged in a block formation, similar to a touch tone phone). The advantage of this is that the “dialed” number will appear on the screen, and it can be checked against the desired number for accuracy. The entries can also be printed off for inclusion in the portfolio as a demonstration of accuracy, or for later marking by the instructor.

LEARNING ACTIVITIES

<p>25. ROTARY AND TOUCH TONE</p> <ul style="list-style-type: none"> • Document Use 1 • Writing 1 • Oral Communication 1 • Thinking Skills <ul style="list-style-type: none"> ◦ Significant Use of Memory • Continuous Learning 	<p>Materials</p> <ul style="list-style-type: none"> • Sample rotary and touch tone phones, preferably connected
<p>Ask students to read Step 3 in "Making Phone Calls".</p> <ul style="list-style-type: none"> • Explain that there are two types of dials: the older dials with holes that you put your finger right into (pulse dials)[no longer in common use] and the touch-tone phones which most companies will have. • Show students an office phone. • Give students a single number and ask them to press that number key. • Ask what they hear. (touch tone phones – a sound, tone; rotary phones – no sound.) <p>Have students draw the touch tone keypad.</p> <ul style="list-style-type: none"> • Ask them to write the numbers and letters where they appear. • Show how this is used when a phone number is given using words: eg. 7GO-PLAY = 746-7529 	

<p>26. 0, *, AND #</p> <ul style="list-style-type: none"> • Document Use 1 • Oral communication 2 • Thinking Skills <ul style="list-style-type: none"> ◦ Problem Solving 1 ◦ Decision Making 1 ◦ Significant Use of Memory • Continuous Learning 	<p>Materials</p> <ul style="list-style-type: none"> • Sample touch tone phone
<p>Ask students if they know what happens if a person dials 0 (and nothing else).</p> <ul style="list-style-type: none"> • Some phones may say Op or Oper on the 0 key. • Explain that this is a short form for operator.) • Ask students when they might call the operator. (having difficulty reaching a certain number, etc.) <p>** Dialing 0+ other digits is part of overseas calls or of calls being billed to another number, but they will not be using that feature in the offices where they work.</p> <p>Look at the two symbols, * (star key) and # (number or pound key) on a telephone.</p> <ul style="list-style-type: none"> • Explain that they have no particular function, but a message may say "Press the pound key when you are finished" or "Press the star key to exit the answering service". 	

<p>27.HOLD, SPEAKER PHONE, REDIAL & SPEED DIAL</p> <ul style="list-style-type: none"> • Reading Text 1 • Document Use 1 • Oral Communication 2 • Thinking Skills <ul style="list-style-type: none"> ◦ Problem Solving 1 ◦ Decision Making 1 ◦ Significant Use of Memory ◦ Finding Information 1 • Continuous Learning 	<p>Materials</p> <ul style="list-style-type: none"> • Prepared vocabulary cards • Office phone • Students Activity Sheet: <i>Special Phone Buttons</i>
<p>Go over the vocabulary cards for "Dial", "Line", "Hold" and "Speaker Phone".</p> <ul style="list-style-type: none"> • Help students to sound out these words. • Make sure students understand their meanings. • Ask for student suggestions for meanings before explaining. <p>Dial</p> <ul style="list-style-type: none"> • Explain that often, they can use a phone directory on the phone itself, select a number , then press “Dial” instead of punching in each number themselves. Ask why they might do this (fewer errors in entering the number, faster). <p>Line</p> <ul style="list-style-type: none"> • The office may have more than one phone line so that several calls can come in to different extensions at once, or so that several people can place calls at once from different parts of the office. The “Line” button will enable a caller to both see which lines are in use, and to choose one that is free. <p>Hold</p> <ul style="list-style-type: none"> • Ask students if they have ever been put on “Hold”. Do they know what it means? Tell them that it is a way for the phone to keep the call on the line while the operator transfers it to an extension, or while another incoming call is answered, etc. <p>Speaker Phone</p> <ul style="list-style-type: none"> • “Speaker Phone” allows everyone in the immediate area to hear the person phoning. That way more people can take part in the conversation. <p>Then show the cards "Redial" and "Speed Dial" and make sure students see the word "dial" in both words.</p> <p>(next page)</p>	

Redial

- Explain that the "Redial" can be used when you get a busy signal or no answer and don't want to have to keep dialing the number. It will automatically redial **ONLY** the last number you dialed.

Speed Dial

- Explain that you can put commonly used phone numbers into the "Speed Dial" function. When you want to make one of those calls, you press the appropriate name that will appear on a screen, or you may have a number that corresponds to each name and will press that number, and the speed dial automatically dials the correct number.

Have students write all the words in block (capital) letters.

Then have students match these words to the office phone.

Use Students Activity Sheet: *Special Phone Buttons* to work on vocabulary and symbols.

<p>28. DIAL TONE</p> <ul style="list-style-type: none"> • Oral Communication 1 • Thinking Skills <ul style="list-style-type: none"> ◦ Problem Solving 1 ◦ Decision Making 1 ◦ Significant Use of Memory • Continuous Learning 	<p>Materials</p> <ul style="list-style-type: none"> • Operational phone
<p>Explain that when they pick up a phone, there should be a dial tone.</p> <ul style="list-style-type: none"> • Let all students listen to what a dial tone sounds like. <p>Ask what would cause there to be no dial tone: someone is on another line, an extension phone got left off the hook, the phone has been disconnected, the phone is not working.</p> <p>Ask what they would do if there was no dial tone: check all the phones; if all on the hook and no one is talking on another line, call the telephone repair service.)</p>	

<p>29. PRACTISE DIALING</p> <ul style="list-style-type: none"> • Document Use 1 • Oral Communication 1 • Thinking Skills <ul style="list-style-type: none"> ◦ Problem Solving 1 ◦ Decision Making 1 ◦ Significant Use of Memory • Continuous Learning 	<p>Materials</p> <ul style="list-style-type: none"> • Disconnected phone • Computer
<p>Give students an opportunity to practise dialing phone numbers.</p> <ul style="list-style-type: none"> • Use any phone numbers, at least some of which are new to the student. • This could be combined with a looking up in the phone book activity. <p>Use a disconnected phone for practice, or use the keypad on the computer: this enables the student and/or instructor to verify accuracy since the keyed in digits will appear on the screen and can be compared to the target number, or could be printed off for later marking or for inclusion in portfolio.</p> <p>Encourage students to read and remember three or four digits at a time.</p> <p>Ask students why it is important to dial the right number (so don't waste time and don't annoy others).</p> <p>Ask students what they would say if they dialed the wrong number. (Sorry, I must have the wrong number.)</p>	

<p>30. STEP 4</p> <ul style="list-style-type: none"> • Reading Text 1 • Oral Communication 1 • Thinking Skills <ul style="list-style-type: none"> ◦ Problem Solving 1 ◦ Decision Making 1 ◦ Significant Use of Memory • Continuous Learning 	<p>Materials</p> <ul style="list-style-type: none"> • Teaching Aid: <i>Making Phone Calls</i>
<p>Ask how long they should let a phone ring before hanging up if no one answers. (8-10 rings)</p> <p>Read Step 4 of "Making Phone Calls". That gives a busy person time to get to the phone; but doesn't waste too much of their own time.</p> <p>Many answering machines are programmed to pick up after a set number of unanswered rings; since it may require 6 – 10 rings to get to the answering machine, the caller should wait that long.</p>	

<p>31. LONG DISTANCE</p> <ul style="list-style-type: none"> • Document Use 1 • Thinking Skills <ul style="list-style-type: none"> ◦ Significant Use of Memory • Continuous Learning 	<p>Materials</p> <ul style="list-style-type: none"> • Bell Canada phone directory: long distance section
<p>Ask if they know how to make a long-distance call.</p> <p>Show them the long distance section in the Bell Canada phone directory.</p> <ul style="list-style-type: none"> • Explain that they have to dial "1" first, then the area code, and then the seven-digit number. • Stress that calling the operator to make a long-distance call is more expensive, so, when possible, it should be dialed directly by the worker. • If the call is to another country, there may also be a country code to enter, as well as a city or area code. <p>Ask what they will need to think about if the long distance call is to a place on the other side of Canada, or the world?</p> <ul style="list-style-type: none"> • The time will be different. • This will mean that care must be taken to phone when the person or business will be able to receive the call. 	

32. 911 <ul style="list-style-type: none">• Oral Communication 1• Thinking Skills<ul style="list-style-type: none">◦ Problem Solving 1◦ Decision Making 1◦ Significant Use of Memory• Continuous Learning	Materials: None
<p>Ask students for the number for <i>emergency</i> calls. (911)</p> <p>When should they use this number?</p> <ul style="list-style-type: none">• Discuss what is and is not an emergency.• Remind them that they must not use this number for non-emergencies. <p>What will they need to do if they do call 911</p> <ul style="list-style-type: none">• Give the kind of emergency, their location, etc. as prompted by the operator.	

PHONE CONVERSATIONS

In this section students will practise the actual conversations they will have when placing calls in the workplace setting. This will include how to introduce and identify themselves, what is businesslike language and style, and what to do if they cannot speak to the person whom they are calling.

LEARNING ACTIVITIES

<p>33. IDENTIFY YOURSELF</p> <ul style="list-style-type: none"> • Oral Communication 2 • Thinking Skills <ul style="list-style-type: none"> ◦ Problem Solving 1 ◦ Decision Making 1 ◦ Significant Use of Memory • Continuous Learning 	<p>Materials:</p> <ul style="list-style-type: none"> • Teaching Aid: <i>Making Phone Calls</i>
<p>Explain that people calling an office or business may sometimes forget to identify themselves and the company for whom they work.</p> <ul style="list-style-type: none"> • Ask why would this be a problem. <p>Role-play a phone conversation between a worker and a supply company in which the caller does not introduce him/herself fully.</p> <ul style="list-style-type: none"> • The caller just begins, "Hello. It's Joe here. Did you get my order yet?" • Ask students what is wrong with this introduction. <p>Ask students what the caller should say after the other person answers with "Hello".</p> <ul style="list-style-type: none"> • Give their name and the company name, and then the reason for calling. <p>Read Steps 5 and 6 from the Teaching Aid: <i>Making Phone Calls</i> to reinforce this point.</p> <ul style="list-style-type: none"> • Remind students to speak with a friendly voice, even if making a complaint. 	

<p>34. COURTESY</p> <ul style="list-style-type: none"> • Oral Communcation 2 • Thinking Skills <ul style="list-style-type: none"> ◦ Problem Solving 1 ◦ Decision Making 1 ◦ Significant Use of Memory • Continuous Learning 	<p>Materials: None</p>
<p>Discuss courtesy briefly.</p> <ul style="list-style-type: none"> • When should people say, "Please"? • What are other ways of politely making a request. • When should people say, "Thank you"? • What are other ways of expressing thanks? • When should people say, "Sorry"? • What should someone say when they don't understand a request or an explanation? (Pardon me, Would you mind repeating that?) 	

<p>35.MAY I LEAVE A MESSAGE</p> <ul style="list-style-type: none"> • Reading Text • Document Use • Thinking Skills <ul style="list-style-type: none"> ◦ Problem Solving 1 ◦ Decision Making 1 ◦ Significant Use of Memory • Continuous Learning 	<p>Materials:</p> <ul style="list-style-type: none"> • Student Activity Sheet: <i>Leave a Message?</i>
<p>Discuss with students what they would say if the person they are calling is not available to speak with them.</p> <ul style="list-style-type: none"> • Stress the importance of asking, "May I leave a message?" <p>Ask students how they would decide whether or not to leave a message (simple message vs. information requiring explanation, simple information vs. questions)</p> <p>What would be the alternatives to leaving a message? (Call back later or leave your number for the person to call.)</p> <p>Ask students when they would not leave a number for the person to call them. (If they were going to be out most of the day).</p> <p>For practice deciding which message to leave, give Student Activity Sheet: <i>Leave a Message?</i></p> <ul style="list-style-type: none"> • Help students read each situation, if needed. • More than one answer is acceptable if students can give good reasons for their choice. 	

<p>36. NO SLANG</p> <ul style="list-style-type: none"> • Reading Text 1 • Document Use 1 • Writing 1 • Oral Communication 2 • Thinking Skills <ul style="list-style-type: none"> ◦ Problem Solving 1 ◦ Decision Making 1 ◦ Significant Use of Memory • Working With Others • Continuous Learning 	<p>Materials</p> <ul style="list-style-type: none"> • Student Activity Sheet: <i>I Am Calling You</i>
<p>Remind students that it is very important to choose their words carefully when making any phone call. They want to communicate clearly and do not have the advantage of face to face conversation: words are all they have.</p> <p>Describe how the use of words changes when making a business call.</p> <ul style="list-style-type: none"> • For example, would you say "yes", "yeah", or yep? • Stress that the use of slang may give a bad impression. • Point out that they should try to use the best English possible in order to give a good impression of the company they work for. • That's why it is so important to think ahead of time of what to say and even write it out. (Slang may be OK in personal, friendly calls, but not in the workplace.) <p>To reinforce what should be said when calling, complete Student Activity Sheet: <i>I Am Calling You</i>.</p> <ul style="list-style-type: none"> • Discuss students' responses with the whole group. • Ask students to read their own part and you can play the role of Mr. Hart. 	

37. ROLE PLAY CALLS <ul style="list-style-type: none">• Reading Text 1• Document Use 1• Oral Communication 2• Thinking Skills<ul style="list-style-type: none">◦ Problem Solving 1◦ Decision Making 1◦ Significant Use of Memory• Working With Others• Continuous Learning	Materials <ul style="list-style-type: none">• Plans from Learning Activities 19 - 22
<p>Use some of the plans made for phone calls previously. (Learning Activities 19 – 22.)</p> <p>Make up a name for a company and ask students to role-play what they would say in each situation after the initial "Hello".</p> <ul style="list-style-type: none">• To make the conversations more realistic, students could sit back to back with hand-held phones.• They should take turns playing the caller.	

<p>38. PERSONAL CALLS</p> <ul style="list-style-type: none"> • Oral Communication 2 • Thinking Skills <ul style="list-style-type: none"> ◦ Problem Solving 1 ◦ Decision Making 1 ◦ Significant Use of Memory • Continuous Learning 	<p>Materials: None</p>
<p>Discuss making personal calls at work.</p> <ul style="list-style-type: none"> • When should it be allowed? • Why is it important to keep personal calls to a minimum? (ties up a company line; wastes work time; when you are working, your time belongs to the company.) • Ask when they could make their personal calls? (on breaks or on lunch) 	

<p>39. STEP 7</p> <ul style="list-style-type: none"> • Reading Text 1 • Oral Communication 1 • Thinking Skills <ul style="list-style-type: none"> ◦ Problem Solving 1 ◦ Decision Making 1 ◦ Significant Use of Memory • Continuous Learning 	<p>Materials</p> <ul style="list-style-type: none"> • Teaching Aid: <i>Making Phone Calls</i>
<p>Read Step 7 from the Teaching Aid: <i>Making Phone Calls</i>.</p> <ul style="list-style-type: none"> • Ask what kind of information they might want to write down from the phone call (information gained, answers to questions, phone numbers). 	

ANSWERING MACHINES

In this section, students will learn how to leave a voice message on an answering machine when they cannot get through to the person they are calling, and when there is no one at the other end to take down a message. This is more and more common in the workplace as a method of managing messages.

LEARNING ACTIVITIES

<p>40. BE PREPARED</p> <ul style="list-style-type: none"> • Reading Text 1 • Writing 1 • Oral Communication 1 • Thinking Skills <ul style="list-style-type: none"> ◦ Problem Solving 1 ◦ Decision Making 1 ◦ Significant Use of Memory • Continuous Learning 	<p>Materials</p> <ul style="list-style-type: none"> • Chart paper and markers • <i>Taking a Message</i> section in this resource binder • <i>Messages</i> section in Ready for Work
<p>Point out that often calls don't get through. Instead, the caller gets an answering machine.</p> <p>Encourage students to talk about their experiences with answering machines.</p> <ul style="list-style-type: none"> • Ask how being prepared for an answering machine might help. <p>Ask students what information should be given when leaving a message on an answering machine (name and phone number and a brief message).</p> <ul style="list-style-type: none"> • You could refer to or use parts of the <i>Taking A Message</i> section in this resource binder. • The same information needed for the telephone message pad should be left on the answering machine. • Ask students to write out what they might say in each of the earlier situations (Learning Activity 37) if there was no answer when the call was made. <p>There are activities in the <i>Messages</i> section of Ready for Work that also deal with answering machines.</p> <ul style="list-style-type: none"> • Write answers on chart paper and have students read it back. 	

41. PRACTICE <ul style="list-style-type: none">• Reading Text 1• Oral Communication 2• Thinking Skills<ul style="list-style-type: none">◦ Problem Solving 2◦ Decision Making 1◦ Significant Use of Memory• Working With Others• Continuous Learning	Materials <ul style="list-style-type: none">• Phone
<p>Encourage students to practice reading their messages into a tape recorder; play them back and critique them together later to make sure the message was clear and complete and left a good impression.</p> <p>Point out that sometimes, the answering machine message may say, "Press the pound key (or the star key) when you are finished".</p> <ul style="list-style-type: none">• Ask students to show you which key they will press.	

Mood Bingo

Unfriendly	Nervous
Quiet	Happy
Sad	Friendly
Not interested	Angry

Making Phone Calls

1. Look up phone number and write it down.



2. Plan the call:

- Why are you calling? Put this reason into words.
- Do you have any questions to ask?
- What might they ask you?
- Is there anything you need at the phone?



3. Make sure you dial the right number.



4. Allow time for the person to answer (10 rings).

5. Identify yourself and your company.



6. Tell why you are calling.

7. Be prepared to take notes



411

When you dial 411, you will hear a computer voice ask you questions that you must answer. Each phone company has its own service.

The Bell Canada 411 sounds like this.

Bell Directory Assistance

For English, say "English"; for French ...

411: For what city? _____

411: Do want a residential listing? (Say Yes or say "Business") _____

411: What name? _____

411: The number is

OR

Transferring to an operator. (The operator will ask you more questions.)

I'm Phoning to Let You Know

SCRIPT:

I am calling on behalf of Mr. Jones of Jones & Adams Hardware.

The meeting time and date have been changed.

The new date is March 19th.

The new time is 1:15 p.m.

Are you able to attend?

Thank you for your time.

File It Under

For each of the following names, write the letter of the index file where you would look for the phone number.

- Gary Marshall _____
- Woodland Service Centre _____
- Samantha Eves _____
- Charles Pearson _____
- Kingsley Pools _____

Write the letter of the card file which comes:

1. after C _____
2. before H _____
3. after Q _____
4. before P _____
5. between B and F _____
6. between L and N _____
7. between S and U _____
8. before C and after A _____
9. before K and after I _____
10. before X and after V _____
11. at the very beginning _____
12. at the very end _____

Planning the Call

Read each situation below. Then answer the questions.

1. You have been asked to phone several companies to get the best price for paper.

a) Why are you calling? _____

b) What questions will you ask?

c) What might they ask you?

d) What should you take to the phone?

2. Your boss has asked you to make an appointment with the bank manager one day next week.

a. Why are you calling? _____

b. What questions will you ask?

c. What questions might they ask you?

d. What should you take to the phone?

Special Phone Buttons

Draw a line to connect the word or symbol to what it does.

LINE	Allows everyone in the office to hear and speak to the person who called
*	Dials numbers for people automatically, often by pressing one key
REDIAL	Wire phone connection between two phone extensions, so that more than one person can use the phone at once
SPEAKER PHONE	Number or pound key, used for different purposes
HOLD	Dials the last number dialed
SPEED DIAL	Makes one caller wait while you answer the other line
#	Star key, used for different purposes

Leave a Message?

For each of the following situations, write the number of the type of message that you would leave if you can't reach the person you are calling.

- #1 Leave the information with the person who answers the phone.
- #2 Say that you will phone back later and ask when will be a good time to call.
- #3 Leave your number for the person to call you.

Situation A:

Mary Ann said she would like to help with the window display. You want to talk to her about her ideas. This is the third time you have tried to reach her with no luck. She is a very busy person.

Situation B:

You want to remind Bill of a board meeting, including the date and time.

Leave a Message? Cont.

Situation C:

You are leaving on vacation tomorrow and want to explain to the worker who will replace you how to operate the new photocopier. You will be in and out of the office today. # _____

Situation D:

While you were out, Mr. Jones called. You have no idea what he wants. He left his number for you to call him, but when you call, he is in a meeting. # _____

Leaving a Message

You work for Carol Swift, of The Paper Place. The phone number there is 705-342-5578.

You are phoning a supplier, but there is no answer. You get the answering machine.

- Fill in the blanks, using your name, then practise reading the message, saying the phone number **slowly** and **clearly**.
- Read it into a tape recorder.
- Listen. Is it clear?

Hello. My name is _____.

I am calling on behalf of _____.
(name of company)

I am sorry to have missed you. Please call _____
as soon as you can for an important message.

My name again is _____ and the company phone
number is _____.

DEMONSTRATION INSTRUCTOR PAGE

Make the Call

ESSENTIAL SKILLS

- **Reading Text 1**
- **Document Use 1**
- **Writing 1**
- **Oral Communication 2**
- **Working With Others**
- **Thinking Skills**
 - Problem Solving 1
 - Decision Making 1
 - Job Task Planning & Organization 1
 - Significant Use of Memory
 - Finding Information 1

DEMO DESCRIPTION

The student will look up a number in the local phone directory and copy it down. The student will plan a call based on a scenario, then make the call, role playing it with the instructor.

INSTRUCTOR NOTES

- Enter a full name taken from the local phone directory in the instructions. Choose one that is unique, or give the address as well to assist in choosing the correct name if there is more than one entry for the chosen name.
- Provide a disconnected phone.
- Role play the phone conversation with the student, sitting back to back (no visual cues), asking how much the repair has cost, what time they are open to, etc.
- Provide *What I Have Learned and Skills Practised* to link demonstration tasks with the Essential Skills.

With student

- Read the instructions if necessary.
- Do not assist with locating the phone number in the directory.

ACHIEVEMENT INDICATORS

- Located the phone number in under 5 minutes
 - Copied the number accurately, remembering more than one digit at a time.
 - Planned the call, making notes.
 - Dialed the number correctly, not looking at every digit each time.
 - Used a friendly, polite and businesslike manner in making the call.
 - Gave the message clearly.
 - Answered customer's questions.
 - Ended the call appropriately
 - Assessed own performance.
-

Make the Call

TASK 1

You work in the office of a car service centre.
Mr. _____ brought his car in to repair the brakes. The job is done. You have been asked to phone Mr. _____ to tell him that his car is ready. You forgot to get his phone number when he was in.

1. Look up his phone number in your local phone book. Copy down the number.
2. Think about what you will say to him and what you need to ask him. You may make notes.
3. What questions might he ask you?
4. Do you need to have anything with you at the phone when you make the call? (Make up any information that you need.)
5. Dial the number without looking at every number each time.
6. Your instructor will play the part of Mr. _____. Sit back to back. Use the phone and role play the conversation.

Make the Call

TASK 2

I Can Make the Call

I CAN	DATE
I can use alphabetical order to find the number in the phone book quickly.	
I can copy the phone number correctly, remembering 3 or 4 numbers at a time.	
I can make written notes to help me plan the call.	
I can dial the number correctly and quickly.	
I can introduce myself properly, and say the reason I am calling.	
I can choose my words carefully, using no slang or poor English.	
I can give my message clearly and sensibly.	
I can ask good questions.	
I was prepared for questions I might be asked.	
I was polite and friendly, and businesslike.	
I can end the call appropriately.	

DEMONSTRATION ASSESSMENT

Make the Call

Student: _____

Instructor: _____

Date: _____

Total Time for Demonstration: _____

Help Given? Yes No
Details: _____

Accommodations?: Yes No
Details: _____

- ESSENTIAL SKILLS:**
- **Reading Text 1**
 - **Document Use 1**
 - **Writing 1**
 - **Oral Communication 2**
 - **Thinking Skills**
 - Problem Solving 1
 - Decision Making 1
 - Job Task Planning & Organization 1
 - Significant Use of Memory
 - Finding Information 1
 - **Working With Others**

ACHIEVEMENT INDICATORS	BEGINNING	DEVELOPING	ACCOMPLISHED
• Located the phone number in under 5 minutes			
• Copied the number accurately, remembering more than one digit at a time.			
• Planned the call, making notes.			
• Dialed the number correctly, not looking at every digit each time.			
• Used a friendly, polite and businesslike manner in making the call.			
• Gave the message clearly.			
• Answered customer's questions.			
• Ended the call appropriately			
• Assessed own performance.			

ADDITIONAL COMMENTS

