

THE WORKPLACE SURVIVAL GUIDE: BUSINESS ENGLISH FOR BEGINNERS

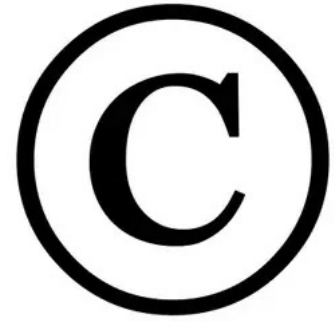


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We spend hours around the table here in Victoria, BC, triple-checking every lesson, dialog, and practice question to make sure it is accurate, practical, and truly helpful for your students. That said, language standards and testing formats do evolve. Because of this, we can’t guarantee that every single detail will be a perfect match forever.

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BEFORE WE BEGIN: A FIELD GUIDE TO THIS CURRICULUM

Teaching English isn't just about putting grammar rules on a whiteboard. It is about giving someone the confidence to speak up in a meeting, ask for a raise, or answer a phone without freezing.

We built this curriculum around a kitchen table in Victoria, BC, with one clear goal: to create practical, real-world lessons without the confusing academic jargon that Big Prep companies love to use. Whether you are a seasoned instructor who has been doing this for decades or a volunteer teaching for the first time, we have your back.

Instead of cramming everything into one heavy, overwhelming textbook, we split this course into three distinct tools. Here is how they work together to help your students succeed.

1. The Student Book: The Core Lesson

This is where the learning happens. We stripped away the fluff and focused strictly on what actually matters in a daily work environment. Inside, you will find practical vocabulary, clear dialogs with natural hesitations, and short cultural notes on workplace habits. We also included our “Survival Phrases”—quick, easy sentences students can pull out of their back pocket when they get stuck and don't know what to say. It is designed to be approachable and instantly useful.

2. The Workbook: The Practice Room

Listening to a teacher and reading a book is a great start, but students need to do the heavy lifting themselves. The Workbook is packed with active learning exercises to test what they just learned. We included our signature 3-Minute Power Drills to help them recall words quickly under pressure. You will also find the “Anatomy of a Wrong Answer,” where we break down common mistakes in plain English rather than just marking them with a red ‘X’. This book isn't just about filling in blanks; it is about building confidence through repetition.



3. The Teacher Guide: Your Behind-the-Scenes Support

Consider this your personal mentor. We know exactly what it is like to stand in front of a classroom when a lesson just isn't clicking. This guide gives you the simple "why" behind every lesson, clear instructions on how to set up role plays, and foolproof backup plans if an activity is too hard for the room. Most importantly, we included every single answer to the Workbook exercises. You will never have to guess, and you can walk into your classroom feeling completely prepared.

Thank you for what you do. Teaching is hard work, but it changes lives. By using this curriculum, you are also helping us support global educational charities and reaching the forgotten students who are too often left behind.

4. The Fluency Toolbook

The Fluency Toolbook is not an average grammar workbook. It is the hands-on engine of the course, designed to be spread out on the kitchen table with a cup of coffee and a pencil. We built it to replace dry, corporate fill-in-the-blank exercises with actionable, 2-minute power drills and real-world audio practice. It gives early-stage learners the exact phrases they need to build muscle memory and confidence before they ever step foot in an office.

5. The Workplace Survival Chapters

Woven directly into this toolbox are our Workplace Survival chapters. These are the absolute lifesavers for the messy, unscripted moments of the workday that Big Prep textbooks always ignore. When a bad phone connection makes it impossible to hear a client's email address, or when a beginner freezes trying to quote a \$1,450.00 invoice, these chapters provide the emergency safety net. They strip away the complex rules and hand students the plain English tools to spell clearly over the phone, handle workplace math, and navigate breakroom small talk without panicking.

STUDENT BOOK



LESSON 4 - ANSWERING THE PHONE



The “Why”

Answering the phone in English can feel very scary because you cannot see the other person's face. This lesson gives you simple, easy words to use so you can pick up the phone with confidence and show the caller you are ready to help.

Vocabulary List

1. **Caller:** The person making the phone call.
2. **Hold:** To wait on the phone.
3. **Extension:** A short phone number for one person in a big office.
4. **Transfer:** To send a phone call to another person.
5. **Hang up:** To end the phone call.
6. **Inquiry:** A question to get information.
7. **Connect:** To link a caller to the right person.
8. **Available:** Free to talk right now.



Core Grammar Point: Asking Politely

When you answer the phone, you must sound polite. Do not use direct commands. Instead, use “Could you...” or “May I...” to ask questions. This makes the caller feel welcome.

Right: “Could you hold, please?”

Wrong: “Wait now.”

Right: “May I ask who is calling?”

Wrong: “Who are you?”

Dialogs

Dialog 1: Formal (At the Office)

Receptionist: Good morning, Complete Test Prep, this is Brian speaking. How may I help you?

Caller: Hello, could you connect me to Sarah in shipping, please?

Receptionist: Let’s see... um, she is on another call. Could you hold for one moment?

Caller: Yes, thank you.

Dialog 2: Informal (Coworker to Coworker)

David: Hello, David speaking.

Lisa: Hi David, it’s Lisa. Are you available to talk?

David: Hi Lisa! Actually, I am heading into a meeting. Can I call you back?

Lisa: Sure, talk to you later. Bye.

Survival Phrases

If you are stuck, use these phrases to buy time:

- “I am sorry, could you speak more slowly?”
- “One moment, let me get a pen.”
- “Could you spell that for me, please?”



Cultural Corner

In Canada and the US, it is not polite to just say “Hello” when you answer a business phone. People expect you to say the company name and your own name. Also, if you put someone on hold, you should come back every 30 seconds to say, “Thank you for holding, I am still checking.”

Pronunciation Focus

When you say, “How may I help you?”, make sure the word “help” is the strongest word. Say it with a small smile. Yes, the caller can actually hear your smile through the phone! It makes your voice sound friendly.

Role Plays

10+ Phrases to Use:

“Hello, [Company Name], [Your Name] speaking.”

“How may I help you?”

“May I ask who is calling?”

“Could you hold, please?”

“Thank you for holding.”

“I will transfer you now.”

“I am sorry, he is not available.”

“Would you like to leave a message?”

“Could you repeat that, please?”

“Let me repeat that back to you.”

“Thank you for calling.”

“Have a great day.”

3 Fluency Role Plays (2-Minutes Each)

The Fast Talker

Goal: Keep talking and do not stop. Student A speaks very fast. Student B must use survival phrases to slow them down and ask them to spell their name.

The Long Hold

Goal: Keep talking and do not stop. Student A is a receptionist transferring a call. Student B is the caller. Practice putting the caller on hold, checking back in, and finally transferring them.

The Bad Connection

Goal: Keep talking and do not stop. Sit back-to-back. Pretend the phone line is bad. Practice asking the other person to repeat themselves politely.

Optional Role Play 1: Asking for the Boss

Goal: Practice telling someone the boss is busy and taking a message.



Lesson 4 – Answering the Phone

Starter Dialog:

Student A says, “Hello, ABC Tools, how may I help you?”

Student B says, “Hi, I need to speak to the manager.”

Optional Role Play 2: The Wrong Department

Goal: Practice transferring a call to the right place.

Starter Dialog:

Student A says, “Thank you for calling the billing department.”

Student B says, “Oh, I have a question about fixing my computer.”

Optional Role Play 3: Spelling a Difficult Name

Goal: Practice spelling letters clearly over the phone.

Starter Dialog:

Student A says, “May I ask who is calling?”

Student B says, “Yes, my name is Mr. Krzyzewski.”

Optional Role Play 4: Checking Office Hours

Goal: Answer a basic inquiry politely and end the call well.

Starter Dialog:

Student A says, “Good afternoon, Main Street Clinic.”

Student B says, “Hi, what time do you close today?”

Optional Role Play 5: Calling a Coworker

Goal: Practice a more casual but professional greeting.

Starter Dialog:

Student A says, “Hello, this is [Your Name].”

Student B says, “Hi, it’s [Partner’s Name]. Do you have a minute?”

Exercise: The Tempo Telephone Drill

Teacher Instructions

Put your students in pairs. Tell them they are going to read a short phone conversation three times.

Round 1: The students must read the dialog painfully slowly. Tell them to pause at every period and comma for two full seconds. It should feel exaggerated and a bit funny.

Round 2: Have them read it again, but at a normal, walking pace.

Round 3: Have them read it as fast as they can without losing the words. Once they finish all three rounds for a dialog, they switch roles and do it again.

Student Instructions

You and your partner will practice answering the phone. You will read each conversation three times.



Beginners Business English

First time: Read very, very slowly. Take a long pause after every sentence. Over-pronounce every word.

Second time: Read at a normal, relaxed speed.

Third time: Read the conversation quickly and smoothly, like a native speaker rushing to catch a bus.

When you finish, switch roles!

Dialog 1: Checking Store Hours

A: Good morning, Complete Test Prep. How can I help you?

B: Hi, what are your store hours today?

A: We are open from nine in the morning until five.

B: Great. Are you located downtown?

A: Yes, we are right on Main Street.

B: Thanks, I will come by this afternoon.

Dialog 2: Leaving a Message

A: Thank you for calling. This is Sarah speaking.

B: Hello Sarah. Can I speak to the manager?

A: She is in a meeting right now. Can I take a message?

B: Please ask her to call Tom back.

A: Does she have your phone number?

B: Yes, she has my number on file.

Dialog 3: Checking Stock

A: Sales department, this is Mark speaking.

B: Hi Mark. Do you sell the new study guide?

A: Yes, we just got a box of them in stock today.

B: Can I order two copies over the phone?

A: Absolutely. I just need your credit card number.

B: Hold on a moment, let me get my wallet.

Scenario 1: The General Office Inquiry

Context: A receptionist answers a routine incoming call from a customer asking about business hours.

Role A (The Receptionist): You answer the phone politely using the company name and offer your assistance.

Role B (The Caller): You want to check the store closing time for today.



Lesson 4 – Answering the Phone

Starter Dialog:

Role A: “Thank you for calling Apex Office Supplies. How may I direct your call today?”

Role B: “Hello! I am calling to find out what time your front desk closes this afternoon.”

Role A: “We stay open until five o’clock on weekdays. Is there anything else I can help you with?”

Role B: “No, that answers my question completely. Thank you for your help!”

Scenario 2: Asking the Caller to Hold

Context: An assistant answers the phone and needs a moment to look up a client account.

Role A (The Assistant): You need to put the caller on hold briefly to check the computer records.

Role B (The Caller): You agree to wait on the line while the assistant checks your file.

Starter Dialog:

Role A: “Good morning, Summit Consulting. My name is Mark speaking. Who am I speaking with?”

Role B: “Hi Mark, this is Susan Miller. I am calling to check the status of my recent service request.”

Role A: “Thanks for calling, Susan. Would you mind holding for just a moment while I pull up your file?”

Role B: “Not a problem at all. I will hold on the line.”



Scenario 3: Transferring a Call

Context: A receptionist receives a technical support question and transfers the caller to the IT department.

Role A (The Receptionist): You let the caller know you are sending them over to the correct person.

Role B (The Caller): You accept the transfer and stay on the phone.

Starter Dialog:

Role A: “Hello, Nexus Tech Support. How can I direct your call today?”

Role B: “Hi, my computer screen keeps freezing when I try to open our billing software.”

Role A: “I can connect you with our lead technician, Dave. Let me transfer you right now.”

Role B: “Thank you so much. Please put me through to him.”

Scenario 4: Taking a Message

Context: The person someone is calling for is away from their desk, so an employee offers to take a message.

Role A (The Employee): You explain that the manager is out and offer to write down a note for them.

Role B (The Caller): You leave your name and ask for a callback.

Starter Dialog:

Role A: “Good afternoon, Beacon Logistics. How can I help you?”

Role B: “Hello, may I speak with the director, Paul Evans, please?”



Lesson 4 – Answering the Phone

Role A: “Paul is currently away from his desk. Would you like to leave a message for him?”

Role B: “Yes, please ask him to call Sarah when he gets back. My number is on file.”

Vocabulary

1. Direct your call

- **What it means:** To send a phone call to the correct department or person.
- **Example:** “Thank you for calling; let me **direct your call** to billing.”

2. Hold for a moment

- **What it means:** To wait on the phone for a short time without hanging up.
- **Example:** “Could you please **hold for a moment** while I check your account?”

3. Transfer you

- **What it means:** To switch an active phone call to another extension or phone number.
- **Example:** “I will **transfer you** to our manager now.”

4. Leave a message

- **What it means:** To give a note or information for someone when they are not available to talk.
- **Example:** “Would you like to **leave a message** for him?”

WORKBOOK

PRACTICE AND APPLICATION



LESSON 4

Match the Meaning

Match the word with the correct meaning:

1. Hold _____

2. Transfer _____

3. Extension _____

4. Hang up _____

5. Caller _____

A. The person making the phone call.

B. To wait on the phone.

C. To end the phone call.

D. A short phone number for one person.

E. To send a call to someone else.

Cloze Exercise

Fill in the blanks with: available / transfer / caller / hold / hang up

When the phone rings, I answer it quickly. The 1. _____ asks to speak to my boss. I check to see if my boss is 2. _____ to talk. She is busy, so I ask the person to 3. _____ for one moment. When my boss is ready, I 4. _____ the call to her office. Then, I 5. _____ the phone.



Lesson 4 – Workbook – On the Phone

3-Minute Power Drill

Set a timer for 3 minutes! Circle the correct answer quickly.

1. To say wait politely, you say: (a) Stop (b) Could you hold?
2. The person calling is the: (a) Caller (b) Talker
3. To finish a call, you: (a) Hang up (b) Hang out
4. “How _____ I help you?” (a) may (b) do
5. To send a call to another desk: (a) Move (b) Transfer
6. “May I ask _____ is calling?” (a) who (b) what
7. A small phone number for an office: (a) Extension (b) Extra
8. Is it polite to just say “Hello” at work? (a) Yes (b) No
9. Free to talk: (a) Available (b) Empty
10. “Could you repeat _____, please?” (a) it (b) that



3-MINUTE TIMER

Anatomy of a Wrong Answer

Wrong: “Who are you?”

This sounds very aggressive and angry in English. It makes the caller feel like they did something wrong. When we are on the phone, we use softer, longer questions to sound polite.

Right: “May I ask who is calling?”



Answer The Questions

Sarah works at the front desk of a busy dental office. The phone rings fifty times a day. Today, a man calls and speaks very quickly. Sarah cannot understand his name. She takes a deep breath. She says, "I am sorry, could you speak more slowly, please? Let me get a pen." The man slows down. He spells his name for her. Sarah feels proud that she controlled the call.

1. Where does Sarah work? _____

2. What does Sarah do when she cannot understand the man?

3. How does Sarah feel at the end of the call?

Real-World Scavenger Hunt

Call a local English-speaking business (like a hotel, a library, or a big store) late at night after they are closed. Listen to their voicemail greeting. Write down three English words you hear them say on the recording.

Listening

<https://efl-esl.com/audio/Business/L4Listening1.mp3>



Comprehension Questions

Questions for Listening 1

What is the name of the company Speaker A works for?

Who does Speaker B want to talk to?

What will Speaker A do for Speaker B?



Lesson 4 – Workbook – On the Phone

<https://efl-esl.com/audio/Business/L4Listening2.mp3>

Questions for Listening 2



Why is Speaker B calling the company?

What does Speaker A ask Speaker B to do?

Where is Speaker A going to transfer the call?

Handling Business Phone Calls

Instructions: Choose the best word from the box to complete each sentence. Write your answer on the line. Each word is used only once.

Word Bank:

message | hold | calling | wrong | speak | extension | voicemail | ringing | back | available

1. Good morning, thank you for _____ Acme Corporation. How can I help you today?
2. May I please _____ with Mr. Davis in the marketing department?
3. I am sorry, but Ms. Lopez is not at her desk right now. Would you like to leave a _____?
4. Please hold the line for a moment while I transfer you to her _____, 304.
5. The phone has been _____ for five minutes, but nobody is picking up in sales.
6. I think you have the _____ number; there is no one here by that name.



Beginners Business English

7. Mr. Tanaka is currently in a meeting and is not _____ to take calls.
8. Could you please hold for a second? I will put you on _____ while I check the schedule.
9. She is away from her office right now, but I can ask her to call you _____ this afternoon.
10. If nobody answers, your call will go straight to her digital _____ after four rings.

TEACHER GUIDE



LESSON 4 - ANSWERING THE PHONE

Hello friends! Brian here, writing to you from our kitchen table in Victoria, BC. Thank you for showing up for your students today. Teaching adults is hard work, but you are giving them the tools to change their lives. Remember, our goal is progress, not perfection. Every time you teach a lesson like this, you are helping a student find their voice in a new language and because you use our books, you're also helping us support local literacy charities. We are in this together. Have fun with this lesson!

How to Teach This Lesson

1. Start with empathy: Ask the class, "Who hates talking on the phone in English?" Raise your own hand first. This shows them it is normal to be scared.
2. Teach chunks, not rules: Have them repeat the whole sentence ("Could you hold, please?") together like a song. Do not explain the heavy grammar rules behind it.
3. Keep them moving: Read the dialogs out loud. You be Speaker A, let the whole class be Speaker B. Then switch.

Common Problems & How to Fix Them

Problem 1: Students freeze and forget vocabulary because they are anxious.: When they cannot see a face, they panic.

How to fix it: Have students sit in pairs back-to-back so they cannot see each other's faces. This copies the real feeling of a phone call. Tell them it is okay to laugh and make mistakes. Give them the "Survival Phrases" on a piece of paper to hold in their hands.

Problem 2: Students sound angry or rude because their tone is flat.: They focus so much on the words that they forget to sound polite.

How to fix it: Model the pronunciation for them. Say "How may I help you?" like a robot, then say it with a big, friendly smile. Have the students try both ways. Show them that smiling actually changes the shape of their mouth and makes the English sound better.



Teacher Guide – Lesson 4

Problem 3: Students cannot understand fast audio.: They get overwhelmed when the caller speaks quickly.

How to fix it: Tell students they have the power to control the phone call. Teach them that native speakers want to be understood. Practice saying, “Could you speak more slowly?” until they can say it confidently without thinking.

Role Play Setup

Put students in pairs. Give them 2 minutes on a clock or a phone timer. Tell them to start talking and do not stop until the timer rings. If they get stuck, they must use a survival phrase. While they talk, walk around the room. Do not stop them to correct their grammar. Just listen, smile, and write down common mistakes on a notepad to talk about later.

Plan B (The Backup Plan)

If the role plays are too hard, try this simple game instead. Take a small soft ball. Throw it to a student. Say, “Ring ring!” The student who catches the ball must answer the phone properly (“Hello, [Company Name], how may I help you?”). Then that student throws the ball to someone else and says “Ring ring!” Keep going until everyone is smiling.

Answer Key

Match the Meaning: 1. B | 2. E | 3. D | 4. C | 5. A

Cloze Exercise: 1. caller | 2. available | 3. hold | 4. transfer | 5. hang up

3-Minute Power Drill: 1. (b) | 2. (a) | 3. (a) | 4. (a) | 5. (b) | 6. (a) | 7. (a) | 8. (b) | 9. (a) | 10. (b)

Questions:

1. She works at the front desk of a busy dental office.
2. She takes a deep breath and asks him to speak more slowly and let her get a pen.
3. She feels proud.



Anatomy of a Wrong Answer

Look at this sentence. A student said this to the President of the company on his first day:

Wrong: “Hey man! I is the new guy.”

Why is it wrong?

Two big problems here! First, “Hey man” is too informal for a President. Second, the grammar is mixed up. We never say “I is.”

The Correct Way: “Hello. I am the new worker. Nice to meet you.”

Answers

Read the story and answer the questions.

Sam is nervous. It is his first day at the hospital. He works in the cleaning department. A doctor walks past him very fast. The doctor says, “Hello, I am Dr. Lee.” Sam remembers to look in her eyes. He says, “Nice to meet you, Dr. Lee. I am Sam.” Sam feels very proud.

1. Why is Sam nervous?
2. What department does Sam work in?
3. What does Sam remember to do when he speaks?

Real-World Scavenger Hunt

Go to the website of a big company (like a local bank or a grocery store). Find the “About Us” page. Look for the names of two managers or workers. Write down their First Names and Last Names.

Listening

Script 1: The Standard Greeting and Message

Speaker A: Good morning, West Coast Shipping, Brian speaking.

Speaker B: Hello, can I speak to Sarah, please?

Speaker A: I am sorry, she is away from her desk right now. Can I take a message?

Speaker B: Yes, please ask her to call Tom.



Teacher Guide – Lesson 4

Speaker A: No problem, I will give her the message as soon as she gets back.

Speaker B: Thank you for your help. Goodbye.

Script 2: Asking to Hold and Transferring

Speaker A: Hello, Island Office Supplies, how can I help you today?

Speaker B: Hi, I need to ask a question about my recent order.

Speaker A: I can help with that. Can you please hold for a moment?

Speaker B: Yes, I can hold.

Speaker A: Thank you for waiting. I am going to transfer your call to our shipping team now.

Speaker B: Great, thank you very much.

Comprehension Questions

Questions for Listening 1

What is the name of the company Speaker A works for?

Who does Speaker B want to talk to?

What will Speaker A do for Speaker B?

Questions for Listening 2

Why is Speaker B calling the company?

What does Speaker A ask Speaker B to do?

Where is Speaker A going to transfer the call?

Answer Key

Answers for Listening 1

West Coast Shipping.

Speaker B wants to speak to Sarah.

Speaker A will take a message and give it to Sarah.



Answers for Listening 2

Speaker B is calling to ask a question about a recent order.

Speaker A asks Speaker B to hold for a moment.

Speaker A is going to transfer the call to the shipping team.

Guide & Answer Key

Pedagogical Note: Telephone English is notoriously difficult for beginners because students cannot rely on facial expressions or body language. Encourage students to practice these sentences while sitting back-to-back without looking at each other.

calling — Teaching Tip: Highlight the polite standard opening formula (“Thank you for calling [Company Name]”).

speak — Grammar focus: Contrast “speak with” versus “talk to” as polite modal requests (May I speak with...).

message — Collocation: Practice the complete chunk “take a message” and “leave a message.”

extension — Vocabulary note: Explain that large offices use internal extensions rather than dialing direct ten-digit numbers for every desk.

ringing — Usage: Differentiate between the physical noise the phone makes (ringing) and calling someone.

wrong — Phrasal safety: Drill the polite response: “I’m sorry, you have the wrong number.”

available — Synonym: Connect this to “free” or “at his desk” for simple comprehension.

hold — Phrasal chunk: Introduce “put someone on hold” as a fixed business expression.

back — Collocation: Practice “call you back” as a standard promise when returning a missed call.

voicemail — Modern context: Briefly contrast traditional answering machines with automated digital messaging systems.

FLUENCY TOOLBOX



Welcome to the Fluency Toolbox.

Most of the big textbook publishers want you to memorize long, stiff paragraphs. They hand you perfectly polished scripts that nobody actually uses in the real workplace. But after years spent in the classroom, I know that real life doesn't work that way. You don't need to sound like a dictionary to do your job. You just need to get your point across without freezing up.

That's why my team and I put together this Toolbox right here in our Victoria office. It is built for the real world, for the student who just wants to survive a phone call or schedule a meeting without breaking a sweat.

In this section, you will find short, practical role plays. We give you a simple starter conversation so you aren't staring at a blank page. You and a partner can read the lines out loud just to get the words flowing. Once you feel comfortable, we throw in a few variations to mix things up. It is a bit like riding a bike with training wheels, and then taking them off when you're ready.

Remember, the goal isn't perfect grammar. The goal is confidence. Don't be afraid to make mistakes, and don't worry about getting every single word right. Just start talking.

LESSON 4- TELEPHONE CONVERSATIONS WITH NATIVE SPEAKERS

Problem: Students freeze up on phone calls because native speakers talk quickly and blend their words together.

Teacher Description: When you cannot see the other person's face or hands, listening in a second language is much harder. This module gets students used to the rhythm of natural speech without relying on visual crutches.

Student Description: "The words run together too fast", "I can't hear where one word ends and another begins", "When I practice, I sound robotic, not natural"

Why It Happens: Native speakers naturally link their words. When beginners try to say every single word perfectly, they lose the natural flow and sound stiff.

Role Play 1: Asking for the Manager

Speaker A: Good morning, Pacific Northwest Supplies. How can I help you?

Speaker B: Hi there. Can I speak to the manager, please?

Speaker A: I am sorry, she is out of the office today. Can I take a message?

Speaker B: Yes, please ask her to call David back.

Speaker A: Does she have your current phone number?

Speaker B: Yes, she has it on file. Thank you!

Role Play 2: Calling About a Late Order

Speaker A: Shipping department, this is Sarah.

Speaker B: Hi Sarah, I am calling about my order. It is late.

Speaker A: Let me check that for you. What is your order number?

Speaker B: It is one-two-three-four.

Speaker A: Thanks. It looks like it will arrive tomorrow morning.

Speaker B: Okay, I will keep an eye out for it.



Role Play 3: Booking an Appointment

Speaker A: Victoria Dental, how can I help you today?

Speaker B: Hi, I need to make an appointment to see the dentist.

Speaker A: Are you a new patient or a returning patient?

Speaker B: I am a new patient.

Speaker A: Okay, we have an opening next Tuesday at two. Does that work?

Speaker B: Yes, Tuesday at two is perfect.

Teacher Tip

Have the students sit back-to-back in their chairs while they read these scripts. Taking away eye contact forces them to really listen to the pauses and rhythm, just like a real phone call.

Variations

1. Change the missing manager to someone who is just on another phone line.
2. Change the delayed order to the wrong item being delivered.
3. Try the “Turtle to Cheetah” pace - read it painfully slow first, then speed up to a natural rhythm.