

# **Taking Telephone Messages**



# Taking Telephone Messages

This unit will prepare a student to answer an office phone in a professional manner, and to take a simple phone message using either a preprinted message pad or blank note paper. The student will take messages from a caller and from an answering machine.

## PREREQUISITE AND ADDITIONAL SKILLS NOT TAUGHT IN THIS UNIT

- Listens actively
- Expresses self verbally
- Some sight reading vocabulary
- Writes the alphabet in small and capital letters
- Signs and spells own name
- Can read and write phone numbers
- Can read and write dates and times
- Writing is legible and properly spaced
- Knows when to use capital letters
- Can express a simple idea in writing, spelling identifiable
- Comfortable using the phone
- Basic phone etiquette (see *Making Telephone Calls* in this resource)

## OBJECTIVES

Students will

- Answer the telephone in a friendly, courteous and businesslike manner
- Listen carefully to the caller to get details
- Write a simple message on a preprinted message form
- Write a simple message without using a form
- Give feedback to a caller to ensure message was correct
- Ask caller for clarification or spelling as necessary

## MATERIALS

- Phones for practice (disconnected)
- Tape recorder
- Overhead projector and transparencies
- Note paper
- Message pads, including some with company name (collected from various sources)
- Taped phone messages
- Magazines and newspapers: pictures

## VOCABULARY

- Again
- Call
- Call / called
- Company
- Date
- Message
- Name
- Phone
- Please
- Return / returned
- Signed
- Telephone / telephoned
- Time
- Urgent

## RESOURCES

- Writing it Down
- Stein & Romanek, *Communication Skills that Work, Books 1 & 2*. Chicago: Contemporary Books, 1991.
- *Messages* in **Ready for Work** manual in **Bridging the Employment Gap** (Simcoe/Muskoka Literacy Network)

#	Activity Description	ESSENTIAL SKILLS																
		RT	DU	W	N					OC	TS					WWO	CU	CL
					MM	SBA	MC	DA	NE		PS	DM	JTPO	SUM	FI			
1.	Experience answering phones									2	2	1		*				*
2.	How many rings?									2	2	1		*				*
3.	Answering the phone									2	2	1		*		*		*
4.	May I speak to?									1	1	1		*		*		*
5.	I'm sorry, unavailable									2	1	1		*		*		*
6.	Would you like to leave a message?	1	1	1						1	1	1		*				*
7.	Pass it on									2	2	1		*				*
8.	Memory games									2	2	1		*		*		*
9.	Active listening									2	2	1		*		*		*
10.	Obstacles to good listening									2	2	1		*				*
11.	Asking questions to aid listening									2	2	1		*		*		*
12.	Rude receptionist									2	2	1		*		*		*
13.	What do you need?		1							1	1	1		*				*
14.	Message pad		1							1	1	1		*				*
15.	Where the information goes		1							1	1	1		*	1			*
16.	Spelling names	1	1	1						1	1	1		*		*		*
17.	Message boxes	1	1	1						1	1	1		*				*

#	Activity Description	ESSENTIAL SKILLS																
		RT	DU	W	N					OC	TS					WWO	CU	CL
					MM	SBA	MC	DA	NE		PS	DM	JTPO	SUM	FI			
18.	Write the number		1	1						1	1	1		*		*		*
19.	Take the message	1	1	1						1	1	1		*		*		*
20.	Ending the call									2	2	1		*				*
21.	Further practice	1	1	1						1	1	1		*		*		*
22.	Getting the main ideas		1							2	1	1						*
23.	Summarize the message									2	1	1		*				*
24.	Message from an answering machine		1	1						1	1	1		*				*
25.	Role plays		1	1						1	1	1		*		*		*
26.	No message pads		1	1						1	1	1		*		*		*
D	Give Tom a message	1	1	1						1	1	1		*		*		

## LEARNING ACTIVITIES

<p><b>1. EXPERIENCE ANSWERING PHONES</b></p> <ul style="list-style-type: none"> <li>• <b>Oral Communication 2</b></li> <li>• <b>Thinking Skills</b> <ul style="list-style-type: none"> <li>◦ Problem Solving 2</li> <li>◦ Decision Making 1</li> <li>◦ Significant Use of memory</li> </ul> </li> <li>• <b>Continuous Learning</b></li> </ul>	<p><b>Materials</b></p> <ul style="list-style-type: none"> <li>• Tape recorder</li> </ul>
<p>Ask students if they enjoy answering phones. Why or why not?</p> <p>How do they think they sound on the phone to others?</p> <ul style="list-style-type: none"> <li>• Have they ever listened to their voice on an answering machine message? (If not, you might have them figure out what they would say on an answering machine, and actually have them tape it and then listen to it.)</li> </ul> <p>Ask them to critique their own voices:</p> <ul style="list-style-type: none"> <li>• Do they sound friendly and interested? Is their voice clear?</li> <li>• Do they speak too slowly or too fast?</li> <li>• Too softly or too loudly?</li> </ul> <p>If they don't like the sound of their voice, ask them to improve their expression or tone and retape if necessary.</p>	

<p><b>2. HOW MANY RINGS</b></p> <ul style="list-style-type: none"> <li>• <b>Oral Communication 2</b></li> <li>• <b>Thinking Skills</b> <ul style="list-style-type: none"> <li>◦ Problem Solving 2</li> <li>◦ Decision Making 1</li> <li>◦ Significant Use of Memory</li> </ul> </li> <li>• <b>Continuous Learning</b></li> </ul>	<p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>• Office phone with “hold” button</li> </ul>
<p>Ask students if they have ever called a business or place of work?</p> <ul style="list-style-type: none"> <li>• Ask if they have ever had to wait for the phone to be answered.</li> <li>• How did that make them feel?</li> <li>• Often, people get annoyed and hang up if it takes too long to get through.</li> <li>• Ask how many rings they think the phone should ring before they pick it up. (2 – 4)</li> </ul> <p>Point out that many businesses try to answer the phone on the first ring. It certainly should not ring ten times.</p> <p>Why do they think the phone might not be answered on the first ring? (on another call, away from the desk, etc.)</p> <p>Tell the students that office phones often have several “lines” (all have the same phone number,) so that a receptionist would see a light flashing to know that another call is ringing.</p> <p>Do they know what the receptionist can do? (Use the “Hold” function)</p> <ul style="list-style-type: none"> <li>• If possible demonstrate how this button would be used (if your classroom does not have a phone with that feature, perhaps the office does.)</li> </ul> <p>Explain that some businesses have an automatic answering feature that will perform the hold function for them. Calls are lined up “held in sequence for the next available operator”.</p> <ul style="list-style-type: none"> <li>• Ask if they have they ever heard a message like this.</li> <li>• Large companies often have this answering feature: you could try phoning one so that students can hear the recorded message. <ul style="list-style-type: none"> <li>◦ Tell them that they may have to wait for several minutes before the call is actually answered.</li> </ul> </li> </ul>	



<p><b>3. ANSWERING THE PHONE</b></p> <ul style="list-style-type: none"> <li>• <b>Oral Communication 2</b></li> <li>• <b>Thinking Skills</b> <ul style="list-style-type: none"> <li>◦ Problem Solving 2</li> <li>◦ Decision Making 1</li> <li>◦ Significant Use of Memory</li> </ul> </li> <li>• <b>Working With Others</b></li> <li>• <b>Continuous Learning</b></li> </ul>	<p><b>Materials</b></p> <ul style="list-style-type: none"> <li>• Two disconnected phones for practice</li> </ul>
<p>Ask student to remember when they called an office: the doctor's office, the school office, a store.</p> <p>Ask how the receptionist or secretary answered the phone. What are the important things to say?</p> <ul style="list-style-type: none"> <li>• The name of the company and who is speaking. <ul style="list-style-type: none"> <li>◦ Ask why it would be important to identify the company? (so the caller knows he dialed the right number)</li> <li>◦ Why is it helpful for the receptionist to identify him/herself? (so the caller knows who he is speaking to)</li> </ul> </li> <li>• What are other things people sometimes say? (Hello. <i>Good</i> morning. May I help you?) <ul style="list-style-type: none"> <li>◦ Ask what these statements add (friendly tone, interest in the caller, creates a good impression of the business).</li> </ul> </li> </ul> <p>Point out that everyone who answers the phone has to work out what is comfortable for them. If saying too much feels awkward, then they will sound hesitant and will not create a good impression for the company.</p> <p>Ask each student to practice with another student answering the telephone for "Learning Unlimited", a new company that you have just created.</p> <ul style="list-style-type: none"> <li>• Students should sit back to back and should practice until they feel comfortable with whatever lines they choose.</li> </ul> <p>Ask each student to demonstrate for the others how they would answer the phone.</p>	

<p><b>4. MAY I SPEAK TO ?</b></p> <ul style="list-style-type: none"><li>• <b>Oral Communication 1</b></li><li>• <b>Thinking Skills</b><ul style="list-style-type: none"><li>◦ Problem Solving 1</li><li>◦ Decision Making 1</li><li>◦ Significant Use of Memory</li></ul></li><li>• <b>Working With Others</b></li><li>• <b>Continuous Learning</b></li></ul>	<p><b>Materials</b></p> <ul style="list-style-type: none"><li>• 2 disconnected phones</li></ul>
<p>Talk about what an office worker should say when the caller asks to speak to a particular person. ("Yes, just a minute please. Could I tell her who is calling?")</p> <p>Ask why this is a good response (it is polite; implies that you will get this person right away, but gives the other worker a chance to prepare mentally for the call).</p> <p>Mention that it is important to call the person to the phone right away, but that, in an office, they would <b>never</b> yell for the person to get the phone.</p> <p>Practice with the disconnected phones, in pairs. The student making the call may invent who they wish to speak to.</p>	

<p><b>5. I'M SORRY, UNAVAILABLE</b></p> <ul style="list-style-type: none"> <li>• <b>Oral Communication 2</b></li> <li>• <b>Thinking Skills</b> <ul style="list-style-type: none"> <li>◦ Problem Solving 1</li> <li>◦ Decision Making 1</li> <li>◦ Significant Use of Memory</li> </ul> </li> <li>• <b>Working With Others</b></li> <li>• <b>Continuous Learning</b></li> </ul>	<p><b>Materials</b></p> <ul style="list-style-type: none"> <li>• 2 disconnected phones</li> </ul>
<p>Talk about what an office worker should say when the person that the caller would like to speak to is not available.</p> <ul style="list-style-type: none"> <li>• "I'm sorry, Mr _____ is not available right now, (or in a meeting right now, or has just stepped away from his desk, or won't be in to the office today)."</li> <li>• They should not lie about why the person is unavailable.</li> </ul> <p>Discuss with students why it could be helpful to know why this person is not available:</p> <ul style="list-style-type: none"> <li>• Gives some idea of how long it will be before they can talk to this person;</li> <li>• Helps the caller feel that the person just doesn't want to talk to them.</li> </ul> <p>Point out that it may be none of the caller's business what the person is doing – may be in the washroom, for example.</p> <p>It is helpful to give some information, but be tactful and don't give out private information.</p>	

<p><b>6. WOULD YOU LIKE TO LEAVE A MESSAGE?</b></p> <ul style="list-style-type: none"> <li>• <b>Reading Text 1</b></li> <li>• <b>Document Use 1</b></li> <li>• <b>Writing 1</b></li> <li>• <b>Oral Communication 1</b></li> <li>• <b>Thinking Skills</b> <ul style="list-style-type: none"> <li>◦ Problem Solving 1</li> <li>◦ Decision Making 1</li> <li>◦ Significant Use of Memory</li> </ul> </li> <li>• <b>Continuous Learning</b></li> </ul>	<p><b>Materials</b></p> <ul style="list-style-type: none"> <li>• Paper and pencil</li> <li>• Student Activity Sheet: <i>Unavailable</i></li> </ul>
<p>Point out that it is good to let the caller know you are willing to take a message.</p> <p>Ask the students to write down what they would say. Then ask each one to see the variety of responses.</p> <ul style="list-style-type: none"> <li>• Could I take a message?</li> <li>• Would you like to leave a message?</li> <li>• May I tell _____ that you called? Is there any message?</li> <li>• I would be glad to give _____ a message.</li> <li>• Is there a number where you can be reached?)</li> </ul> <p>Use Student Activity Sheet: <i>Unavailable</i> to reinforce what they are learning so far.</p>	

<b>7. PASS IT ON</b> <ul style="list-style-type: none"><li>• <b>Oral Communication 2</b></li><li>• <b>Thinking Skills</b><ul style="list-style-type: none"><li>◦ Problem Solving 2</li><li>◦ Decision Making 1</li><li>◦ Significant Use of Memory</li></ul></li><li>• <b>Continuous Learning</b></li></ul>	<b>Materials:</b> None
<p>Discuss with students their experiences relaying messages to others (either verbally or in writing).</p> <ul style="list-style-type: none"><li>• Was it always passed on?</li><li>• In time?</li><li>• Correctly?</li></ul> <p>Play a game of "telephone" where one person whispers a message to the next person and so on down the line.</p> <ul style="list-style-type: none"><li>• Try with a very simple message; then make it more complex.</li><li>• They may be successful with a few words, but probably not if it is long and detailed, with numbers, dates, times, etc.</li><li>• Discuss what happened to the original message by the time it got to the last person.</li><li>• Talk about why the message got changed (poor memory for information; someone didn't give all the important information so following people filled in the details themselves; each person interpreted the message differently; people made assumptions and didn't listen, etc.)</li></ul>	

<p><b>8. MEMORY GAMES</b></p> <ul style="list-style-type: none"> <li>• <b>Oral Communication 2</b></li> <li>• <b>Thinking Skills</b> <ul style="list-style-type: none"> <li>◦ Problem Solving 2</li> <li>◦ Decision Making 1</li> <li>◦ Significant Use of Memory</li> </ul> </li> <li>• <b>Working With Others</b></li> <li>• <b>Continuous Learning</b></li> </ul>	<p><b>Materials:</b> None</p>
<p>It may be necessary to help students develop their listening skills and auditory memories. Discuss before, and again after, what memory strategies they could or did use. Ask which worked best.</p> <ul style="list-style-type: none"> <li>• You might play an auditory version of Kim's game where you give students a list of things to remember and then ask them to write down as many of the items as they can.</li> <li>• You might give the students an irregular-shaped rock (or an abstract drawing) and ask each student what it looks like. <ul style="list-style-type: none"> <li>◦ Students have to listen carefully to each other and are not allowed to repeat what someone else says.</li> <li>◦ Take notes and after the game, ask who said "...".</li> </ul> </li> <li>• "I packed my suitcase and in it I put ...." <ul style="list-style-type: none"> <li>◦ Each student repeats what was said before, recalling each person's contribution in sequence before adding his / her own.</li> </ul> </li> </ul>	

<p><b>9. ACTIVE LISTENING</b></p> <ul style="list-style-type: none"> <li>• <b>Oral Communication 2</b></li> <li>• <b>Thinking Skills</b> <ul style="list-style-type: none"> <li>◦ Problem Solving 2</li> <li>◦ Decision Making 1</li> <li>◦ Significant Use of Memory</li> </ul> </li> <li>• <b>Working With Others</b></li> <li>• <b>Continuous Learning</b></li> </ul>	<p><b>Materials:</b> None</p>
<p>Ask students for their ideas about what they might do to ensure they passed on the correct messages (listen actively and carefully, ask for details, write notes, read the message back to the sender).</p> <p>Explain that <b>active listening</b> involves <b>paying attention</b> and <b>thinking</b> about what the person is saying.</p> <p>Ask students if they have ever been talking to someone who was nodding their heads, but didn't hear one word that they said.</p> <ul style="list-style-type: none"> <li>• Ask how that made them feel?</li> <li>• Stress that people all like to be listened to: it makes us feel important.</li> </ul> <p>To practice active listening, divide students into pairs.</p> <ul style="list-style-type: none"> <li>• Ask one student to talk to the other student for one or two minutes about one of their favorite activities.</li> <li>• The other student must not talk, only listen.</li> <li>• At the end of the time, ask the listener to repeat back to the speaker as much as they can remember.</li> <li>• Encourage the students to retell what was said from the speaker's point of view, not their own.</li> </ul>	

<p><b>10. OBSTACLES TO GOOD LISTENING</b></p> <ul style="list-style-type: none"> <li>• <b>Oral Communication 2</b></li> <li>• <b>Thinking Skills</b> <ul style="list-style-type: none"> <li>◦ Problem Solving 2</li> <li>◦ Decision Making 1</li> <li>◦ Significant Use of Memory</li> </ul> </li> <li>• <b>Continuous Learning</b></li> </ul>	<p><b>Materials:</b> None</p>
<p>Ask students if they have ever watched a TV ad or a whole TV news program and afterwards realized they had no idea what was said.</p> <p>Ask what the blocks are to good listening. Why didn't they hear what was said?</p> <ul style="list-style-type: none"> <li>• Point out if they are thinking about the hockey game last night or what they will do when they get off work, they won't be listening.</li> <li>• They will also "turn off listening" if they are bored or don't understand what is going on.</li> <li>• Sometimes people are thinking about what they will say next, so they can't pay attention to what is being said.</li> </ul> <p>Stress that answering telephones on the job requires paying full attention to what the callers are saying.</p>	

<p><b>11. ASKING QUESTIONS TO AID LISTENING</b></p> <ul style="list-style-type: none"> <li>• <b>Oral Communication 2</b></li> <li>• <b>Thinking Skills</b> <ul style="list-style-type: none"> <li>◦ Problem Solving 2</li> <li>◦ Decision Making 1</li> <li>◦ Significant Use of Memory</li> </ul> </li> <li>• <b>Working With Others</b></li> <li>• <b>Continuous Learning</b></li> </ul>	<p><b>Materials:</b> None</p>
<p>Point out that, in real life, if they are active listeners, they will probably ask questions.</p> <ul style="list-style-type: none"> <li>• Questioning keeps the listener more involved: it shows the speaker that the listener is interested, and will also mean that the listener gets more detailed, and thus better information.</li> </ul> <p>Divide students again into their listening pairs.(see Learning Activity 9)</p> <ul style="list-style-type: none"> <li>• Have students <i>reverse</i> speaking and listening roles, but this time, the listener should ask questions.</li> <li>• At the end of the two minutes, ask the listener to retell what the speaker said.</li> <li>• Compare the two exercises.</li> <li>• Was it easier to listen when asking questions?</li> <li>• Did they get more information?</li> </ul>	



<p><b>12. RUDE RECEPTIONIST</b></p> <ul style="list-style-type: none"> <li>• <b>Oral Communication 2</b></li> <li>• <b>Thinking Skills</b> <ul style="list-style-type: none"> <li>◦ Problem Solving 2</li> <li>◦ Decision Making 1</li> <li>◦ Significant Use of Memory</li> </ul> </li> <li>• <b>Working With Others</b></li> <li>• <b>Continuous Learning</b></li> </ul>	<p><b>Materials:</b> None</p> <ul style="list-style-type: none"> <li>• Disconnected phones</li> </ul>
<p>You might ask one of the students (or another instructor) to do a role-play with you of a telephone conversation.</p> <p>Use a pair of disconnected phones and sit back to back.</p> <ul style="list-style-type: none"> <li>• The student will make the call, and you will be the receptionist.</li> <li>• Play the part of a receptionist who is rude, disinterested, interrupts the caller, and doesn't listen.</li> <li>• The caller could be phoning for any reason (to find out if an order had come in, to get a prescription refilled, to talk to someone else about a meeting, etc.)</li> </ul> <p>After the role-play, ask the students what was wrong and what the receptionist should have done or said.</p> <p>Role play the conversation again, reversing the roles, with the student this time being the receptionist.</p>	

<p><b>13. WHAT DO YOU NEED?</b></p> <ul style="list-style-type: none"> <li>• <b>Document Use 1</b></li> <li>• <b>Oral Communication 1</b></li> <li>• <b>Thinking Skills</b> <ul style="list-style-type: none"> <li>◦ Problem Solving 1</li> <li>◦ Decision Making 1</li> <li>◦ Significant Use of Memory</li> </ul> </li> <li>• <b>Continuous Learning</b></li> </ul>	<p><b>Materials</b></p> <ul style="list-style-type: none"> <li>• Teaching Aid: <i>What Do You Need to Take a Message?</i></li> </ul>
<p>Reviewing the previous learning activities, ask students what they think they need when they are taking a phone call in an office.</p> <p>Use the Teaching Aid: <i>What Do You Need to Take a Message?</i></p> <p>Discuss each item and why it would be helpful.</p>	

<p><b>14. MESSAGE PAD</b></p> <ul style="list-style-type: none"> <li>• <b>Document Use 1</b></li> <li>• <b>Oral Communication 1</b></li> <li>• <b>Thinking Skills</b> <ul style="list-style-type: none"> <li>◦ Problem Solving 1</li> <li>◦ Decision Making 1</li> <li>◦ Significant Use of Memory</li> <li>◦ Finding Information 1</li> </ul> </li> <li>• <b>Continuous Learning</b></li> </ul>	<p><b>Materials</b></p> <ul style="list-style-type: none"> <li>• Teaching Aid: <i>Message For</i></li> <li>• Sample message pad</li> <li>• Message form with company name, if possible, collected from various sources</li> <li>• Prepared vocabulary cards</li> </ul>
<p>Ask students to think of what information will be needed as part of a written message.</p> <ul style="list-style-type: none"> <li>• Write their ideas on the board (who called, the date and time, the caller's number, why they called, what the message is, etc.)</li> </ul> <p>Show students a preprinted message notepad.</p> <ul style="list-style-type: none"> <li>• Explain that it is a simple form that helps the listener get the information needed. The headings remind them to ask for specific information and help to organize the writing.</li> </ul> <p>Use Teaching Aid: <i>Message For</i>, either as is, or make an overhead transparency if for a group.</p> <p>Go over some of the vocabulary for this unit (words that are on the message pad).</p> <ul style="list-style-type: none"> <li>• Note that some pads use small letters and some use capital letters.</li> <li>• Help students to sound out the words if possible.</li> <li>• Ask students to find each word on the blackboard and then on the message pad.</li> </ul> <p>Explain that it is not hard to fill out a form when they already know what is on it. Although each form is different, they all contain the same basic information.</p> <p>Explain that companies often give out these message pads free in order to advertise their own businesses.</p> <ul style="list-style-type: none"> <li>• Ask students where the company would likely put their name on the form (right at the top).</li> <li>• Stress that this is just advertising and has nothing to do with the form.</li> <li>• Show some with the company name at the top if possible.</li> </ul>	

<p><b>15. WHERE THE INFORMATION GOES</b></p> <ul style="list-style-type: none"> <li>• <b>Document Use 1</b></li> <li>• <b>Oral Communication 1</b></li> <li>• <b>Thinking Skills</b> <ul style="list-style-type: none"> <li>◦ Problem Solving 1</li> <li>◦ Decision Making 1</li> <li>◦ Significant Use of Memory</li> <li>◦ Finding Information 1</li> </ul> </li> <li>• <b>Continuous Learning</b></li> </ul>	<p><b>Materials</b></p> <ul style="list-style-type: none"> <li>• Standard message pads</li> <li>• <b>Ready for Work:</b> <i>Time</i> unit for practice writing dates and times.</li> </ul>
<p>Go over each part of the message form.</p> <p>Ask what "To" or "For" means.</p> <ul style="list-style-type: none"> <li>• What would go in this space? (the name of the person that the message is "for" or goes "to")</li> <li>• Mention that there is usually a directory of workers in each company so that names should be available for the receptionist to copy. (needs to be accurate)</li> <li>• Point out that "To" or "For" is usually at the top of each form.</li> <li>• Give students several message forms from a standard message pad. Have students find this section.</li> </ul> <p>Use a variety of situations: for example, Mr. Frost called for Bertha Smith.</p> <ul style="list-style-type: none"> <li>• Have them point to where Mr. Frost's name would go.</li> <li>• Then have them point to where Bertha Smith's name should go.</li> <li>• Practise this several times, changing the names and reversing the order in which you ask the names, till they are confident and competent with where each name should be written.</li> <li>• At this point, do not have them actually write the names (That would slow the process; the goal is where each name would go.)</li> </ul> <p>Next, find where the date and the time are written down.</p> <ul style="list-style-type: none"> <li>• Ask why date and time might be important (might have a lot of calls to make and have to put calls in order of priority, might be a question of time later)</li> <li>• Review how to write the date and time. (Refer to <i>Time</i> unit in the <b>Ready for Work</b> resource for practice writing dates and times.)</li> <li>• Point out to students that date and time information can be added to the form after the phone conversation has ended.</li> </ul> <p>Ask students where they would put their own name on this form (signed or signature or "By").</p> <ul style="list-style-type: none"> <li>• Point out that this space is usually at the bottom of the form.</li> <li>• Ask why the message should be signed (so if the person receiving the message has any questions about it, he knows who to ask).</li> </ul>	

<p><b>16. SPELLING NAMES</b></p> <ul style="list-style-type: none"> <li>• <b>Reading Text 1</b></li> <li>• <b>Document Use 1</b></li> <li>• <b>Writing 1</b></li> <li>• <b>Oral Communication 1</b></li> <li>• <b>Thinking Skills</b> <ul style="list-style-type: none"> <li>◦ Problem Solving 1</li> <li>◦ Decision Making 1</li> <li>◦ Significant Use of Memory</li> </ul> </li> <li>• <b>Working With Others</b></li> <li>• <b>Continuous Learning</b></li> </ul>	<p><b>Materials</b></p> <ul style="list-style-type: none"> <li>• Student Activity Sheet: <i>What's That Name</i></li> </ul>
<p>Ask students what they should be writing down <i>during</i> the phone conversation if possible (name of caller, company if given, phone number to call back, any message details).</p> <p>Why should this be written down during the phone call? (because they can check spelling and details while the caller is on the line.)</p> <p>Point out that spelling names is difficult for everyone, even good spellers. This is because names, even common names, are sometimes spelled differently.</p> <p>Ask students what they should do to get the correct spelling of the name (ask the caller).</p> <ul style="list-style-type: none"> <li>• Point out that usually the name is the first information given.</li> <li>• It would not be a good idea to interrupt the caller if he/she keeps talking.</li> <li>• What could they do? (jot down the name on a scrap of paper and ask for the spelling later if needed)</li> </ul> <p>For practice, ask students, in turn, to spell their last names out loud.</p> <ul style="list-style-type: none"> <li>• Ask the other students to write the names as they are spelled.</li> <li>• Remind students that names begin with capital letters.</li> </ul> <p>Put students in pairs. Use Student Activity Sheet: <i>What's That Name</i>.</p> <ul style="list-style-type: none"> <li>• Students should sit back to back so neither can see what the other is reading or writing.</li> <li>• Have one student read the information and the other put the names in the correct places on a standard message pad.</li> <li>• The student doing the writing should ask for the spelling if he / she is unsure.</li> <li>• The speaking student will then read the letters aloud, slowly and clearly.</li> <li>• The two students should then compare the result with the original.</li> <li>• Switch roles and try a different pair of names.</li> </ul>	

<p><b>17. MESSAGE BOXES</b></p> <ul style="list-style-type: none"> <li>• <b>Reading Text 1</b></li> <li>• <b>Document Use 1</b></li> <li>• <b>Writing 1</b></li> <li>• <b>Oral Communication 1</b></li> <li>• <b>Thinking Skills</b> <ul style="list-style-type: none"> <li>◦ Problem Solving 1</li> <li>◦ Decision Making 1</li> <li>◦ Significant Use of Memory</li> </ul> </li> <li>• <b>Continuous Learning</b></li> </ul>	<p><b>Materials</b></p> <ul style="list-style-type: none"> <li>• Standard message pads</li> <li>• Teaching Aid: <i>Message For</i></li> <li>• Student Activity Sheet: <i>Check the Boxes</i></li> </ul>
<p>Use Teaching Aid: <i>Message For</i> and other standard message forms.</p> <p>Have students look at the options listed in the boxes on a standard message form. This section will help to get the message down quickly, since they will not have to write the words.</p> <p>Make sure students understand what is meant in each box.</p> <ul style="list-style-type: none"> <li>• Usually, the first few boxes tell whether the caller phoned, returned a call that had been made earlier in the day, or came in person to the office.</li> <li>• The last group of boxes tells the person who will call whom - will the caller phone back or should the other person phone when he/she is free?</li> <li>• Be sure to explain the meaning of the word "Urgent".</li> </ul> <p>Give students different messages orally. Ask them what box or boxes they would check.</p> <ol style="list-style-type: none"> <li>a) Tom dropped by the office. He will call back later in the afternoon.</li> <li>b) Mrs. Anders phoned and would like Susan to call her back when she gets a free minute.</li> <li>c) Dr. Henry phoned for Jack. He stressed that it is very important that he call the office as soon as possible.</li> <li>d) Donna returned the call that Sam made earlier in the day.</li> </ol> <p>For additional practice with these boxes, give Student Activity Sheet: <i>Check the Boxes</i>.</p>	

<p><b>18. WRITE THE NUMBER</b></p> <ul style="list-style-type: none"> <li>• <b>Document Use 1</b></li> <li>• <b>Writing 1</b></li> <li>• <b>Oral Communication 1</b></li> <li>• <b>Thinking Skills</b> <ul style="list-style-type: none"> <li>◦ Problem Solving 1</li> <li>◦ Decision Making 1</li> <li>◦ Significant Use of Memory</li> </ul> </li> <li>• <b>Working With Others</b></li> <li>• <b>Continuous Learning</b></li> </ul>	<p><b>Materials</b></p> <ul style="list-style-type: none"> <li>• Phone message forms from previous activity; or use new forms</li> </ul>
<p>Ask students what important information they must get from the caller if the message is to "call back" (phone number).</p> <p>Ask students where on the message form they would write the caller's phone number.</p> <p>Point out that people often recite their phone numbers very quickly. It is a good idea to recite back the numbers they have written down and then ask the caller to repeat the remaining numbers.</p> <ul style="list-style-type: none"> <li>• Demonstrate how this can be done politely.</li> </ul> <p>For practice writing phone numbers, ask each student, in turn, to say their phone numbers.</p> <ul style="list-style-type: none"> <li>• The other students should try to write the numbers as quickly, but as carefully, as they can. If students can't get all the numbers down, they should ask politely for the numbers to be repeated.</li> </ul> <p>Use the message pad forms from the previous activity, so that students can fill the numbers in on the appropriate lines.</p>	

<p><b>19. TAKE THE MESSAGE</b></p> <ul style="list-style-type: none"> <li>• <b>Reading Text 1</b></li> <li>• <b>Document Use 1</b></li> <li>• <b>Writing 1</b></li> <li>• <b>Oral Communication 1</b></li> <li>• <b>Thinking Skills</b> <ul style="list-style-type: none"> <li>◦ Problem Solving 1</li> <li>◦ Decision Making 1</li> <li>◦ Significant Use of Memory</li> </ul> </li> <li>• <b>Working With Others</b></li> <li>• <b>Continuous Learning</b></li> </ul>	<p><b>Materials</b></p> <ul style="list-style-type: none"> <li>• 2 disconnected phones</li> <li>• Standard message pad</li> <li>• Student Activity Sheet: <i>Check the Message</i></li> </ul>
<p>Discuss with students the reasons for repeating the message back to the caller (only way to ensure that the message is correct). Explain that this is called "feedback".</p> <p>Ask students what they might say to the caller ("I just want to make sure I have this right." "Your number is ____", "You said ____", "Let me see now if I have it right." or "Let me say that back to you just to make sure I have it right.")</p> <ul style="list-style-type: none"> <li>• Point out that it is good to repeat the whole message back to the caller, especially if it is a complicated message.</li> <li>• Stress how important it is for them to repeat spellings and phone numbers back to the caller.</li> </ul> <p>Use Student Activity Sheet: <i>Check the Message</i>.</p> <ul style="list-style-type: none"> <li>• Put students in pairs. They should sit back to back and use the disconnected phones for the role play.</li> <li>• One student will read Message 1 and the other will fill in a message form.</li> <li>• The student receiving the call is to say that the person is not available and ask if the caller wants to leave a message. <ul style="list-style-type: none"> <li>◦ He / she should check spelling, phone number and correctness of the message.</li> </ul> </li> <li>• Students will reverse roles for Message 2.</li> <li>• When they have completed the exercise, review what boxes they have checked off (Phoned, Please Call) and check to make sure that the name, date and time have been filled in.</li> </ul> <p>Have the students make up other calls with messages to be left in order to further practise this skill. Check as above.</p>	

<p><b>20. ENDING THE CALL</b></p> <ul style="list-style-type: none"> <li>• <b>Oral Communication 2</b></li> <li>• <b>Thinking Skills</b> <ul style="list-style-type: none"> <li>◦ Problem Solving 2</li> <li>◦ Decision Making 1</li> <li>◦ Significant Use of Memory</li> </ul> </li> <li>• <b>Continuous Learning</b></li> </ul>	<p><b>Materials:</b> None</p>
<p>Talk about how to conclude the conversation appropriately.</p> <p>Ask the students what the caller would probably like to hear (that you will be sure to give the person the message).</p> <ul style="list-style-type: none"> <li>• Point out that this is often a good way to end the conversation and then say Good-bye.</li> </ul> <p>Ask students if they have other ways to say Good-bye.</p> <ul style="list-style-type: none"> <li>• Talk about which would be appropriate in an office setting.</li> </ul>	

<p><b>21. FURTHER PRACTICE</b></p> <ul style="list-style-type: none"> <li>• <b>Reading Text 1</b></li> <li>• <b>Document Use 1</b></li> <li>• <b>Writing 1</b></li> <li>• <b>Oral Communication 1</b></li> <li>• <b>Thinking Skills</b> <ul style="list-style-type: none"> <li>◦ Problem Solving 1</li> <li>◦ Decision Making 1</li> <li>◦ Significant Use of Memory</li> </ul> </li> <li>• <b>Working With Others</b></li> <li>• <b>Continuous Learning</b></li> </ul>	<p><b>Materials</b></p> <ul style="list-style-type: none"> <li>• 2 disconnected phones</li> <li>• Standard message pad</li> <li>• Student Activity Sheet: <i>Take a Message</i></li> </ul>
<p>For additional practice, use Student Activity Sheet: <i>Take a Message</i>.</p> <ul style="list-style-type: none"> <li>• Role-play the situations, using the disconnected phones and sitting back to back, so the office worker can ask for feedback if needed.</li> </ul>	



<b>22. GETTING THE MAIN IDEAS</b> <ul style="list-style-type: none"><li>• <b>Document Use 1</b></li><li>• <b>Oral Communication 2</b></li><li>• <b>Thinking Skills</b><ul style="list-style-type: none"><li>◦ Problem Solving 1</li><li>◦ Decision Making 1</li></ul></li><li>• <b>Continuous Learning</b></li></ul>	<b>Materials</b> <ul style="list-style-type: none"><li>• Pictures from magazines or newspapers that show situations – something happening</li></ul>
<p>Explain that messages should be only the main or most important ideas.</p> <p>To help students realize the difference between the main idea and details, give students pictures taken from newspapers or magazines.</p> <ul style="list-style-type: none"><li>• Ask what is the main thing happening in each picture?</li><li>• Then point out some of the details (what people are wearing, time of day this happened, what might have caused this to happen, etc.)</li></ul>	

<p><b>23. SUMMARIZE THE MESSAGE</b></p> <ul style="list-style-type: none"> <li>• <b>Oral Communication 2</b></li> <li>• <b>Thinking Skills</b> <ul style="list-style-type: none"> <li>◦ Problem Solving 1</li> <li>◦ Decision Making 1</li> <li>◦ Significant Use of Memory</li> </ul> </li> <li>• <b>Continuous Learning</b></li> </ul>	<p><b>Materials</b></p> <ul style="list-style-type: none"> <li>• Teaching Aid: <i>Summarize the Message</i></li> <li>• Standard message pads</li> </ul>
<p>Point out to students that with messages, it is important to summarize a long explanation or reason into one (or at the most two) sentences. Some details, (e.g. times) may be important to the message.</p> <p>Use Teaching Aid: <i>Summarize the Message</i>. Work through situation 1 as a group.</p> <ul style="list-style-type: none"> <li>• Ask students what is the main point of the message. - What does the caller want Chris to do? (call after 4:00 today but before tomorrow morning).</li> <li>• How would this message be marked in the boxes (Please call, URGENT).</li> <li>• Ask students what other detail needs to be written: (phone number)</li> <li>• Ask students if there would be any reason to tell Chris why she can't call before 4:00 p.m. (makes no difference to the desired action).</li> <li>• Would there be any reason to tell her why she must phone tonight (yes, so she realizes why this call is urgent).</li> <li>• What is the reason? (the design sent last week goes to the printer tomorrow)</li> <li>• Ask students to make up a sentence for the message form.</li> </ul> <p>Point out that spelling and grammar and punctuation are not critical, as long as the message can be understood. However, encourage students to do their best, especially if the message is going to a fellow worker or the boss at work.</p> <p>Read the other situations, having the students decide what to write in the message. They can ask questions in order to get more details needed to complete the message form.</p> <p>Review the results.</p>	


<p><b>24. MESSAGES FROM AN ANSWERING MACHINE</b></p> <ul style="list-style-type: none"> <li>• <b>Document Use 1</b></li> <li>• <b>Writing 1</b></li> <li>• <b>Oral Communication 1</b></li> <li>• <b>Thinking Skills</b> <ul style="list-style-type: none"> <li>◦ Problem Solving 1</li> <li>◦ Decision Making 1</li> <li>◦ Significant Use of Memory</li> </ul> </li> <li>• <b>Continuous Learning</b></li> </ul>	<p><b>Materials</b></p> <ul style="list-style-type: none"> <li>• Teaching Aid: <i>Taped Messages</i></li> </ul>
<p>Remind the students that sometimes in an office, messages may have been left on an answering machine because someone was away, it was after hours, or the person was on another line at the time.</p> <p>Ask how taking a message from an answering machine might be harder. (can't get feedback).</p> <ul style="list-style-type: none"> <li>• How would it be easier ?(can play it over and over if needed)</li> </ul> <p>Use Teaching Aid: <i>Taped Messages</i> to give students practice taking a phone message from an answering machine.</p> <ul style="list-style-type: none"> <li>• Have them retell orally what the message is.</li> <li>• Ask them what details need to be written <i>while listening</i> (<i>name.</i>, phone number, times or places involved).</li> <li>• Then repeat the phone message for them so they can write down these details.</li> <li>• After the message is completed, give students time to write the rest of the message.</li> <li>• Point out that it is a good idea to listen to the message a third time to check what they have written.</li> </ul>	

<p><b>25. ROLE PLAYS</b></p> <ul style="list-style-type: none"> <li>• <b>Document Use 1</b></li> <li>• <b>Writing 1</b></li> <li>• <b>Oral Communication 1</b></li> <li>• <b>Thinking Skills</b> <ul style="list-style-type: none"> <li>◦ Problem Solving 1</li> <li>◦ Decision Making 1</li> <li>◦ Significant Use of Memory</li> </ul> </li> <li>• <b>Working With Others</b></li> <li>• <b>Continuous Learning</b></li> </ul>	<p><b>Materials</b></p> <ul style="list-style-type: none"> <li>• Disconnected phones</li> <li>• Message pads</li> </ul>
<p>When students feel comfortable filling out the message form from a taped message, practice with role-play situations.</p> <p>Divide the students into pairs.</p> <ul style="list-style-type: none"> <li>• Ask one to play the role of the office worker for an adult learning centre. (Note: the office worker is not the teacher.)</li> <li>• Ask the other student to be a client at the centre who is phoning for a particular reason, (see situations below).</li> </ul> <p>For each situation, reverse roles so both students have a chance to practice message-taking. Remind them to be active listeners and ask questions. The reasons for the call might be:</p> <ul style="list-style-type: none"> <li>• To explain to the teacher why he/she will not be attending today (due to illness or a doctor's appointment)</li> <li>• To ask the teacher to call the counselor at the employment centre (make up a name and phone number)</li> <li>• To ask for specific information about the program that the office worker cannot answer</li> <li>• To return a call from a teacher who is presently in class</li> <li>• To arrange an appointment for initial assessment with Marilyn who is not available at the time to take the call</li> <li>• To tell everyone how well he/she is now doing in the community college program</li> </ul>	

<p><b>26. NO MESSAGE PADS</b></p> <ul style="list-style-type: none"> <li>• <b>Document Use 1</b></li> <li>• <b>Writing 1</b></li> <li>• <b>Oral Communication 1</b></li> <li>• <b>Thinking Skills</b> <ul style="list-style-type: none"> <li>◦ Problem Solving 1</li> <li>◦ Decision Making 1</li> <li>◦ Significant Use of Memory</li> </ul> </li> <li>• <b>Working With Others</b></li> <li>• <b>Continuous Learning</b></li> </ul>	<p><b>Materials</b></p> <ul style="list-style-type: none"> <li>• Teaching Aid: <i>No Message Pad</i></li> <li>• Previous Teaching Aids with messages</li> </ul>
<p>Point out that sometimes there are no preprinted message forms available.</p> <ul style="list-style-type: none"> <li>• Explain that in that case, the office worker must know what important information to get from the caller, and write the note on blank notepaper.</li> </ul> <p>Review what information is basic to a message: who the message is for, who called, date and time, the message and who wrote it.</p> <p>Demonstrate how a message is often written (like a short letter or note).</p> <ul style="list-style-type: none"> <li>• Ask where the date (and time) might go.</li> <li>• How does one usually start a letter? Remind students of the comma after the salutation.</li> <li>• Ask what goes at the end of a letter (name of sender).</li> <li>• Ask students to check that all the essential parts of any message are included.</li> </ul> <p>Show Teaching Aid: <i>No Message Pad</i> as an illustration.</p> <p>Practise taking messages this way, using the situations from any of the previous Teaching Aids, or make up your own.</p>	



# What Do You Need to Take a Message?



**While You Were Out**

**date:** ▶ \_\_\_\_\_

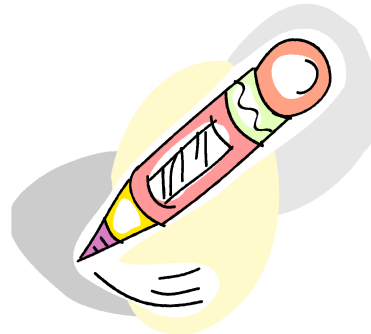
**time:** ▶ \_\_\_\_\_

**name:** ▶ \_\_\_\_\_

**company:** ▶ \_\_\_\_\_

**phone #:** ▶ \_\_\_\_\_

**message:** ▶ \_\_\_\_\_







**MESSAGE FOR**

**WHILE YOU WERE OUT**

**OF**  
**PHONE NO**

**TELEPHONED**

**RETURNED  
YOUR CALL**

**CALLED TO SEE  
YOU**

**PLEASE CALL**

**WANTS TO SEE  
YOU**

**WILL CALL AGAIN**

**MESSAGE**

**DATE** \_\_\_\_\_ **TIME** \_\_\_\_\_  
**RECEIVED**  
**BY** \_\_\_\_\_



## Summarize the Message

1. Mary and Chris are working on a design for a new flyer. Mary calls Chris, but Chris has gone out. She wants Chris to call her back, but not before 4:00 p.m. She goes on to say that she is going shopping this afternoon in Toronto, but wants to get back before the rush hour starts. She plans to leave Toronto by 3:00 p.m. It is important that Chris call today though, because her meeting with the printer is at 9:00 a.m. tomorrow morning. She wants her to okay the design that she faxed over last week.
2. Joan said, "I won't be able to make it to the meeting tomorrow because my sister was in a car accident this morning. She is in the hospital and has a broken leg, two broken ribs and a possible spinal injury. She's in pretty bad shape and I will need to be at the hospital with her. Tell the Board that I am sorry I can't make it."
3. Lynn called to say that she would be coming by the office around noon to pick up the red file folder that contains all the articles for the office newsletter. She would like Ann to have it ready for her because she has no time to waste-she has a lunch meeting with Rick and then has a doctor's appointment at 1:30.
4. Carl is placing an order for wall tiles for his client, Jerry. He can't remember what colour was listed on the work order. He phones the office to ask Betty to check for him, but everyone has gone home. He must have this information by 10 a.m. the next morning. You are cleaning the office and take the call, but the file cabinet is locked. Write the message.



## Taped Messages

Record these on a tape recorder to use as messages on an answering machine. Students will listen to the taped messages and write the message on the pad.

1. Hi, this is Amy Smith. I think I left my house keys on Fred's desk when I was in to talk to him this morning. Please look and call me right away. I have to go out this afternoon at 3:30 p.m. My number is 376-2149. Thanks.
2. Hello. This is Ed Barnes from *ABC* Real Estate. I think I have some office space for Mr. Andrews to look at. I will call at 1:00 p.m. to set up an appointment for this afternoon. Talk to you later.
3. Hello. Frank Lovell calling for Kay Maddon. I'm phoning from Hamilton and I am very interested in the services you offer. My name again is L-O-V-E-L-L and my number is 905-728-0560.
4. Hi everyone. It's Jane Doe calling. I really miss you guys since I left there. I was just wondering how you are all doing. If you're ever up to North Bay, please drop by or give me a call. My number is 506-4188. Hope to see you soon.



## No Message Pad

Aug. 15 @ 10:15 a.m.

Dear Chris,

Mary called. She wants you to call after 4:00 p.m. today. This is URGENT because flyer design must go to the printer tomorrow.

Joan.





## Unavailable

You are working in an office at the Seebright Eye Clinic.

The eye doctor is busy with a patient, Mrs. Ida Patch.

The phone rings and you answer it.

- Fill in what you would say.

You: \_\_\_\_\_

Man: This is Mr. Jenkins. Could I speak to Dr. Spy  
please?

You: \_\_\_\_\_

Man: Well, maybe you could help me.

You: \_\_\_\_\_



## What's That Name

Read each sentence to your partner who might ask you how to spell a name. Spell it slowly and clearly. Your partner will fill the names in the message pad.

1. Hello. This is Jeff Black calling. May I speak to Betty Clark, please?
2. Hello. I am calling to talk to Bill Brown. My name is Jim.
3. Hi. Brian here. Can I talk to Sue please?
4. Hello. I want to speak with Harold Robertson please. My name is Myron Bertolacki.
5. Hello. May I speak to Stephanie Curtain please? It is her husband calling.
6. Hello. It's Gordie returning Cho Ching's call.



## Message Boxes

For each of the following messages, check the right boxes on the message form.

- Mrs. Benson called. She said that she needed to speak to Bill and would try again around noon.

Telephoned	<input type="checkbox"/>	Please Call	<input type="checkbox"/>	URGENT	<input type="checkbox"/>
Came to see you	<input type="checkbox"/>	Will Call Again	<input type="checkbox"/>	Wants to see you	<input type="checkbox"/>
Returned your call	<input type="checkbox"/>	No message	<input type="checkbox"/>		

- Ashley phoned the office this afternoon. She was just returning Mr. Smith's call. She said she would be at work until 5:00 p.m. today if he wanted to try again.

Telephoned	<input type="checkbox"/>	Please Call	<input type="checkbox"/>	URGENT	<input type="checkbox"/>
Came to see you	<input type="checkbox"/>	Will Call Again	<input type="checkbox"/>	Wants to see you	<input type="checkbox"/>
Returned your call	<input type="checkbox"/>	No message	<input type="checkbox"/>		



## Message Boxes, cont.

3. Rob came in this morning while Nancy was out. He really wanted to meet with her right away. He left his number so that Nancy could call to make an appointment.

Telephoned		Please Call		URGENT	
Came to see you		Will Call Again		Wants to see you	
Returned your call		No message			

4. While Mark was out for lunch, Jill returned his call. She said she would call again this afternoon, because she really wants to get together with him.

Telephoned		Please Call		URGENT	
Came to see you		Will Call Again		Wants to see you	
Returned your call		No message			





## Message Boxes, cont.

5. The delivery company called in a panic, wanting to know why some items for pickup were missing. They need to know right away what action to take.

Telephoned		Please Call		URGENT	
Came to see you		Will Call Again		Wants to see you	
Returned your call		No message			

6. Don Davidson, an old friend of Peter's, was in town and dropped by the office. However, Peter was in an important meeting. Don said to just tell Peter that he had been there.

Telephoned		Please Call		URGENT	
Came to see you		Will Call Again		Wants to see you	
Returned your call		No message			



## Check the Message

Read the phone call to your partner. Your partner will say that the person you want is not available. You will read the message and your partner will write it down on a message pad.

1. Hello. This is Phil Cummings calling. I want to speak to Phyllis Barton.

(not available)

OK. Please ask her to call me later today with the cost of the window blinds that I ordered yesterday. I can be reached at 705-686-8345 from 1 till 5.

2. Hello. I am calling from Johnson's Hardware Store for George Dunlop.

(not available)

Please tell him that the parts he ordered are in and can be picked up any time. The total bill is \$15.89.



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**DEMONSTRATION INSTRUCTOR PAGE**

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## *Give Tom a Message*

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**ESSENTIAL SKILLS**

- Reading Text 1
- Document Use 1
- Writing 1
- Oral Communication 1
- Working With Others
- Thinking Skills
  - Problem Solving 1
  - Decision Making 1
  - Significant Use of Memory

---

**DEMO DESCRIPTION**

The student will receive a phone call from the instructor. The instructor will ask to speak with someone who is not available, so will leave a message. The student must use a standard message pad to take the message, and may ask questions for clarification or spelling, and should give feedback to the caller. The student will assess his / her own confidence and skills in taking phone messages.

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**INSTRUCTOR NOTES**

- Prepare a scenario for the phone call. Tom is a co-worker and you will leave a message for him.
- Provide 2 disconnected phones and a standard message pad.
- Provide *What I Have Learned and Skills Practised* to link demonstration tasks with the Essential Skills.

**With student**

- Role play a phone conversation with the student, using disconnected phones, and sitting back to back.

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**ACHIEVEMENT INDICATORS**

- Answered the call politely, identifying self and the company
  - Indicated that the person desired was unavailable, giving appropriate details
  - Used a standard message pad to take the message
  - Wrote names and dates accurately, asking for clarification if needed
  - Re-read message to caller, giving feedback and verifying accuracy
  - Ended call politely
  - Was courteous, friendly and business-like throughout call
  - Assessed own performance
-



## ***Give Tom a Message***

### **Task 1**

**Your instructor will role play a phone call with you.**

You work as the receptionist at Atlas Glass Company.

You get a phone call for Tom from his co-worker. Tom is not back from the building where he was measuring a set of windows. Offer to take a message for him.

- Use the message pad that your teacher will give you.
- You may ask any questions you want or need.





# ***Give Tom a Message***

## **Task 2**

### **I Can Take Phone Messages**

<b>I CAN</b>	<b>DATE</b>
I can answer the phone for a business.	
I can identify myself and the company	
I can ask to take a message	
I can use a message pad	
I know where all the details go on a message pad	
I can summarize a message	
I know how to get the name spelled correctly	
I can check for accuracy of the message	
I can end the call correctly	
I can take messages from an answering machine	
I can write a message in a note or memo style	
I always use a polite, friendly and business-like voice and language.	



**DEMONSTRATION ASSESSMENT**

## *Give Tom a Message*

**Student:** \_\_\_\_\_

**Instructor:** \_\_\_\_\_

**Date:** \_\_\_\_\_

**Total Time for Demonstration:** \_\_\_\_\_

**Help Given?**     Yes     No  
**Details:** \_\_\_\_\_

**Accommodations?:**     Yes     No  
**Details:** \_\_\_\_\_

- ESSENTIAL SKILLS:**
- **Reading Text 1**
  - **Document Use 1**
  - **Writing 1**
  - **Oral Communication 1**
  - **Thinking Skills**
    - Problem Solving 1
    - Decision Making 1
    - Significant Use of Memory
  - **Working With Others**

ACHIEVEMENT INDICATORS	BEGINNING	DEVELOPING	ACCOMPLISHED
• Answered the call politely, identifying self and the company			
• Indicated that the person desired was unavailable, giving appropriate details			
• Used a standard message pad to take the message			
• Wrote names and dates accurately, asking for clarification if needed			
• Re-read message to caller, giving feedback and verifying accuracy			
• Ended call politely			
• Was courteous, friendly and business-like throughout call			
• Assessed own performance			

**ADDITIONAL COMMENTS**

