



Theme 6:

***Using The
Telephone***

Theme: Using the Telephone

Unit 1: Telephone Fears

Initial Assessment:

What does the student know, what does she need to know?

1. What do you find the most difficult about using the telephone?
2. What type of phone call do you find the most difficult to handle?
3. What type of phone calls do you make? (business, personal, employment)
4. What things make it difficult for you to understand during a telephone conversation?
5. Do you feel comfortable asking for clarification on the telephone?
6. Do you feel comfortable asking someone to repeat information?
7. Do you feel comfortable asking someone to slow down when they are speaking too quickly?
8. Do you feel comfortable asking someone to spell their name or address?

Expected Outcomes:

In this unit students will:

- # express their concerns about the use of the telephone
- # feel more comfortable using the telephone
- # expand their skills in the use of the telephone
- # further develop their vocabulary related to telephone calls

Tools:

For this unit you will need:

- # pen/pencil
- # paper
- # index cards

Activity Procedures:

Activity One:

- # tutor relates the following story:
“ I am really upset. Last night, just as I was sitting down to dinner my phone rang. I answered it. It was a young lady and she kept talking and talking. She talked so quickly I could hardly understand what she was saying. After about five minutes I realized that she was selling magazines. I told her I wasn't interested and hung up.”
- # after you have related the story, ask your student when she has been upset at a phone call
- # ask her what caused her to be upset and why?
- # record her answers
- # once you have recorded her answers, ask her what the other person could have done to make the phone call more pleasant and understandable

Activity Two:

- # discuss the words in the Key Vocabulary List
- # clarify any words that pose a problem
- # ask your student to use each one in a sentence related to using the telephone
e.g., You need to speak loudly when you talk on the telephone.

Demonstrators:

How do I know that my student has understood what we have been working on and can he do it independently?

Demonstrative Activities:

1. _____ feels more comfortable answering the telephone.
Student's Name _____ **Tutor's Initials:** _____ **Date:** _____

2. _____ is able to identify difficulties around using the telephone.
Tutor's Initials: _____ **Date:** _____

3. _____ is able to handle telephone calls from telemarketers.
Student's Name _____ **Tutor's Initials:** _____ **Date:** _____

4. _____ has further developed vocabulary related to answering telephone calls.
Tutor's Initials: _____ **Date:** _____

Background Notes:

Activity One:

- # the goal of this activity is to help your student identify difficulties that she has in dealing with phone calls
- # this activity should also help your student realize that the other person may also be partially responsible for her not totally understanding the conversation e.g., the other person spoke far too quickly

Activity Two:

- # ask your student to match synonyms (words with similar meanings (e.g., softly, quietly)
- # use a thesaurus to locate other synonyms
- # another activity would be to discuss root words, prefixes and suffixes e.g., unclear - clear = root word un = prefix
- # discuss the meanings of various prefixes and suffixes e.g., un = not

Key Vocabulary:

loudly
selling
wrong number
rude
softly
quietly
tone
quickly
fast
telephone solicitation
telemarketing
pressure
nuclear
rapidly
vocabulary
choice of words
unclear
clarify
clarification
repeatedly

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Unit 2: Telephone Expressions

What does my student know and what does she need to know?

Initial Assessment:

1. What do you say when you answer your telephone?
2. Who answers your telephone at home?
3. What do you say/do if you reach a wrong number?
4. How do you find out if you have written the number down incorrectly or whether you have dialed it incorrectly?
5. What phrases can you use to let someone know you are listening?
6. When do you use 911?
7. What information do you give when you call 911?
8. What do you say if you did not understand something someone has said to you in a telephone conversation?

Expected Outcomes:

In this unit students will:

- # understand common expressions used in everyday situations related to using the telephone
- # be familiar with and use everyday telephone expressions
- # feel more comfortable about answering the telephone
- # be able to ask for clarification when using the telephone
- # have further developed vocabulary related to using the telephone

Tools:

For this unit you will need:

- # Handouts: *Telephone Expressions*
Telephone Etiquette
- # pen/pencil
- # paper
- # index cards

Activity Procedures:

Activity One:

- # ask your student to read the Key Vocabulary List
- # have her underline any vocabulary she is unsure of (either pronunciation or meaning)
- # ask her to read the word aloud and use it in a sentence
- # have her write the word and sentence on an index card for her word bank

Activity Two: Handout: Telephone Etiquette

- # ask your student to read the handout, *Telephone Etiquette*, and underline any vocabulary she is unsure of
- # take turns reading each of the points and discuss each point
- # clarify any questions
- # develop a set of questions related to the handout e.g., What is the emergency number? - When do you use 911?

Activity Three: Handout: Telephone Expressions

- # ask your student to read the handout, *Telephone Expressions*
- # discuss the meaning and use of each expression
- # ask your student if she has heard any other expressions or phrases and add these to the list
- # discuss the difference between formal and informal speech and when each is used
- # have your student label each expression as formal or informal

Activity Four:

- # using the phrases from Activity Three, have your student create different telephone dialogues.

Activity Five:

- # role-play the dialogues created in Activity Four

Demonstrators

(How do I know that my student has understood what we have been working on and can she do it independently?)

Demonstrative Activities:

1. _____ can understand commonly used expressions in everyday situations when using the telephone.
Tutor's Initials: _____ **Date:** _____

2. _____ feels more comfortable about using the telephone.
Student's name _____ **Tutor's Initials:** _____ **Date:** _____

3. _____ knows the emergency telephone number.
Student's name _____ **Tutor's Initials:** _____ **Date:** _____

4. _____ knows when to use 911 and when to call directly to the station.
Student's name _____ **Tutor's Initials:** _____ **Date:** _____

5. _____ feels more comfortable asking for clarification.
Student's name _____ **Tutor's Initials:** _____ **Date:** _____

6. _____ knows some or all vocabulary related to answering the telephone.
Tutor's Initials: _____ **Date:** _____

Background Notes:

Activity One:

- # by asking a student to read the word aloud and using it in a sentence, you will be able to see if your student understands the meaning of the word and if there are any pronunciation difficulties
- # review the vocabulary before beginning the other activities, this will help your student to understand the handouts at the end of the unit

Activity Two:

Example of Questions

What is a residential phone?

Who answers a business phone?

Why should you not provide your name and number to an unidentified caller?

How do you check to see if you have dialed the wrong number?

Activity Three:

- # note any pronunciation difficulties with words and phrases
- # use the phrases later in a role-play to allow your student to practice these phrases

Activity Four:

Sample Dialogue

A: Hello

B: Hello. May I speak with Mr James please?

A: He's on the other line right now. May I take a message?

B: No, thank you. I'll call again later

A: Thank you. Good-bye.

B Good-bye.

Activity Five:

- # reverse the parts as you role play
- # once you have role-played using the dialogues, role-play scenarios without the script

Key Vocabulary

acknowledge
repeating
social call
formal
informal
common
expressions
extensions
line
hold
apologize
mis-dialed
wrong number
party
verification
requires
acknowledgment
pauses
uh-huh
uh-uh
unnerve, nervous
telephone solicitation
hang up
unfamiliar
annoying
nature of the call
residential phones
business phones
inquiries
severe
I'm sorry

Handout: *Telephone Expressions*

Hello

Hi

Speaking

This is she.

This is he.

He's on another line right now.

You can reach her at_____.

She's not here right now.

He's just stepped out.

Her extension number is 24.

Could you give me some information on . . . ?

Could you tell me about . . . ?

Thank you.

Would you like to hold?

Can I get him to call you back?

Would you like to leave a message?

She's not in right now. Would you like her voice mail?

Could you hold please?

Could you repeat that please?

Would you mind repeating that?

How do you spell that?

I'm sorry I didn't quite get that. Could you repeat that please?

I'm having difficulty hearing you, could you speak louder please?

May I speak to..?

May I speak with...?

Good-bye.

Bye

Bye-bye

May I take a message?

Talk to you later.

Certainly.

Are you busy right now?

He's busy at this moment?

He's not in today.

She's not at her desk right now.

I'm sorry.

Handout: *Telephone Etiquette*

- ▶ Residential telephones are answered with a simple “Hello”.
- ▶ Business phones are answered by a receptionist who states the name of the company, business or organization.
- ▶ When calling, ask for the person you wish to speak to or state the reason for your call, e.g. “Is Tony there, please?”
- ▶ Do not demand, “Who is this?” when you call a home or business, especially when you have not identified yourself.
- ▶ If you reach a wrong number, apologize.
- ▶ If you are not sure if you have mis -dialed a number or whether you have written the number down incorrectly, check the number with the party you have reached by saying “ Is this 491-7623?”
- ▶ Do not ask, “What number is this?”
- ▶ Another way to ask is “I’m trying to reach John Smith at 769-2345. Have I got the correct number?”
- ▶ Do not identify yourself to an unknown caller.
- ▶ Never give personal information over the telephone.
- ▶ Sometimes, dishonest people use the telephone to find out if there is anyone at home or to get a credit card number.
- ▶ When calling for information, state the nature of the call and ask for the right person before going into detail.
- ▶ If someone is providing information or explaining something, be sure to acknowledge you are listening. Do this during the speaker’s pauses.
- ▶ Uh-uh is a negative response meaning “no”.
- ▶ Uh-huh is positive response meaning “yes”.

- ▶ If you are silent for too long, you will make the speaker nervous and they will usually ask, “Are you still there?”
- ▶ 911 is used only for emergency situations e.g., fire, severe accidents (heart attacks, bleeding, no breathing).
- ▶ Do not call 911 for information.
- ▶ Police divisions have a number for general inquiries.
- ▶ When calling 911 give your address first.
- ▶ Keep emergency numbers beside your phone.
- ▶ If an answering machine takes your call, speak clearly, slowly and loudly, leave your name, telephone number and a brief message.

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Unit 3: Spelling Names and Addresses

Initial Assessment:

What does my student know and what does she need to know?

1. What presents the most difficulty for you when you are spelling your name to someone on the phone?
2. Do you often get mail with your name misspelled?
3. What do you do if you get something and your name is misspelled?
4. How would you pronounce **Z**? (Show student the letter)
5. What letters in your name often get confused?
6. How would you read this date June 25, 1999? (Show student the date)
7. How would you spell your name over the phone?
8. How would you say these two numbers? : fifteen fifty (Show students the set of numbers)
9. How would you give your address?
10. What numbers do you have difficulty pronouncing?
11. How would you give your postal code?

Expected Outcomes:

In this unit students will:

- # practice spelling names and addresses over the telephone in a non-threatening environment
- # practice giving numbers over the telephone
- # practice pronunciation in context
- # be able to clarify names and numbers over the telephone

Tools:

For this unit you will need:

- # pen/pencil
- # paper
- # Handouts: *Spelling Over the Telephone*
Letters and Numbers

Activity Procedures:

Activity One:

- # ask your student to read the handout, *Letters and Numbers*
- # have her highlight any vocabulary she is unsure of (either pronunciation or meaning)
- # first discuss the vocabulary she has highlighted
- # before reading the article aloud, ask your student some simple questions related to the handout to see how well she has understood the article
- # take turns reading the handout aloud and discuss each statement

Activity Two:

- # ask your student to read the handout, *Spelling Over the Telephone*, aloud
- # note any pronunciation difficulties
- # ask your student to spell her first and last name using the handout to clarify any letter which may pose a problem
- # ask your student to write the list again substituting female names for the ones in the list e.g., A as in Anna

Activity Three:

- # ask your student to read several dates e.g., June 21, 2000 -
21 June, 2000 - 21 06 2000
- # ask your student how numbers and dates are written and read in her language

Activity Four:

- # either tape phone messages or read messages and have your student record names and numbers
- # if the student has difficulty spelling the name have her ask for clarification

Activity Five:

- # role-play various scenarios where your student needs to clarify names

Demonstrators:

(How do I know that my student has understood what we have been working on and can she do it independently?)

Demonstrative Activities:

1. _____ is able to ask for clarification of names.
Student's Name **Tutor's Initials:** _____ **Date:** _____

2. _____ is able to ask for the spelling of a name.
Student's Name **Tutor's Initials:** _____ **Date:** _____

3. _____ can spell her name using words for pronunciation purposes?
Student's Name **Tutor's Initials:** _____ **Date:** _____

4. _____ is able to read dates.
Student's Name **Tutor's Initials:** _____ **Date:** _____

5. _____ is able to write dates.
Student's Name **Tutor's Initials:** _____ **Date:** _____

6. _____ is able to clarify telephone numbers.
Student's Name **Tutor's Initials:** _____ **Date:** _____

7. _____ feels comfortable asking for a telephone number to be repeated.
Tutor's Initials: _____ **Date:** _____

Background Notes:

Activity One:

- # after each statement, ask a question which would promote a discussion e.g., Always check numbers by repeating them. - Do you always check numbers? How would you check a telephone number?

Activity Two:

- # note any letters which pose a pronunciation problem
- # use minimal pairs to practice the letters, e.g., boat, vote, nine, mine
- # ask your student to rewrite the handout, *Spelling Over the Telephone*, substituting the names for
 - Women's names Cars/Transportation Animals
 - Countries Clothing/Accessories Furniture
 - Languages Parts of the House
 - Jewellery/Stones Food/Vegetables/Fruit

Activity Three:

- # ordinal and cardinal numbers sometimes present a difficulty for students; a quick review will help in clarifying the use
- # if your student has difficulty with spelling or pronouncing the months of the year, have them complete a monthly calendar

Activity Four:

- # **Scenario Example:**
My name is Juan Carlos Valdez
Could you spell your name please?
(Spell the name using words to clarify e.g., J as in Jan)
- # have your student say a name native to her country and then you ask for the spelling

Handout: *Letters and Numbers*

- ! It is important to give information clearly on the telephone so name and addresses are not misspelled.
- ! Names often need to be spelled.
- ! Even common English names have different spellings e.g., Cathy - Kathy.
- ! When spelling a name or address it is important to pronounce letters carefully to provide clarification e.g., V as in Vancouver.
- ! The names of the letters of the alphabet are similar in many languages.
- ! Vowels are difficult to distinguish e.g., e and i.
- ! j and g are two consonants which sometimes pose a difficulty.
- ! In Canadian or British English, the last letter of the alphabet is pronounced “zed”; in American English it is pronounced as “zee”.
- ! Always check numbers by repeating them.
- ! Be careful with pairs such as fifteen (15) and fifty (50).
- ! Dates are read as June 21st, April the 8th .
- ! When a measurement is used as an adjective, the form becomes singular.
E.g., She is six years old
She is a six-year-old girl

Handout: *Spelling Over the Telephone*

A as in Alex

B as in Bob

C as in Curtis

D as in Doug

E as in Edward

F as in Frank

G as in George

H as in Harry

I as in Ivan

J as in Joe

K as in Keith

L as in Larry

M as in Matt

N as in Ned

O as in Oliver

P as in Peter

Q as in Quaker

R as in Robert

S as in Sam

T as in Tom

U as in Uncle

V as in Victor

W as in Walter

X as in X-ray

Y as in Yang

Z as in Zebra

Handout: *Dates*

1 - first	1 st	11 - eleventh	11 th	20 - twentieth	20 th
2 - second	2 nd	12 - twelfth	12 th	21 - twenty-first	21 st
3 - third	3 rd	13 - thirteenth	13 th	22 - twenty-second	22 nd
4 - fourth	4 th	14 - fourteenth	14 th	23 - twenty-third	23 rd
5 - fifth	5 th	15 - fifteenth	15 th	24 - twenty-fourth	24 th
6 - sixth	6 th	16 - sixteenth	16 th	25 - twenty-fifth	25 th
7 - seventh	7 th	17 - seventeenth	17 th	26 - twenty-sixth	26 th
8 - eighth	8 th	18 - eighteenth	18 th	27 - twenty-seventh	27 th
9 - ninth	9 th	19 - nineteenth	19 th	28 - twenty-eighth	28 th
10 - tenth	10 th			29 - twenty-ninth	29 th

Months of the Year

January	February	March	April	May
June	July	August	September	
October	November	December		

Theme: Using the Telephone

Unit 4: Telephone Conversations

Initial Assessment:

What does my student know and what does she need to know?

1. What type of phone calls do you make?
2. What type of telephone calls do you find the most difficult? Why?
3. What type of telephone calls do you find the easiest to deal with? Why?
4. When do you get the most nervous when you are on the phone? Why?
5. Do you have an answering machine?
6. Do you make all of your own phone calls?
7. What type of call would you be most interested in practicing?
e.g., finding out information, dealing with telephone solicitation

Expected Outcomes:

In this unit students will:

- # further develop listening/auditory skills while practicing telephone conversations
- # further develop vocabulary, phrases and idioms necessary in telephone conversations
- # practice dialogues which they can use in everyday life situations
- # build confidence in using the telephone
- # feel less anxious when using the telephone
- # develop scripts for use in various types of telephone calls

Tools:

For this unit you will need:

- # Handout: *Phone Calls*
- # Tape recorder
- # Blank Cassette
- # Cloze Activity for Phone Calls

Activity Procedures:

Activity One:

- # ask your student to think about different reasons for using the telephone
- # have her write her answers on a piece of paper

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Activity Two:

- # tape the handout, *Telephone Calls*
- # have your student listen to the first conversations
- # tell your student that she should listen carefully to the tape so that she can tell you what each conversation is about
- # after the student has listened to the first conversation, ask her to tell you in her own words what it was about
- # then read the first conversation from the handout and clarify any idioms or pronunciation problems
- # repeat this process for the remaining dialogues

Activity Three:

- # role-play the various dialogues after you have finished going through the entire handout

Activity Four:

- # write each phrase on a separate slip of paper
- # give your student the set of strips for one dialogue at a time
- # read the dialogue and have your student place the strips in the appropriate order
- # once you have read the dialogue once and your student has completed placing the strips in the correct order, read the dialogue again and have her check the strips are in the right order

Activity Five: Handout: Telephone Conversation Cloze

- # give your student the handout, *Telephone Conversation Cloze*
- # play each dialogue, pausing long enough for your student to fill in the blanks
- # have her check her answers with the original

Activity Six:

- # develop a set of telephone scenarios
- # for each scenario write a dialogue using written conversation
- # decide before you start which part each of you will play

Activity Seven:

- # role-play the dialogues you have created in Activity Six

Demonstrators:

(How do I know that my student has understood what we have been working on and can she do it independently?)

Demonstrative Activities:

1. _____ can phone for information regarding an advertisement in the paper.
Student's name _____ **Tutor's Initials:** _____ **Date:** _____

2. _____ can make an appointment using the telephone.
Student's name _____ **Tutor's Initials:** _____ **Date:** _____

3. _____ can make restaurant reservations.
Student's name _____ **Tutor's Initials:** _____ **Date:** _____

4. _____ can call government offices for information.
Student's name _____ **Tutor's Initials:** _____ **Date:** _____

5. _____ can make a directory assistance call.
Student's name _____ **Tutor's Initials:** _____ **Date:** _____

6. _____ can make a collect call.
Student's name _____ **Tutor's Initials:** _____ **Date:** _____

7. _____ can deal with telemarketing situations on the phone.
Student's name _____ **Tutor's Initials:** _____ **Date:** _____

8. _____ can leave a message.
Student's name _____ **Tutor's Initials:** _____ **Date:** _____

9. _____ can make personal calls.
Student's name _____ **Tutor's Initials:** _____ **Date:** _____

Background Notes:

Activity One:

- # you may need to pose some leading questions e.g., “What do you need to do if you are going to a restaurant for dinner and you want to make sure you will have a table?”

Activity Two:

- # an alternative to taping each dialogue would be to read the dialogue aloud and have your student listen
- # you may need to play or read the dialogue more than once for your student to understand it

Activity Three:

- # use the dialogues as written and role play each one
- # role-play the dialogues back-to-back so that the student does not have any visual clues
- # start by reading the dialogues, then try each dialogue without the script
- # reverse roles

Activity Four:

- # this activity will help to further develop our student’s listening and vocabulary skills
- # you may need to play a phrase more than once

Activity Five:

- # a cloze activity should always be used to reinforce a skill, never to introduce one

Activity Six:

- # **Scenario Example:**
You are looking for a used car.
You have seen an ad in the newspaper.
You are calling to verify information.

Activity Seven:

- # role-play using the dialogues as an example
- # role-play back-to-back so the student is unable to pick up any visual clues

Key Vocabulary:

actually

area code

bothering

certainly

collect call

convenient

directory assistance

exact address

obligation

part of

purchase

representatives

reservations

selected

sure

until

Handout: *Telephone Idioms*

Are you busy right now?

Take care.

I'm just on my way out the door!

Bye for now.

Can I get back to you later?

Have you time to talk?

Bye-bye.

What have you been up to?

Bye.

What's the latest?

May I take a message?

Have you heard?

Speaking.

Catch you later.

I'm not interested.

Thanks anyways.

Will you accept the charges?

I'd like to place a collect call.

How goes it?

What's new?

How have you been?

What's up?

Hi there!

I'm in a rush.

Handout: *Telephone Conversations*

Phoning a Friend

A: Hello

B: Hi Jean. It's Mary. Are you busy right now or do you have time to talk?

A: Actually, I'm just on my way out the door to pick up some groceries for dinner. Can I call you back later this afternoon?

B: Sure. I'll be in until four.

A: Talk to you later then.

B: Bye-bye.

Sorry Wrong Number

A: Hello

B: May I speak to Jane please?

A: No, I'm sorry. You must have a wrong number.

B: Is this 343-9876?

A: No, I'm sorry it's not.

B: Sorry for bothering you. Good-bye.

A: Bye.

May I Take A Message?

A: Hello.

B: Is Jake there, please?

A: No, I'm sorry he's not in right now. May I take a message?

B: Yes, could you tell him Larry James called. My number is 498-7632

A: I'll give him the message

B: Thank you. Good - bye

A: Bye

Speaking

A: Hello.

B: Is Mrs. Jones in, please?

A: Speaking.

B: Good morning Mrs. Jones. This is Sarah from Sears calling. The dress that you ordered is here.

A: Great - I'll come by and pick it up. What time are you open till this evening?

B: Until seven.

A: That's fine. Thank you very much for calling. Good-bye

B: Good-bye

You have been selected for ...

A: Hello.

B: Good evening. This is Jane calling from Handy Dandy Cleaners. Your household has been selected for our special offer. You have won a free gift. Our representative will drop by with your gift and demonstrate our new cleaning products. You are under no obligation to buy. Our representative will ...

A: I'm really not interested.

B: There really is no obligation to buy and the gift is yours to keep whether or not you decide to purchase our time-saving products.

A: No, thank you. (Firmly)

B: Fine, thank you. Good-bye

A: Good-bye

Fridge for Sale

A: Hello.

B: Hello, I'm calling about the fridge you have advertised in the Star Newspaper.

Is it still for sale?

A: Yes.

B: Could you tell me more about it please?

A: It's a small fridge, three-years-old in good working condition. I'm asking \$200.00 for it

B: Thanks for the information, but I was actually looking for a regular size fridge, not an apartment size.

A: Thank you for calling. Good-bye

B: Bye

I'd Like To Make An Appointment.

A: Sunnyside Health Clinic. May I help you?

B: Yes, I'd like to may an appointment to see Dr. Chang.

A: Is this an urgent matter or a routine physical?

B: Just a check-up

A: Could you make it Saturday, November 9, at 10:30?

B: That would be fine.

A: May I have your name please?

B: Judy Smith. S-M-I-T-H

A: Have you seen the doctor before?

B: Yes, I have.

A: Fine, we'll see you on the ninth then.

B: Thank you. Good-bye

A: Good -bye

Reservation for Two

A: Green Door Restaurant.

B: Hello. I'd like to make a reservation for dinner this evening. A party of two at eight o'clock.

A: Yes, that would be fine. And your name please?

B: Ford.

A: Fine, thank-you Mrs. Ford. We'll see you then. Good-bye.

B: Good-bye.

I'd Like Some Information About

A: City of Toronto, Permits Department.

B: Yes, I'd like to find out about renewing a parking permit?

A: One moment please and I'll connect you with the right department.

B: Thank you.

Directory Assistance

A: Directory Assistance. City please?

B: Calgary Alberta.

A: Thank you. Yes?

B: I'd like the number for Turner. T-U-R-N-E-R , first initial D.

A: Thank you. Do you have an address for that name?

B: I think its on Main St. I'm not sure.

A: The number is area code 708 938-0976.

B: Area code: 708 938-0976. Thank you.

A: You're welcome.

Collect Call from ...

A: Operator.

B: Yes, I'd like to make a collect call to British Columbia, 604 989-7654.

A: Thank you ... May I have the name and telephone number?

B: Yes, Martha Vince 416 781-6549.

A: Thank you.

C: Hello.

A: I have a collect call from Martha Vince. Will you accept the charges?

C: Certainly ... Hello Martha.

Handout: *Telephone Conversations Cloze*

Phoning a Friend

A: Hello

B: Hi Jean. It's Mary. Are you busy _____ or do you have time to talk?

A: _____, I'm just on my way out the door to pick up some groceries for dinner. _____ later this afternoon?

B: Sure. I'll be in until four.

A: Talk to you _____ then.

B: Bye-bye.

Sorry, Wrong Number

A: Hello

B: May I speak to Jane please?

A: No, I'm sorry. _____.

B: Is this 343-9876?

A: No _____.

B: Sorry for _____ you. Good-bye.

A: Bye.

May I Take A Message?

A: Hello.

B: Is Jake there, please?

A: No, I'm sorry _____ . May I take a message?

B: Yes, could you tell him Larry James called. My number is 498-7632

A: _____.

B: Thank you. Good - bye.

A: Bye.

Speaking

A: Hello.

B: _____.

A: Speaking.

B: Good morning, Mrs. Jones. This is Sarah from Sears calling. The dress that you ordered is here.

A: Great - I'll come by and pick it up. What time are you open till this evening?

B: Until seven.

A: That's fine. Thank you very much for calling. Good-bye

B: Good-bye

You have been selected for ...

A: Hello.

B: Good evening. This is Jane calling from Handy Dandy Cleaners. Your household has been selected for our special offer. You have won a free gift. Our representative will drop by with your gift and demonstrate our new cleaning products. You are under no obligation to buy. Our representative will ...

A: _____.

B: There really is no obligation to buy and the gift is yours to keep whether or not you decide to purchase our time-saving products.

A: _____ (Firmly)

B: Fine, thank you. Good-bye

A: Good-bye

Fridge for Sale

A: Hello.

B: Hello, I'm calling about the fridge you have advertised in the Star Newspaper.

Is it still for sale?

A: Yes.

B: _____
_____?

A: It's a small fridge, three years old in good working condition. I'm asking \$200.00 for it

B: Thanks for the information, but I was actually looking for a regular size fridge, not an apartment size.

A: _____ . Good-bye

B: Bye

I'd Like To Make An Appointment.

A: Sunnyside Health Clinic. _____ ?

B: Yes, I'd like to make an appointment to see Dr. Chang.

A: Is this an _____ matter or a _____ physical?

B: Just a _____.

A: Could you make it Saturday, November 9, at 10:30?

B: _____

A: May I have your name please?

B: Judy Smith. S-M-I-T-H

A: Have you seen the doctor before?

B: _____

A: Fine we'll see you on the ninth then.

B: Thank you. Good-bye.

A: Good-bye.

Reservation for Two

A: Green Door Restaurant.

B: Hello. I'd like to make a _____ for dinner this evening. A party of two at eight o'clock.

A: Yes, that would be fine. And your name please?

B: Ford

A: Fine, thank-you, Mrs. Ford. We'll see then. Good-bye.

B: Good-bye.

I'd Like Some Information About

A: City of Toronto, Permits Department.

B: Yes, _____ out about renewing a parking permit?

A: _____ and I'll connect you with the right department.

B: Thank you.

Directory Assistance

A: _____. City please?

B: Calgary, Alberta.

A: Thank you. Yes?

B: I'd like the number for Turner. T-U-R-N-E-R , first initial D.

A: Thank you. Do you have an _____ for that name?

B: I think its on Main St. _____.

A: The number is area code 708 938-0976.

B: Area code: 708 938-0976. Thank you

A: You're welcome

Collect Call from ...

A: _____

B: Yes, I'd like to make a collect call to British Columbia, 604 989-7654.

A: Thank you ... May I have the name and telephone number?

B: Yes, Martha Vince, 905 781-6549.

A: Thank you

C: Hello.

A: _____ from Martha
Vince. Will you accept the charges?

C: _____... Hello Martha.