

**Phoning – Spelling and Checking Understanding**

1. When you need to take down information on the phone, you need to understand and pronounce the alphabet correctly. Fill in the table according to how the letters are pronounced. Keep the table as a reference.

<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>
<b>day</b>	<b>me</b>	<b>egg</b>	<b>eye</b>	<b>no</b>	<b>you</b>	<b>or</b>
<b>A</b>	<b>B</b>	<b>F</b>	<b>I</b>	<b>O</b>	<b>Q</b>	<b>R</b>
<b>K</b>		<b>N</b>				
	<b>G</b>					
		<b>Z</b>				
	<b>V</b>					

2. It is very important to make sure you understand information you get on the phone. Match the phrases to the situations.

<b>Situation</b>		<b>Useful phrase</b>
You don't understand what the person says.		Can you spell that, please?
The person is speaking too quickly.		Can you repeat that, please?
You are writing down what they said but can't spell something.		Can you repeat that, please?

**Student A. Complete the information in the table by asking your partner questions.**

First Name	Surname	Address	Phone Number	Marital Status	Occupation	Sex
	Aungier	47 Montpelier Court, Dublin 8	01-8302055		Bank Clerk	F
Desmond	Cafferty			Single		M
Brid	Fitzgerald	Greenpark Road, Dunshaughlin, County Meath.	086-2981273		Organic Farmer	F
Jarlath	Hegarty		01-6212636	Divorced		M
	Kilduff		01-4573598	Married	Ambulance Driver	F
Philomena	Leadbetter	16 Seville Place, Lucan, County Dublin		Single	Factory Worker	F
Colm		6 Villiers Terrace, Dublin 9	01-4992386		Stevedore	M
	Nugent	8 Saint Aidans Court, Dublin 12		Married	Barman	M
Terence		56 Munster Street, Maynooth, County Kildare	01-396589	Single	Welder	M

**Student B. Complete the information in the table by asking your partner questions.**

First Name	Surname	Address	Phone Number	Marital Status	Occupation	Sex
Eithne	Aungier		01-8302055	Married		F
Desmond	Cafferty	91 Tamarisk Drive, Swords	085-4941390		Actuary	M
Brid		Greenpark Road, Dunshaughlin, County Meath.		Widow		F
Jarlath	Hegarty	28 Ballyogan Crescent, Dublin 9	01-6212636		Prison Warden	M
Regina	Kilduff	11 The Hill, Kilmagnogue, County Wicklow.	01-4573598	Married	Ambulance Driver	F
	Leadbetter		01-2954658	Single		F
Colm	McEntaggart		01-4992386	Separated		M
Keith	Nugent	8 Saint Aidans Court, Dublin 12	01-8672658	Married		M
Terence	O'Flaherty				Welder	M

**Teachers' Notes**

This is a simple information gap pairwork exercise to practise spelling out information. The ability to clearly spell out information is essential for competent phone use. The alphabet is a basic that can often be overlooked at R2 level. All students can benefit from practice of spelling aloud.

1. Learners complete table of alphabet arranged according to the vowel sound in the pronunciation of each letter. This is particularly useful for learners who use the Latin alphabet in their mother tongue, who will often have difficulty with the English pronunciation of letters. (Spanish speakers pronouncing 'i' as 'ee' because that is the pronunciation familiar to them). It is very useful to write the table up on the board and elicit answers before learners fill in their tables, allowing them to discover the pronunciation groups.

To do this:

Copy the Alphabet Pronunciation Table onto the board blank, then put 'A' in the first column, stressing the pronunciation. Then place 'B' in the second column. Ask students if 'C' sounds like 'A' or 'B', and then place it under 'B', and so on. Remind students that 'z' can be pronounced 'zed' or 'zee'. I usually tell them that the 'zed' pronunciation is clearer as it cannot be confused with 'c'. For learners who persistently confuse vowel sounds examples such as " A for air, E for easy, I for Ireland, O for over, U for usually" may help.

1	2	3	4	5	6	7
day	me	egg	eye	no	you	or
A	B	F	I	O	Q	R
H	C	L	Y		U	
J	D	M			W	
K	E	N				
	G	S				
	P	X				
	T	Z				
	V					

2. Learners match phrases to situations. The importance of these conventional phrases cannot be overemphasised, especially in an phone environment where there are no clues from gesture, facial expression, etc, that misunderstandings are happening.
3. Pairwork. Give Student A sheet to one member of each pair, and Student B sheet to the other. Learners should not let their partner see their page. Roleplay the exercise as a phone call with learners asking their partner to repeat, spell, speak slowly. Emphasise that the objective is to get accurate information rather than simply finish quickly. The exercise can be set up with learners sitting back to back to simulate the conditions in a real phone call.