

Unexpected Callers

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Unexpected callers – ideas for using the sequence story

Activities referred to in *ideas for use* are related to the *vocabulary and text* document, also on the website.

Note – there are 3 different versions of this sequence story:

1. *Version A* – full sequence story with subtitle for each caller and text
2. *Version B* – subtitle identifying each caller has been removed
3. *Version C* – subtitle identifying caller has been replaced but text in the speech bubbles has been removed.

Warm up

Before looking at the picture, ask your learner whether she has ever had any phone calls from companies wanting to sell something to her. What did she do, what happened? What about people at the door?

Write down “unexpected callers”. What does unexpected mean? Who are these people?

Focus on key vocabulary – either provide the learner with a list of target vocabulary and ask her to match the words to what she can see in the picture (Lower level) or brainstorm words with the learner (Higher level)

Questions

Ask a series of questions relating to the sequence. What are the people saying?

Jumbled descriptions (reading) You need version B of the picture for this activity.
Cut up the descriptions into strips. Each description relates to one of the five conversations. Jumble up the strips.

Look at the pictures in Unexpected callers (Version B) and ask the learner(s) to match the appropriate description to the right picture.

Jumbled conversations (reading) You need version C of the picture for this activity.
Look at the conversations. Each conversation relates to one of the five situations. Cut the conversations up into strips and jumble them up. Look at the pictures in Unexpected callers (Version C) and ask the learner to match up the conversation with the situation. Then practise role-playing the conversation.

Adapt the conversations: to extend more advanced learners

After working with the basic version of the conversations, try and think of some other ways to have the conversation – e.g. agreeing to make a donation, or asking for more information about the product.

Gapped text

Gap out some words in the telephone conversations after reading them with your learner. The learner fills in the gaps with appropriate words. Depending on your learner’s needs, you can focus on particular words: e.g.

- content words from the target vocabulary in the picture (this helps with revision)

a "Hi. How are you this evening? I'm _____ to ask you if you could take part in _____ about radio stations."

"I'm _____ but we're having dinner right now."

"Oh, I'm sorry. Can I call you _____ in a few minutes when you have finished your dinner?"

"No thanks. I'm not _____. Bye."

- or "grammar" words: e.g. prepositions

"Hi. How are you this evening? I'm calling _____ ask you if you could take part in _____ a survey _____ radio stations."

- or articles

"Hi. How are you this evening? I'm calling to ask you if you could take part in _____ survey about radio stations."

"I'm sorry but we're having dinner right now."

"Oh, I'm sorry. Can I call you back in _____ few minutes when you have finished your dinner?"

Kim's game (speaking or writing class game)

The learners look at the pictures for a set period of time. In pairs they discuss what they can see. The pair turns over the picture and collaboratively try and recall the pictures in the sequence and what was happening (they can do this orally or in writing). They then turn the picture back over and discuss what they left out.

Listening practice: True/false

Say some sentences about the picture, some true, some false: e.g. *The boy is selling chocolate to raise money for his sports club* (False) *One of the trick-or-treaters is dressed up as a witch* (True).

There are three possible activities here:

- The learner simply says *true* for the true ones and *false* for the false ones.
- The learner repeats the true sentences and stays silent for the false ones (So it's a kind of drill, but the learner has to process the meaning as well as repeat)
- The learner says *true* for the true ones and corrects the false ones: e.g. *No, he's not raising money for his sports club, he's raising money for his school.*

In a higher level class the learners can work in pairs. One learner can say a true/false sentence and the other responds. Then they swap roles.

Dialogues

- Look at the version of the conversations without speech bubbles: Unexpected callers Version C. Imagine what the people in the pictures are saying. Write short conversations. You can then compare this with the speech bubble version Unexpected callers Version A.

Extension activities

- **Telephone language**

Use this as a basis for a lesson on telephone language. Functions to consider in the context of this sequence include:

- Answering
- Asking who is calling
- Asking why someone is ringing
- Saying you are not interested
- Ending the phone call

- **Market Research** –with your learner, discuss people who ring for market research or telemarketing (market researchers get data for a company, government departments etc, telemarketers try to get money/sign ups to raise funds for a charity). What does she feel about market researchers? How effective is telemarketing? What are good alternative ways for companies or charities to get business?

“Do not call” register: <http://www.marketing.org.nz/maDNC?Action=New>

- **Consumer protection:** Discuss what your learner’s rights are if she buys something door to door. Specifically consumers are allowed a seven days cooling off time from signing the contract.

This can lead into a more general discussion about consumer rights and the Consumer Rights act. More information can be found at the Ministry of Consumer Affairs: <http://www.consumeraffairs.govt.nz/>, which also has worksheets on consumer law which could be adapted for use with learners:
<http://www.consumeraffairs.govt.nz/education/for-teachers/lessons/section-3>

- **Scams:** Ask your learner if she knows what a scam is. These can take place over the phone or computer. Useful advice on scams here:

<http://www.consumer.org.nz/reports/scams>

A Fair Go video on the PC virus scam here: <http://tvnz.co.nz/fair-go/pc-virus-cold-callers-6-23-video-4203083>

- **Saving energy:** Brainstorm with your learner ways of saving power in the house. Think of:

- heating your house
- water heating
- lighting
- cooking and refrigeration

Check your ideas against the suggestions made here:

<http://www.powerswitch.org.nz/powerswitch/site-info/saving-energy>

- **Electricity bill:** take in your electricity bill to use as the basis of a reading lesson. Discuss what information you expect to find, and then get your learner to scan the bill to find the information. If you use a different provider from your learner you could compare the layout of the two bills.

You could also practice some telephone role-plays relating to electricity supply:

- reporting a fault

- querying a bill
- **Electricity companies** – compare power prices. You can use an online service such as consumer.powerswitch to calculate your prices.
- **Religion** – if you and your learner feel comfortable with this, you can have a discussion on religion and religious beliefs.
 - A useful, if quite long, listening exercise with some vocabulary relating to religion is found here:
http://www.eslpod.com/website/show_podcast.php?issue_id=10231549
 - Some conversation starters on religion are here:
<http://www.esldiscussions.com/r/religion.html>
 - An interesting reading lesson on World religion day is found here:
http://www.eslholidaylessons.com/01/world_religion_day.html
- **Halloween** – What does your learner know about this holiday? You can find out information here:
 - A reading lesson with some background on Halloween is here:
<http://www.eslholidaylessons.com/10/halloween.html>
 - Watch a video on decorating Halloween themed cupcakes:
http://www.youtube.com/watch?v=_Ts35byzkEg&feature=related. Stop and start the video and discuss how each cupcake was decorated. Decide which was the most effective decoration.
- **Fundraising** – Has your learner ever been involved in fundraising – e.g. for a charity, or for her children's school? Brainstorm different ways of fundraising – which are the most effective? Your learner may be interested in getting involved with the PTA of her local school – this is a good way of meeting other parents.

Unexpected Callers – Vocabulary and text

Activities referred to in *vocabulary and text* are related to the *ideas for use* document, also on the website.

Target Vocabulary

unexpected, knock, electricity, power bill, religious, share, market research, pick up (phone), put down (phone), take part in, survey, interrupt, apologise, Halloween, trick, treat, dress up, costume, lolly, fundraiser, on behalf of, bar (of chocolate),

Fixed Expressions to use with unexpected callers

No, I'm not interested, thank you.
I'm sorry, I don't have time.
I'm busy at the moment,
Thanks but I'm not really interested.
Sorry, I'm not interested.
No thanks.

Questions

Electricity Company

Who is at the door?
What company is he from?
What does he want?
Is the woman interested in the first picture? In the second picture?

Religious Visitors

How many people are at the door?
What are they wearing?
What do they want?
Is the woman interested in the first picture? In the second picture?

Market Research

What is the family doing?
Who answers the phone?
What does the person on the phone want?
What does the woman say?
Does she want them to call back later?

Halloween

What's the date?
How many children are at the door?
What are they wearing?
What do they say?
What is in the basket?

What does the woman do in the first picture? In the second picture?

Fundraiser

Who is at the door?

What is he selling?

What is he fundraising for?

Does the woman want to buy any chocolate in the first picture? In the second picture?

Jumbled Descriptions

A man from Total Energy knocks at the door. A woman opens the door. The man tells her about saving money on her electricity bill.

(i) She is interested and asks him for more information.

OR

(ii) She is not interested. He says goodbye and leaves.

Some people knock at the door. They are religious and want to tell the woman about Jesus.

(i) She is interested and says "OK."

OR

(ii) She is not interested and says "No, thank you."

The telephone rings. The mother picks up the telephone. The person on the telephone asks her to take part in a survey. She tells the person that her family is having dinner. The person apologises and asks to call back later. The mother says she doesn't want them to call back later. She says good bye and puts the phone down.

It is Halloween, October 31st. Some children knock at the door. They are dressed up in special costumes. They say "Trick or treat!"

(i) The woman offers them a treat.

OR

(ii) The woman tells them that she doesn't have any treats and they leave.

A boy knocks at the door. He is selling chocolate to raise money for his school.

(i) The woman wants to buy some chocolate.

OR

(ii) The woman doesn't want to buy any chocolate and says "No thank you."

Jumbled Dialogues

"Hi. How are you today? I'm from Total Energy and I'm here to tell you about how you can save money on your electricity bill."

(i) That sounds great. Tell me more."

OR

(ii) "Thanks but I'm not interested. Bye." "No worries. Bye."

"Hi. How are you today? We're here to tell you about Jesus."

(i) "Ok. Tell me more."

OR

(ii) "Thanks but I'm not interested."

"Hello?"

"Hi. How are you this evening? I'm calling to ask you if you could take part in a survey about radio stations."

"I'm sorry but we're having dinner right now."

"Oh, I'm sorry. Can I call you back in a few minutes when you have finished your dinner?"

"No thanks. I'm not interested. Bye."

"Trick or treat?"

(i) "Oh, you guys look fantastic. Here, take a lolly each."

OR

(ii) "Sorry guys. I don't have any lollies."

"Hi. I'm selling chocolate to raise money for my school. Would you like to buy some?"

(i) "Yes, please. I'll have 2 bars please."

OR

(ii) "No thanks. I don't want any chocolate today. Bye."