

The Caller

Name _____

Question and answer exercise



On the 20th of May 2008 a Mr Thompson came into the office.

It was ten o'clock in the morning.

He wanted to talk to Mr White but Mr White was not in.

Mr Thompson asked me when Mr White be in and when he could see him.



I told him that Mr. White would be back on Monday the 10th of May. He was on holiday.

I asked Mr Thompson for his phone number. I told him that I would speak with Mr White when he came back and I would then ring him. Mr Thompson thanked me and left.



When Mr White came into work on the 10th I told him that Mr Thompson had called and wanted to make an appointment to speak to him.

He said that he would meet him the next day at 1.00pm. He then asked, "What did Mr Thompson want?"

I said that I was sorry but I did not know.



I phoned Mr White and told him that Mr Thompson was back and would meet him at 1.00pm the next day.

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1. Who called into the office?

2. What did he want?

3. What time of day was it?

4. What date was it?

5. Did Mr White get what he wanted?

6. Where was Mr Thompson?

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7. When would Mr Thompson be back?



8. What questions did I ask Mr White?

9. What information did I write down?



10. What could I have done better?



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Teaching Notes

This exercise was written for 'preparation for work' students who were nervous of taking messages and writing down information. It also provides useful reading and comprehension practice for all Entry Level learners – and will prompt discussion on the importance of asking the right questions and writing down concise yet informative messages.

Ideal for Entry Level work skills students and for underpinning Entry 2 Functional English (see highlighted criteria in the table below).

Entry 2 Functional English Criteria	
Skill standard	Coverage and range
<p>Speaking, listening and communication Participate in discussions/exchanges about familiar topics, making active contributions, with one or more people in familiar situations</p>	<ul style="list-style-type: none"> Identify the main points of short explanations and instructions Make appropriate contributions that are clearly understood Express simply feelings or opinions and understand those expressed by others Communicate information so that the meaning is clear Ask and respond to straightforward questions Follow the gist of discussions
<p>Reading Read and understand straightforward texts that explain, inform or recount information</p>	<ul style="list-style-type: none"> Understand the main events in chronological texts Read and understand simple instructions and directions Read and understand high frequency words and words with common spelling patterns Use knowledge of alphabetical order to locate information
<p>Writing Write short texts with some awareness of the intended audience</p>	<ul style="list-style-type: none"> Use written words and phrases to record and present information Construct compound sentences using common conjunctions Punctuate correctly, using upper and lower case, full stops and question marks Spell correctly all high frequency words and words with common spelling patterns

Main adult literacy curriculum links

SLc/E2.2 make requests and ask questions to obtain information in everyday contexts

- (a) understand that questions need to be framed so as to suit the context & nature of the information sought
- (b) know & use various politeness forms appropriate to the context to obtain information from others

Rt/E2.1 Trace and understand the main events of chronological and instructional texts

- (a) understand that chronological text is related to events in time
- (b) understand that instructional texts must be read in sequence
- (c) know and use text-level strategies to predict content and check meaning, e.g. their own background knowledge, context of text as a whole, title, headings, illustrations

SLc/E3.4 Make requests and ask questions to obtain information in familiar and unfamiliar contexts

- (a) know how to make requests and ask questions clearly and simply so the listener understands what information is required
- (b) know some strategies for clarifying and confirming understanding, especially when speaking over the telephone
- (c) know and use suitable politeness conventions, and formal language and register where appropriate

Rt/E3.1 Trace and understand the main events of chronological, continuous descriptive and explanatory texts of more than one paragraph

- (a) understand that meaning is built up through a text
- (b) understand the significance of the openings and endings of texts to overall meaning
- (c) understand that own knowledge (personal, contextual, phonological, grammatical, graphical) can be used to work out, predict and check the meanings of texts.