LINC 5 CLB Competencies and Essential Skills

The activities in this section represent a sample of possible activities that can build language proficiency when speaking on the telephone. You can supplement these activities with a range of materials from other sources. Below are the CLB competencies, Essential Skills and specific language skills that are addressed in this section.

The activities in this section focus on the following language skills:

- Telephone greetings
- Identifying yourself on the phone
- Calling for information
- Making, cancelling and rescheduling an appointment
- Recording voice mail greetings
- Taking and leaving messages
- Using a telephone directory
- Navigating automated voice menus

During telephone interactions:
- Open, maintain and close a short, routine, formal conversation.
- Make or cancel an appointment or arrangement.
- Express/respond to apologies, regrets and excuses.
- Indicate partial comprehension.
- Take turns by interrupting.
- Encourage conversation by adding supportive comments.
- Avoid answering a question.
- Take phone messages with three to five details.
- Give a set of instructions dealing with simple daily actions and routines where the steps are not presented as a point-form sequence of single clauses.
- Make a verbal request for an item.
- Ask for and give information in an interview related to daily activities.
- Identify specific factual details and inferred meanings in dialogues containing openings and closings, making or canceling appointments of appointments, apologies, regrets, or excuses, problems in reception and communication.
- Understand a set of instructions ...
- Take down live phone messages, voice mail messages or pre-recorded information with five to seven details.

The activities in this section can help to develop the following Essential Skill:
- Oral Communication
<table>
<thead>
<tr>
<th>Activities</th>
<th>Chapter 7</th>
<th>Telephone Calls</th>
<th>LINC 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction to Telephone Calls..........................</td>
<td>321</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Telephone Terminology.......................................</td>
<td>322</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Using the Telephone ..........................................</td>
<td>223</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grammar in Context: Telephone Phrasal Verbs...........</td>
<td>324</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Identifying Yourself on the Phone .......................</td>
<td>326</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Calling for Information .....................................</td>
<td>327</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grammar in Context: Indirect Questions..................</td>
<td>328</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Calling for Information: Putting It in Practice ......</td>
<td>329</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Calling About an Appointment .............................</td>
<td>330</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Calling About a Missed Appointment .....................</td>
<td>332</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Calling About an Appointment: Putting It in Practice</td>
<td>333</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Active Listening Strategies ................................</td>
<td>335</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Informal Calls: Calling a Friend .......................</td>
<td>336</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Calling a Friend: Informal Invitation ...................</td>
<td>338</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Recording Personal Voice Mail Greetings ...............</td>
<td>340</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Voice Mail Messages..........................................</td>
<td>341</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grammar in Context: Prepositional Collocations ......</td>
<td>343</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Leaving Voice Mail Messages: Putting It in Practice</td>
<td>344</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Making Telephone Calls .....................................</td>
<td>345</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Using the Telephone Directory ............................</td>
<td>346</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Using the Blue Pages ........................................</td>
<td>347</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Automated Voice Menus .....................................</td>
<td>348</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Instructor Notes .............................................</td>
<td>349</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Introduction to Telephone Calls

1 Discuss the following questions.

1. Do you feel comfortable talking on the phone? Why or why not?
2. Do you have a cell phone? If yes, when do you use it?
3. Why do you think cell phones have become so popular?
4. How do you usually communicate with people in other countries—by phone, by mail or over the Internet? Explain.
5. How do you think telephone technology will change in the future?

"Is anybody listening to me?"

source: www.businesscartoons.co.uk/shop

Culture Note
Here are some behaviours that can be considered rude:

- Eating or doing other things while talking on the phone
- Using a cell phone during business meetings and job interviews
- Speaking loudly on a cell phone in a public place
- Hanging up right away when you realize you have dialed the wrong number
- Greeting a caller with an abrupt tone of voice
- Not responding (or taking a long time to respond) to a voice mail message
- Not indicating vocally that you are listening
## Telephone Terminology

Here are some words and phrases related to telephoning. Write the correct letter on the lines to match each word to its meaning.

<p>| | | | | | | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. ___ airtime</td>
<td>a. the sound the phone makes when you pick up the receiver</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. ___ unlisted number</td>
<td>b. a complete list of phone numbers published in a book or online</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. ___ digit</td>
<td>c. an old-fashioned type of telephone with a circular dial that turns</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. ___ busy signal</td>
<td>d. a phone number that the subscriber chooses not to have published in the public directory</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. ___ call display</td>
<td>e. another word for number</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. ___ voice mail</td>
<td>f. a symbol that looks like this ( * ) on a telephone key pad</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. ___ collect call</td>
<td>g. a phone line that requires a wire or fibre optical cable to make connections</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. ___ conference call</td>
<td>h. a beeping sound that tells you the person you are calling is on the phone with someone else</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9. ___ to dial</td>
<td>i. a telephone call in which three or more persons in different locations participate</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10. ___ dial tone</td>
<td>j. a telephone on which you press number keys to make a call</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11. ___ directory</td>
<td>k. the sound the phone makes when somebody calls</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12. ___ landline</td>
<td>l. the amount of time spent talking on a cell phone</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>13. ___ pound key</td>
<td>m. a system for recording telephone messages where the messages are saved in a central location</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>14. ___ star key</td>
<td>n. another name for the number sign ( # ) key on a telephone</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>15. ___ ring tone</td>
<td>o. a feature of your phone that allows you to see the name and/or phone number of the caller</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>16. ___ rotary phone</td>
<td>p. a long-distance telephone call made through the operator which is paid for by the person receiving the call</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>17. ___ touchtone phone</td>
<td>r. to select numbers on the phone to make a telephone call</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Using the Telephone

In English-speaking countries like Canada, the usual telephone greeting for people answering the phone at home is *Hello?* People in other countries have other standard greetings. For example, in Cuba people answer the phone by saying, *Oigo* (I’m listening) or *Dime* (tell me).

1. **Talk to your classmates and find out how people answer the phone in their previous country.**
   **Then write the English translation of each greeting.**

<table>
<thead>
<tr>
<th>Country</th>
<th>Greeting</th>
<th>English Translation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Canada</td>
<td><em>Hello?</em></td>
<td></td>
</tr>
<tr>
<td>Cuba</td>
<td><em>Oigo / Dime</em></td>
<td><em>I’m listening / Tell me.</em></td>
</tr>
</tbody>
</table>

2. **Interview your partner.**

1. Do you use a landline phone or a cell phone at home?
2. How much airtime do you use on your cell phone each month?
3. What features does your landline or cell phone have? How often do you use them?
4. Is your telephone number listed or unlisted? Why?
5. What type of directory do you use to find a telephone number: online or print? Why?
6. What is the difference between voice mail and an answering machine? Do you have voice mail on your cell phone?
7. Have you ever made a collect call? Who did you call?
8. Have you ever participated in a conference call? With whom?
9. Do you use the Internet to have real-time conversations with friends or family (e.g., MSN, Skype, etc.)? What services do you use?
10. What are some benefits of using the Internet for these conversations?
The following are common phrasal verbs we often use while on the telephone. Match the correct meaning with each phrasal verb.

1. ____ hold on  
   a. put the receiver down
2. ____ put (a call) through  
   b. return someone’s call
3. ____ get through  
   c. answer a call, lift the receiver to take a call
4. ____ hang up  
   d. stop talking on the phone
5. ____ call up  
   e. connect one caller to another
6. ____ hang on  
   f. deactivate (a cell phone)
7. ____ call back  
   g. wait
8. ____ pick up  
   h. talk louder
9. ____ get off (the phone)  
   i. to be disconnected abruptly during a telephone conversation
10. ____ get back to (someone)  
    j. to be connected to someone on the phone
11. ____ cut off  
    k. return someone’s call
12. ____ switch off/turn off  
    l. make a telephone call
13. ____ speak up  
    m. wait

Some phrasal verbs are separable (e.g., call someone back); others are not. Complete the chart below by putting the phrasal verbs above in the correct column.

<table>
<thead>
<tr>
<th>Separable</th>
<th>Not separable</th>
</tr>
</thead>
<tbody>
<tr>
<td>Put a call through</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Fill in the blanks with the correct phrasal verbs.

1. **Caller:** Hello. Could I speak to Lucia Rodriguez, please?
   **Receptionist:** She’s not in the office at the moment. Can I _______ you _______ to her voice mail?
   **Caller:** Yes, thank you.

2. **Caller:** Could I speak to Emma, please?
   **Emma’s mother:** Sure. _______ _______ a second and I’ll get her.

3. **Automated Operator:** Please _______ _______ and try your call again. This is a recording.

4. **Mother:** Magdalena, could you _______ _______ the phone? I need to call Dad.
   **Daughter:** Okay, mom.

5. **Chairperson of a meeting:** I would appreciate if everyone could _______ _______ their cell phones. We have a lot of important things to discuss and we don’t want to be interrupted.

6. **Caller:** Hi, it’s Ahmed Mohamed calling. Could I speak to Martin Switzer please?
   **Receptionist:** I’m sorry. He’s not in at the moment. Can I take a message?
   **Caller:** Yes, could you ask him to _______ me _______ when he gets in? It’s urgent.
   **Receptionist:** Certainly.

7. **Voice mail recording:** Hi, you’ve reached Josh Wills in Accounting. I will be out of the office until July 2 but will be _______ _______ my messages while I’m away. So please leave yours at the sound of the tone. Thanks and have a great day!

8. **Voice mail recording:** You’ve reached Julia and Ben. We’re not available to take your call right now, but if you leave a message, we’ll _______ _______ to you as soon as we can. Thanks.

9. **Caller:** I can’t seem to _______ _______. The line is always busy.
Identifying Yourself on the Phone

Many companies have their own guidelines for how employees answer the phone. For example, an employee may answer the phone by giving just his/her first name, his/her first and last names, or the name of the department or company he or she works for. It often depends on the workplace culture and the size of the company. Here are some examples of typical workplace greetings:

- Cooper Accounting Services. How can I help you?
- Good morning. Economy Movers.
- Good afternoon. Dr. Ramen’s Office.
- Norman Walker speaking.
- Human Resources. Michael Best speaking.
- Hello, Benefits Department.
- Town of Grimsby Public Works. Tamara Bolnik speaking.

1. **With a partner, discuss possible greetings for each of the following situations.**

   1. You are an assistant accountant in a large corporation (Billings and Sons Inc.). You do not receive calls from outside clients.
   2. You are the receptionist at your LINC centre. You receive calls from outside callers requesting information.
   3. You are responsible for taking orders in a small manufacturing company (Tops Manufacturing). You take calls from customers all day.
   4. You do the payroll for a small printing company (Major Press). Usually you receive just calls about payroll issues from staff.
   5. You work in the appliance department of a large department store (Zee’s Department Store). You receive calls from other staff at the store as well as customers enquiring about the availability of certain appliances.

2. **Match each greeting with a situation. Then, discuss in what situations you would not need to identify yourself when making a phone call. Explain why.**

   1. ___ Hi. It’s Joan.
      a. You say this in when the person you’re calling does not know you and you need to introduce yourself.
   2. ___ Joan Andrews speaking.
      b. You may say this when answering the phone at work.
   3. ___ My name is Joan Andrews and I’m calling from ABC company.
      c. You say this when answering the phone at work.
   4. ___ You have reached Joan Andrews.
      d. You say this in a phone call to request information.
   5. ___ This is Joan Andrews. We spoke last week at the conference.
      e. You say this on your voice mail greeting.
   6. ___ Here is Joan Wallis.
      f. You say this when the person you’re calling knows you very well. It’s informal.
   7. ___ Hello. I wonder if you could tell me if you have any quarter-inch plywood in stock?
      g. You say this in a phone call or in a voice mail message when the person you are calling knows you but not well, and you want to be more formal.
   8. ___ Sudsy Carpet Cleaning. How may I help you?
      h. We don’t use this expression on the phone.
Calling to get information is a common reason for making a telephone call. When making enquiries, we often preface our question with an introductory word or phase. This way, the question does not sound abrupt. It also sends a message to the listener to pay attention. Below are some introductory phrases you can use when you are calling for information.

### Sample Introductory Phrase

<table>
<thead>
<tr>
<th>Question</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes, ...</td>
</tr>
<tr>
<td>Can you please tell me your hours?</td>
</tr>
<tr>
<td>Can you tell me please ...</td>
</tr>
<tr>
<td>Could you possibly check a product for me?</td>
</tr>
<tr>
<td>Yes, I’d like to get some information, please</td>
</tr>
<tr>
<td>What time do you close tonight?</td>
</tr>
<tr>
<td>I wonder if you can help me ...</td>
</tr>
<tr>
<td>How much is a Canon 1200 digital camera?</td>
</tr>
<tr>
<td>Do you have parking at your store?</td>
</tr>
<tr>
<td>Do you sell Sealy mattresses?</td>
</tr>
<tr>
<td>Do you make house visits for computer repairs?</td>
</tr>
<tr>
<td>When is your next information meeting?</td>
</tr>
</tbody>
</table>

1. With a partner, take turns requesting information using the situations below and the introductory phrases above. When you are role-playing making a phone call, your partner should role-play answering the phone with a professional greeting.

   **Student A**
   - Call Bell Canada and find out where you can pick up a telephone directory.
   - Call Pico Computers and find out when they close tonight.
   - Call your local municipal office and find out where you can go to pay a parking ticket in person.
   - Call 211 and find out where the nearest food bank is.
   - Call a local newspaper and find out how much it costs to place an ad to sell your car.

   **Student B**
   - Call Pico Computers and find out if they have a product you are interested in (e.g., an iMac).
   - Call Rose’s Flower Shop and find out if they deliver.
   - Call Dr. Chung’s office and find out if she’s taking new patients.
   - Call Quick Fix Garage and find out if your car is ready yet.
   - Call the library and find out what identification you need to get a library card.

2. Decide on three places (e.g., a business, store, and coffee shop) to call to make an enquiry. Make the phone calls and report back to the class.
Indirect questions are often considered more polite than direct questions. Consider the differences in the following sentences.

<table>
<thead>
<tr>
<th>Direct Question</th>
<th>Indirect Question</th>
</tr>
</thead>
<tbody>
<tr>
<td>• What time do you open on Saturday?</td>
<td>• Can you tell me what time you open on Saturday?</td>
</tr>
<tr>
<td>• Where are you located?</td>
<td>• Could you tell me where you are located, please?</td>
</tr>
<tr>
<td>• When will the new product be available?</td>
<td>• Could you possibly tell me when the new product will be available?</td>
</tr>
<tr>
<td>• Can I get an appointment this afternoon?</td>
<td>• I was wondering if I could get an appointment this afternoon.</td>
</tr>
<tr>
<td>• Are you open this evening?</td>
<td>• Can you tell me if you are open this evening?</td>
</tr>
</tbody>
</table>

For each of the telephone calls below, write a direct question that you might ask the person who answers your call. Then practise changing those direct questions into indirect questions.

1. You want information about the weather. Call Environment Canada and ask for the phone number of the weather hotline.
2. You have a job interview at Eazy Car Company. Call and ask for the nearest intersection.
3. You are too sick to leave your house and you need some medication. Call the pharmacy and enquire about home deliveries.
4. You need a new toner cartridge for your HP LaserJet 1200 printer and you’re not sure if the computer store near your home has it in stock. Call and find out.
5. You want to join a gym and are calling around to compare prices. Call and ask about yearly membership fees.

Think about telephone calls you could make to get information. Write requests for this information using indirect questions.
Calling for Information: Putting It in Practice

In groups of four, role-play the following telephone calls. While students A and B are role-playing the first telephone dialogue, students C and D can evaluate their performance using the criteria below. Then switch roles. Use the checklist to evaluate your classmates’ performance.

---

**Student A**

Call your local library and find out if they have a reading circle for caregivers and children, and if so when it is held.

Write down the information you receive.

**Student B**

Answer the phone at St. Andrews Public Library using a standard professional greeting.

Answer the questions about the reading circle for caregivers and children. The reading circle is held on Tuesday and Thursday mornings from 10:00 to 11:00 a.m. starting January 6. It runs for eight weeks. Find out if the caller wants to register.

---

**Student C**

Answer the phone at the City Convention Centre using a standard professional greeting.

Give the caller information about the Amazing Sales Conference. It will be held on Saturday and Sunday, April 23 and 24. Entrance for one day is $65, and for two days is $120. You must pre-register by leaving your name and credit card number.

---

**Student D**

Call the City Convention Centre and get information about the Amazing Sales Conference. Find out when it will take place, how much it will cost and whether you should pay at the door or pre-register.

Write down the information you receive. If you have to pre-register, give your name and credit card number.

---

**Evaluation Checklist**

- The caller explains why they are calling and what information they need.
- The caller gives all the necessary details.
- The caller asks relevant questions.
- The person receiving the call summarizes and repeats back the request.
- The caller thanks the other person for the help and information.
Audio 7.1: Listen to the following telephone calls to make and cancel appointments. As you listen, fill in the blanks. Then practise each dialogue with a partner.

Conversation 1
Clinic: Dundas Medical Clinic. Can you _________ for a _________?
Patient: Yes.
Clinic: How can I help you?
Patient: I’d like to _________ an appointment to _________ Dr. _________.
Clinic: _________. The next _________ appointment is Friday at _______ a.m.
Patient: Oh, I’m sorry, I _________ then. Are there any _________ in the afternoon on _________?
Clinic: _________. Yes, you can _________ him at 3:30 p.m.
Patient: _________, thank you.
Clinic: May I have your chart number please?
Patient: Yes, it’s _________.
Clinic: Your name is Michael Hayes?
Patient: Yes. Okay, _________ Friday, _________, at 3:30 p.m..
Clinic: Yes.
Patient: Thank you. Bye.
Clinic: Bye.

Conversation 2
Garage: Reliable Auto Service. Can I help you?
Client: Yes, I was _________ if I _________ bring my car in this morning for an _________.
Garage: No, _________ it’s not possible _________. We’re really busy.
Client: Okay, _________ tomorrow morning?
Garage: Yes, _________.
Client: _________?
Garage: _________, May I have your name, please?
Client: Yes, it’s Eric Cooper.
Garage: Okay, _________.
Client: Thank you. _________. Bye.
**Conversation 3**

Salon: Good morning, Kelly’s Hair Salon. __________?

Customer: Oh, hello. I have an appointment to get my hair cut today at 4:00 p.m. but I’m something’s __________ and I have to cancel it.

Salon: May I have your name, please?

Customer: Yes, it’s Kim Sora – S-O-R-A.

Salon: Okay, __________. Would you like to __________ another appointment?

Customer: __________, not right now. I’ll call back to __________. Thank you.


Customer: Bye.

---

Refer to the telephone dialogues to fill in the chart with specific expressions used to:

<table>
<thead>
<tr>
<th>Request an Appointment</th>
<th>Offer an Appointment</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Accept an Appointment/Confirm an Appointment</th>
<th>Decline an Offered Appointment</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Cancel an Appointment</th>
<th></th>
</tr>
</thead>
</table>
Calling About a Missed Appointment

Missing a scheduled appointment without providing notification is considered rude. If you inadvertently miss an appointment with a service provider or someone you’ve arranged to meet with, you should call to apologize and offer an explanation.

If you miss an appointment with a healthcare provider, you may have to pay for the missed appointment. Many healthcare providers require 24 hours’ notice to cancel an appointment.

1 Audio 7.2: Listen to the following telephone conversation in which a patient is apologizing for missing an appointment. As you listen, fill in the blanks.

Hospital: Good morning. Princess Margaret Lung Scan Study.
Patient: Oh, hello. I had an appointment for a lung scan on Monday and I’m _________ sorry but I _________ the appointment. I _________. I just didn’t notice it on my _________.
Hospital: Okay. _________. I have your name, please?
Patient: Yes, it’s Vivian Bryce – that’s B-R-Y-C-E. My appointment was for 9:45 a.m. on Monday the 12th. I was _________. if I could possibly _________.
Hospital: Let’s see. _________. Wednesday the 21st at _________?
Patient: No, I’m _________ on the 21st. Do you have _________. on Friday the 23rd?
Hospital: Yes, _________. 10:30 a.m.?
Patient: Perfect. _________. Friday the 23rd at 10:30 a.m. _________. Bye.
Hospital: Bye.

2 Complete the table below with the expressions used to apologize and the explanation used in the above telephone dialogue.

<table>
<thead>
<tr>
<th>Apology</th>
<th>Explanation</th>
</tr>
</thead>
<tbody>
<tr>
<td>_________</td>
<td>--------------</td>
</tr>
<tr>
<td>_________</td>
<td>--------------</td>
</tr>
<tr>
<td>_________</td>
<td>--------------</td>
</tr>
<tr>
<td>_________</td>
<td>--------------</td>
</tr>
<tr>
<td>_________</td>
<td>--------------</td>
</tr>
<tr>
<td>_________</td>
<td>--------------</td>
</tr>
<tr>
<td>_________</td>
<td>--------------</td>
</tr>
</tbody>
</table>
Role-play the following telephone calls with your partner and update your calendar below.

---

**Student A**

1. Call the teacher to make an appointment to discuss your child’s report card.
2. Call the salesperson to reschedule your meeting on Monday afternoon because you’ve decided to work at home that day.
3. Call the auto garage to make an appointment to have your snow tires replaced with all-season tires.

<table>
<thead>
<tr>
<th></th>
<th>Mon. March 30</th>
<th>Tues. March 31</th>
<th>Wed. April 1</th>
<th>Thurs. April 2</th>
<th>Fri. April 3</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Morning</strong></td>
<td></td>
<td></td>
<td>Training new staff 9 a.m.–12 p.m.</td>
<td>Excel seminar 9 a.m.–12 p.m.</td>
<td></td>
</tr>
<tr>
<td><strong>Afternoon</strong></td>
<td>Meeting with salesperson</td>
<td>Staff meeting 2–5 p.m.</td>
<td></td>
<td>Plaza Hotel Lunch: 1 p.m.</td>
<td></td>
</tr>
</tbody>
</table>

---

**Student B**

Your partner will call you to make an appointment for three situations. Answer the phone with an appropriate professional greeting. Then role-play the following:

1. You are a teacher. You are available to meet with parents on Tuesdays and Thursdays between 4:00 and 5:00 p.m.
2. You are a salesperson. You have an appointment to come to the client’s workplace on Monday afternoon to show him/her a new product. You are also available on Wednesday afternoon or any time on Friday.
3. You are a receptionist at the auto repair shop. You have openings any time on Wednesday and Thursday, or on Friday morning.

<table>
<thead>
<tr>
<th></th>
<th>Mon. March 30</th>
<th>Tues. March 31</th>
<th>Wed. April 1</th>
<th>Thurs. April 2</th>
<th>Fri. April 3</th>
</tr>
</thead>
</table>
2 Role-play the following telephone calls with your partner and update your calendar below.

Student A
Your partner will call you to make an appointment for three situations. Answer the phone with an appropriate professional greeting. Then role-play the following:

1. Take a call from a salesperson who wants to show you his/her new product line. You are available on Monday afternoon, Wednesday morning or any time on Friday.
2. You are a receptionist in a family doctor's office. The doctor's first available appointment is on Wednesday at 2:15 p.m. She is also available on Thursday at 9:30 a.m. or 1:30 p.m. and Friday at 3:15 p.m.
3. You work at the front desk in a local gym. You can schedule a tour for the client on Monday afternoon, Tuesday any time or Wednesday morning.

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Student B
1. You are a salesperson. Call and make an appointment with a client to show her/him your new product line.
2. Make an appointment with your doctor for your annual check-up.
3. You have an appointment to get a tour of a local gym during your lunch hour on Friday. However, your supervisor has asked to meet with you. Reschedule your appointment.

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Morning</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Out on sales calls 9 a.m.–12 p.m.</td>
<td></td>
<td></td>
<td>Out on sales calls 9 a.m.–5 p.m.</td>
<td>Tour of gym 12:30 p.m.</td>
</tr>
<tr>
<td>Afternoon</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PowerPoint Seminar 1–4 p.m.</td>
<td>Marketing Meeting 1–3 p.m.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Active Listening Strategies

1. **Audio 7.3:** Listen to a guest on a radio talk show discussing active listening. Circle the correct meaning of each word or phrase based on what you hear.

   1. **undivided attention**
      a) focusing on what the other person is saying without thinking about something else
      b) thinking about something else while someone is speaking

   2. **response**
      a) a question
      b) an answer

   3. **distracted**
      a) planning your schedule
      b) thinking about other things while someone is talking

   4. **build rapport**
      a) develop a bad relationship with someone
      b) develop a good relationship with someone

   5. **vocalizing**
      a) using your voice in some way
      b) being outspoken

2. **Listen to the recording again and answer the following questions.**

   1. How does Linda define active listening?
   2. Why is active listening important?
   3. Why are verbal cues so important on the phone?
   4. What other things can we do on the phone to show that we are listening actively?
   5. Which active listening strategies did Sara use during the interview?
Informal Calls: Calling a Friend

The following are some common phrases used in informal telephone conversations:

**Opening a call:**
- Can I speak to Anne-Marie?
- Hi, is Anne-Marie there?

**Possible responses:**
- Speaking.
- This is Anne-Marie.
- This is she.

**Greeting and identifying yourself:**
- Hi, it’s Gehan.
- Hi, it’s Gehan calling.

**Check if it’s a good time to call:**
- Is this a good time to call?
- Are you busy right now?
- Have I caught you at a bad time?

**Exchanging pleasantries:**
- How are you?
- How are things?
- What’s new?

**Changing the topic:**
- By the way …
- So …

**Ending the call:**
- Well, I guess I better get going.
- I better let you go.
- I have to get going.
- I should let you get back to … (your work).
- Talk to you soon.

**Possible responses:**
- Okay. Thanks for calling.
- Bye for now.

1. Audio 7.4: Listen to two friends talking on the phone. Write the phrases you hear:

1. A phrase the caller uses to identify herself:

2. A phrase the caller uses to find out if the recipient is free to chat:

3. Phrases the two friends use to change the topic:

4. A phrase the recipient of the call uses to signal that she wants to end the conversation:

5. A phrase the caller uses to cooperate in ending the conversation:
Informal Calls: Calling a Friend (Cont.)

2. **Listen to the recording again. Listen for the phrases below and write their meanings.**

   1. In ages
   2. I’m off until January
   3. Time for yourself
   4. Have someone over
   5. Seeing a man/woman
   6. Kind of faded away
   7. He was in IT
   8. I should let you go
   9. Take care

3. **With a partner, take turns interviewing each other using the questions below.**

   1. Is there anyone you haven’t spoken to in ages? Who is it?
   2. What do you like to do when you have time for yourself?
   3. When was the last time you had someone over?
   4. Can you think of anyone from your past who has faded away? Who is it?
David: It’s at a call centre. But it’s a pretty good job. No selling. I’m working 4 p.m. to midnight, which I really like, because then I have the afternoons free to do other things.

Julie: Not for a couple of weeks. Why?

David: You too.

Julie: Bye.

David: Well, I was just wondering how he was doing. When I spoke to him last he was having some problems with his girlfriend.

Julie: No. I don’t know anything about that. Poor Greg! Anyway, I should let you go. I’ll email you the movie schedule.

David: Julie! It’s good to hear from you.

David: Thanks, Julie. That’ll be fun.

David: That would be great. I’d love to go.

Julie: I’m great. What’s new with you?

Julie: That’s great, David. Congratulations. So listen, do you know about the documentary film festival that’s starting next week?

David: Not at all. How are you?

Julie: Hi, David?
Audio 7.5: Listen to the dialogue and check to see if you have ordered the sentences correctly.

With a partner, prepare an informal telephone conversation between two friends. Use expressions for opening the conversation, changing the topic, and closing the conversation.
Most voice mail services and answering machines have a default greeting. You can use the default greeting or record your own. Here are some examples of personal voice mail greetings:

- You have reached 555-347-2109. Please leave a message at the sound of the tone. Thank you.
- Hello. We can’t come to the phone right now. Please leave a short message and we’ll get back to you as soon as possible. Thank you for calling.
- You have reached the voice mail for Jim and Celia. We’re not available right now, but if you leave a message, we’ll get back to you as soon as we can. Thank you.

If you are looking for a job and employers may call your home, you may want to have a professional-sounding voice mail greeting, such as one of the above messages. The message should be in English, it should be recorded by an adult, and should not include music or jokes.

1. Write your own personal voice mail greeting. Then practise reading it aloud to a partner. Be sure to enunciate clearly. If you include your phone number in your message, say the numbers clearly: 5-5-5 pause 2-3-7 pause 2-1 pause 0-9.

2. Audio 7.6: Listen to two workplace voice mail greetings and fill in the blanks. Answer the questions below.

1. What information is included in the greetings?
2. How are they different from the personal voice mail greetings above?

**Voice Mail Greeting 1**

Hello. You have ____________________________ the voice mail of Susan Walker in ____________________________. Today is ____________________________.

July 3 and I am ____________________________ all day today. Please leave your name and number and a ____________________________ and I will return your call as soon as possible. For ____________________________ press 235 to speak to my ____________________________.

Cheryl Smith.

**Voice Mail Greeting 2**

Hello. This is Jim Henderson in ____________________________. I’m not ____________________________ to take your call right now. Please leave a ____________________________ message and I will ____________________________ to you before the ____________________________. Thank you for calling.
Voice Mail Messages

1. You will hear two voice mail messages. Before listening, discuss the following questions.

1. What information do people usually give when they leave a voice mail message?
2. What order does the information follow? What information comes first, second, next, etc.?

2. Audio 7.7: Listen to two voice mail messages and take notes on the details. Then answer the questions below.

1. Which message is personal and which is professional? What are the similarities and differences in the two messages?
2. Write the words and expressions the speakers use for each part of the voice mail message.

<table>
<thead>
<tr>
<th>Part of the Message</th>
<th>Personal call</th>
<th>Professional call</th>
</tr>
</thead>
<tbody>
<tr>
<td>a) greeting and identifying self</td>
<td>___________________</td>
<td>___________________</td>
</tr>
<tr>
<td>b) stating day and time of call</td>
<td>___________________</td>
<td>___________________</td>
</tr>
<tr>
<td>c) stating purpose of the call</td>
<td>___________________</td>
<td>___________________</td>
</tr>
<tr>
<td>d) details</td>
<td>___________________</td>
<td>___________________</td>
</tr>
<tr>
<td>e) making a request</td>
<td>___________________</td>
<td>___________________</td>
</tr>
<tr>
<td>f) closing</td>
<td>___________________</td>
<td>___________________</td>
</tr>
</tbody>
</table>
Here are some common phrases for leaving voice mail messages.

**Identifying yourself**
- Hello, this is Jane Cooper calling from Central Laboratories. (more formal)
- Hello, my name is Jane Cooper and I’m calling from Central Laboratories. (more formal)
- Hi Andrew, it’s Lisa calling. (informal)
- Hi, it’s me. (informal)
- Hi, this is Irving Nanas calling. I’m a LINC student at your centre.
- Hi, this is Marina Livingston. I’m a patient at your clinic.

**Identifying who the message is for and stating day and time of call**
- Hi, this message is for Barbara Brown.
- It’s Tuesday at 4:00 p.m.

**Leaving the message**
- I’m returning your call.
- I’m calling to let you know ...
- I just wanted to let you know ...
- I’m calling about ...
- I was wondering if you would like to ...

**Making a request**
- Give me a call when you get a chance. (informal)
- Give me a call. (informal)
- I’d appreciate it if you could return my call. I can be reached at 555-442-5681. (formal)
- Could you please call me back at 555-870-2217?
- My number is 555-382-8753.

**Ending your message**
- Talk to you later; Bye; Thank you.

---

### Discuss the questions.

1. What do you find difficult about leaving voice mail messages?

2. What do you think a person can do to overcome their fear of leaving voice mail messages?
1. Jacob isn’t ________ right now. Can I take a message?

2. Please call 555 633 6363 ________ more information.

3. Unfortunately, no one is here to take your call ________ the moment.

4. I’d appreciate it if you could get back ________ me.

5. This is Marilyn Bell calling ________ Jack Brenner.

6. I’m calling ________ your ad for a used car.

7. I’m currently out ________ the office. I’ll be returning ________ Monday, June 15.

8. My name is Michael Cooper and I’m calling ________ Darton Contractors.

9. You have reached Jessica Parker. I’ll be out ________ the office ________ January 5. If you need immediate assistance, please dial ext. 3431 to speak ________ Henry Porter.

10. Please leave a message ________ the sound of the tone.

11. I’m calling to enquire ________ the used sofa you have for sale.

12. I’ll put you through ________ the manager. One moment please.

13. Maggie is downstairs. Hold ________ and I’ll get her.

14. John is ________ a meeting right now. I’ll tell him ________ call you when he gets back.
Work with a partner. Take turns leaving voice mail messages for the following situations. Record your message on the computer or cell phone. Your partner will listen to your messages, take notes on the details, and use those notes to pass on the message. Evaluate each other’s voice messages using the checklist below.

**Evaluation Checklist**

1. Your partner identified him/herself in the message.
2. Your partner said who the message was for.
3. Your partner gave the day and time of the call.
4. Your partner’s message was clear and easy to understand.
5. Your partner made an appropriate request.
6. Your partner ended the message appropriately.
7. Your partner used the appropriate level of formality for the situation.
8. Your partner’s message was sequenced properly.

**Student A**

1. Call your doctor’s office (after hours) to cancel your appointment for tomorrow. You would like to reschedule the appointment for another day. Make a request.
2. Your daughter is having a problem at school. Leave a message for her teacher and make a request.
3. You have some good news to tell a friend. Leave a message and make a request.

**Student B**

1. Call your friend. Leave a message inviting him/her to go to a movie with you. Make a request.
2. You’re at work. Leave a message for a colleague. Ask him/her to email the minutes of last week’s staff meeting to you.
3. Call the payroll department at work about a mistake on your pay stub. Leave a message and make a request.
Work with a partner to role-play the following telephone calls. Each call has several steps. Follow the steps in order.

**Scenario 1:**

**Student A**
Role-play your personal voice mail greeting.

**Student B**
Call and leave a message on your friend’s voice mail. Invite your friend to see a movie next week.

**Student A**
Call your friend back to accept the invitation to see a movie next week. Have a chat with your friend about what you’ve been doing lately. Ask about what’s new in your friend’s life. Signal that you want to close the conversation. Close the conversation.

**Student B**
Receive a telephone call from your friend. Have a chat. Initiate a topic change.

**Student A**
You just realized that the movie you want to see next week conflicts with a dental appointment. Call your dentist and reschedule your appointment.

**Student B**
Answer the phone in a dental office. Reschedule the patient’s appointment.

**Scenario 2:**

**Student A**
Role-play your personal voice mail greeting.

**Student B**
Call your friend and leave a message on his/her voice mail. Invite your friend to dinner at your house.

**Student A**
Call your friend back to accept the invitation to dinner. Have a chat with your friend. Initiate topic changes and signal that you want to close the conversation.

**Student B**
Receive a telephone call from your friend. Have a chat. Initiate a topic change.

**Student A**
You are supposed to meet with a real estate agent on the same evening as your dinner invitation. Call the agent to reschedule your appointment.

**Student B**
Answer the phone in a real estate office. Reschedule the client’s appointment.
Using the Telephone Directory

1. Work in small groups. Scan the introductory pages of the telephone book for your community and answer the following questions. You can divide the questions among the members of your group.

   1. What number can you call for help with a gambling problem?
   2. What is the number for the Kids Help Line?
   3. What should you do if your husband or boyfriend is hurting you? Is there a number you can call?
   4. You want to get Bell Sympatico Internet service. What number do you call?
   5. What number can you call if you think you have been overcharged on your long-distance phone bill?
   6. Your telephone line is not working. What number should you call?
   7. You want to order a telephone directory. What number should you call?
   8. What is TTY?
   9. You want to complain about the poor service you received from a Bell Canada client representative. Who can you call?
   10. How can you get a number for an acquaintance who lives in Huntsville, Ontario?
   11. You have an emergency and you urgently need to speak to your sister. But you’ve been calling for more than an hour and the line is still busy. You must speak to your sister immediately. What can you do?

Looking up a phone number on the Internet

If you know a person’s name, you can look up a phone number on the Internet at www.canada411.ca. It’s free! (If you call the operator, you’ll be charged for the service.)

2. Look up your phone number or your friends’ numbers on www.canada411.ca.
Using the Blue Pages

The Blue Pages in your telephone directory contain telephone listings for the three levels of government: municipal, provincial, and federal.

1. Use the Blue Pages to find the number you would call in the following situations.

1. You want to find a recreation centre near your home.
   Heading and level of government: ________________________________
   Department/Phone #: ________________________________

2. You need to find a long-term care facility for an elderly relative.
   Heading and level of government: ________________________________
   Department/Phone #: ________________________________

3. A car ran over a squirrel in front of your house and the squirrel is dead. You need to call someone to come and remove the animal.
   Heading and level of government: ________________________________
   Department/Phone #: ________________________________

4. You want to find out where you can take a road test to get your driver’s license.
   Heading and level of government: ________________________________
   Department/Phone #: ________________________________

5. Your employer asked you to work overtime but has not paid you anything extra. You want to know what your rights are.
   Heading and level of government: ________________________________
   Department/Phone #: ________________________________

6. You have a temporary disability (you broke your leg) and you need to get an accessibility sticker for your car that allows you to park in accessible parking places.
   Heading and level of government: ________________________________
   Department/Phone #: ________________________________

7. You received a notice with your automobile plate renewal notification that your car has to have an emissions test before you can renew your plate this year. You need to find a garage in your area that does emissions tests.
   Heading and level of government: ________________________________
   Department/Phone #: ________________________________

8. The snow has not been removed from your street for several weeks and you can’t get your car out of the driveway.
   Heading and level of government: ________________________________
   Department/Phone #: ________________________________
Automated Voice Menus

A telephone voice menu is a set of options a caller can choose from, usually by pressing a number on the telephone. Voice menus are commonly used by large organizations to help their clients access the information they need easily. Listening to automated telephone voice menus can be difficult when several options are presented. If you have trouble understanding the options, try pressing "0." Sometimes, this will connect you to a person who can help you. If you don’t reach a live person, try replaying the menu options a few times to become familiar with them.

1 | Audio 7.8: Listen to a recorded voice menu system for a library. Write down the number you need to press to accomplish the following.

<table>
<thead>
<tr>
<th>Press #</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. You would like to find out if a book is available at the library.</td>
</tr>
<tr>
<td>2. You would like to ask the librarian if you could book a room for a workshop.</td>
</tr>
<tr>
<td>3. You would like to put a book on hold.</td>
</tr>
<tr>
<td>4. You would like information about the location of the library and its hours.</td>
</tr>
<tr>
<td>5. You would like to renew a book.</td>
</tr>
<tr>
<td>6. You left your gloves in the library and want to find out if someone turned them in.</td>
</tr>
<tr>
<td>7. You want to know the library’s website address.</td>
</tr>
</tbody>
</table>

2 | Listen to the recording again. You would like information about special services at the library. Write the sub-menu option number you need to press to accomplish the following.

<table>
<thead>
<tr>
<th>Press #</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. You would like information about the language learning center.</td>
</tr>
<tr>
<td>2. You would like to sign up for an Internet training course.</td>
</tr>
<tr>
<td>3. You need information about the picture and video collection at the library.</td>
</tr>
</tbody>
</table>

3 | Listen to the recording again and take notes to answer the questions below.

1. What is the library’s address?
2. What are the hours of operation on weekdays?
3. What is the library’s Internet address?
This section includes activities that can help learners develop the skills and background knowledge needed for using the telephone in business and personal situations. These skills include: using appropriate expressions for general business calls, personal calls, and calls to make or cancel appointments or get information; recording personal and professional voice mail greetings; leaving and taking messages; finding information in telephone directories; and following instructions on automated voice menus. The activities included in this chapter also include practice in taking notes for telephone messages.

The activities in this section have been guided by the CLB performance conditions relating to LINC 5. If you want to develop your own activities, consider the performance conditions related to telephone interactions, below.

**Performance Conditions**
- Context is mostly familiar or clear and predictable, but moderately demanding (real-world environment, limited support)
- Topics are everyday and familiar, mostly personally relevant
- Learner is adequately briefed for focused listening and may require one or two repetitions.
- Speech is clear and slower to normal
- Exchanges are approximately two to five minutes in length, or five to eight turns, each turn three to five sentences
- Learner can reproduce information from a short oral text on concrete factual matters with five to seven details

Some of the activities in this chapter are followed by *Putting It in Practice* tasks. These tasks allow learners to demonstrate and apply their knowledge and skills in a communication task. They can be used for formative assessment of learner progress.

You can use all or some of the activities in this chapter in the order they are presented or choose the activities that are of interest to the learners you teach.

---

**p. 321 | Introduction to Telephone Calls**

Introduces the topic of telephoning

1. Learners can discuss the questions in small groups. You can take them up as a class.

   **Extend the Activity:** Ask learners to read the Culture Note. They can discuss the points in pairs or small groups and compare telephone etiquette in Canada to that of other cultures. You could also ask them to come up with their own list of etiquette rules for telephone use.

---

**p. 322 | Telephone Terminology**

1. Learners can work independently or with a partner to match the terms to their definitions. In addition, learners can try to think of other terms related to telephoning.

   **Answers**

<p>| | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. l</td>
<td>5. o</td>
<td>9. r</td>
<td>12. g</td>
<td>15. k</td>
</tr>
<tr>
<td>2. d</td>
<td>6. m</td>
<td>10. a</td>
<td>13. n</td>
<td>16. c</td>
</tr>
<tr>
<td>3. e</td>
<td>7. p</td>
<td>11. b</td>
<td>14. f</td>
<td>17. j</td>
</tr>
<tr>
<td>4. h</td>
<td>8. i</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Using the Telephone

Introduces the differences in telephone greeting conventions in different countries; provides an opportunity to discuss using the telephone.

1. Ask learners to survey their classmates and fill in the chart. If learners are mostly from the same country, provide examples (e.g., Italy: *Pronto*, meaning *ready*; Spain: *Diga*, meaning *speak*).

   **Extend the Activity**: In small groups or as a class, elicit from learners what else (besides greetings) differs about telephone conventions in different countries.

2. After learners interview their partner in pairs, each pair can share one of their answers with the class.

Grammar in Context: Telephone Phrasal Verbs

Provides practice using common phrasal verbs relating to the telephone.

1. This activity should be prefaced with an explanation about separable and non-separable phrasal verbs. With non-separable phrasal verbs, the preposition must follow the main verb. For example: *Could you get off the phone, please?* not *Could you get the phone off?* Separable phrasal verbs using a pronoun as the object of the verb must be separated (e.g., *I called him up* not *I called up him*).

   **Answers**
   
   | 1. g or m | 4. a | 7. b or k | 10. b or k | 12. f |
   | 2. e | 5. l | 8. c | 11. i | 13. h |
   | 3. j | 6. g or m | 9. d |

2. **Separable**
   - put a call through
   - hang up
   - call up
   - call back
   - pick up
   - cut off
   - switch off/turn off

   **Not separable**
   - hold on
   - get through
   - hang on
   - get off
   - get back
   - speak up

3. **Answers**
   
   | 1. put through | 4. get off | 7. picking up |
   | 2. hold on | 5. switch off | 8. get back to |
   | 3. hang up | 6. call back | 9. get through |
### Identifying Yourself on the Phone

Provides an opportunity to practice telephone greetings in workplace and social situations

1. Model the examples of professional telephone greetings in the information box using conventional intonation. Stress the importance of intonation. Ask learners to repeat the greetings and then practise them with a partner. Then ask learners to role-play possible greetings for the five situations.

2. **Answers**
   1. f  
   2. b  
   3. a  
   4. e  
   5. g  
   6. h  
   7. d  
   8. c

### Calling for Information

Provides practice using introductory phrases with questions when calling for information

1. Introduce the activity by having learners think of telephone calls they have made recently to get information. Who did they call? What information did they ask for? What parts of the call were challenging?

   Discuss the examples of introductory phrases in the information box. The phrases and questions can be used to model and have learners practise rising and falling intonation patterns.

   When learners have had sufficient time to practise the role-play telephone calls, ask for volunteers to present their role-play to the class. Other learners can provide feedback.

### Grammar in Context: Indirect Questions

Provides practice asking indirect questions to make requests on the phone

1. You can preface this activity with a class discussion about the purpose and structure of indirect questions, which are often used to make requests sound more polite.

   **Extend the Activity:** As homework, learners can call their local Employment Resource Centre, community centre or library to obtain information about programs and services, then share the information with the class.

### Calling for Information: Putting It in Practice

Provides an opportunity for learners to demonstrate and apply their knowledge and skills in a task

1. In groups of four, have two learners role-play one of the scenarios while the other two evaluate their performance and provide feedback.

   Performing this activity requires learners to integrate a number of skills and language abilities needed to make a telephone call for information. This task can be used for formative assessment purposes. The results of the assessment can help you and learners determine what still needs to worked on.

   This task relates to the CLB competency below. You can use the sample assessment criteria to assess learners, or develop your own criteria based on what you have taught. Learners can also assess themselves or each other using the same criteria. For more information on assessing learner progress, see the *LINC 5–7 Curriculum Guidelines*, pp. 37–45.
Calling About an Appointment

Provides practice listening to telephone calls to make appointments; provides expressions used in those calls

1 Introduce the activity by asking questions about when learners last called someone to make an appointment (e.g., What was the appointment for? What was challenging about the phone call?).

Play the recording once to familiarize learners with the dialogues. You can ask comprehension questions about the conversation. Then play the recording again; learners fill in the blanks as they listen.

Extend the Activity: Learners can practise reading the dialogues with a partner. Then, one partner can read one side of the conversation while the other role-plays a response using his/her own words.

Audio 7.1: Transcript

Calls to make an appointment

Call 1
Clinic: Dundas Medical Clinic. Can you hold for a moment?
Patient: Yes.
Clinic: How can I help you?
Patient: I’d like to make an appointment to see Dr. Scott.
Clinic: Just a moment, please. The next available appointment is Friday at 10 a.m.
Patient: Oh, I’m sorry, I can’t make it then. Are there any openings in the afternoon on Friday?
Clinic: Let me check. Yes, you can see him at 3:30 p.m.
Patient: That’s great, thank you.
Clinic: May I have your chart number please?
Patient: Yes, it’s Z7823.
Clinic: Your name is Michael Hayes?
Patient: Yes. Okay, so that’s Friday, June 8th, at 3:30 p.m.
Clinic: Yes.
Patient: Thank you. Bye.
Clinic: Bye.

Call 2
Garage: Reliable Auto Service. Can I help you?
Client: Yes, I was wondering if I could bring my car in this morning for an oil change.
Garage: No, I’m afraid it’s not possible this morning. We’re really busy.
Audio 7.1: Transcript (continued)

Client: Okay, what about tomorrow morning?
Garage: Yes, tomorrow’s fine.
Client: Is 9:30 a.m. okay?
Garage: 9:30’s fine. May I have your name, please?
Client: It’s Eric Rosenberg.
Garage: Okay, 9:30 tomorrow.
Client: Thank you. See you then. Bye.
Garage: Bye.

Call 3
Salon: Good morning, Kelly’s Hair Salon. How may I help you?
Customer: Oh, hello. I have an appointment to get my hair cut today at 4:00 p.m. but I’m afraid something’s come up and I have to cancel it.
Salon: May I have your name, please?
Customer: Kim Sora – S-O-R-A.
Salon: Okay, that’s fine. Would you like to book another appointment?
Customer: No thank you, not right now. I’ll call back to reschedule. Thank you.
Salon: You’re welcome. Bye
Customer: Bye.

Answers

Request an Appointment
- I’d like to make an appointment.
- Does he have any openings on/at …
- I was wondering if I could bring my car in this morning …
- I was wondering if I could reschedule.
- What about tomorrow morning?
- How about Wednesday the 21st at 9:15 a.m.?

Offer an Appointment
- The next available appointment is …
- You can see him at 3:30 p.m.

Accept an Appointment/ Confirm an Appointment
- That’s great. Thank you.
- So that’s Friday, June 8 at 3:30 p.m.
- Tomorrow is fine.
- Okay, 9:30 a.m. tomorrow.

Decline an Offered Appointment
- I’m sorry. I can’t make it then.
- I’m afraid it’s not possible this morning.
- I’ll call back to reschedule.
- No, I’m not available on the 21st.

Cancel an Appointment
- I’m afraid something’s come up and I have to cancel.
- I’m afraid something’s come up and I have to reschedule.
- Would you like to book another appointment?
Calling About a Missed Appointment

Provides practice apologizing and offering an explanation for missed appointments

1. You can introduce this activity by asking learners if they have ever missed an appointment, and if so, what they did about it. Learners can brainstorm a list of possible things to say when apologizing and offering an explanation. Play the recording while learners fill in the blanks. Take up the answers as a class.

   **Extend the Activity**: Learners can practice reading the dialogues with a partner. Then, one partner can read one side of the conversation while the other role-plays a response using his/her own words. For additional practice, learners can prepare their own dialogue to cancel an appointment and present it to the class.

   **Audio 7.2: Transcript**

   **Telephone call about a missed appointment**

   **Hospital**: Good morning. Princess Margaret Lung Scan Study.
   **Patient**: Oh, hello. I had an appointment for a lung scan on Monday and I’m **terribly** sorry but I **missed** the appointment. I **apologize**. I just didn’t notice it on my **calendar**.
   **Hospital**: Okay. May I have your name, please?
   **Patient**: Yes, it’s Vivian Bryce – that’s B-R-Y-C-E. My appointment was for 9:45 a.m. on Monday the 12th. I was wondering if I could possibly **reschedule**.
   **Hospital**: Let’s see. **How about** Wednesday the 21st at 9:15 a.m.?
   **Patient**: No, I’m **not available** on the 21st. Do you have **anything** on Friday the 23rd?
   **Hospital**: Yes, **how about** 10:30 a.m.?
   **Patient**: Perfect. **So that’s** Friday the 23rd of March at 10:30 a.m. I’ll be there. **Bye**.
   **Hospital**: Bye.

2. **Answers**

   **Apology**
   I’m **terribly** sorry but I **missed** the appointment.
   I **apologize**.

   **Explanation**
   I just didn’t notice it on my **calendar**.

Calling About an Appointment: Putting It in Practice

Provides an opportunity for learners to demonstrate and apply their knowledge and skills in a task

1. The task includes two role-plays involving multiple calls to schedule different appointments. You could have each learner participate in both role-plays (alternating roles each time), or have half the class do one of the role-plays while the other half does the other.

   Performing this activity requires learners to integrate a number of skills and language abilities needed to make a telephone call to schedule appointments. This task can be used for formative assessment purposes. The results of the assessment can help you and learners determine what still needs to be worked on. This task relates to the CLB competency that follows. Use the sample assessment criteria to assess learners, or develop your own criteria based on what you have taught. Learners can also assess themselves using the same criteria. For more information on assessing learner progress, see the LINC 5–7 Curriculum Guidelines, pp. 37–45.
Before learners listen, you can introduce the topic by discussing active listening (e.g., what it is, why it is important.) See the LINC 5–7 Curriculum Guidelines, p. 313 for a summary list of the elements of Active Listening.

Answers
1. a 2. b 3. b 4. b 5. a

Have learners read the comprehension questions. Then play the recording again. Learners can take notes while listening and then write down the answers.

Answers
1. Active listening involves giving the other person our undivided attention so that we hear and understand everything they’re saying; being actively involved in the conversation.
2. It builds rapport and prevents miscommunication.
3. There are no visual cues on the phone, so verbal cues are an important way of indicating you are listening.
4. We can ask questions, paraphrase and restate what the person has said.
5. She used verbal and non-verbal vocalizations (uh-huh, right, okay). She asked questions to clarify information and to get the speaker to elaborate on a point.

Audio 7.3: Transcript
Radio talk show about active listening
Sara: Hi everyone and welcome back to the Sara Kato Show. Today we have Linda Helms here with us. Linda is a communications consultant who specializes in telephone skills. She’s done a lot of training in the area of active listening and she joins us today to share some of her thoughts on this subject. Welcome to the show, Linda.
Linda: Thanks for having me.
Sara: You know Linda, I like to think of myself as a good listener. That’s part of my job, but maybe there’s a lot more to active listening than that. Perhaps you can begin by telling us what you mean by active listening.
Linda: Sure. A lot of times when we’re talking to someone, whether it’s in person or on the phone, we’re not really giving the other person 100 per cent of our attention. You know, we might be thinking about something that happened at work that day, or something important that we have to do later on. We might even be thinking about what we’re going to have for dinner tonight!
Sarah: Uh-huh.

Linda: And sometimes we’re not really paying attention to what the other person is saying because in our minds, we are already planning what we want to say in response to what they’re saying.

These are all examples of what I call “distracted” listening.

Sara: Right. Okay.

Linda: So when we talk about active listening, we mean giving the other person our undivided attention so that we hear and understand everything they’re saying.

Sara: I see. So Linda, why is it so important to listen actively?

Linda: Well it’s important for a couple of reasons. First of all, when you’re giving the other person your undivided attention, it makes them feel special and there is no better way to build rapport with someone than by making them feel that what they are saying is important to you. And another reason is that if you are listening actively, there is less likely to be miscommunication between you and the other person. If you’re not paying attention, there is a chance that you will misunderstand or get the wrong information.

Sara: Yes, that’s true. So what are some things we can do on the phone to show that we are listening?

Linda: Well, first of all, vocalizations like uh-huh, um, yes, and I see are all really important because the person on the other end of the line can't see whether or not you’re paying attention. Those verbal and non-verbal vocalizations indicate that you are actively involved in the conversation. If there is complete silence on the other end, the listener might think you've fallen asleep!

Sara: Yes, that’s true. So what are some other indicators of active listening?

Linda: Well, there are a couple things. You can ask questions, not only to clarify information but also as a way of getting the other person to go into more detail about whatever it is they are talking about.

Also, if you don’t understand something, a really good strategy is to paraphrase or restate what the person has said so that they can correct you if you’ve misunderstood something.

Sara: Right, that’s important for sure. Well, thanks for those tips, Linda. It’s been a pleasure having you on the show today.

Linda: Thanks for having me, Sara.

Provides practice identifying expressions used to open, maintain and end a call

Before giving learners the handout, you can introduce the activity by asking how often they call a friend and conduct the call in English. Discuss the different stages of a call and have learners brainstorm expressions for each. Explain that often, the caller signals the end of the conversation by saying “I should let you go.” If the recipient of the call says it instead, the caller may feel the call has been ended prematurely.

Ask learners to read the expressions in the information box. Model the correct intonation for each expression and have them repeat.

1. Play the recording and have learners complete the chart. They can compare their answers with a partner before you take up the answers in a class discussion.

Answers

1. It’s Jane.
2. Is this a good time?
3. So listen ... By the way...
4. Well ...
5. Anyway, I should let you go.
In pairs, learners can discuss the meanings of the phrases listed. Play the recording again and ask learners to infer the meanings of each phrase from the context, writing their inferences. Take up the answers in a class discussion.

**Answers**

1. In a long time
2. Taking a break from studying or working
3. Free time to do what you enjoy doing
4. Invite someone to your house
5. Dating someone
6. Disappeared
7. He worked in information technology.
8. A polite way to signal the end of a conversation
9. An informal way to end a conversation

**Audio 7.4: Transcript**

Two friends talking on the phone

Rita: Hello?
Jane: Hi Rita. It's Jane.
Rita: Oh, hi Jane! How are you?
Jane: I'm fine. Is this a good time? I'm just calling to say hi.
Rita: Yeah, it's fine. How are things? We haven't talked in ages.
Jane: I'm great. How are you doing?
Rita: Really well. I'm all finished my exams and I'm off now until January.
Jane: Oh, that's so nice. Time for yourself, time to do the things you want to do.
Rita: Yeah, like clean the house!
Jane: Yeah, right. So listen, I want to have you over now that we have more time.
Rita: That would be great. When were you thinking?
Jane: What about next Friday evening?
Rita: Perfect.
Jane: Come around 6:00.
Rita: Okay, what should I bring?
Jane: Don't bring anything ... well, bring a bottle of wine if you want to. Should we invite Barbara, too?
Rita: Good idea.
Jane: I'll email her.
Rita: Good. So what's new with you? Are you still seeing that guy?
Jane: No, he just kind of faded away. He was a really interesting guy, though.
Rita: Yeah?
Jane: Did you know he was working on his second Ph.D.?
Rita: Really?
Jane: Yeah.
Rita: In what?
Jane: Something to do with neurology.
Rita: Was he a doctor?
Jane: No, he was in IT. But he was studying how the brain works so he could design software that imitates the human brain. Pretty interesting, eh?
Rita: Yeah, sure is. So what happened to him?
Jane: Oh, I don't know. He got really busy with his studies and said he needed to just focus on that for a while.
Audio 7.4: Transcript (continued)

Rita: Oh, that’s too bad.
Jane: Yeah. He was a nice guy, but maybe a bit too serious for me.
Rita: Oh, well. I’m sure someone else will come along. By the way, I need your mailing address. I’m going to send you a birthday card.
Jane: Oh, that’s so nice of you. Sure, I’ll email it to you.
Rita: Thanks. Well ...
Jane: I should let you go. Don’t forget next Friday.
Rita: I won’t. See you then.
Jane: Take care.
Jane: Bye.

p. 338  | Calling a Friend: Informal Invitation

Provides practice identifying the opening, topic change and closing in a telephone conversation

1 In pairs or groups, learners reconstruct a telephone dialogue by arranging the sentence strips in the proper sequence. You can instruct learners to start by identifying/ordering the sentences that contain language the caller uses to identify herself and ask if the recipient is free to chat. Next, they can look for strips that contain language used to initiate topic changes. Finally, they can identify strips with language used to signal the end of the conversation. When they have finished ordering their sentences, they listen to the dialogue to check their work.

**Extend the Activity:** When learners have successfully sequenced the dialogue, you can provide a handout of the dialogue and ask them to practise reading it in pairs. Then learners can take turns reading only one side of the conversation while their partner uses his/her own words.

Audio 7.5: Transcript

**Telephone call between two friends**

David: Hello?
Julie: Hi, David?
David: Yeah.
Julie: It’s Julie.
David: Julie! It’s good to hear from you.
Julie: Are you busy right now?
David: Not at all. How are you?
Julie: I’m great. What’s new with you?
David: I just started a new job!
Julie: You did? Tell me about it.
David: It’s at a call centre. But it’s a pretty good job. No selling. I’m working 4 p.m. to midnight, which I really like, because then I have the afternoons free to do other things.
Julie: That’s great, David. Congratulations. So listen, do you know about the documentary film festival that’s starting next week?

David: No, I don’t.

Julie: They’re showing documentary films from all over the world. We should go. How about one afternoon before you go to work, or maybe on Saturday?

David: That would be great. I’d love to go.

Julie: I’ll email you the schedule. Just pick up a couple of films that you’re interested in and let me know.

David: Will do. By the way, Julie, have you spoken to Greg?

Julie: Not for a couple of weeks. Why?

David: Well, I was just wondering how he was doing. When I spoke to him last he was having some problems with his girlfriend.

Julie: No, I don’t know anything about that. Poor Greg! Anyway, I should let you go. I’ll email you the movie schedule.

David: Thanks, Julie. That’ll be fun.

Julie: Take care.

David: You too.

Julie: Bye.

Audio 7.5: Transcript (continued)

Recording Personal Voice Mail Greetings

Provides practice writing and saying personal and workplace voice mail greetings

Introduce the activity by discussing voice mail greetings. Model and have learners practise the sample voice mail messages using correct pronunciation and intonation.

1 Ask learners to either write the voice mail greeting they currently have recorded on their phone (cell or landline), or develop an appropriate new voice mail greeting. Learners can record their greeting when they get home.

2 Play the recording of two workplace voice mail greetings and discuss with the class how they differ from personal voice mail greetings.

Answers

1. Greeting 1: full name, department, date, where she is, instructions to the caller about leaving a message, who to call for immediate assistance.

   Greeting 2: full name, department, availability, instructions to the caller about leaving a message, information about when he will call back.

2. Professional voice mail greetings: often include the full name of the person (personal greetings often only include a first name, or sometimes no name); include the department the person works in; include the date (recorded daily); may refer the caller to another extension for immediate assistance.

3 Play the recording again and ask learners to fill in the blanks (answers are underlined in the transcript below).
Audio 7.6: Transcript

Two workplace voice mail greetings

Greeting 1
Hello. You have reached the voice mail of Susan Walker in Human Resources. Today is Tuesday July 3 and I am in the office all day today. Please leave your name and number and a short message and I will return your call as soon as possible. For immediate assistance, press 235 to speak to my assistant, Cheryl Smith.

Greeting 2
Hello. This is Jim Henderson in Accounting. I’m not available to take your call right now. Please leave a detailed message and I will get back to you before the end of the day. Thank you for calling.

Voice Mail Messages

Provides practice listening to voice mail messages and taking notes

For additional practice taking notes, see Chapter 1, Academic Skills.

2 Before playing the recording of the two messages, inform learners that they will first hear the recipient’s voice mail greeting and then the callers’ messages.

Have learners listen to the recording. Ask them to note the structure of a message (e.g., first identify yourself, say who the message is for, etc.). Discuss the similarities and differences between the personal and the professional messages. Then discuss strategies for taking messages (e.g., only include the most important details; omit superfluous words without changing the meaning, etc.). Then play the recording again and have learners take notes.

Answers (question 2)

<table>
<thead>
<tr>
<th>Personal Call</th>
<th>Professional Call</th>
</tr>
</thead>
<tbody>
<tr>
<td>a) Hi Linda, it’s Kevin</td>
<td>Hello. My name is Cheryl Roberts and I’m calling from BSW Intl.</td>
</tr>
<tr>
<td>b)</td>
<td>It’s Friday at 1:30 p.m.</td>
</tr>
<tr>
<td>c)</td>
<td>We received your résumé …</td>
</tr>
<tr>
<td>d) Just calling to say hi.</td>
<td>We would like to invite you for an interview next Tuesday at 10:00 a.m.</td>
</tr>
<tr>
<td>e) I’ll be in this evening if you want to call back.</td>
<td>Could you call and let me know if this is convenient for you? My number is 555-327-4838.</td>
</tr>
<tr>
<td>f) Bye.</td>
<td>Thank you.</td>
</tr>
</tbody>
</table>
Audio 7.7: Transcript

Two voice mail messages

Hi, you’ve reached Linda and Mike at 555-322-1579. Sorry we’re not here to take your call right now. Please leave a message.

Message 1
Hello. It’s Friday at 1:30 p.m. My name is Cheryl Roberts and I’m calling from BSW International. This is a message for Linda Walker. We received your résumé in application for a position as a customer service representative. We would like to invite you to an interview next Tuesday at 10:00 a.m. Could you please call and let me know if this is convenient for you? My number is 555-327-4838. Again, it’s Cheryl Roberts from BSW International. Thank you.

Message 2
Hi Linda, it’s Kevin. Just calling to say hi. I’ll be in this evening if you want to call back. Bye.

3 Discuss the sample phrases for leaving voice mail messages. Elicit from learners what phrases they use.

Grammar in Context: Prepositional Collocations
Provides practice using prepositional collocations

1 Answers
1. in 4. to 7. of, on 10. at 13. on
2. for 5. for 8. from 11. about 14. in, to
3. at 6. about 9. of, until, to 12. to

Extend the Activity: Have learners indentify which expressions are common for voice mail greetings and which ones occur in messages left on someone’s voice mail.

Leaving Voice Mail Messages: Putting It in Practice
Provides an opportunity for learners to demonstrate their knowledge and skills in a task involving leaving messages

1 This task works best when learners record their messages and listen to each other’s voice messages. Learners can use a computer, cell phone, or tape recorder to record their messages. On the computer, they can record their voice messages using Windows MovieMaker or a podcasting tool (e.g., Audacity).

Learners can prepare for leaving their messages by writing notes about what they plan to say. Have learners record their voice mail messages for each other at the same time. Then they can listen to each other’s messages (they can take notes of the details) and use the evaluation checklist to provide feedback to their partner.

Performing this activity requires learners to integrate a number of skills and language abilities needed to leave a voice mail message. This task can be used for formative assessment purposes. The results of the assessment can help you and learners determine what still needs to be learned or worked on.

This task relates to the CLB competency below. Use the sample assessment criteria below to assess learners, or develop your own criteria based on what you have taught. Learners can also assess themselves using the same criteria. For more information on assessing learner progress, see the LINC 5–7 Curriculum Guidelines, pp. 37–45.
Instructor Notes | Chapter 7 | Telephone Calls

Making Telephone Calls

Provides practice in using a variety of telephone skills, including: recording a voice mail greeting; participating in an informal call; answering the phone using a professional greeting; making a formal call to reschedule an appointment

Ask learners to read the role cards. Inform them that each scenario follows six steps (three for each learner) that should be followed in order.

Using the Telephone Directory

Provides practice finding information in a telephone directory

For this activity, learners need the White Pages of the local telephone directory. Learners can work in pairs with one directory per pair. Begin by telling learners about the information available in the directory and how it is organized, especially its first few pages.

Learners can work individually or in pairs. Alternately, this activity can be done in teams as a timed scavenger hunt. The team that finds all the information first wins. In addition, learners can find telephone numbers on the Internet using the Canada411 website. You may have to adapt some of the questions so that they are consistent with the directory in your local area.

Using the Blue Pages

Provides practice finding information in the Blue Pages of the telephone directory

For this activity, learners need the Blue Pages of the local telephone directory. Begin by telling learners about the information in the Blue Pages and how the pages are organized (alphabetical list of keyword headings at the beginning; F, P or M to indicate level of government, etc.)

Learners can work in pairs, with one directory per pair, to explore the Blue Pages and answer the questions. You may have to adapt some of the questions so that they are consistent with the directory in your local area.

Extend the Activity: You could assign each learner a question and ask the learner to make a phone call to get the information, then present the information they receive to the class.

Sample Assessment Criteria

- Holistic: Addresses the purpose of the task; speaks intelligibly; listener can follow
- Analytic: Gets all the details in the message
  - Uses adequate vocabulary for the telephone call
  - Uses the appropriate degree of formality
  - Uses grammar structures correctly, e.g., verb tenses, articles, subject-verb agreement, indirect questions, etc.
  - Expresses and responds to apologies, regrets and excuses appropriately
Automated Voice Menus

Provides practice navigating an automated voice menu system

1. Before playing the recording, have learners read the questions. Inform them that twice during the recording, the caller will exit the main menu system (for information), then return to it.

   **Answers**
   
   1. 3  
   2. 0  
   3. 3  
   4. 1  
   5. 2  
   6. 0  
   7. 1

2. **Answers**
   
   1. 3  
   2. 1  
   3. 4

3. Play the recording again. Learners answer the questions about the library’s address, hours of operation and Internet address. Play the recording again so learners can check their answers.

**Audio 7.8: Transcript**

**Recorded voice menu for a public library**

Thank you for calling the City Reference Library. The library is currently open.

For our location, hours, and website address, press 1.

*(telephone beep)* The City Reference Library is located at 234 First Street. It is open Monday to Thursday 9:30 a.m. to 8:30 p.m., Friday 9:30 a.m. to 5:30 p.m., Saturday 9:00 a.m. to 5:00 p.m., and Sunday 1:30 to 5:00 p.m.

Visit the library website at [www.cityreferencelibrary.ca](http://www.cityreferencelibrary.ca) for the library catalogue and information about our library services.

To return to the main menu, press star.

For renewals, press 2.

For holds or quick reference from Answer Line, press 3.

For special services at the City Reference Library, press 4.

*(telephone beep)* You have four special service options at the City Reference Library.

For Internet training, press 1.

For health and medical information, press 2.

For the language learning centre, press 3.

For the picture and video collection, press 4.

To return to the main menu, press star.

To speak with staff, press 0.

**Extend the Activity:** Provide learners with additional practice navigating automated voice menu systems. A list of sample automated phone lines is provided on p.363 of the *LINC 5–7 Curriculum Guidelines*. 