

LESSON PLAN – ONE to ONE

LESSON LENGTH – 45 MINUTES

Objective

- Conversation lesson (Dialogues on the phone)

Target Language

- The differences in various English dialogues used between more formal language for business calls / between friends' conversions
- Various greetings (Good morning, Good afternoon, good evening etc.)
- Commonly used office telephone conversation scenarios
- Offers and Requests (Would you like/some...? Yes please, No thank you)
- Answering the phone
- Ask who is on the phone (Excuse me, who is this? / can I ask who is calling please?)
- Introducing oneself "Hello _____ company, Sharon speaking, how may I help you?"
- Can you hold the line? Can you hold on a moment?
- Connecting Someone – "I'll put you through to _____" (phrasal verb meaning 'connect')
- How to reply when someone is not available - I'm afraid ... is not available at the moment - The line is busy... (when the extension requested is being used)
- Mr. _____ isn't in... Mr. _____ is out at the moment...
- Taking a Message
- Invite person to a meeting / interview
- Making an appointment for oneself or colleague
- Making a phone call (request or inquiry)
- Asking for Someone Can I have extension 321? (Internal numbers at a company)
- Could I speak to...? (Can I - informal / May I - formal) Is _____ in? (Informal idiom meaning: Is Jack in the office?)

Assumed Knowledge

- Blackboard/Whiteboard
- Pen and paper
- CD of simple phone conversations
- Teachers prepared worksheet on conversations (fill in the blanks)

Resources

- Present simple and present continuous (positive, negative and question forms),
- Adverbs of frequency (often, sometimes, etc)
- The learner should be familiar with different simple, perfect and progressive tense

Anticipated Problems

- The student does not know how to ask questions in a courteous manner.
'What do you want?' instead of 'How may I help you?'
- The student could be shy, because person cannot see their facial expressions, the student may come across as rude or unfriendly, the student may use the incorrect intonation

Solutions

- Teach the student the correct ways of saying things,
- Keep speaking in a friendly and polite manner
- Avoid sounding bored
- Student should also learn various scenarios that can occur on the phone

Preparations and Aids

- A telephone / chairs back to back
- Conversation scenario cards
- A CD player with a CD containing various telephone role play conversations

PRESENTATION

Warmer

- T-S Pair Chat:
 - Ask the student about telephone calls that they currently make in their office.
 - Teacher introduces intended target language and asks if this useful for student

2 Min
- T-S Brainstorm
 - Make a list of various telephone tasks student wants to learn most.
(Making an appointment, calling a friend, offers and requests etc)

3 Min

PRACTICE

Set Context

(Using Conversation Scenario Cards)

- Wrong number
 - Take a message/ Leave a message
 - Appointment
 - Co-worker
 - Receptionist
 - Invite
 - Calling in sick / Calling in late / Broke down
 - Open/ Closed/ Hours
 - From Discussion agree with student which cards are most relevant to their job.
 - Teacher puts main vocabulary on board using Conversation Scenario.
 - Elicit sentences using vocabulary.
 - Present simple (A request, can I speak to Jack Smith please?)
 - Present continuous (We're meeting at six o'clock at the café – Talking about future)
 - Elicit a few actions from the student and write these on the board.
 - Have student use complete sentences.
 - This should help the student get a good perspective with using Present simple and present continuous (In the office, conversations, providing speaking skills among colleagues and also socially among friends)
 - Drill.
- 7 Min

Presentation of the Target Language

- Elicit the telephone role-playing target language
 - Followed by some drilling,
 - Reading the text together as a warm-up for the role-play
- 5 Min

Listening Practice (Controlled Practice of Target Language)

- Put on the cd and listen to different short role plays
- Conversations are someone making a telephone call/conversation
- Teacher should show student the tape script to identify the key structures
- Ask the student questions about each role play and questions to check understanding
- Provide any suggestions or help where needed

PRODUCTION

Role Play

- Practice context words with student using the Target Language, with chairs back to back so she cannot see your face.
- This helps the student to practice her conversation without relying on body language, similar to speaking on the telephone.
- Together the student and teacher practice the conversation based on the information on their cards.
- Teacher should point out any details that are relevant for each scenario;
 - Such as; cultural norms.
 - Common phrases to use.
 - Leaving messages.
 - Differences in talking to a supervisor versus a friend, etc.

5 Min

Production Freer Practice

- Write simple role plays on the board similar to practiced
- Get student to practice her role plays in front teacher
- Make notes of any mistakes
- After each scenario, ask the student about the conversation
- Let the student ask questions or add comments to the conversation

8 Min

Written Practice

- Teacher gives student a work sheet of sentences of fill the blanks
- Blanks are tenses discussed in class on sentences used in particular conversations

5 Min

Concluded with feedback

- Advise student of main/repeated mistakes.
- Show student teachers advised corrections/improvements.
- Praise student on the good hard work.

5 Min

Homework

- Ask student to take note of conversations they have in work and write the correct tense down
- Write a list of questions of any areas where they had difficulties for next class.
- Praise student on the good hard work