

Telephone mix-ups Unit 12 – Teacher's notes

Level: Beginner

Introduction & aim: This activity recycles the language for telephoning from Unit 12. Students have to rearrange jumbled-up words, jumbled-up questions and the lines of a jumbled-up dialogue. Part C is a telephone dialogue which students have to learn and roleplay with a partner. Students check their ideas using the answer sheet which should encourage learner independence. The task will last about 20–30 minutes

Preparation: Photocopy Worksheet A for each student in the class. Photocopy Worksheet B for each pair of students (this is the answer sheet). Alternatively, you could photocopy the second page onto a transparency for an overhead projector.

Procedure:

- 1 Students work in pairs. Give a copy of Worksheet A to each student. Encourage students to work in pairs to complete tasks A, B and C. An example of each task is provided.
- 2 When students have completed Worksheet A, give each pair a copy of Worksheet B and ask them to check their answers. Alternatively, you could use an overhead projector and a transparency of Worksheet B for students to check their answers.
- 3 Next, tell students they need to practise reading the Dan and Lisa dialogue in Part C with a partner. Ask students to learn the dialogue, and when they are ready they should fold the worksheet along the dotted line. Now students need to perform the conversation using the word prompts to help them. If you are using an overhead projector, use the word prompts to recall and drill the conversation as a class before students act out the conversation in pairs.
- 4 Students can perform their Dan and Lisa telephone conversation in front of the class.

Extension:

Learners who finish quickly could try to make up a new telephone conversation based on another 'mix-up'. Write 'the theatre', 'a business meeting' and 'a romantic dinner' on the board and tell them to make up another conversation between Dan and Lisa. For each of the situations, tell students that Dan is waiting, and that Lisa forgot to turn on her phone. Alternatively, you could have the students make up different excuses for each mix-up.