

Unit 4: Using the Telephone

Day 1

Objectives:

Customer Service Skills	Job Readiness Skills	Grammar and Pronunciation Skills
• Identify workplace telephone skills and tasks. • Answer the telephone. • Transfer a call. • End a telephone call.	• Build interview skills.	• Spell names clearly. • Ask for repetition and clarification. • Produce proper sentence and question intonation. • Use polite expressions. • Use idiomatic expressions.

Materials/Preparation:

- Student Book Unit 4
- Copies of **TG 4:48**, *Telephone Conversation Questions*, copied and cut into sets of cards
- SSLC Audio Tape: *Egyptian Cotton Sheets*
- Copies of **TG 4:50**, *Spelling Practice*, copied and cut into cards

Key Vocabulary:

call ahead
cell phone
telemarketer
transfer

Notes to Instructor:

Sometime near the middle of this Unit, students should have completed a final draft of their persuasive paragraph on the benefits of a career in retail sales. One copy of this paragraph should be kept in each student's file as an example of their writing and for possible later use in course outreach materials.

Warm-up: Telephone Conversation Questions

15 minutes

Set Up

1. In your overview of the class agenda, you have mentioned that Unit 4 covers telephone skills. Tell students that they can begin to discuss the topic with these conversation questions.

Process

2. Ask students to get into pairs and give each pair a stack of the *Telephone Conversation Questions* cards from **TG 4:48**, face-down. Ask them to take turns pulling a card and asking the question of the partner. Encourage them to only pull one question at a time (instead of looking at all the questions first) and to ask follow-up questions in order to have a longer conversation with each card.

3. Circulate to assist and make sure students speak only English during the conversations. Note which questions seem most interesting to students.

Reportback & Feedback

4. Bring the class back together and follow up on this activity by asking a few of the questions that seemed most interesting and collecting a few student responses. Practice the pronunciation of any useful or new vocabulary (telemarketer, cell phone).

Transition

As a final question, ask students:

Have you ever had to answer the phone on the job? (In your country or this country?)

What was difficult about it? What problems did you have? What did you learn?

Use their answers and the discussion that follows as the pre-listening exercise for the following presentation.

Presentation: Telephone Skills and Tasks

15 minutes

Set Up

1. Lead the previous warm-up discussion in such a way that you find out who among the students have already had to answer the phone on their job (either in the U.S. or their own country). Mention that this is often a responsibility of a sales associate or other customer service representative. If any have had the task of answering the telephone on the job, find out what types of things they had to do on the telephone.

Process

2. Write these on the board under the heading *Tasks*. Also, find out what they learned and what suggestions they have for using the telephone on the job. Elicit other suggestions from students and list the best ones on the board under the heading *Guidelines*. You can also have students work in small groups to come up with the guidelines and then present their ideas to the class.

Try to make sure at least the following are covered:

Tasks

Answering the phone
Putting someone on hold
Transferring calls
Taking messages
Giving information
Taking orders or other info
Handling complaints & requests

Guidelines

Speak clearly – enunciate even better than usual.
Learn the telephone’s features & practice them beforehand
Don’t have side conversations while using the telephone
Give the caller your full attention
Put the caller on hold before discussing with a co-worker
Never eat or drink while on the telephone
Answer the phone quickly – in three rings or fewer

Listening Activity: Calling Ahead

20 minutes

Note to Instructor: The Instructor Key for this activity can be found on **TG 4:49**.

Set Up

1. Tell students that they are now going to listen to a phone conversation between a customer and a couple sales associates. The customer is *calling ahead* to find out if a particular product is in stock.

Process

2. Play SSLC audio tape *Egyptian Cotton Sheets* one time. Then, ask students to open to **SB 4:2, Calling Ahead**, and read all the questions. Ask them to answer as many as they can after the first listen.

3. Play the tape a second time. Have students discuss and write the answers to the questions in pairs. You will most likely need to play the tape a third time for them to get most of the answers.

Note to instructor: For those classes that have lower-level students, **SB 4:2, Calling Ahead**, is divided into three sections. Students can concentrate on answering only one group of questions between each time they listen to the tape.

Reportback & Feedback

4. Go over the answers as a group. Discuss any difficult questions and any new vocabulary.

Note to Instructor: Focus on listening comprehension and any new vocabulary words in this exercise. If students bring up the stock phrases used by the sales associates in the listening, use the opportunity to transition into the next activity and presentation.

Listening and Pronunciation Activity & Presentation: Telephone Language

30 minutes

Set Up

1. Tell students that there are common tasks performed via the telephone in a retail situation, and common phrases used in workplace telephone conversations to accomplish these tasks. If they learn and practice these phrases, their telephone conversations will be easier. There are several examples of these in the listening segment.

Process

2. Ask students to open to **SB 4:3, Telephone Language**. Play the tape (*Egyptian Cotton Sheets*) again once or twice and ask students to fill in the blanks with the phrases they hear.

3. Go over the answers as a class. As you go over each answer, make a task heading for that phrase along the top of the board and write the phrases underneath the heading, as follows:

Answering the call Transferring the call Asking for repetition Asking for spelling

Ending the call

4. After the answers have been written under the appropriate heading, ask students to offer any other suggestions of language to use to accomplish these retail telephone tasks. Students can write the suggestions on the bottom of their worksheet. Some suggestions follow. Try to elicit the following. Please note that the first example under each heading is the answer from the worksheet:

Answering the call

Good morning. Thank you for calling Smith's Department Store.

Hello. This is Macy's. Maria speaking. How may I help you? [This is the most complete greeting and therefore the most preferred. Note its 4 elements.]

Good afternoon – Macy's. What can I do for you today?

Putting on hold / Transferring the call

How may I direct your call?

Certainly. Please hold while I transfer your call.

Would you mind holding for a moment?

Please hold.

Thank you for holding. [Said when the associate picks up the phone again after a hold.]

Asking for repetition

I'm sorry. I didn't catch that.

I'm sorry. Could you repeat that, please?

Asking for spelling

Could you spell that for me?

How do you spell your last name?

Ending the call

[note: insert this from tape]

Thank you for your call. Have a good day.

Thank you for calling!

Is there anything else I can help you with today?

Feedback

5. Practice the pronunciation of the phrases, with attention to thought groups, focus words, and pauses. Give feedback to individuals.

Note to instructor: Avoid going into a more detailed discussion here of asking for clarification (as in cases when the listener hears only part of what the customer said), putting people on hold, and taking messages. These, along with practice in asking for spelling and telephone numbers, will be covered later in this unit.

Presentation: Your Best Voice

15 minutes

Set Up

1. After students have finished their pronunciation practice from the previous activity, transition into this presentation by giving them feedback on their pronunciation. Then, write the following sentence on the board:

Ms. Monroe has left for the day.

Process

2. Ask students to work briefly in pairs to try to say this sentence in each of the four ways:

with surprise in your voice

as a simple statement

as a secret

as a question

Call on volunteers to perform the different ways for the class. Ask students what the difference in all the sentences is, since the content is always the same [answer = vocal inflection].

3. Point out that while vocal inflection is always important in customer service, it is particularly important on the telephone, because the customer cannot see your face and body language. Vocal inflection will help the customer determine the meaning of what you say and can also affect the customer's overall experience on the telephone with you.

Point out that there are at least three factors that can affect how your voice sounds over the phone. You can control each of them. Try to elicit them from students. They are listed here:

- a. *Energy*. [Energy in the voice communicates shows a positive attitude and enthusiasm to the customer.]
- b. *Rate of speech*. [Speak at a normal pace or even slightly slower than normal.]
- c. *Pitch*. [This can be monotone, low, or high – model each. Point out that the tone

in English on the telephone – as in most customer service situations – should be varied.]

4. Finally, point out that a smile can be put into your voice, even over the phone. Remember to smile before you answer the phone because your voice will sound friendlier. You can even tape a note on the phone that says *Smile!*

Wrap Up

5. Ask students to listen to you say the sentence with a smile. Then, ask them say the sentence again themselves, this time with a smile on their face. They will probably notice the difference.

Activity: A Retail Conversation

15 minutes

Set Up

1. Ask students to now open to **SB 4:4, A Retail Conversation**.

Process

2. Ask them to work individually to fill in the blanks with the appropriate phrases from the box at the bottom of the page.

Reportback & Practice

3. Go over the answers as a group, then have students practice the conversations in pairs. Remind students to smile and be aware of the energy, rate of speech, pitch. Encourage them to consider thought groups, focus words, and pauses as they practice the conversations.

Feedback

4. Circulate to give individual feedback on vocal infection and pronunciation.

Activity: Spelling Practice

30 minutes

Set Up

1. Remind students of the taped telephone conversation that they heard. What did the sales associate say when she wanted the customer to spell her name?

[Insert line from tape.]

2. Use this line to ask a few students in the class to spell their last names. Write the name on the board as they spell it.

3. Point out that there are techniques you can use in English to spell a name so that the other person understands you clearly. Present the techniques (listed below) and then demonstrate them with the names on the board.

- a. *Say the name before you spell it.*
[For example, if your name is Bill, you say, “Bill: B- I-L-L”.]
 - b. *Group the letters in small groups of 3, possibly 4, and pause between the letters.*
[For example, “Jennifer. J-E-N {pause} N-I-F {pause} E-R”.]
 - c. *If you are spelling both first and last names – or other things of more than one word – identify the words before you spell them.* [For example, “First name, Bill: B-I-L-L. Last name, Jones: J-O-N-E-S.”]
4. Have students practice this with the names on the board, first repeating after you and then individually.

Process

5. Ask students to get into pairs and open to **SB 4:5, *Spelling It Out***. Ask a couple volunteers to model the dialogue for the class. Then, ask the pairs to practice it, taking turns once as the customer and the sales associate. Circulate to make sure they are spelling the customer’s name using the techniques introduced above.
6. Now, give one face-down stack of cards from **TG 4:50, *Spelling Practice Cards***, to each pair. Ask them to use the dialogue as a model to have similar conversations, taking turns playing the customer and the sales associate. Each time a student plays the customer, s/he should take a name card from the pile and use that name.

Reportback & Feedback

7. Circulate to give feedback to individuals. Encourage pairs to avoid looking at the model after they have practice a few times.
8. Ask a few pairs to demonstrate the conversation for the class.

Activity: Interview Question - *Give me an example of a problem you had at a previous job. How did you resolve it?*

25 minutes

Note to instructor: Of course, answers are going to vary widely here. The interviewee should take this opportunity to show she has good judgment and other positive traits such as **honesty, respect for authority, the ability to resolve problems quickly, responsibility**, and the **ability to reflect on one’s own actions**. Each brief example that the student chooses to give should highlight one or more of these attributes. Moreover, the problem chosen should ideally be one that the student did not cause herself, but instead one that was beyond her control, but that she was able to address and resolve successfully.

Set Up

1. Write the question on the board.
2. Introduce it to the class as a common interview question. Tell students to work in pairs for about 5 minutes to discuss (not write) appropriate answers to this question.
3. Before they begin, ask them to name the “Four Rules” for answering interview questions, and job them down on the board as they are volunteered. They are:
 - a. Always be positive (about self and others).
 - b. Speak clearly and simply (and not too fast!)
 - c. Be informative but brief.
 - d. Give examples.

Process

4. After students have worked for about 5 minutes, elicit possible answers from the group. Discuss the appropriateness of each answer and write 1-3 particularly good answers on the board. Consult the notes the question (below) for suggestions and guidance.
5. After a few good answers have been decided upon, have students open to **Portfolio Workbook P:11** and fill it out with the question and good answers.

Practice & Feedback

6. Now, erase the board. Students should put away the paper and practice interviewing each other with the question on the board. Encourage them to play the part of the interviewee by smiling, making eye contact, speaking clearly, and practicing good sitting posture. All these are key aspects of the role play.

In the role play, they may not look at their notes. Circulate to assist and to enforce this important rule. The role plays are meant to prepare students for real interviews, so they must gain confidence in answering questions without notes.

Wrap Up

7. When role plays are finished, mention the worksheet should be kept and used to practice and prepare before the real interviews they will be doing soon.

Wrap-up

2 minutes

Briefly review the important telephone tasks and skills that were covered today. Assign the homework listed below and tell students that it will be discussed at the beginning of the next class session.

Homework

Ask students to call any store and ask for their hours of operation. Then they should fill out **SB 4:6, *Mystery Shopper 3***, with the requested information. This will be discussed at the beginning of the next class session.

Unit 4: Using the Telephone

Day 2

Objectives:

Customer Service Skills	Job Readiness Skills	Grammar and Pronunciation Skills
• Use appropriate telephone terminology. • Leave a message. • Take a message.		• Pronounce telephone numbers using chunking, intonation, and pauses. • Use polite expressions. • Use idiomatic expressions.

Materials/Preparation:

- Copies of **TG 4:51**, *Telephone English*, cut into strips and shuffled. You need 1 copy for each group of 3 students.
- A working telephone with a speakerphone feature. It should be plugged in and working.
- Copies of **TG 4:52** *Operator A* and **4:53**, *Operator B*. Students will be assigned either A or B.
- SSLC Audio Tape *Taking a Message*
- Copies of **TG 4:54**, *Telephone Role play: Taking and Leaving a Message*, cut into cards and stacked.
- Telephones for role play (optional but useful). Students can use their own cellphones, too.

Key Vocabulary:

answer	hold
busy signal	line
caller	pick up
call back	receiver
dial	ring
dial tone	ringer
directory	speakerphone
display	
hang up	

Notes to Instructor:

In today's lesson, you will be teaching the proper pronunciation of telephone numbers. Your students may have other pronunciation trouble with numbers other than that addressed here. For example, many students often have trouble making a distinction between *15* and *50*, *13* and *30*, etc. If you find this is the case for some of your students, consider doing extra practice on this skill. Try pp. 91-92 of *Clear Speech* or the other pronunciation textbooks on the SSLC Resource Shelf. These extra pronunciation activities could also be used on the upcoming review day.

Warm up: Homework Review & Telephone English

15 minutes

Set Up

1. Ask students to get out the homework that was assigned in the previous class session (**SB 4:6, Mystery Shopper 3.**)

Homework Reportback

2. Ask volunteers to tell the class what store they called, how the sales associate greeted them, what the store's hours of operation are, what the associate did well, and what – if anything – they felt that the sales associate could improve.

If students come up with some good suggestions for how the sales associates could have improved, write these guidelines on the board and discuss them.

Process

3. Now, ask students to get into groups of 2 or 3. Tell them you'll be giving them strips of paper with 3 mixed up telephone conversations in them. They should sort out the 3 different conversations and put them in order.
4. Pass out the strips you have prepared from **TG 4:51, Telephone English.**

Feedback

5. Circulate to assist and give individual feedback.

Presentation: Telephone Terminology

15 minutes

Set Up

1. Put the telephone in a place where every student can see it.
2. Point out that in order to use the telephone at work, one must understand and use the correct terminology. Telephones at a workplace can seem complicated at first, so it is important to practice with them first, if possible. Mention that many people use a "cheat sheet" until they become accustomed to the phone. As customer service representatives, they can prepare a "cheat sheet" for the language of the telephone call, as well one on how to use the different features of the telephone (like hold, transfer, etc.)

Refer back to those students who have used the telephone in their jobs. Did they ever use a "cheat sheet"? Did they find the phones complicated at first? How long did it take to become accustomed to them?

Process

2. Begin to elicit the following telephone terminology from the students by demonstrating the actions and pointing out the features.

Verbs

answer
call back
dial
hang up
pick up
ring

Nouns

busy signal
caller
dial tone
display
receiver
ringer

3. Write the words on the board as you introduce them. Practice their pronunciation. When you are finished, “quiz” students by pointing to something or acting something out, and have them tell you the corresponding new vocabulary word.

3. Show students where the buttons are for *hold*, *speakerphone*, and the multiple *lines*. If at all possible, coordinate with a co-worker to demonstrate the use of the buttons.

4. Finally, point out or reiterate that all phones are different in interface and complexity – they will have to learn the features of their particular workplace phone and practice as much as possible before beginning to take calls. Ask them for suggestions of how they might practice.

Wrap Up

5. Encourage them to use these new telephone terms for the rest of the course.

Explanation adapted from Clear Speech, pp. 91 - 118

Presentation: Pronouncing Telephone Numbers

15 minutes

Set Up

1. Write the following telephone number on the board:

241 – 487 - 7589

2. Ask students to listen to you say the number. Say it a few times out loud.

Process

3. Ask students what they notice about the pronunciation of the number. Try to get them to mention the following 3 key features, or point them out yourself:

- a. There are two pauses in the reading of the number, marked by the dashes.
- b. The vowel in the final number of each grouping is slightly drawn out.

- c. One's tone of voice falls at the end of the first two groupings of three numbers. In the four-number grouping, the tone falls but then rises on the second to last number and falls again on the last number.
(For a visual representation of this, see *Clear Speech* p. 93)
4. Model the pronunciation again. Then, have students repeat chorally after you, and then individually. Ask students for their own telephone numbers, and have them say the numbers out loud for the class.
5. Make sure to mention the following points in your discussion of telephone numbers:
 - a. In English, we almost always say every number of a telephone number individually. That is, 7589 should be pronounced as "seven, five, eight, nine", not "seventy-five eighty-nine."
 - b. An exception to this rule is when there is a number ending in two or three o's. For example, the SSLC telephone number is (240) 403-3600. The last four numbers are almost always pronounced as "thirty-six hundred".
 - c. The number o can be pronounced as "oh" or as "zero". To be clear on the phone, it is advisable to say "zero". However, customers will say it both ways, of course.

Wrap Up

6. Point out that saying telephone numbers correctly is a very important part of speaking clearly.

Activity: Operator

30 minutes

Set Up

1. Tell students that in the next activity, they play the role of a telephone operator at the Wheaton Mall. They will have a phone *directory*, and must take phone calls from customers who want the phone number of particular stores in the mall.
2. Elicit from students a typical phone conversation of this type. This will also be a way to review phone greetings. As you elicit the brief dialogue, write it on the board:

Operator: *Good afternoon. Wheaton Mall. This is _____ speaking. How may I help you?*

Customer: *Hello. Could you tell me the number for McDonald's, please?*

Operator: *Yes. It's (301) 833-0284.*

Customer: *Thanks.*

Operator: *My pleasure. Have a nice day.*

Process

3. Practice the pronunciation of the dialogue with students.
4. Ask students to get into pairs. Give one student in the pair a copy of **TG 4:52**, Operator A, and the other a copy of **TG 4:53**, Operator B. Go over the instructions with students. Remind them that it is important to use appropriate vocal intonation and smile, even when on the telephone.
5. Circulate to assist and give individual feedback on the pronunciation of the phone numbers and other aspects of the dialogue.

Reportback & Feedback

6. When they are finished, bring the class back together. Follow up on the activity by having the dialogue with individual students. Discuss those numbers that caused students difficulty.

If needed, take time in the feedback session to introduce and practice the language for making special requests on the telephone. For example:

Could you speak up a little please?
Would you mind speaking a little slower, please?
Could you call me back? I think we have a bad connection.

Listening Activity: Answering Machine

25 minutes

Set Up

1. Ask students what is the name of the machine or mechanism that takes messages when no one is there to answer a call. (answering machine and/or voicemail). Write the two answers on the board.
2. Tell students they are going to listen to and write down some taped voicemail messages. Ask them to open to **SB 4:7-10**, *Message Pad*, and take a look at the message pad. Remind them that voicemail messages are not always left in the order in which the information is requested on the message pad!
3. Prepare students for the listening activity by doing a practice message with them. Read the following message twice and have them write it down on their message pad (**SB 4:7-10**).

Hi, this is _____. I'm returning Jenny's call. She can call me at (222) 333-4444.

Check students' message pads to make sure they wrote it down correctly.

Process

4. Play the tape twice, giving students time to write down each message.

Reportback & Feedback

5. Go over the answers. Play the tape a final time. Discuss those messages that were difficult for the students.

Wrap Up

6. Point out that the messages have to be well-written and comprehensible to the person who is receiving them. However, they do not have to be written verbatim from the tape – a paraphrase is recommended.

Note to instructor: Paraphrasing is an important skill in taking messages. You may want to spend more time with this taped activity, working solely on paraphrasing the messages. This is also a useful activity for advanced classes and a suitable activity for the review day.

Presentation: Not Available? Taking and Leaving a Message

20 minutes

Set Up

1. Remind students that in the previous class session, you discussed the language for putting someone on hold and transferring someone's call. However, sometimes an individual will not be at work or will be in a meeting, and cannot take the call. Ask students what should be done in such a situation. Elicit the following:

- a. Let the caller know that the individual is not available
- b. Offer to take a message OR transfer to voicemail.

Process

2. Ask students to brainstorm ways to ask for someone, say that an individual is not in, and offer to take a message. Write the ideas on the board, then practice their pronunciation as a group:

Asking for someone

May I speak to _____, please?

Is _____ in?

When someone is not available

I'm sorry. _____ is not available at the moment.

I'm afraid _____ just stepped out.

Offer to take a message or transfer to voicemail

Would you like to leave a message?

Would you like his voicemail?

(Afterwards): I'll make sure he gets the message. Thank you.

Note to instructor: Now is a good time to mention that it is best to avoid explanations of where the unavailable individual actually is. For example, one should not say things like, "He hasn't come in yet" or "I don't know where he is" or "She left early." Not only can this irritate a

customer, but it might also make the store or company look less than professional – and it may violate the privacy of the individual who is being called. Therefore, it is best to give little information when someone is not available, as in the examples above.

3. Ask students what kind of information you need when you are taking a message for someone else. Elicit:

Name

Phone number

Time

Date

Written message

Wrap Up

4. Point out how important it is that the message be written clearly.

Telephone Role Play: Taking and Leaving a Message

45 minutes

Set Up

1. Explain that the following role play will give them an opportunity to both leave and take a message, thereby practicing the language they just used.

Process

2. Ask students to get into pairs and give one of the students in each pair a role play card from **TB 4:54, Telephone Role play: Taking and Leaving a Message**. Instruct the other student to play the customer service representative on the telephone. **The person their partner asks for is not available.** Tell them to use one of their Message Pad pages (**SB 4:7-10**) to take the message.

If you have phones to use as props, pass those out now. Students can also use their cell phones, if they have them, as props.

Remind students to use a good phone voice, and to smile as they pick up the receiver.

3. Circulate to assist and give individual feedback. When a pair has practiced one role play a couple times, ask them to switch roles, and give a different card to the new “caller”.

Performance & Feedback

4. Have students perform the role plays for the class and then critique them as a class, using the same techniques that have been used in previous role plays in the course.

If needed, take time in the feedback session to introduce and practice the language for making special requests on the telephone. For example:

Could you speak up a little please?

Would you mind speaking a little slower, please?

Could you call me back? I think we have a bad connection.

Note to Instructor: The best way to have students perform this role play for the class is to use real telephones. One student can be in the extra office at the SSLC, and the other one can be on speakerphone in the classroom. To set this up, follow the instructions listed below:

To set up a telephone role play:

1. The first office will be used for this role play, so leave that telephone there. Put one of the other telephones at the SSLC in the classroom.
2. Make sure that the button **DND** on the phone in the classroom is NOT lit.
3. Photocopy the instructions on **TB 4:57, Telephone Role Play Instructions**. Cut them in half, and place instructions for the caller next to the phone in the first office. Make sure to fill in the Extension Number on the instructions (see below). Place the instructions for the sales associate next to the phone in the classroom.
4. When the role play begins, take the caller into the first office and show him/her the instructions. Make sure she understands. Do the same for the sales associate in the classroom.

Here are the extension numbers for the phones at the SSLC:

Office #1: **11**

Office #2 (Director): **12**

Office #3 (Instructors): Larger desk on the right - **13**
Smaller desk on the left - **14**

Front Desk (Administrative Assistant): **15**

Wrap up

2 minutes

Review the day's topics and, if time, the new stock phrases that have been learned. If there were some comprehension difficulties during the role play, point out that, in the next class session, they will learn some good techniques for clarifying information over the telephone.

Unit 4: Using the Telephone

Day 3

Objectives:

Customer Service Skills	Job Readiness Skills	Grammar and Pronunciation Skills
• Use appropriate telephone terminology. • Serve two customers at once. • Provide balanced service. • Role play: Serve two customers at once.	• Solve workplace problems as a team. • Describe the process of finding a job. • Read job ads.	• Interrupt someone politely. • Ask for repetition. • Ask for clarification with wh-question words.

Materials/Preparation:

- Copies of **TG 4:55-56**, *Telephone Clarification Check A and B*. Half the students get A, half get B.
- Copies of **TG 4:63**, *Finding a Job - Conversation Questions*, cut into cards.
- Copies of **TG 4:58-61**, *Serving Two Customers At Once – Role Play*, cut into strips.
- Copies of **TG 4:62**, *Serving Two Customers At Once – Role Play Evaluation*.
- The classifieds sections from local newspapers.

Key Vocabulary:

abbreviation	classifieds
ad/advertisement	interrupt
balanced	take leave of
certainly	
clarification	

Notes to Instructor:

This is a reminder that resumes are due on Day 5 of this Unit. Remind students that they may need to devote some out-of-class hours to the resume in the coming days. You will need to work with them to edit drafts before or after class. Day 6 of this Unit is a Review Day, so some in-class time can be devoted to finalizing students' drafts, if needed.

Warm-up: Telephone Collocations

10 minutes

Set Up

1. Tell students that you are going to read out a list of words that all go with (or collocate with) a particular noun. The students should guess the noun that they go with. When a student guesses the noun they should put up their hand (but not call out the answer). Continue reading through the list until all students know the answer.

Process

2. Read out as follows: 'You can _____ it.' Fill in the blank with the words below. The answer is given in parentheses:

- a. answer, connect, pick up, speak to somebody on, leave off the hook (telephone)
- b. get, give, leave, pass on, receive, record, take, write down (message)
- c. have, make, keep, arrange, miss, cancel, postpone, fail to turn up for (appointment)
- d. check, get, give, place, lose, receive, delay, compete for, confirm (order)
- e. have, listen to, take part in, carry on, continue, break off, strike up a (conversation)
- f. take, make, give somebody, wait for, accept, place, return somebody's, put through (call)

Follow Up

3. You may want to follow up on this quick warm-up by using it for vocabulary building. There will certainly be several words with which students are not familiar. Consider giving them a list of the collocations and discussing some of the new words, or doing a collaborative story-telling exercise in which each student has to tell part of a story called "A Busy Day at the Office", using one of the new collocations.

This activity found at www.onestopenglish.com/tefl_esl_warmers/telephone.htm

Presentation: Repetition and Clarification

15 minutes

Set Up

1. Remind students of yesterday's telephone role plays, and some of the difficulties they had in understanding and therefore responding to their partners over the phone. Ask them to remind you of the phrases they've learned to use in situations like those. Write them on the board:

Asking for repetition
I'm sorry. I didn't catch that.
I'm sorry. Could you repeat that, please?
I'm sorry. I don't understand. What did you say?

Process

2. Point out that the "I'm sorry" in the examples above is important. It's not just an apology – it helps them interrupt the telephone conversation politely. Practice the pronunciation of the phrases as a group.

3. Point out that these are useful phrases, but they have their limitations. For example, what if you understood most of what the caller said, but missed just a word or two. It would be unfortunate to have to ask them to repeat their *entire* sentence, and it might make the caller impatient.

To illustrate your point, say *blah blah* in place of parts of sentences, directed toward individual students. Encourage them to ask you for clarification of the sentences by:

- a. *repeating the part of the sentence they heard*
 - b. *using a wh-question word to replace the part they did not hear*
- OR
- c. *rephrase or paraphrase the question, using a wh-question word to request the missing information.*

Point out that when the caller clarifies what s/he said, it is important to confirm that you understood with something like a simple, “I see” or “oh, ok, thanks.”

Here are some examples to guide this part of the presentation:

- **I always take blah blah with me on long bus rides.**
[Sorry. You take what with you? OR I’m sorry. What do you take with you?]
- **After blah blah, I like to watch TV for about an hour.**
[Sorry. You like to watch TV when? OR Sorry. When do you watch TV.?.]
- **I saw blah blah the other day in the grocery store.**
[I’m sorry. You saw who the other day? OR Sorry. Who did you see?]
- **I know how to speak blah blah very well.**
[Sorry. I didn’t understand. What do you speak well?]

Transition

4. Use the discussion above to transition directly and smoothly into the following activity.

Activity: Blah Blah Blah

15 minutes

Set Up

1. To practice the skill learned above, ask students to open to **SB 4:11**, *Blah Blah Blah*.

Process

- 2. As a group, practice saying the boxed expressions aloud.
- 3. Ask students to take a few minutes to fill in the blank with the correct phrase. Circulate to assist.

Reportback & Feedback

4. Follow up by reading the sentences out loud and asking volunteers to respond appropriately. You can also have students practice the exchanges briefly in pairs. For more advanced classes, however, use this short activity as a way to transition into the next one.

Activity: Telephone Clarification Check

15 minutes

Note to instructor: For best results, follow the process instructions for this activity closely. Giving out Part B at the beginning, or allowing students to alternate back and forth with the calls, has proven confusing for students in the past.

Set Up

1. Ask students to get into pairs. Give one member of the pair Part A of **TG 4:55** (save Part B for later).

2. Explain that they will be using the sheet as a guide for role playing telephone calls. The student with Part A will “call” her partner and ask the first question on the list. Her partner will respond with the appropriate clarification question, and then the first student will clarify with the sentence in brackets.

The first student should do every call on her sheet. When they are finished, give the other partner Part B, **TG 4:56**.

3. Model the exchange first with a volunteer. Example:

Student: Good afternoon. Macy’s. Iris speaking. How may I help you?

Instructor: Hi. I need to buy a blah blah.

Student: I’m sorry. What do you need to buy? [OR: Oh, excuse me. You need to buy what?]

Instructor: I need to buy a gift certificate.

Student: Oh, a gift certificate. Certainly.

Process

4. Have students begin and circulate to assist and give individual feedback.

Reportback & Feedback

5. To follow up, have students role play some of the exchanges for the class or role play one exchange with each student in the class. Discuss the more difficult ones on the board.

Presentation: Serving Two Customers At Once

25 minutes

Set Up

1. Remind students of the guideline, established earlier in this Unit, that the sales associate should give her full attention to the customer on the telephone. This is also a good guideline for a sales associate who is helping a customer in the store – the sales associate should give the customer she is helping her full attention.

Process

2. While this is a good guideline, sometimes it is not possible. Ask students to suggest situations in which that might *not* be possible for the sales associate (whether she is on the phone or just helping a customer inside the store). For example:

- *When something happens in the store that demands immediate attention (like a safety problem.)*
- *When the sales associate is taking a long time to help somebody, and a customer just has a quick question.*
- *When the sales associate is on the phone and another call comes in.*
- *When the sales associate is the only worker in the store, and she is helping a customer when the phone rings.*

3. Ask students what they would do in such a situation. Find out if any students in the class have had to deal with such a situation before on their jobs. Then, elicit the guidelines listed below:

Guidelines

a. If you have to answer the phone or step away from a customer you are currently helping, apologize and assure them you will be right back. Come back as soon as possible, and thank them for their patience.

b. If you are interrupted by another customer who has a small question, quickly respond to that customer and return to the first customer.

c. If you are interrupted by another customer who has a more involved question, politely assure the interrupting customer that you will help him as soon as you have finished helping the first customer, and then return to the first customer. Apologize briefly to the first customer.

4. Now, ask students to discuss the problem posed on **SB 4:15, Serving Two Customers - Language**, in pairs or small groups. Circulate to assist and give feedback.

5. When groups are finished, bring the class back together and ask for volunteers to share the language they came up with to politely help both the store customer and the phone customer. Write it on the board. The following is an example of what should be elicited:

Language

Excuse me just one moment. I'll be right back.

Thanks for your patience. (Said when the associate returns to the first customer)

I'm sorry. I'll be right with you.

No problem. I'll be happy to help you as soon as I finish helping this customer.

I'm sorry. I'm helping another customer. If you'll give me your number, I will call you back.

Practice & Feedback

6. After you have elicited and discussed the guidelines and language, practice the pronunciation of the phrases. Take time to give feedback to individuals.

Wrap Up

7. Emphasize that the principle underlying these guidelines is that sales associate must try to provide *balanced* service.

Transition

8. Lead from this point into the next activity, in which students practice using the guidelines and language they just identified.

Role Play Activity: Serving Two Customers At Once

45 minutes

Set Up

1. Explain to students that they will now practice implementing the guidelines and language they just listed. If at all possible, do a model role play. You should play the sales associate and two students should play the first and second customer.
2. Ask students to get into groups of 3. They should decide who will play the role of the sales associate and the two customers.
3. Explain that each member of each group will receive information about the role that they are to play. Pass out the strips that you have photocopied and cut from **TG 4:58-61, *Serving Two Customers At Once – Role Play***. Ask students to read their roles and give them an opportunity to ask any questions. Make sure they understand.

Process

4. Ask students to begin the role plays. Circulate to assist and give feedback on both their adherence to the guidelines and their language. Remind students to smile and be polite no matter how irritating or rude the interruption might be.
5. If time, encourage students to give everybody in the group the opportunity to play the sales associate once. (Give them a different scenario each time.)

Performance & Feedback

6. Have groups perform the role plays for the class. Follow the same format for role plays that have been used through the course. The feedback forms for the instructor and students are located on **TG 4:62** and **SB 4:12**, respectively.

Activity: Provide Balanced Service

Homework – no significant class time allotted

Note to instructor: This activity is most suitable for an advanced class. It can be given as homework or done during the review day. No time has been allotted for it in today's schedule, but it can be done in class if there is extra time.

Set Up

1. Tell students they will have an opportunity to apply some of these guidelines and create others by collaborating on some customer service scenarios.

Process

2. Ask students to get into groups of 3 and open to **SB 4:13-14, *Providing Balanced Service***. They should take a few minutes to read each of the three scenarios. Then, ask them to discuss each scenario with their group members and come to a decision as a group. If they do not agree, they need to discuss the issue together until they arrive at an agreement. Circulate to assist and encourage them to reach consensus as a problem-solving team.

Reportback & Feedback

3. Review the students' responses to the questions and their reasons. Where disagreements arise, discuss them as a class. Encourage students to give reasons to back up their opinions.

The "correct" answers are:

1. Option 3
2. Option 2
3. Option 2

For a more detailed discussion of the reasons behind these choices, see Crisp Workbook #2, pp. 71-72.

Wrap Up

4. Finally, discuss students' tactics in coming to a consensus.

Pre-Reading Activity: Finding a Job Conversation Questions

15 minutes

Set Up

1. Transition into this activity by reminding students that they have been preparing to do their job search. They have been writing reference lists and resumes and practicing their interview skills. We are now going to talk about the process of finding a job. Write Finding a Job on the board. Ask if there are students in the room who are looking for a job right now. Ask a few of them how they feel about it and what success they have had so far.

Process

2. Ask students to pair up. Give each pair a set of conversation questions from **TG 4:63, Finding a Job - Conversation Questions**, and ask them to take turns pulling a card, asking the question of their partner, and discussing the topic.

3. Circulate to listen and give feedback. Take notes on any words or concepts that would be useful to review during the group discussion.

Reportback & Feedback

4. Bring the class back together and discuss any questions they had or new words they came across. Follow up on the activity by asking volunteers a few of the questions from the cards and try to foment a group discussion. Save the following questions for last:

Where are good places to look for job ads?

Transition

5. Use the answers to this question to transition into the next activity.

Reading Activity: Job Ads

30 minutes

Set Up

1. Ask students to come up with good places to look for job ads and announcements. Elicit the following:

The newspaper (name some local papers)
The internet and email lists
MontgomeryWorks
Maryland Workforce Exchange
“word of mouth”

2. Ask students what kind of information they expect to find in a job ad. Elicit some of the following:

Type of job
Skills/qualifications required
experience required
Contact details
Full time or part time
Special requirements
Salary/hourly wage

Process

3. Ask students to turn to **SB 4:16**, *Reading a Job Ad*, and do section 1 in pairs. Circulate to assist.

4. Go over the meanings of the abbreviations and the other terminology in the ad.

5. Now, ask students to stay in the same pairs. Give each pair a piece of the classifieds section of the newspaper that you have brought to class. Ask to read a few of the ads and write new abbreviations and expressions in the boxes provided in section 2 of the worksheet.

Reportback & Feedback

6. Have each group present a few of their findings to the class. Discuss the new terminology and add it to the vocabulary section in the beginning of Day 3 of Unit 4.

Note to instructor: For a reading activity on this topic, see p. 106 of *At Work in the US* by Vacco & Jablon, 2003. This is a good activity for additional practice as time allows, or for the review day.

Wrap-up

Review the day's topics. Mention that students should be continuing to prepare their resumes this week.

Unit 4: Using the Telephone

Day 4

Objectives:

Customer Service Skills	Job Readiness Skills	Grammar and Pronunciation Skills
• Give location information and directions over the phone. • Create a resource list. • Give product and store information over the phone. • End a telephone call. • Role Play: Telephone Skills & Ending the Call	• Build interview skills.	• Use wh-questions and responses. • Use idiomatic expressions.

Materials/Preparation:

- Copy of **TG 4:64**, *Find Your Partner*, cut into card strips.
- A small list of stores throughout the mall with which you are familiar. The stores should be relatively far from each other. For example: McDonalds, Macy's, JCPenney, Starbucks, Old Navy.
- **TG 4:57**, *Telephone Role Play Instructions*
- Copies of **TG 4:65-66**, *Role Plays: Telephone Skills & Ending the Call*, cut into cards.

Key Vocabulary:

across from
around the corner from
between
go the extra mile
my pleasure
next to

on
on the corner of
resource

Warm-up: Find Your Partner

10 minutes

Set Up

1. Write the following on the board:

May I speak to Tracy Conerton?

2. Ask students what they might say if somebody asked them this in a telephone conversation. Elicit the responses and write a couple good ones on the board:

*Certainly. Just a moment. OR
I'm sorry. She's not available. May I take a message?*

3. Explain to students that in today's quick warm-up activity, each will receive one (or more) parts of a telephone conversation. They will have to get up and walk around the room and say their part of the telephone conversation to their classmates. Their goal is to find their partner - the person with the other half of their telephone exchange (just like the example on the board). When they find their partner, they can sit down next to him or her.

Process

4. Pass out the card strips from **TG 4:64, Find Your Partner**. If there are more strips than students, give some students more than one strip.
5. Ask students to get up and circulate among their classmates, saying their half of the telephone exchange. Circulate to assist, check pronunciation, and make sure students find their correct partner.

Reportback & Feedback

6. To follow up on the activity, have pairs read their exchanges out loud for the class. Give feedback to pairs and individuals.

Presentation: Develop a Resource List

15 minutes

Set Up

1. Write the following sentence on the board:

Go the extra mile for the customer.

2. Ask students to tell you if they know what it means to "go to the extra mile". Elicit ideas. If necessary, define the idiom.

Process

3. Point out that, when possible, a good sales associate can “go the extra mile” for the customer – that is, s/he can provide information about additional services or resources that are available to the customer in or near the store.

Ask students to think about times when they were shopping and a sales associate did this for them. Elicit their stories. Find out the following:

- a. What were those services or resources?
- b. How did that help you have a more enjoyable shopping experience?

4. Ask the class to get into small groups and think about some extra services and resources that might be asked for by customers. Make a list of them and put them into question form. Write this example on the board:

Where are the nearest restrooms?

Reportback & Feedback

5. When groups are done, bring the class back together and elicit their ideas. Write the questions on the board. Elicit (or, if not possible to elicit, suggest) the following:

Where are the nearest restrooms?
Where is the nearest public telephone?
Where can I have an item gift-wrapped?
Is there a good restaurant around here?
Where is the closest ATM?
Where is the nearest drug store?
Are there elevators that I can use?
What are the hours of this store?
Where is the mall office?

Ask students to write down the ideas that you write on the board on a separate sheet of paper.

Wrap Up

6. Tell students that they should keep this list in their portfolio. When they get a position as a sales associate, they can find the answers to these questions for their store. It would be a good idea to post the list, with answers, next to their workstation, the cash register, or on a clipboard for quick reference.

Activity: Resource List Scavenger Hunt

40 minutes

Set Up

1. Model one appropriate responses to *Is there a good restaurant around here?* from the perspective of someone who works at the SSLC. Write both the question and the answer on the board:

Q: Is there a good restaurant around here?

A: Yes. I recommend Ruby Tuesdays. It's on the first floor of the mall. Just walk in the mall doors between the SSLC and JCPenney, take a left, and you'll see it on your right.

Process

2. Ask students to open to **SB 4:17, Resource List**, and take it out of their binders. Then, they should get into groups of three.
3. Assign each group one of the store names you have prepared. Make sure at least one person in each group knows where the group's store is located inside the mall.
4. Tell students that they will be performing another "Scavenger Hunt" in the mall. In this hunt, they are to work with their group members to find the answers to all the questions in the Resource List. Here are the rules:
 - a. They have to find the answers from the perspective of a sales associate who works in the store you assigned them.
 - b. They must write out the *appropriate response* to each question on the sheet in English.
 - c. They must speak only in English.
 - d. They must come back in 25 minutes, by (give exact time), whether they are finished or not. The first group back with all their answers filled out correctly, wins!

Reportback & Feedback

5. As groups return, check their papers for grammar, spelling, and appropriate language. As a class, discuss any difficulties they had or questions that remain. Ask each student one of the questions from the resource list and get their response (have them announce what store they went to, first).

Wrap Up

6. To follow up on the activity, ask students to stand up and circulate around the room with their papers. They should ask each student in the class one question from their resource list, and the student should respond with the answer on their sheet.

Presentation: Giving Directions to your Store

15 minutes

Set Up

1. Ask students to tell you what kinds of information people will ask sales associates for on the telephone. You will probably elicit a number of responses (e.g., *hours of operation, product information, etc.*). Write them all on the board. One of the responses should be *location of the store*.

Process

2. Focus students' attention on giving the location of the store. Mention that this is another question for which they can practice the answer, much like the Resource List questions discussed earlier.

Point out that the sales associate is just responsible for being able to accurately and fully describe the *location* of the store. They do not have to be able to give detailed *driving directions* to the store.

3. Ask students to take a few minutes in pairs to write down the description of the location of the SSLC for a prospective new student.

Reportback & Feedback

4. After pairs have finished, elicit their responses. Each time they use a directional preposition or prepositional phrase (e.g., *next to, between, across from, around on the corner from, on, on the corner of*), write it on the board. Give feedback to pairs and individuals.

5. Point out that, when giving location information, it's a good idea to give both the street information and some sort of landmark, if possible (it's not really possible with the directions to the SSLC!). For example:

The Wheaton Metro Station is on Veirs Mill Road, across from the mall.

Wrap Up

6. Mention that, as with the Resource List questions, when they get a job as a sales associate they should write down the description of the store location. They should keep this near the telephone so that they are able to easily answer this common question.

Activity: Giving Directions

20 minutes

Set Up

1. Ask students to open to **SB 4:18**, *Giving Directions*, and take a look at the map.
2. Ask them to work individually to figure out and write the name of the building that is being described in the grid in the middle of the page. They should write their answers in the last column.
3. Now, direct their attention to the practice telephone conversation at the bottom of the page. Model the conversation with a student.

Process

4. Ask students to get into pairs. They should take turns modeling the telephone conversation, using the substitutions in the box.
5. Circulate to assist and give feedback to students.

Reportback & Feedback

6. Follow up by practicing the telephone calls with students in the classroom. Give feedback to pairs and individuals as needed. Discuss the directions that are difficult for students. Discuss alternate ways to give the information.

Role Play: Telephone Skills & Ending the Call

45 minutes

Note to Instructor: Ideally, for this activity you will need to set up the telephones in the classroom and the first office. See the end of this activity for set up instructions. See **TG 4:57**, *Telephone Role Play Instructions*, for instructions that can be copied and placed near the phones for students.

Set Up

1. Tell students that they will now use the skills they have learned so far in this course to role play helping a customer over the phone.
2. Before you begin the role plays, ask students to remind you about polite ways to end a telephone call. Elicit a few and write them on the board:

Thank you for your call.

Thank you for calling. Have a nice day.

Have I answered all your questions?

What else can I help you with today?

My pleasure. Thank you for calling. (In response to a thank you.)

3. Point out that the sales associate should wait for the customer to initiate the end of the phone call. The sales associate should not try to end the call until the customer indicates s/he is ready.

Process

4. Now, ask students to pair up and give each member of the pair one of the cards from **TG 4:**, *Telephone Skills & Ending the Call*.
5. Circulate to assist and give individual feedback. Have them practice each role play at least twice. When they are finished, give the pair another role play so that both students have the opportunity to play the sales associate.

Performance & Feedback

6. When they are ready, have each pair do one of the role plays for the class, using the intercom telephones (instructions below).
7. After each pair finishes, ask them what they felt they did well, what they could have improved. Elect constructive feedback from the class. Encourage them to use the feedback strategies you practiced in Unit 1. Give the pair your own feedback, too. Use the feedback sheets on **TG 4:67**. Students should use the feedback guidelines on **SB 4:19**.

To set up a telephone role play:

1. The first office will be used for this role play, so leave that telephone there. Put one of the other telephones at the SSLC in the classroom.
2. Make sure that the button **DND** on the phone in the classroom is NOT lit.
3. Photocopy the instructions on **TG 4:57**, *Telephone Role Play Instructions*. Cut them in half, and place instructions for the caller next to the phone in the first office. Make sure to fill in the Extension Number on the instructions (see below). Place the instructions for the sales associate next to the phone in the classroom.
4. When the role play begins, take the caller into the first office and show him/her the instructions. Make sure she understands. Do the same for the sales associate in the classroom.

Here are the extension numbers for the phones at the SSLC:

Office #1: **11**

Office #2 (Director): **12**

Office #3 (Instructors): Larger desk on the right - **13**
Smaller desk on the left - **14**

Front Desk (Administrative Assistant): **15**

Interview Question Activity: Why did you leave your last job?

20 minutes

Note to instructor: The important point here is that students should remain positive. They should never say anything disparaging about their former position, salary, boss, or co-workers. If their reason has to do with illness or personal problems, they can be honest about that, but avoid giving excessively personal details. A brief, vague explanation would suffice.

Set Up

1. Write the interview question on the board:

Why did you leave your last job?

1. Introduce this question as a common interview question. Tell students they will work in pairs for about 5 minutes to discuss and write appropriate answers to this question.
2. Before they begin, ask them to name the “Four Rules” for answering interview questions, and jot them down on the board as they are volunteered. They are:
 - a. Always be positive (about self and others)
 - b. Speak clearly and simply (and not too fast!)
 - c. Be informative but brief
 - d. Give examples

Process

3. Ask students to work in pairs. After students have worked for about 5 minutes, elicit possible answers from the group. Discuss the appropriateness of each answer and write 1-3 particularly good answers on the board. Consult the notes on each question (below) for suggestions and guidance. As a whole class, practice the pronunciation of the appropriate answers.
4. Ask students to return to their pairs and **practice interviewing each other** with the question on the board. Encourage them to play the part of the interviewee by smiling, making eye contact, speaking clearly, and practicing good sitting posture. Circulate and listen to the pairs, assisting and giving feedback where necessary.

Appropriate answers to this interview question:

“I wanted to pursue other opportunities that challenge me more.”

“I took a customer service training and wanted to find a position where I could practice my new skills.”

“I needed to take some time off due to illness. However, I am fine now and eager to work again.”

Wrap Up

5. As a class, discuss the role plays. Ask them to talk about what went well and what they feel they still need to improve. Discuss any more good answers to the interview question that students might have come up with during their role plays.

Wrap up

2 minutes

Review the main points from today's class.

Unit 4: Using the Telephone

Day 5

Objectives:

Customer Service Skills	Job Readiness Skills	Grammar and Pronunciation Skills
• Put a customer on hold. • Give product and store information over the phone. • Role Play: Put a Customer on Hold. • Give location information and directions over the phone.	• Identify job qualifications in self and others. • Fill out job applications. • Finish resumes.	• Use wh-questions and responses. • Use idiomatic expressions.

Materials/Preparation:

- Copies of *My Qualifications*, Parts A and B, **TG 4:71-72**.
- *Starbucks Application for Employment* (SSLC Resource Shelf) or another job application
- SSLC audiotape *Could You Hold?*
- **TG 4:70**, *Role Play: Please Hold*, cut into cards and stacked

Key Vocabulary:

application	promptly
brand name	qualifications
carry	sold out
hold	
in stock	

Notes to Instructor:

Students' final drafts of resumes are due today.

Warm-up: My Qualifications

15 minutes

Set Up

1. Refer students back to your overview of today's topics on the board. Point out that today they will be discussing the *Job Application*, which is a place where the employer can get more information about your qualifications. Write *qualifications* on the board, elicit its meaning, and practice the pronunciation as a group.
2. Point out that there are many ways to ask someone about their qualifications and abilities. Write the following examples on the board and show how each begins differently:

Can you speak another language?
Are you hardworking?
Are you good at making sales?
Are you able to work on Sundays?
Do you know how to use Excel?
Do you have a driver's license?

Briefly practice the pronunciation of the questions.

Process

3. Ask students to get into pairs, and give each member of the pair part A or B of *My Qualifications*, **TG 4:71-72**. Ask students to first read their sheet. Elicit any questions about vocabulary or meaning.
4. Students should take a few minutes to answer the questions individually in column 1.
5. After they are finished, they should interview their partner and write her/his answers in column 2. Circulate to assist and give feedback.

Reportback & Feedback

6. Follow up on the warm-up by asking a students a few of the questions in front of the class. Get more information about some of the topics. Focus on the information that would be required on a job application.

Transition

7. Use this follow-up discussion to transition into the next presentation and activity, *Filling Out Job Applications*.

Presentation: Filling Out Job Applications

15 minutes

Set Up

1. Ask students to raise their hands if they have ever filled out a job application in the United States. It is likely that most have. Ask the following questions:

Did you have any difficulties filling out the applications? If so, what were they?
Why are job applications important?
Which is more important, the job application or the interview.
Have you ever had to do a job application on-line?

Point out that the interview is more important, but the job application is the thing – along with your resume – that can get you to the interview, so it must be done well.

If students say that they have had to do on-line applications, tell them that we will be discussing that topic soon, since on-line applications are becoming more common, especially in retail sales jobs. Much of the application form is the same as the written version, but there are other aspects of the online application that can be tricky.

Process

2. Do a quick overview of what type of information is requested on the job application, by eliciting students' ideas:

<i>personal information</i>	<i>job desired</i>	<i>education</i>	<i>schedule desired</i>
<i>employment history</i>	<i>skills</i>	<i>salary or hourly wage desired</i>	
<i>Social Security number (SSN)</i>			

3. Point out that much of the information requested has already been covered in our course, either through the resume, reference lists, discussion of job ads, or interview skills practice.

Wrap Up

4. Remind students that they should keep copies of their resumes, reference lists, and interview skills practice sheets with them in their Portfolio. That way, they can quickly and easily fill out job applications. Without these items, job applications can take a very long time to complete.

Activity: Filling Out Job Applications

25 minutes

Set Up

1. Ask students to open to **SB 4:20**, *Job Application*. Ask them to take a few minutes to read the paragraph. After they have finished reading, ask the following questions of your group:

What kinds of information does the application provide to the employer?
Why do you need to be careful and neat when filling out a job application?

Process

2. Now, hand out copies of the *Starbucks Application for Employment*. They should take 10 minutes to fill it out, as thoroughly as possible. It is alright if they do not have all their past employment and educational history with them at this moment. They should just fill it out as far as they are able in 10 minutes. Tell them to mark areas where they have questions or concerns, and you will address these after they have finished.

3. After 10 minutes, open up a general discussion with students about the application. Take questions. In particular, touch upon the following points in some way:

- Ways of writing dates with numerals only (e.g., 10/16/92 **instead of** 16/10/92 - which is how it is written in Latin America, for example.)
- Position desired. Be sure you know the name of the position for which you are applying. Don't just say "any", because it appears that you have not done your research.
- The differences between "full time", "part time", and "temporary"
- The importance of staying positive about self and others – just like in the interview.
- The importance of including the references in your reference list – not family members or friends.
- Be careful not to disqualify yourself. While you need to be honest about your availability, be as flexible as you possibly can. When you get the interview, you can explain your schedule needs in person. If you are too rigid in your application regarding your schedule, you will be less likely to get an interview – especially for an hourly retail position.
- Do not leave items blank. Write N/A if the question does not apply to you. Do not write "Same" if the information is the same as you wrote in a previous question. Just write the information again.

Wrap Up

3. After the previous points have been addressed and discussed, check to see if students have any more questions about job applications. Remind students that it is a good idea to keep copies of completed job applications in their portfolios. Most job applications are similar and having a completed copy can really cut down on the time needed to fill one out.

Also, remind students that many job applications are now online. In some ways, they can be similar to paper applications, while very different in other ways. We will look at those in the weeks to come.

Listening Activity: Could You Hold?

25 minutes

Set Up

1. Tell students they will now listen to a telephone conversation between a customer and a sales associate. The associate will need to put the customer *on hold* to find the information requested. Put the term *on hold* on the board.

Also, put the term *classical guitar* on the board, and tell students that this is the product that the customer will request. Ask students if they know what a *guitar* is. Find out if anybody plays the guitar, what kind of guitar they own, where they bought it, what kind of music they like to play.

Process

2. Play the SSLC audiotape, *Could You Hold?* once. If you have a lower-level class, play it twice. Ask students the following comprehension questions:

What is the name of the store? [Guitars-R-Us]

What product does the customer want? [Yamaha classical guitar]

Does the sales associate know if the store carries the guitar? [She has to check.]

What does she do? [She puts the customer on hold.]

What does she find out? [The store carries 3 Yamaha classical guitars.]

3. Ask students to open to **SB 4:21**, *Could You Hold?*, and read over the dialogue. They are going to listen to the tape two more times, and fill in the blanks with the words that they hear. Play the tape two more times.

Reportback & Feedback

4. After the second playing, ask students to take about two minutes to compare their answers with a neighbor. Meanwhile, number the board #1-12. Then, review the answers to the numbered blanks as a class, by calling on volunteers and writing the answers on the board. The dialogue, with answers inserted, is below:

Could You Hold?

Sales Associate: Good morning. Guitars-R-Us. This is Amy (1.) speaking. How may I help you?

Customer: Hi. I'm calling to find out if you (2.) carry classical guitars made by Yamaha.

Sales Associate: I'm sorry. Could you repeat that (3.) brand name?

Customer: Yamaha.

Sales Associate: Ok – Yamaha. I know we carry (4.) several Yamaha instruments, but I'm not sure if we have one of their classical guitars (5.) in stock. (6.) Could you hold for a moment?

Customer: Sure.

Sales Associate: Thank you. (7.) I'll be right back.

[brief pause]

Sales Associate: (8.) Thank you for holding. We have three Yamaha Classical guitars in stock.

Customer: Great – thanks.

Sales Associate: (9.) I'm happy to help. Would you like me to (10.) hold one for you?

Customer: No, that's not necessary. I'll be there (11.) within the hour.

Sales Associate: Alright Sir. (12.) Thank you for calling. We'll see you soon.

5. Point out the difference between *carry* and *in stock* – i.e., *carry* refers to whether the store sells the product in question on a regular basis. The term *in stock* refers to whether the store has the product at a given point in time, or whether the store is waiting for a new shipment of the product. If a store carries an item, but it is not in stock, it probably means that the item is *sold out*.

Practice & Feedback

6. Finally, ask students to get into pairs and read the dialogue out loud. They should take turns playing the customer and the sales associate. Circulate among students to listen and to give individual feedback on pronunciation and tone of voice.

Transition

7. Move directly from this listening activity into the presentation below. Students should keep their binders open to **SB 4:21**.

Presentation: Putting a Customer on Hold

15 minutes

Set Up

1. Refer to the previous listening activity, *Could You Hold?* Ask students to tell you what the sales associate said to put the customer on hold, and what she said afterwards. Write the phrases on the board:

Could you hold for a moment?
Thank you. I'll be right back.
Thank you for holding.

Process

2. Elicit and review some of the alternative language for putting a customer on hold, which you discussed in the beginning of the Unit:

How may I direct your call?

Certainly. Please hold while I transfer your call.

Would you mind holding for a moment?

Please hold.

Thank you for holding. [Said when the associate picks up the phone again after a hold.]

Sorry for the wait. [Said when the associate picks up the phone again after a hold.]

2. Point out that the sales associate was very polite when she asked the customer to hold. Elicit from students the ways in which she did this and write them on the board:

- She *asked* him (instead of telling him),
- She *waited* to find out whether he said it was OK or not,
- She returned *promptly*, and
- She *thanked* him when she returned.

3. Ask students:

What should a sales associate do if the customer's request is going to take more than a couple minutes to fulfill?

Discuss their responses.

Point out that the sales associate should ask for the customer's name and number, and call him or her back promptly with the information. The customer should not sit on hold for a long time.

Transition

4. Use this discussion to transition into the next activity, where students will have the opportunity to practice putting a customer on hold and then retrieving the call.

Role Play Activity: Please Hold

40 minutes

Set Up

1. Tell students they are now going to have the opportunity to role play putting a customer on hold. Ask students to get into pairs. Each pair should decide who is going to be the "customer" and the "sales associate".

Process

2. Give the customer a product card from **TG 4:70, Role Play: Please Hold**. The customer must call the sales associate and ask if the product is *in stock* or if they *carry* that product. The sales associate does not know the answer. She must practice putting the customer on hold, and then retrieving the call.

3. Before students begin, elicit the language for the customer's questions, using classical guitars as an example. Write the questions on the board and practice their pronunciation as a class:

Hello. Do you carry classical guitars?

Hi. Do you have any classical guitars in stock?

4. Circulate among students to assist and give individual feedback on the role plays.

Performance & Feedback

4. Follow up by having volunteer students perform these role plays for the class. Give feedback to pairs and individuals. Ask the performers how they felt about their own performance. Ask them,

What do you think you did well?

What do you want to improve?

Activity: Giving directions on the telephone

25 minutes

Note to Instructor: This is a review of the topics introduced in yesterday's class – if there is time. If not, save this review for the review day.

Set Up

1. Write the following lists on the board:

Restaurants – List A

Edo Sushi
Apollo's Greek Taverna
Taj Majal Indian
Ming's Dynasty
Seoul Garden Korean BBQ

Restaurants – List B

Mario's Pasta
Crabby Bob's Seafood
Du Phoc Vietnamese
El Torito's Mexican

Process

2. Ask students to pair up. Tell each member of the pair they are either A or B. Tell each group to use ONE restaurant guide and ONE map of downtown from **SB 4:23 and 4:24**.
3. Tell them that, just like yesterday, they are going to practice giving location information on the telephone. They should take turns. First, person A is the telephone customer (she gets the map) and person B is the sales associate (she gets The Downtown Restaurant Guide). Person A should "call" person B 5 times and ask about the location of every restaurant in List A. Person B will describe the location based on the little maps next to the restaurants in the Restaurant Guide.

Then, A and B should switch roles and trade papers. Person B should "call" person A (4 times) and ask about the location of every restaurant in List B.
4. Circulate to assist and give feedback. Please note – they should not look at each other's papers during this role play. All communication must be verbal.

Performance & Feedback

5. Follow up by role-playing calls with each member of the class and discussing difficulties and areas for improvement.

Wrap up

5 minutes

Review the main points from today's class. Remind students that their resumes should be finished by today. If they are not completely finished with their resumes, part of the review day (Day 6 of Unit 4) may be used for this purpose.

Unit 4: Using the Telephone

Day 6

Objectives:

Customer Service Skills	Job Readiness Skills	Grammar and Pronunciation Skills
• REVIEW	• REVIEW	• REVIEW

Materials/Preparation:

- Copies of **TG 4:68-69**, *Miscellaneous Telephone Role Plays*, cut into role play cards.
All other materials should be chosen by in the instructor based on students' needs and desires.

Notes to Instructor:

Today is a review day and may be used to review the material covered in the last two units. The content of this day is left to your discretion. Review those topics and skills that students would like to delve into further, or that you feel students need to practice more.

It is recommended that you do at least one more telephone role play today in class. Students have learned a lot of telephone skills in a short amount of time, so they probably benefit from another opportunity to practice.

You may also wish to set aside time today for students to finish the final drafts of their resumes.

Keep in mind that this is designed as a review day for both Units 3 and 4. *Clear Speech* has some excellent practice exercises for numbers comprehension, pronunciation, and clarification. Pp. 91-96 of that text are worth doing today. You may also want to review features and benefits by doing a repeat of the Grab Bag warm up activity found in Unit 3.

Warm-up: I Need Information

20 minutes

Set Up

1. Ask students to open to **SB 4:25**, *I Need Information – Part 1* and have them fill it out quickly with the requested information. Tell them the answers can be anything – just pick a number, color, etc.
2. Ask students to turn to **SB 4:26**, *I Need Information – Part 2*. Tell them they will be doing a paired activity based on a telephone exchange between a sales associate and a customer who wants to order some balloons. First, however, they have to write down the questions they will need to use. They should write the wh-questions in the “Question” column, based on what information is needed. Do the first one together, and then have them do the rest individually. Review the answers as a class.

Process

3. Now, ask students to pair up and decide who will play the sales associate and the customer in the first round. They will role play a phone call, and the customer will give answers based on the answers s/he gave on Part 1. The sales associate will write down the information and then finish the phone call. You may want to model the first one.
4. Circulate among students to assist and give feedback. When a pair has finished, have them switch roles.

Performance & Feedback

5. Ask a few volunteers to role play one of the phone calls for the class. Discuss what the volunteers do well.

Role Play Activity: Choose one or more!

There are several role plays for the instructor to choose from.

1. For more advanced class, try the *Would You Like to Leave a Message?* role play at the following URL: http://bogglesworldesl.com/business_telephone_roleplay.htm
2. The *Telephone Scenarios* role plays, **SB 4:27**. These role plays require more creativity on the part of the students, as they are more open-ended than other role plays provided in this curriculum.
3. *Miscellaneous Telephone Role Plays*, **TB 4:68-69**. For this activity, ask students to get into pairs and give each member of the pair of telephone role play card (either A or B). Ask students to work together to perform the role play. Circulate to assist and give feedback. As each pair finishes, give them new role plays to do, until each pair has done at least two.

Wrap up

Review the main points from today’s class. Announce that Unit 5, which you will start in the next class session, has to do with handling money and using the cash register.

Telephone Conversation Questions

What is your opinion of telemarketers?	How was your life different before the invention of cell phones?
Do you think teenagers should have their own personal cell phone? Why or why not?	What is the strangest phone call you ever received?
Have you ever had a job interview by phone?	How can you make cheap international phone calls?
What kind of food do you order by phone?	Have you ever had a problem with your phone bill? What did you do?
What are some of the advantages and disadvantages of cell phones?	Do you think it should be illegal to talk on your cell phone while driving? Why or why not?

**Calling Ahead
INSTRUCTOR KEY**

1. What does the customer want to buy?

sheets

2. What department does she need?

housewares

3. What is the customer's name?

Edith Jones

4. What is the fabric content of the sheets?

Egyptian cotton

5. What is the brand name?

Sylvania

6. What size sheets does the customer need?

Queen size

7. How much is the discount?

20% off

8. What else does she need?

two matching pillow cases

9. Are the sheets available?

yes

10. What is her telephone number?

301-222-2324

Spelling Practice Cards

Thomas Jefferson	Eleanor Roosevelt
Walt Disney	Sally Ride
Bill Gates	Condoleeza Rice
Cesar Chavez	Pocahontas
Betsy Ross	Francis Scott Key
Madeleine Albright	Martin Luther King Jr.
George Washington	Frederick Douglass
Thurgood Marshall	Ella Fitzgerald

Telephone English

NOTE: This activity involves 3 mixed-up telephone calls. You can find and download this activity at www.bogglesworldesl.com.

Operator (A)

Work with a partner. Play the role of a customer service representative at a local mall. Your partner will “call” you and ask for the phone numbers of stores in the mall.

Here is your directory:

Wheaton Mall Telephone Directory	
Macy’s	(301) 291-2919
Target	(301) 624-2533
The Body Shop	(301) 635-2090
Express	(301) 363-0070
The Dollar Store	(301) 687-2116
Arby’s	(301) 561-5636

When it is your turn to be the caller, ask for the phone numbers of the stores listed below. Write the numbers you hear.

Wheaton Mall Telephone Directory	
Game Stop	
Ruby Tuesday	
Cingular Wireless	
Subway	
Old Navy	
Nine West	

Operator (B)

Work with a partner. Play the role of a customer service representative at a local mall. Your partner will “call” you and ask for the phone numbers of stores in the mall.

Here is your directory:

Wheaton Mall Telephone Directory	
Game Stop	(301) 232-2039
Ruby Tuesday	(301) 250-6532
Cingular Wireless	(301) 996-6913
Subway	(301) 783-4697
Old Navy	(301) 261-5220
Nine West	(301) 683-3700

When it is your turn to be the caller, ask for the phone numbers of the stores listed below. Write the numbers you hear.

Wheaton Mall Telephone Directory	
Macy's	
Target	
The Body Shop	
Express	
The Dollar Store	
Arby's	

Telephone Role play: Taking and Leaving a Message

You would like to speak with Miss Jones in the women's clothing department. You want to know if you can exchange the yellow blouse you bought last week for a green one. Remember to leave your name and number.

You are trying to contact Mr. Smith from menswear. You bought a suit last week and you want to know if the store will do alterations. Remember to leave your name and number.

You want to speak with Brian in the electrical goods department. You bought a CD player last week and you want to know how long the warranty lasts. Remember to leave your name and number.

You need to know if Ms. Chan in the sporting goods department is available. She is not, so you leave a message asking her to please call her son's school as soon as possible. Remember to leave your name and number.

Ask to speak with the manager. You bought some very expensive chocolates, and when you opened them, you found a cockroach inside! Remember to leave your name and number. You want to speak with the manager as soon as possible!

Telephone Clarification Check – Part A

1. I'd like to speak to someone in the *blah blah* department.
(I'd like to speak to someone in the **housewares** department.)
2. Do you sell *blah blah*?
(Do you sell **luggage**?)
3. Hi. Is this *blah blah*?
(Is this **Ms. Henderson**?)
4. Is your store open on *blah blah*?
(Is your store open on **Sunday**?)
5. I'm calling about the *blah blah blah blah*?
(I'm calling about the **shirts advertised in the catalog**.)
6. Is Mr. *Blah Blah* available?
(Is **Mr. Simmons** available?)

Based on similar activities in Kehe & Kehe, 1994. Written by Keira Gebbie Ballantyne.

Telephone Clarification Check – Part B

1. Do you have any *blah blah* in stock?
(Do you have any **coffee pots** in stock?)
2. Can you tell me where *blah blah blah blah*?
(Can you tell me where **your store is located**?)
3. Could I speak to *blah blah* please?
(Could I speak to **Mr. Conerton**, please?)
4. What *blah blah blah blah*?
(What **time are you open**?)
5. Do you sell *blah blah*?
(Do you sell **office supplies**?)
6. I have a question for the *blah blah* department.
(I have a question for the **Pharmacy department**.)

Based on similar activities in Kehe & Kehe, 1994. Written by Keira Gebbie Ballantyne.

Telephone Role Play Instructions

Photocopy this page and cut along the dotted lines. Put the top set of instructions next to the phone in the first office. Put the bottom set next to the phone in the classroom. Review them briefly with each role player to make sure they understand the steps in the process.

MAKE SURE you write the extension number of the phone in the classroom on the line in the instructions for the caller, below. Here is a list of extension numbers:

Office #1: 11
Office #2 (Director): 12
Office #3 (Instructors): Larger desk on the right - 13 Smaller desk on the left - 14
Front Desk (Administrative Assistant): 15

Instructions for the Caller

1. Pick up the phone.
2. Press INTERCOM
3. Press _____
4. Wait for the Sales Associate to answer the phone, then start talking!

Instructions for the Sales Associate

1. Make sure the button DND is **not** lit up.
2. Wait for the phone call.
3. When the phone rings, press SPEAKER
4. Answer the phone call!

Serving Two Customers At Once – Role Plays (page 1)

Sales Associate	You work in a jewelry store.
-----------------	------------------------------

Customer 1	You are in a jewelry store and you want to buy a ring for your grandmother's birthday. It is very important that the ring is not too tight, because she has arthritis.
------------	--

Customer 2	You are in a jewelry store. You want to find out if they are open on Saturday. The sales associate is taking a long time to serve the customer ahead of you. Politely interrupt the sales associate.
------------	--

Sales Associate	You work in a clothing store.
-----------------	-------------------------------

Customer 1	You want to buy a shirt, but you can't find the right size. Ask the sales associate if they any more shirts in the storeroom.
------------	---

Customer 2	You want to know the price of a scarf. Interrupt the sales associate.
------------	---

Serving Two Customers At Once – Role Plays (page 2)

Sales Associate	You work in a sporting good store.
-----------------	------------------------------------

Customer 1	You want to buy a baseball and a mitt for your son. Ask the sales associate for help.
------------	---

Customer 2	You want to buy a bicycle for your daughter, but you are not planning to purchase it today. You want to get information more about the bicycles at this store. Politely interrupt the sales associate.
------------	--

Sales Associate	You work in the housewares department of a superstore.
-----------------	--

Customer 1	You want to buy some new towels for your bathroom. Ask the sales associate for advice on colors.
------------	--

Customer 2	You want to buy a shower curtain, but you can't find the price. Interrupt the sales associate.
------------	--

Serving Two Customers At Once – Role Plays (page 3)

Sales Associate	You work in a toy store called Bozo's Toys. You are the only sales associate working in the store today.
-----------------	--

Customer 1	Ask the sales associate for help choosing a game for your two young children.
------------	---

Customer 2	Call the toy store. You want to know how long they are open today.
------------	--

Sales Associate	You work in a women's clothing store called Betty's Boutique. You are the only sales associate working in the store today.
-----------------	--

Customer 1	Ask the sales associate for help finding a dress for a party tonight. Tell her you are in a little bit of a hurry.
------------	--

Customer 2	Call a clothing store called Betty's Boutique. Tell the sales associate you are angry because you found a stain on the blouse you bought for your mother there.
------------	---

Serving Two Customers At Once – Role Plays (page 4)

Sales Associate	You work in a supermarket.
-----------------	----------------------------

Customer 1	Ask the sales associate to help you find ingredients for your dinner party menu.
------------	--

Customer 2	You want to find out what aisle the diapers are located in. Interrupt the sales associate.
------------	--

Serving Two Customers At Once Role Play Evaluation

Date: _____

Instructor: _____

Name of student playing Sales Associate: _____

Sales Associate: Checklist			
Rating Scale: 1 – needs improvement 2 – good 3 – excellent			
<i>The sales associate...</i> Greeted the customer promptly. Maintained a smile. Maintained eye contact. Was polite and friendly. Spoke clearly. Took polite leave of the first customer before helping the second. Helped the second customer appropriately and politely. Returned to the first customer and thanked him/her for waiting (or apologized). Other? _____ _____	<i>Circle a rating:</i> 123 123 123 123 123 123 123 123		
Additional Comments:			

Finding a Job – Conversation Questions

Where are good places to look for job ads?	Sometimes, teenagers who have just graduated from high school do not know what kind of job to do. What advice can you give them?
Who can help you in your job search?	Have you ever applied for a job that you were very unsuitable for?
Sometimes when immigrants come to the United States, their qualifications are not recognized. What advice would you give to a person in this situation?	Would you prefer a job that is more creative, or one that is more practical? Why?
Do you think that people with different types of personalities are better at some jobs than others? If so, can you give an example?	What is the biggest difference between your country and the United States in terms of looking for a job?

Find Your Partner	
May I please speak to Jerry?	He's not here right now. May I take a message?
I'd like to make a reservation.	For how many people?
Is this the Animal Defense League?	The Animal...what? Sorry, I think you have the wrong number.
May I please speak to Maria Shigematzu in Accounting?	She just stepped out for a minute. Can I have her call you back?
Sorry to bother you but-	Do you know what time it is?
I'd like to order a large pizza with Canadian bacon and pineapple.	Delivery or pick-up?
I'd like to place an order for 500 red pens.	Sorry, we're out of red. We should be getting more in next week.
I really have to get back to my English homework.	Oh, I'll let you go. Give me a call when you have some time.
I'm sorry I didn't call you last night. I fell asleep early.	That's okay. I wasn't here anyway.

Role Plays: Telephone Skills & Ending the Call

<u>Sales Associate</u> You work at Border's Bookstore. The Spanish dictionary your customer wants is in stock. You have many copies. It costs \$8.99.	<u>Telephone Customer</u> Call the bookstore. Ask if the Larousse Spanish dictionary is in stock. Ask how much it costs.
<u>Sales Associate</u> You work at Smith's Department Store. Your store policy says that customers can exchange items, but not return them.	<u>Telephone Customer</u> Call the department store. Tell the sales associate that you bought a blue Ralph Lauren sweater for your grandmother, but the size is wrong. Ask if you can exchange the sweater for a size medium.
<u>Sales Associate</u> You work at Office Depot. You sell business envelopes in sets of 100 for \$2.99, 500 for \$8.99, or 1000 for \$12.99.	<u>Telephone Customer</u> Call the office supply store. Tell the sales associate you want to buy business envelopes. Find out what is available and how much they cost.

<u>Sales Associate</u> You work at Giant Supermarket. The fish arrived this morning. Salmon is on special for \$7.99 per pound.	<u>Telephone Customer</u> Call the grocery store. Ask the sales associate if there is fresh fish today.
<u>Sales Associate</u> You work at Modell's Sporting Goods Store. You have a baseball set suitable for a 10-year-old child. It costs \$27.99.	<u>Telephone Customer</u> Call the sporting goods store. Tell the sales associate you are looking for a baseball set for your son's birthday. He is 10. Find out how much it costs.
<u>Sales Associate</u> You work at Kathie's Pet Store. You have a special on 5 gallon tanks for \$39.99.	<u>Telephone Customer</u> Call the pet store. Tell the sales associate you would like to buy a new tank for your goldfish.

Telephone Skills & Ending the Call Role Play Evaluation

Date: _____

Instructor: _____

Name of student playing Sales Associate: _____

Sales Associate: Checklist			
Rating Scale: 1 – needs improvement 2 – good 3 – excellent			
<i>The sales associate...</i> Greeted the customer promptly. Maintained a smile. Maintained eye contact. Was polite and friendly. Spoke clearly. Asked open-ended questions to get more information. Gave store & product information clearly. Ended the call appropriately and politely. Other? _____ _____	<i>Circle a rating:</i> 1 2 3 1 2 3 1 2 3 1 2 3 1 2 3 1 2 3 1 2 3 1 2 3		
Additional Comments: 			

Miscellaneous Telephone Role Plays

Note: Find additional telephone role plays at www.eslpartyland.com. They are available to download free for classroom use.

Role Play: Please Hold

fitted sheets	barbecue tools
rice cooker	bathmat
mixing bowls	corkscrew

Note: Find the activity “My Qualifications” at:
www.bogglesworldesl.com/businessESL.htm
free for classroom use.

It is available to download