

On the phone



Teacher's Pack



Project co-financed by the European
fund for the integration of third
country nationals.

On the phone: introduction

Introduction

Money and shopping gives learners the language that they need to take part in a number of everyday conversations, both face-to-face and over the telephone. There are three units in this pack **On the phone** (this pack), **Money** and **Shopping**. Each unit contains three separate lessons. These nine lessons complement each other but can be used separately. Timings are approximate and may take more or less time than shown, depending on your learner.

Bearing in mind that some learners' oral skills are in advance of their literacy skills, accessing the materials in this pack does not require strong reading and writing ability on the part of the learner. However, there are activities which aim to improve basic literacy.

Where real objects are available (realia) as a stimulus for activities it is good to use them. In the event of realia being unavailable pictures have been provided for all lessons.

Overview

Unit 1: On the phone

- 1a. Making a call
- 1b. Answering a call
- 1c. Choosing a mobile phone

Unit 2: Money

- 2a: prices and expenses
- 2b. paying bills
- 2c. at the bank

Unit 3: Shopping

- 3a: returning unwanted items
- 3b. returning faulty items
- 3c. problems with shopping online

Level: E1/2 , A1 , Access 2/3



On the phone: making a call – teachers' notes

Lesson 1a: making a call**Time:** 60 minutes**Aims:**

- This session supports learners to gain confidence in making phone calls to obtain information and to use appropriate functional language when making calls.

Objectives:**Your learner will be able to:**

- use common phone call phrases *Can I speak to.. I'm calling about.. I'll call you back* and *sorry?* (to ask for repetition)
- use common phrases for introducing oneself on the phone: *My name is... It's....*
- obtain information by means of a phone call using: *Can you tell me...*
- recognise the phrase: *Can I take a message?*

Preparation**You will need:**

- **Worksheet 1** phrases, cut up
- **Worksheet 2** transcript (learner to take copy away)
- **Worksheet 3** question sheet
- **Audio recording A**
- a highlighter pen
- a voice recorder (e.g. on a mobile phone).

Consider:

- Different languages have different phrases that are used in telephone calls. For example, Spanish speakers introduce themselves on the phone saying *I am..* but in British people say *This is..* or *It's...* Your learner may automatically revert to translating the phrase used in his or her own language when he or she on the phone. It takes time to adopt new language patterns.
- If you do not have access to equipment to play audio recordings, read the transcripts of the recording aloud to your learner.
- For other lessons related to making appointments or calling a child's school you may want to look at the 'Me and my child's school' unit of the English My Way programme (available here: <http://www.englishmyway.co.uk/topics/136/320>)

On the phone: making a call – teachers' notes

Introduction: (5 mins)

- Talk to your learner about his or her phone habits. Get an idea how confident he or she feels using the phone, who he or she usually talks to and who he or she needs to talk to. Find out what calls he or she would like to be able to make if more confident.

Activity 1: listening for gist and detail (10 mins)

- Ask your learner to listen to the first part of **Audio recording A** and decide what Magda is calling about (when to start a cleaning job).
- Play the recording again and ask your learner to listen to pick out which day and time of the day the speakers arrange (Tuesday mornings).
- Ask your learner if Magda can start next week. (Magda might not be able to start as she thinks she has an appointment.) Elicit what Magda said she would do at the end of the call (call back). Play the recording as many times as needed for your learner to find the correct answer.

Activity 2: common phrases for telephone calls (10 mins)

- Give your learner a copy of **Worksheet 2** and ask him or her to listen to both parts of **Audio recording A** while following the transcript.
- To check understanding, ask the following questions: Which words mean to ring again? (*I'll call you back*) Which words tell someone why you are phoning? (*I'm calling about...*) Which words ask to speak to someone? (*Can I speak to...*) Which words ask for information? (*Can you tell me...?*)
- Highlight these three phrases on the transcript and make a note of their purpose.
- Now point out '*My name is Magda*' and '*It's Magda*'. See if the learner knows why different words have been used.
- Explain or elicit that in the first phone call the speakers do not know each other and Magda is introducing herself for the first time but in the second call they do know each other.
- Highlight these two phrases. Make a note for the learner on the transcript of the difference between the two.
- To clarify, ask the learner which phrase he or she would use when calling you (*It's...*) and which he or she would use when calling about a job (*My name is...*).
- Drill the key sentences from the transcript with the learner, until confident. Help your learner sound natural by putting the stress on the appropriate words in the phrase.
- Role play the call together following the script.

Differentiation:

- If your learner would have difficulty following the text, use the **Worksheet 1** phrases.
- Play **Audio recording A**.
- Ask your learner to order the phrases as he or she hears them. Then practise saying them.
- Drill pronunciation until your learner is confident.

Activity 3: calling for information (15 mins)

- Give your learner **Worksheet 3**. Explain that he or she will make four phone calls to obtain information and fill in the gaps in the worksheet.
- Indicate the advert for the sales assistant and ask your learner to look at the cut-up phrases from **Worksheet 1**. Ask him or her to decide which phrases would be appropriate for this phone call. For example:

*Can I speak to Pam, My name is..., I'm calling about the sales assistant job,
Can you tell me which three days it is?*

- Using the phrase cards, practise the phrases the learner will say in the phone call until he or she is confident enough to role play the conversation.
- Respond to your learner's request for information with an appropriate response of your choice. Record the role play. The learner should note down on the sheet the three days you mention.
- Listen to the recording. Ask your learner to check what he or she wrote down against the recording.
- Listen again. Look at the **Worksheet 1** phrases and ask your learner to check if he or she used the phrases correctly. Recap any weak language areas. Re-record the role play and listen back to note improvement.
- Follow the same procedure for the remaining three phone calls.
- If there are different phone calls that would be more relevant to your learner, create different scenarios to practise using the same procedure as above.

On the phone: making a call – teachers' notes

Activity 4: phoning the teacher (10 mins)

- Ask your learner to role play calling you to rearrange the time of a lesson. Indicate the phrases from **Worksheet 1**. Ask which ones might be helpful to use, for example: *It's... I'm calling about, Can I speak to.*
- Rehearse a phone call with your learner calling to arrange another day and time. Listen to what the learner says. Make any corrections. Drill appropriate phrases for the call.
- Ask your learner what he or she would say if you were not available and he or she was asked *Can I take a message?*
- Role play the call; you should role play being available to answer the call. Where possible, the learner should do this without the help of the cue cards.
- Repeat the activity using phones or sitting back to back. This time play the role of a third person answering the call and offering to take a message. Help your learner to leave an appropriate message.

Learning check:

- Monitor **Activity 4** to assess whether your learner is able to use the presented phrases in a telephone call.
- Consider how well he or she is able to communicate his or her message.

Activity 5: telephone phrase review (5 mins)

- Finish the lesson by shuffling the **Worksheet 1** word cards and placing them face-down in a pile.
- Ask your learner to turn the cards over one-by-one and to try and make a complete sentence that includes the chosen phrase.

On the phone: answering a call – teachers' notes

Lesson 1b: answering a call**Time:** 60 minutes**Aims:**

- This session supports learners to gain confidence in answering phone calls and to use appropriate functional language when answering calls.

Objectives:**Your learner will be able to:**

- use common phrases for answering a phone call: *Who's speaking?, I'll get her for you, Hold on a moment, Speaking, I'm afraid he's not here, Can I take a message?, Thanks for calling*
- recognise and use phrases for problem calls *I think you have the wrong number, Thanks but I'm not interested*
- recognise and use a phrase for checking back details *So that's..?*

Preparation**You will need:**

- **Worksheet 4** listening comprehension questions
- **Worksheet 5** gapped transcript
- **Worksheet 6** phrase cards (for differentiation)
- **Worksheet 7** transcript cards, cut up
- **Worksheet 8** role cards
- **Worksheet 9** half phrase cards
- **Audio recording B** four telephone calls
- **Audio recording C** one telephone call.

Consider:

- **Activity 2** of this lesson supports learners to recognise unwanted marketing calls. You may want to make your learner aware of some typical types of nuisance calls such as fake competitions, callers asking for bank details or automated calls regarding PPI etc.

On the phone: answering a call – teachers' notes

Introduction: (5 mins)

- Ask your learner about the phone calls that he or she usually receives and whether he or she has to answer calls for other people at home. Find out how he or she feels when people ring up and what he or she might need to feel more confident in those situations.

Activity 1: listening to phone calls (10 mins)

- Take a piece of A4 paper and divide it in two. Draw a happy face on one side of the page and an unhappy face on the other. Play **Audio recording B** and ask your learner to decide if Jan is happy to receive each call. Play the audio file as many times as needed for your learner to be able to decide.
- Ask your learner to listen to **Audio recording B** again to find the answer to the questions on **Worksheet 4**. Play the recording as many times as needed for your learner to be able to find the answers.
- Ask which caller was a wrong number. Ask the learner if he or she sometimes gets wrong numbers and discuss experiences. Elicit the phrase Jan used to deal with this.
- Ask which call Jan did not want and why. Ask the learner if he or she sometimes gets marketing or other unwanted calls and discuss experiences. Elicit the phrase Jan used to deal with the call.

Activity 2: language for phone calls (10 mins)

- Give your learner a copy of the **Worksheet 5** gapped transcript and ask him or her to listen to the recording again. The learner should fill in the gaps with the phrases he or she hears. Pause the recording to allow the learner to write and help with spelling where necessary.
- In call 4, ask your learner why Jan says *So that's...?* Explain it is a way of checking information is correct.
- Drill each phrase until your learner is confident pronouncing them.
- Read the role plays through together. Help learners to sound natural by getting rising or falling intonation for questions and putting stress on the appropriate words in the sentences.

Differentiation:

- If your learner would find writing the phrases difficult, you could use the **Worksheet 6** phrase cards.
- Ask your learner to match the phrase cards to the appropriate space on **Worksheet 5**.

On the phone: answering a call – teachers' notes

Activity 3: a phone conversation (10 mins)

- Tell your learner he or she is going to listen to a phone call between Jan and Nick.. Ask your learner to listen to the **Audio recording C** and find out the reason for the call.
- Follow up by asking comprehension questions such as: *Who is calling? Who does he want to speak to? Can he speak to him or not? Why not? What does Jan do? What is the message?*
- Look at **Worksheet 7**. Explain that it is the same phone call cut up. Ask your learner to read the exchange and put it in the correct order.
- Play **Audio recording C** again and make any corrections to the order.
- Ask the learner what he or she thinks *Hold on a moment. I'll get him for you* and *I'm afraid* mean and confirm the correct meanings
- Where possible, read the dialogue aloud together.

Differentiation:

- If your learner is unable to read **Worksheet 7** ask him or her to listen to the audio recording only and answer the comprehension questions orally.
- Play the recording and your learner can repeat a role line by line rather than reading the role play.

Activity 4: role plays (15 mins)

- Use the role cards from **Worksheet 8**. Some of the cards have missing names. Ask your learner to give you some appropriate names for people in his or her household or family. Add these names to the cards.
- Tell your learner that you will role play some telephone calls. You should take the role of the caller, while your learner should role play answering the calls. You may want to make the role plays a more accurate simulation of a phone call by sitting back-to-back or by using telephones, if possible or appropriate.
- Use a smartphone, tablet or computer to record each call. After each role play, listen back for your learner to check if he or she has used one of the presented phrases from the **Activity 1** and **3** calls. Discuss with your learner which phrases would be appropriate to use. You and your learner should then repeat the call to improve.

Learning check:

Monitor **Activity 4** to assess your learner's ability to use appropriate phrases when answering the telephone. Pay attention to:

- whether he or she can communicate clearly
- whether he or she is able to use the language presented in this lesson.

On the phone: answering a call – teachers' notes

Activity 5: consolidating new phrases (10 mins)

- Look at the **Worksheet 9** word cards. Ask your learner to rearrange the words into the key phrases covered in the role plays from memory.
- Show one word from each phrase and ask your learner to recall the complete phrase from memory.
- Play a pelmanism game with your learner. Turn the cards face-down, shuffle and ask your learner to turn two cards over to find a pair. If the cards do not match they should be returned to the table.
- Point to complete phrases and ask your learner to use it in context in a sentence.

Differentiation:

- If your learner is unable to read the cards, try some of these activities orally.
- Say the first couple of words of each phrase and ask the learner to finish the phrase; show the maximum number of words in the phrase using your fingers.

On the phone: choosing a mobile phone – teachers' notes

Lesson 1c: choosing a mobile phone**Time:** 60 minutes**Aims:**

- To give the learner sufficient vocabulary and structures to be able to talk to an assistant in a shop about getting a mobile phone.

Objectives:**The learner will be able to:**

- recognise and use vocabulary related to choosing a mobile phone: *SIM card, handset, pay monthly, contract, pay as you go, unlimited calls, texts, data*
- ask a number of basic questions about getting a phone: *Is the phone free? How many free texts, calls and data do I get? How long is the contract? Can I call (Algeria) for free?*

Preparation**You will need:**

- **Worksheet 10** phone adverts
- **Worksheet 11** pictures cut up
- **Worksheet 12** vocabulary sheet
- **Worksheet 13** questions
- **Audio recording D** asking about a contract phone
- **Audio recording E** asking about a pay-as-you-go phone
- printed adverts for mobile phones and service plans.

Consider:

- This lesson provides an opportunity to give some advice to the learner about buying a phone. It would be good to point out about contracts and small print (not covered in the lesson) and to give any tips from your own experience.
- If the learner does not have a phone and cannot talk about his or her own prior experience, talk about what he or she might like to use the phone for in the future, if he or she gets one.
- For an additional lesson about using a mobile phone you may want to look at Session D from the 'Technology in our lives' topic from the English My Way programme (available here: <http://www.englishmyway.co.uk/topics/135/332>)

On the phone: choosing a mobile phone – teachers' notes

Introduction: (5 mins)

- Look at the learner's phone and ask him or her to talk about why he or she chose this phone, how he or she uses it and what service plan he or she currently has. This will enable you to see what vocabulary your learner already knows. Talk about your own phone and current service plan.

Activity 1: mobile phone vocabulary (5 mins)

- Look at **Worksheet 10**. Look at the adverts for the phones. Ask your learner to read the adverts. Read the adverts aloud to the learner, if required.
- Show your learner the pictures corresponding to the meanings of the words in the adverts from **Worksheet 11**. Ask the learner to match these pictures to the words on **Worksheet 12** in the advert.
- Ask your learner to find and underline the words from **Worksheet 12** in the adverts.

Activity 2: choosing a mobile phone (10 mins)

- Tell your learner he or she is going to listen to Salima in a shop talking about the two phones shown. Indicate **Worksheet 10** and play **Audio recordings D** and **E**.
- Ask your learner to listen and decide which phone the speakers are talking about. (Recording D - Phone B, Recording E - Phone A)
- Play each recording again. Pause the recording after each item of key vocabulary in the adverts (underlined in the transcript) and elicit the meaning and the correct picture from **Worksheet 11**.
- Confirm answers. Check the learner can pronounce the words clearly and with the stress on the correct syllable.

Differentiation:

- If the learner needs more time and support recognising the words from the adverts, spend more time on matching using **Worksheet 11 pictures** and **Worksheet 12**.
- Say a word and ask your learner to try identify the word card. Point out initial letters or consonant sounds of words as a way of helping the learner decide which word corresponds.

On the phone: choosing a mobile phone – teachers' notes

Activity 3: questions about mobile phones (10 mins)

- Give your learner **Worksheet 13**. These are the questions Salima asked in the shop. Ask the learner to read the questions aloud and drill pronunciation.
- Ask your learner to write down the answers Salima receives from the shop assistant and play **Audio recordings D** and **E** again.
- Play the recordings as often as required for your learner to get the answer. Confirm answers.
- Read the questions and answers as a role play with your learner. Practise until the learner is confident with the questions.

Differentiation:

- If your learner is unable to write the answers to the questions, ask him or her to repeat the answers orally.

Activity 4: numeracy practice (10 mins)

- Ask your learner the following questions and offer support with calculations as required:
 - How much is the pay monthly contract for 18 months? (£450)
 - What were the prices of the two calls to Algeria in the recording? (25p and £1.50 per minute)
 - How much would it cost to call Algeria for five minutes at each price? (£1.25 and £7.50)

Activity 5: role play (10 mins)

- Look at **Worksheet 10**. Fold over the advert information to leave the picture of the phone only. Alternatively, use your own phones as props.
- Set up a role play. You are the assistant and your learner is the customer.
- Ask your learner to ask you the questions from **Worksheet 13** to get information about each phone. The learner can substitute his or her own country for questions 5 and 8.
- Encourage your learner to use the phrases *so that's?* and *sorry?* from previous lessons for repetition and checking back information.
- Your learner should note down the information heard. You can create the information details for each phone. Afterwards, check the learner has noted down the information correctly.
- Ask the learner to decide which phone suits him or her best and to give reasons why.

Learning check:

- Assess your learner's ability to find information out about mobile phones by monitoring **Activity 5**.
- Consider whether your learner's questions would be successful if used in a real situation.

Activity 6: finding information (10 mins)

- Use a smartphone, tablet or computer to find information about genuine mobile phone deals. Ask the learner to look and find one that would be suitable for him or her. Encourage your learner to use the calculations from **Activity 4** to work out the total price of the contracts available.
- If you are unable to access the internet during the session, bring some printed advertisements from local mobile phone shops for this activity.

On the phone: answers

Lesson 1b. Activity 1

1. No
2. New windows
3. No
4. Cooker delivery



On the phone: transcripts

Audio recording A**Part A**

Jo: Hello?

Magda: Hello. Can I speak Jo, please?

Jo: Speaking.

Magda: Hello. My name is Magda. My friend Aleks said you needed a cleaner.

Jo: Ah yes. Thanks for calling. Yes, I need a cleaner once a week. Mornings are best. Are you available then?

Magda: Yes. I can come any morning but which day is best?

Jo: Tuesday is best for me. Can you come next week?

Magda: I'm not sure because I think I have an appointment. I'll call you back when I know.

Jo: That's fine, Magda.

Magda: Sorry, can you tell me, how much is the pay per hour?

Jo: Oh, yes. It's ten pounds per hour. I hope that's OK?

Magda: Yes, that's fine. I'll call back soon. Bye.

Jo: Thanks Magda. Bye.

Part B

Jo: Hello. Jo speaking.

Magda: Hi Jo, It's Magda. I'm sorry I can't come next week but the week after is fine.

Jo: Great, Magda. See you the week after. Bye

Magda: Bye



On the phone: transcripts

Audio recording B**Caller 1**

Sabra: Hello. Can I speak to Anna, please?

Jan: Who's speaking?

Sabra: It's Sabra.

Jan: Hello Sabra. I'm afraid she's not here.

Sabra: When will she be back?

Jan: About eight o'clock. Can I take a message?

Sabra: Please. Can you tell her I can't come on Friday. Thanks. Bye

Jan: Bye

Caller 2

Caller: Hello. Can I speak to Mrs Sharp, please.

Jan: Speaking.

Caller: My name is Amrita and I'm calling from Apex Glazing to offer you a free quote for new windows for your home.

Jan: Thank you but I'm not interested

Caller: We can come this week and its absolutely free and we can give you fifty percent off.

Jan: No. I'm really not interested. Sorry. Bye.

On the phone: transcripts

Audio recording B cont.**Caller 3**

Caller: Hello. Can I speak to Mark, please.

Jan: I think you have the wrong number.

Caller: Oh, Sorry about that. Bye

Jan: No problem. Bye.

Caller 4

Caller: Hello. Can I talk to Mrs Sharp, please?

Jan: Speaking.

Caller: Hello. I'm calling about your cooker delivery. They will call tomorrow between seven and one.

Jan: Hold on a moment. I'll get a pen. So that's tomorrow, Tuesday, between seven and one?

Caller: Yes. That's right.

Jan: That's fine. Thanks for calling.

Audio recording C

Nick: Can I speak to Dan, please

Jan: Yes. Who's speaking?

Nick: It's Nick.

Jan: Oh, hi Nick. Hold on a moment. I'll get him for you.

Sorry Nick. He's not here. I think he went out. Can I take a message?

Nick: Yes, please. Can you tell him the game is at 6 o'clock.

Jan: OK. Will do. Thanks for calling. Bye.

Nick: Bye.



On the phone: transcripts

Audio recording D

Salima: Hello. I'm looking for a new phone. How much is this one?

Assistant: This is a pay monthly contract and it's £25.

Salima: So I pay £25 every month and I sign a contract.

Assistant: That's right.

Salima: How long is the contract?

Assistant: 18 months.

Salima: When can I cancel it?

Assistant: After 18 months, not before. You pay £25 for 18 months and then you can stop or change your phone.

Salima: Oh, OK. Is the phone free?

Assistant: Yes. The handset is free.

Salima: How many free texts, calls and data do I get?

Assistant: It's unlimited.

Salima: Unlimited? So, I can have all phone calls and text messages and internet free?

Assistant: Yes. You can.

Salima: Can I call Algeria for free?

Assistant: No. The UK is free but you pay 25p a minute to Algeria.

Salima: Oh. OK

On the phone: transcripts

Audio recording E

Salima: And how much is this one?

Assistant: It's £25 too.

Salima: Do I pay £25 every month?

Assistant: No. Only when you buy the phone. This isn't a pay monthly contract. This is pay as you go.

Salima: Pay as you go. So I only pay when I use my phone?

Assistant: Yes. You can pay £10 first and then you can call and text. When the £10 is finished, you can pay £10 again. You get a free SIM card.

Salima: What is a SIM card?

Assistant: The phone needs the information on the SIM card to help make calls and texts.

Salima: How many free texts, calls and data do I get?

Assistant: You get unlimited texts and 100 phone call minutes. After that you pay.

Salima: Can I call Algeria for free?

Assistant: No. The UK is free but Algeria is £1.50 per minute but you can pay extra for a cheap international calling pack, if you want

Salima: Oh, £1.50 is expensive. Well, thanks for your help. I'll go away and think about it.

Lesson 1a. Worksheet 1

Can I speak to _____

My name is _____

I'm calling about _____

I'll call you back

Can you tell me, _____

It's _____

Lesson 1a. Worksheet 2**Part A**

Jo: Hello?

Magda: Hello. Can I speak Jo, please?

Jo: Speaking.

Magda: Hello. My name is Magda. My friend Aleks said you needed a cleaner.

Jo: Ah yes. Thanks for calling. Yes, I need a cleaner once a week. Mornings are best. Are you available then?

Magda: Yes. I can come any morning but which day is best?

Jo: Tuesday is best for me. Can you come next week?

Magda: I'm not sure because I think I have an appointment.
I'll call you back when I know.

Jo: That's fine, Magda.

Magda: Sorry, can you tell me, how much is the pay per hour?

Jo: Oh, yes. It's ten pounds per hour. I hope that's OK?

Magda: Yes, that's fine. I'll call back soon. Bye.

Jo: Thanks Magda. Bye.

On the phone: making a call – classroom materials

Part B

Jo: Hello. Jo speaking.

Magda: Hi Jo, It's Magda. I'm sorry I can't come next week but the week after is fine.

Jo: Great, Magda. See you the week after. Bye

Magda: Bye



Lesson 1a. Worksheet 3



Sales assistant
required 3 days
a week.
Call Pam on
458 374

Which three days is it?



For sale.
Child's
buggy. £50
Call Sally on
873947

How old is it?



Fitness class
Tuesdays &
Thursdays
6.30 – 7.30pm
☎ 472 948

How much is it?



**Free English
class**
Wednesday
afternoons at
Central Library
07738927462

What time does it start?

Lesson 1b. Worksheet 5

Caller 1

C: Hello. Can I speak to Anna, please?

Jan:

C: It's Sabra.

Jan: Hello Sabra.

C: When will she be back?

Jan: About eight o'clock.....?

C: Please. Can you tell her I can't come on Friday. Thanks. Bye

Jan: Bye

Caller 2

C: Hello. Can I speak to Mrs Sharp, please.

Jan:

C: My name is Amrita and I'm calling from Apex Glazing to offer you a free quote for new windows for your home.

Jan: Thank you but

C: We can come this week and its absolutely free and we can give you fifty percent off.

Jan: No. I'm really not interested. Sorry. Bye.

On the phone: making a call – classroom materials

Lesson 1b. Worksheet 5 cont.

Caller 3

C: Hello. Can I speak to Mark, please.

Jan:

C: Oh, Sorry about that. Bye

Jan: No problem. Bye.

Caller 4

C: Hello. Can I talk to Mrs Sharp, please?

Jan: Speaking.

C: Hello. I'm calling about your cooker delivery. They will call tomorrow between seven and one.

Jan: Hold on a moment. I'll get a pen.

.....?

C: Yes. That's right.

Jan: That's fine. Thanks for calling.



Lesson 1b. Worksheet 6

Who's speaking?

I'm afraid she's not here.

Can I take a message?

Speaking

I'm not interested

I think you have the wrong number.

So that's tomorrow, Tuesday, between seven and one?

Lesson 1b. Worksheet 7

Can I speak to Dan, please

Yes. Who's speaking?

It's Nick.

Oh, hi Nick. Hold on a moment. I'll
get him for you.

Sorry Nick. He's not here. I think he
went out. Can I take a message?

Yes, please. Can you tell him the
game is at 6 o'clock.

OK. Will do. Thanks for calling. Bye.

Bye.

Lesson 1b. Worksheet 8

<p>You are calling _____ They are not at home. You want to leave a message to say that you won't be able to meet after work tomorrow.</p>	<p>You are calling from the local dentist's surgery to confirm that _____ has an appointment next Wednesday at 10am</p>
<p>You want to speak to Mark. You are sure that this is his number. You think you dialled 020 7946 5123</p>	<p>You are calling from Midlands Gas, _____ used to be your customer, you want to offer them a discount to convince them to sign a new contract.</p>
<p>You are calling to confirm that date that _____ new washing machine will be delivered. Thursday between 9 and 1</p>	<p>You are calling to speak to _____ Ask _____ if you can speak to them.</p>
<p>You are calling to ask if _____ would like to make a claim about PPI</p>	

Lesson 1b. Worksheet 9

Who's	speaking?
I think	you have
the	wrong number
Hold on	a moment
Thanks for	calling
I'm afraid	he's not
here	Can I
take	a message?

Lesson 1b. Worksheet 9 continued

Thank you but	I'm not
interested	So that's
tomorrow	between seven and one?
Speaking?	

Lesson 1c Worksheet 10



Pay as you go
unlimited texts

100 minutes
Free SIM card

£25

B



Free handset!
Pay monthly £25
18 month contract
Unlimited calls, texts
and data !!

A

On the phone: choosing a mobile phone – classroom materials

Lesson 1c. Worksheet 11

	
	
	
	

Lesson 1c. Worksheet 12

data	calls
pay monthly	SIM card
texts	contract
pay as you go	handset

Lesson 1c. Worksheet 13

1. How much is this one?
2. How long is the contract?
3. 3. When can I cancel it?
4. Is the phone free?
5. How many free texts, calls and data do I get?
6. Can I call Algeria for free?
7. How much is this one?
8. How many free texts, calls and data do I get?
9. . Can I call Algeria for free?