

Summary of Lesson Plan

► Preview and Practical conversations (Student pages 1-3)

Suggested teaching time: 60 minutes
includes Cultural Notes & Discussion

Your actual teaching time: _____



Preview and Practical conversations (Student pages 1-3)

Suggested teaching time: 60 minutes

Your actual teaching time: _____

Warm up. Have you ever been interrupted at dinner by a telemarketer? What happened? What did you do?

Procedure:

- Before you open the book, provide students with an opportunity to get to know each other. Have them complete a “Find someone who” activity. You can create your own or use the one following. You can hand out photocopies with the sentences on them or write the sentences on the board and ask students to copy them on a piece of paper. Tell students to walk around the classroom and talk with their classmates. Next to each phrase, they should write the name of one student for whom the statement is true. They can use each name only once. If, for example, they write *Sandra* next to *is wearing jeans today*, they cannot write *Sandra* next to anything else. Share the completed sentences as a class.

Note: The structures used in this sample activity can be incorporated into the *Practical grammar* explanations on pages 4 and 5, so have students save their work.

Find someone who

1. is wearing jeans today _____
2. is working today _____
3. is studying at this school _____
for the first time
4. drives to class every day _____
5. is planning a trip soon _____

6. never comes late to class _____
7. feels happy to be here _____
8. has a dog or a cat _____
9. thinks your city is exciting _____
10. likes pizza _____

- Have students open their books and look at the pictures. Ask questions about the pictures, such as *Who is in the picture on the left?* (a family) *What are they doing?* (eating dinner) *What interrupts them?* (a telephone call) *Who is in the picture on the right?* (The man is talking to a woman on the phone.) *Who is the woman?* (a telemarketer) *What is her job?* (maybe selling something) *Why do you think she is calling?* (She probably wants the man to buy something or give her something.)
- Read the *Warm up* questions. Have students look at the picture on the right and imagine the rest of the conversation. Elicit a variety of ideas from the class, such as *I'm sorry. We're having dinner right now; We're not interested; Can you send me something in the mail?*

If your students are ready . . .

Culture / Civics note: In the United States and Canada, people often tell a phone solicitor that they are not interested, and sometimes hang up. Students from other countries may have a different response to such a caller and find it difficult to do something that seems rude.

Unit 1 objectives

Procedure:

Note: Legislation passed in 2003 has changed the telemarketing business. Consumers can now place their names on a national “do not call” list. Telemarketers who call people on the list can be fined.

- Have students read the objectives. Ask them to put a check next to the objectives that they can do now and circle those they want to work on most.
- Ask students to underline any words they do not understand. Write any unfamiliar terms on the board. Some students may not be familiar with the concepts *good cause*, *telemarketer's sales solicitation*, *volunteerism*, and *fraud*. Give a quick explanation of these terms.

(continued on p. 2)

Model 1

Content: agreeing to contribute to a good cause, using the present continuous for an action in progress, identifying ways to volunteer, identifying good causes

Procedure:

A. Listen and read.

- Read the bar for *Model 1*. Ask students what a *good cause* is. If they don't know, give examples of causes and ask if each is a good cause. For example: *Is cancer research a good cause? Is freeing convicted murderers a good cause? What about giving money to a political party or enforcing a leash law for dogs?* Elicit from students that believing something is a good cause is subjective and that some people may think a cause is good, while others might find it silly or even wrong.
- To set the scene for the conversation, point to the photo and ask questions such as *Who do you see in the picture?* (a man at a table, a woman walking by) *What do you think the man is doing?* (collecting money) *What's on the table in front of him?* (a container for money donations) *Where are the people?* (in front of a store) *What do you think the woman is doing?* (shopping)
- Play the cassette or read the conversation. After students listen and read, ask comprehension questions such as *What is the man doing?* (collecting for the food pantry) *What does he want the woman to do?* (make a donation) *What is the woman's response?* (That's a good cause. She would be happy to make a donation.) *What is the cause that the man is collecting for?* (a food pantry, a place that gives food to people who need it)

B. Pronunciation and intonation practice.

- Tell students that they will listen to the conversation again and have the opportunity to repeat each speaker's lines. Play the cassette or read the conversation again. Encourage students to imitate the rhythm, stress, and intonation of the conversation as closely as possible. Correct where necessary.

Option: To help students improve their intonation, have them practice reading the conversation in pairs. Remind them that native speakers often link words when the first word ends in a vowel or when the second word begins with a vowel. For example, native speakers might join *say* and *it*, creating *sayit*. Then have volunteers read the conversation aloud. Ask the other students to listen and note any linkages. Phrases that might naturally be linked because of vowel sounds include *yoube*, *tomakea*, *sayit*, *that'sa*.

Vocabulary

- Point to each picture and ask students what they see.
- Play the cassette or read the phrases and have students repeat the ways to volunteer.

Option: To elicit students' own experience, ask *Have you ever been asked to do one of these volunteer activities? Have you ever volunteered in one of these ways? Which ones? Which of these do you like doing?*

Option: Write on the board three headings: *Ways to volunteer*, *Advantages*, and *Disadvantages*. On the left, write each of the ways to volunteer listed in the *Vocabulary*. Ask students to brainstorm the advantages and disadvantages of each way. The chart might look something like the following:

Ways to volunteer	Advantages	Disadvantages
•Make a donation	Helps many causes	Costs you money
•Volunteer some time	Help people directly	Time consuming
•Bake something for the bake sale	Good if you like to cook	Have to be able to cook
•Make a few phone calls	Can do at home on your own time	Have to speak to people you don't know
•Mail some letters	Can fit into a busy schedule	You usually buy the postage
•Distribute some flyers	Meet people	May have to talk to people in English

C. Pair work ...

- Brainstorm other causes that people might volunteer for, including *health clinics*, *social services*, *refugee programs*, *mentoring programs such as Big Brother / Big Sister*, *adult ESL programs*, *elementary schools*, *sports programs*, *holiday gift drives*.
- Model the conversation with a more advanced student. Play the role of Student A. Demonstrate that Student A mentions a good cause in the first slot and a way to volunteer in the second slot. Make sure students understand that they can use any of the ways to volunteer from the *Vocabulary* in the second slot. Student A then repeats the good cause in the third slot and expresses thanks in the last.
- Students practice the conversation with a partner, taking turns playing the roles of Student A and Student B. Circulate and offer help as needed.

Workbook Link: Exercises 1, 2

(continued on p. 3)

Model 2

Content: declining a telemarketer’s sales solicitation, using the simple present tense with non-action verbs, identifying ways to decline an offer

Procedure:

A. Listen and read.

- Read the bar for *Model 2*. Tell students to notice what the telemarketer’s sales offer is.
- Direct students’ attention to the photo. Ask questions such as *What is going on in the picture?* (A woman is on the phone.) *What is the man in the round photo looking at?* (a telephone book or other directory)
- After students listen to the conversation, check comprehension by asking *Who is the man?* (a telemarketer) *What is he selling?* (cell phone service) *What does the woman ask?* (Is this a sales call?) *How does she decline the telemarketer’s offer?* (We don’t take offers over the phone.)

B. Pronunciation and intonation practice.

Option: Divide the class in half. Play the cassette or read the conversation and have half the class repeat Student A’s lines and the other half repeat Student B’s lines. Read the line with students if they have trouble.

Vocabulary

- Have students look at the photo in the *Vocabulary* box. Have them describe the look on the woman’s face or speculate about what she just heard.
- Play the cassette or read the expressions and have students repeat the ways to decline an offer, imitating the authentic intonation as closely as possible.
- Brainstorm other ways to decline an offer. Let students know that they can tell the telemarketer *Please take us off your list*. Then the company cannot call them again.

C. Pair work . . .

- Model the activity with a more advanced student. Play the role of Student A to demonstrate using an expression from the *Vocabulary* to decline an offer.
- Have students practice the conversation in pairs, switching the roles of A and B. Circulate, answering questions if necessary.

If your students are ready . . .

Language note: The telemarketer says *We have a special offer on cell phone service this evening*. Tell students that they may also hear *We’re having a special offer*, which means we are running or conducting a special offer, not that we possess a special offer. In some regions, callers may say *We’ve got a special offer*, which is idiomatic and does not mean ownership.

If your students are ready . . .

Culture / Civics note: In the United States, there are laws that restrict telemarketing. These restrictions include the following:

A telemarketer may only call between 8:00 a.m. and 9:00 p.m. A telemarketer may not call you if you have previously asked not to be called. According to legislation passed in 2003, consumers can place their names on a national “do not call” list. Telemarketers who call people on the list can be fined. Before starting a sales pitch, the telemarketer must tell you that the call is a sales call, the name of the seller, and what is being sold. If it is a prize promotion, the telemarketer must tell you that no purchase or payment is necessary to enter the contest or win the prize.

Workbook Link: Exercises 3, 4

Do it yourself!

Procedure:

A–B.

- Students should write down the name of one charity solicitation and one sales solicitation that they have actually received.
- Ask students for the names of the solicitors who have called them and list some of these names on the board or a transparency.
- Model a role play with a more advanced student. Ask the student to play the part of a telemarketer. Before you begin, make sure the student chooses a name for the company he or she represents and the product or cause. If the student is unsure, he or she can pick a name from the list. You will decline the offer. Role-play the conversation again and agree to the offer.
- Have students role-play the conversation, changing roles of telemarketer and recipient for more practice. Invite pairs to present their role play.

Summary of Lesson Plan

PRESENTATION

Practical grammar (Student pages 4-5)

Suggested teaching time: 60 minutes
includes Language Note (10 minutes)

Your actual teaching time: _____



Practical grammar (Student pages 4-5)

Suggested teaching time: 60 minutes
Your actual teaching time: _____

The simple present tense and the present continuous

Procedure:

- Ask students to take out the “Find someone who” activity that they completed on page T1. Put students in small groups to identify the verb form used in each clause in items 1 through 6. Ask them to answer these questions: *Which verb form—simple present tense or present continuous—is used? What cue words suggest the verb form to use?*
- Write student responses on the board. Ask for additional cue words used with the simple present tense and the present continuous. You may end up with a chart like this:

The simple present tense	The present continuous
Cue words: (item 4) <i>every day</i> , (item 6) <i>never</i> . Others: <i>often, sometimes, always, rarely, usually</i>	Cue words: (items 1, 2) <i>today</i> , (item 3) <i>for the first time</i> , (item 5) <i>soon</i> . Others: <i>now, right now, at this moment</i>

- Ask students to read the rules in the grammar box. Go over the example sentences and have students point out the cue words that suggest the verb form to use. Ask for additional example sentences that use the simple present tense to talk about habitual actions and unchanging facts and the present continuous to talk about actions in progress. Write students’ examples on the board and underline the cue words.

A. Complete each sentence ...

- To model item 1, write out the sentence with each possible answer inserted. Have students choose the correct sentence.
- Advise students to look for cue words as they are deciding whether to use the simple present tense or the present continuous.
- Have students complete the exercise individually and then check their answers with a partner. Review with the entire class.

Option: Have students add an adverb of frequency to each of the following statements to best describe their own behavior. For example, students may write *I usually contribute to charitable organizations* or *I never accept sales offers over the phone*. Have students read their sentences aloud. Elicit that the simple present tense is used in each of these sentences. Remind students that the simple present tense is used with *sometimes, always, never, and often*.

- I contribute to charitable organizations.
- I receive telephone solicitations during dinner.
- I accept sales offers over the phone.
- I tell telemarketers to take me off their lists.
- I volunteer my time to help others.

Ask students to read their sentences aloud.

B. Complete each sentence ...

- Write item 1 on the board and ask for volunteers to choose the appropriate verbs from the box to fill in the two slots (*donate, ask*). Once students have decided on the verbs, ask for the correct verb forms (the simple present tense: *donate, ask*). Have students underline the cue word (*usually*) that specifies the verb form.
- Remind students that the verbs in the box are often linked with prepositions. For example, we *collect for* a cause, *talk to* someone, and *donate to* an organization.
- Have students work individually to complete the sentences and then check answers with a partner.

Workbook Link: Exercises 5, 6

(continued on p. 5)

Lesson Plan, Unit 1: Practical grammar (for Student pages 4-5)—continued

Non-action verbs

Content: non-action verbs used with the simple present tense

Procedure:

- Write the heading *Non-action verbs* on the board. Explain that these verbs often express mental or emotional states or refer to the senses.
- Ask students to read the verbs in the box and describe any patterns they notice. Elicit that some verbs relate to the senses (for example, *What do the words “hear, see, smell, sound,” and “taste” have in common?*), some to emotions (for example, *What do the verbs “like, love,” and “hate” have in common?*), and some to mental states (for example, *What about “think, understand,” and “know”?*).
- Under the heading, write *senses, emotional states,* and *mental states* and list the verbs from the box that fit under each category. With students, create example sentences such as *She feels tired, I hate calls during dinner, They know the food pantry is a good cause.* Point out that non-action verbs often express situations that exist not only in the immediate present but were probably true yesterday and will be true tomorrow. Give example sentences such as *Matt has two sisters, We’re not interested in phone offers.*

Option: Continue using the “Find someone who” activity from page T1. Put students in small groups to identify the verb form used in each clause in items 7 through 10. Ask them to answer these questions: *Which verb form—simple present tense or present continuous—is used? Why?* Elicit that the simple present tense is used with non-action verbs. Share the completed sentences as a class.

Note: For a more complete list of non-action verbs, refer students to page 145.

C. Complete the conversation ...

- Have students complete the exercise individually. Remind them to check whether the verb is in the boxed list of non-action verbs and also to think about the other restrictions related to using the simple present tense and the present continuous.
- Students can read the conversation in pairs to check their answers.

Option: Brainstorm ways to correct a speaker’s mistake in pronouncing or reading a name. Such a list might include *That’s Malino, not Balino* or *My last name begins with an M, Malino* or *That’s M, as in Mary–Malino.* Have students work in pairs with

Student A acting as a caller who mispronounces Student B’s name. Student B can practice politely correcting the caller’s pronunciation or spelling.

If your students are ready ...

Language note: Although the general rule is not to use a continuous form with non-action, or stative, verbs, students may find evidence to the contrary. Some non-action verbs can be used in the present continuous because they have more than one meaning. For example, when *think* means believe, it is not used in the present continuous. However, when *think* refers to using your mind, it is used in the present continuous to emphasize that something is happening right now: *I am thinking about grammar.* Similarly, *have* is not used in the present continuous when it indicates possession, but it can be used in the present continuous in certain expressions: *She’s having a baby, They’re having a good time.* *Be* is used in the present continuous when it describes an action (*He’s being difficult*) and not a state (*He’s tired*).

Some non-action verbs can also be used in the present continuous to indicate a new development, something that is taking place now that wasn’t happening before: *Now I’m remembering what happened that day.* Conversationally, some non-action verbs may be used in the present continuous to emphasize a temporary condition: *I’m loving this weather, They’re looking good.*

Workbook Link: Exercises 7, 8, 9

➤ Do it yourself!

Procedure:

- Model the conversation with a more advanced student. Play the role of the caller in order to give the student an opportunity to respond appropriately to a telemarketer’s offer.
- Remind students to choose the name of a company and of a product, service, or cause the telemarketer is selling or soliciting for.
- Working in pairs, students practice the telephone conversation, using as models *Model 2* on page 3 and Exercise C on page 5.
- Have volunteers present the conversation in front of the class.

Summary of Lesson Plan

PRESENTATION

Authentic practice 1 & 2: Listening (Student pages 6-9)

Suggested teaching time: 60 minutes
includes Language Note
and Cultural Discussion

Your actual teaching time: _____



Authentic practice 1 (Student pages 6-7)

Suggested teaching time: 30 minutes
Your actual teaching time: _____

Volunteerism and charity

Procedure:



- Ask questions about the pictures, such as *Who's in the pictures?* (two women) *Where are they?* (in a restaurant) *What do you think they're talking about?* (a bake sale). Remind students that baking something for a bake sale is one of the ways to volunteer that they read about on page 2.
- To help students practice discrete listening skills, direct them to keep their books closed while they listen to the story. To focus their listening, ask questions before they listen: *What has the first woman volunteered to do?* (run a bake sale) *How can the second woman help?* (She can contribute a pie, make a cash contribution, or help work the booth.) *How is she going to contribute?* (She's going to write a check.)
- Play the cassette or read the picture story. After students have listened, elicit the responses to the focused listening questions. If students missed anything, let them listen again.
- Have students open their books and read the picture story silently.
- Point out the use of the present continuous in the first picture (*We're setting up a booth at the railroad station*) and in the second picture (*I'm going to be out of town for two days*). Note that the present continuous is often used to talk about future plans as well as actions in progress right now.

- Make sure students understand words or phrases that may be unfamiliar to them. In the first picture, the woman uses the expression *run a bake sale*. Elicit synonyms such as *operate*, *have*, or *hold*. In the second picture, the woman says *A million people always show up for that!* Ask students if they think she really means a million people. Elicit the response that she is speaking figuratively, not literally, using exaggeration for emphasis. Jane responds with *Actually, on second thought*. If necessary, point out that this expression is used to indicate that the person has reconsidered something. In the last picture, the woman says *Better come early!* Remind students that *Better* is a reduction of *You had better* and is used for a strong suggestion or warning. Ask students to rephrase her next statement (*We always run out of everything by two*): We have nothing left to sell by two.

A. Read the picture story again ...

- To model the activity, write the first item on the board and ask volunteers to fill in the blank. Have students read the picture story again to find the answers to the rest of the items.
- After students complete Exercise A individually, correct as a group.

B. Listen ...

- Tell students that they will listen to the tapescript or the cassette and then read aloud the responses from their text.
- Read each item in the tapescript out loud or play the cassette. Allow students to listen as many times as necessary to complete the exercise. If students have difficulty, prompt them by reading the response yourself.

Note: The speakers on the cassette for this exercise are different from those who recorded the text of the picture story. This has been done intentionally in order to give students the opportunity to hear a wide variety of voices.

Challenge: Use the prompts for Exercise B as a dictation. Have students listen to the questions and write what they hear. Allow students to listen as many times as necessary. Ask volunteers to write the questions on the board. Make corrections as a class. Students can then practice the prompts and responses with a partner.

(continued on p. 7)

Lesson Plan, Unit 1: Authentic practice 1 & 2 (for Student pages 6-9)—continued

Challenge: For an out-of-class assignment, ask students to find out the names of homeless shelters or food pantries in your community. Sources of information include religious organizations, social service agencies, and local newspapers or magazines. After the information has been collected, students can work in small groups to find out what services the organizations provide and what volunteer needs they have. The groups can generate questions, rehearse conversations, and actually call the organizations for information.

Tapescript

1. Would you be willing to contribute one of your wonderful pies?
2. Saturday's not great for me. But could I write you a check?

C. Vocabulary ...

- Write *show up*, *make it out*, *stop by*, *pick up*, and *run out of* on the board. To review the meaning of these phrases in context, have students reread the speeches in pictures 2 and 4 on page 6.
- Explain that the meanings of these verb and preposition combinations cannot be figured out simply by pairing the definition of the verb with the definition of the preposition. They form units that must be considered together. If necessary, go over the meanings of these phrases with the class.
- Model item 1 by writing the sentence on the board with the two choices listed below the underlined phrase. Ask students for the correct choice and circle *arrived* on the board.
- Have students complete the exercise individually and then correct as a class.

D–E.

- Have students answer individually and then compare responses with a partner before reading aloud the items and responses.

Option: After both students in each pair have practiced reading the items and responses in Exercise D, have Partner B close his or her book. Partner A then reads an item and Partner B responds from memory.

Challenge: Have students create sentences or questions for Exercise D that would give rise to the alternate response. For example, the alternate response for item 1 is *Is this a sales call?* A statement that might produce this response could be *This is Mark Hibler of Vacations, Unlimited. How are you this evening?* Write all the students' ideas on the board. Students can vote for the ones they like best.

If your students are ready ...

Language note: Verb and preposition combinations, called phrasal verbs, are often difficult for non-native speakers because meanings are not always obvious. Also, phrasal verbs can be separable or non-separable. Separable phrasal verbs allow or require an object between the verb and the preposition. So, for example, students may see the phrase *make out the check* or *make the check out*. Similarly, students may see the phrase *pick up cookies* or *pick cookies up*. In other combinations, the verb cannot be separated from the preposition, so the object comes after: *run out of everything*. As a class, list the phrasal verbs from the picture story on page 6 and give example sentences that show whether each verb is separable or not.

Workbook Link: Exercises 10, 11

➤ Do it yourself!

Procedure:

A. Write your own response ...

- Working individually, students write responses to each question.
- Before students practice with a partner, have volunteers play the parts of the three speakers and read each speech balloon aloud. Answer each question yourself, giving students an opportunity to check the appropriateness of their own responses.
- Elicit examples of student responses and write them on the board. Answer any questions.

B. Discussion ...

- Lead a class discussion about volunteering, using the questions in Exercise B as prompts. Additional prompts may include the following:
Did you volunteer here or in your home country?
How do you feel about volunteering? What kinds of causes do you support? Do you support them with a check or cash, by volunteering at a booth, by baking something for a bake sale?

(continued on p. 8)



Authentic practice 2 (Student pages 8-9)

Avoiding telemarketing fraud

Suggested teaching time: 30 minutes

Your actual teaching time: _____

Procedure:

A–B.

- ▶ To help students anticipate the topic, ask them to read the heading in the bar. Ask *What is fraud?* Elicit the response that it is a deception or trick intended to take money from someone.
- ▶ Have students look at the pictures. Ask *What do you see in the pictures?* (a man and a woman from a television news program; the woman pointing to tips for preventing fraud).
- ▶ Read the instructions for Exercise A and the question out loud. Then read the selection on the tapescript out loud or play the cassette. Allow students to listen as many times as necessary to complete the exercises.
- ▶ Working individually, students answer the question in Exercise A and then compare answers with a partner.

C. Listen again ...

- ▶ Have students read the statements in Exercise C and check whether they are true or false. If they are unsure of the answers, let them listen again.
- ▶ Review answers as a class and elicit students' help in changing false answers to make them true.

Challenge: After deciding if the statements are true or false, students can listen to the report again and write down the exact wording that led them to their decision. For example, on a separate sheet of paper, students might write *1. telephone solicitation as a new and effective way to sell products and services.*

D. Answer the questions ...

- ▶ Remind students that not all sales calls are fraudulent. They may report on a legitimate call.
- ▶ Students work individually to answer the questions. Tell students to be as precise and complete as possible since they will be using their answers in Exercise E on page 9.

Workbook Link: Exercises 12, 13

If your students are ready ...

Culture / Civics note: The following tips are provided by the office of the Attorney General in Alaska. They may help your students avoid telemarketing fraud. For more information, refer students to this Web site:

www.law.state.ak.us/consumer_tips

A telemarketing sales pitch or charitable solicitation may be fraudulent if a telemarketer:

- says you've won a prize ... or that it is a "free" offer, but that you need to send money for fees, shipping, handling, insurance, etc.
- tells you that you have been pre-approved for anything that you have not requested yourself
- asks for your credit card number, bank account number, or social security number for any reason
- insists on an immediate decision to guarantee your participation in this wonderful opportunity or limited offer
- offers to have someone pick up your check at your home or office or requests that you use overnight mail. This can be a sign that the telemarketer wants to avoid inspection under the federal mail fraud law.
- confuses you with fast talk that he or she does not adequately explain
- keeps talking after you've said no

Tapescript

Man: And now we turn to Consumer Corner, a weekly feature of interest to consumers. Here's Julie Clark, our consumer reporter, with tonight's topic. Good evening, Julie. I know you have something very interesting for us tonight.

Woman: Good evening, Bill. Good evening, viewers. Can you name the number-one consumer complaint nationwide? If you said telemarketing, you're absolutely right. Just in case you don't know what telemarketing is, it's those annoying calls that arrive as soon as you've put dinner on the table or lowered yourself into a nice hot bath.

Man: What is telemarketing?

(Tapescript is continued on page 9.)

Lesson Plan, Unit 1: Authentic practice 2 (for Student pages 8-9)—continued

Tapescript (continued from page 8)

Woman: The term *telemarketing* was first used by telephone companies to promote telephone solicitation as a new and effective way to sell products and services. And although most telemarketers are honest, others are dishonest and take advantage of the situation, selling inferior products or—worse—collecting money and not delivering the merchandise ordered.

Remember: Telemarketers who do this are con artists. And the product they sell is a fraud.

Man: What can we do to protect ourselves from telemarketing fraud?

Woman: Well, there are some important steps any consumer can take. First of all: The law says that telemarketers cannot call you before 8 a.m. or after 9 p.m.

Next: Get the name and address of the company that is calling. Also, telemarketers have to tell you that they are selling something, that this is a sales call.

Con artists pretend that they are taking a survey or offering you something for free. Before you know it, they're selling you something, trying to get you to give them your credit card number. That's fraud.

Man: Why is it such a bad idea to give them your credit card number?

Woman: Well, if the call is a fraud, and the con artist who's calling you has your name and your credit card number, he or she can use that information to charge things with your card. Your card has been stolen, but you don't even know it's been stolen.

And finally: Before you pay for anything over the phone, ask the telemarketer to tell you the total cost of the goods you are buying.

Man: That's great advice. So you're saying (1) Get the name of the company. And (2) Get the total price before paying. That's great advice. It should go a long way toward preventing telemarketing fraud.

Woman: Oh, and one more thing. If you suspect fraud, or if the caller insists on continuing after you've said you're not interested, hang up the phone. *You're* not being rude. The caller is.

Man: As always, practical advice from Julie Clark. This is Bill Bell, with tonight's Consumer Corner report, thanking you for me and for Julie Clark. Good night.

E. True story ...

- Model this activity by telling a true story about a sales call you received. Describe the call, covering all the questions given in Exercise D on page 8.
- After students practice telling their stories to a partner or a group, invite volunteers to share stories with the class.
- Elicit or point out any patterns in the calls, such as the types of businesses, the time of day, students' responses, their feelings about the calls.

FYI ...

- Encourage students to investigate the FTC Web site. Depending on your students' previous experience using the Internet, you may need to help them with computer skills.

If your students are ready ...

Culture / Civics note: In the United States and Canada, government and social service agencies often have a Web site, a place on the Internet where people can get information. People can access such Web sites by typing in the URL (Web site address) in the address box. A URL often begins with the letters <http://www>.

➤ Do it yourself!

Procedure:

A–B.

- Model the phone call with a student to show that the role play begins with the written conversation and then continues with the students' own words and ideas. Play the role of Partner B as a con artist or an honest salesperson. If necessary, repeat the conversation, making the other choice for the caller.
- Put students in pairs. Partner A answers the call. Partner B plays either a con artist or an honest salesperson. Have students continue the conversation and then switch roles.
- Lead a discussion about the role play. Read the questions from the book and extend the discussion by asking additional questions such as *Was it harder to play the role of a con artist or an honest salesperson? Why? Was it easier to respond to the con artist or the honest salesperson? What was the hardest thing to do on the phone? What consumer response was most effective against the con artist?*

Summary of Lesson Plan

- ▶ **PRESENTATION**
Authentic practice 3:
Reading and critical thinking (Student pages 10-11)
 Suggested teaching time: 60 minutes
 includes Language Note
 Your actual teaching time: _____



Authentic practice 3 (Student pages 10-11)

Suggested teaching time: 60 minutes
 Your actual teaching time: _____

Volunteerism in the local community

Procedure:

A. Read and listen to the letters.

- ▶ Ask students if they have seen advice columns before. If possible, bring in advice columns from a local newspaper. Explain that people write when they have a problem and ask for advice or an opinion about what they should do. The columnist writes back, and the letters are published in the newspaper. Ask students if the newspapers in their countries have advice columns.
- ▶ Explain that *Ask Joan* is an advice column for people who are new to this country and have questions about cultural expectations.
- ▶ Play the cassette or read the letters. Students listen and read silently. Pause after Nero's letter and ask *What is the problem? What will Joan's advice be?* Encourage students to make predictions and then have them listen to the response. Ask *What was Joan's response?* Repeat for Grace's letter and the response.

Option: Have students close their books and list the volunteer opportunities they can remember from the letters. Brainstorm other volunteer opportunities such as clothing drives, toy collections, and blood drives.

B. Check ...

- ▶ Allow students to listen to the letters again, if helpful, and then have them complete the exercise. Remind them to check the column marked with ? if the letters do not give any information.
- ▶ As students compare answers with a partner, circulate to answer any questions.

Challenge: To help students practice discrete listening skills, pass out slips of paper on which you have written the following words: *junior, college, wonderful, participating, tradition, ambulance, food pantry, chores, homemaker, church, synagogue, mosque, soup kitchens, homeless shelters, donated goods, charitable contributions*. Give everyone at least one slip. Depending on the number of students, you may have to write down some phrases more than once. Tell students that they are going to hear the letters again. When they hear the word on the slip of paper, they should stand up. If students miss their cues, play the cassette or read the letters again.

Challenge: Have students listen to the letters for the rising or falling intonation of items in a list. First have them locate the lists (teenager volunteer activities, volunteer activities at the firehouse, religious organizations, non-religious institutions). Then play the cassette or read the letters again. Have students mark the intonation above the listed items and then practice reading the lists aloud with a partner. Invite volunteers to read for the class. Discuss the general pattern of intonation in a list (rising intonation at the end of each item and falling intonation at the end of the list) and ask students to create their own lists (for example, what they need at the store, chores they have to do) to read aloud.

If your students are ready ...

Language note: In these letters, Joan lists options for both Nero and Grace. In writing, items in a list are usually separated by commas, with *and* or *or* before the last item (*a church, a synagogue, or a mosque*). In speaking, the speaker indicates a list by using rising intonation at the end of each item and falling intonation on the last item.

(continued on p. 11)

Lesson Plan, Unit 1: Authentic practice 3 (for Student pages 10-11)–continued

C. Discussion ...

- After students answer the questions individually, have them discuss their answers in small groups.

FYI ...

- Explain the difference between federal programs (those run by the U. S. government) and national programs (nonprofit groups that are found throughout the country). Ask what students know about the programs listed. Tell them, or have them find out, which organizations have a local branch in your city or town. With the class, add other volunteer opportunities to the lists, or make a third list of local programs on the board.
- Have students check the HUD Web site for more information on volunteerism. Students may also want to compare volunteering in the United States and Canada after accessing the Canadian Web site.

Option: Put students in small groups. Have each group choose a national volunteer program to research. Each group should first brainstorm questions they want answered about the volunteer program. They can look the organization up in the phone book to see if there is a local office. Students can then call the office or go online to find out the answers to their questions. Questions might include *What kind of work do volunteers do? Do they need experience? How much time is usually involved? Do you need volunteers now?*

Workbook Link: Exercises 14, 15, 16

➤ Do it yourself!

Procedure:

A–B.

- Put students in small groups of mixed nationalities and have them fill in the chart with information from group members.
- Lead a discussion about volunteering in different cultures. Copy the chart on the board to list the different ways people help each other.

Option: To extend the discussion, read the following statements. Ask groups to agree or disagree with each statement and defend their opinions. Have volunteers from each group share their opinions with the class.

1. Charity should be left up to the individual.
2. The government is responsible for making sure everyone has food and shelter.
3. To be a good citizen, you must give time and/or money to help others.
4. The needs of the poor are adequately met by government agencies.

Your notes

Summary of Lesson Plan

► Review (Student pages 12-14)

Suggested teaching time: 60 minutes

Your actual teaching time: _____

► UNIT REVIEW

Includes expansion activities

role play

dialogues

writing

Workbook activities

outside reading

realia applications

math skills applications

civic lesson applications

Booster Pak activities



Review (Student pages 12-14)

Suggested teaching time: 60 minutes

Your actual teaching time: _____

Procedure:

A. Pair work or group work.

- Have students take turns pointing to and naming as many things as they can in the picture.

Ask and answer questions.

- Ask the class *Who are the people?* (a family preparing for a bake sale and a used clothing sale and a telemarketer) *What are they doing?* (The father is collecting used clothing for the sale, the mother is baking for the bake sale, the daughter is making a sign for the sale, the son and the telemarketer are having a telephone conversation.)
- Point to one person in the picture and ask questions such as *Where is this person? What is this person wearing? How does this person feel? Why do you think so?*

Option: Working in pairs, students can write their own questions about the picture. Elicit example questions before they begin, such as *Where are they? What does the sign say?* Create a game by separating the students into two teams. Teams take turns asking the questions team members have created. Give points for each correct answer.

Create conversations.

- Ask the class to choose one of the two pairs of people with speech balloons in the picture. Have students label the person on the left *A* and the person on the right *B*. Write *A:* on the board and elicit the help of the class in creating the first line of a conversation between the people. Then write *B:* and elicit a response. Continue adding lines to the conversation as a class, encouraging students to say as much as they can.
- With a partner, have students role-play the parts of the other pair in the picture. Circulate and listen to the conversations. Use prompts if necessary to help students extend the conversation, such as *What company does the woman represent? What is she selling? Do you think she's a con artist or an honest salesperson? Why do you think so? What can the son say to discourage the telemarketer?* Review the different ways people can decline a telemarketer's offer.

Option: After students have created the conversations suggested by the picture, give them a new task. Have them imagine conversations between different pairs, this time including the young woman at the table, and having a family member accept the telemarketer's solicitation.

Tell a story.

Option: Ways to volunteer. Have students point to the members of the family and explain the way in which each is volunteering. Brainstorm other possible ways to volunteer.

Option: Would you be willing ...? Imagine that a member of the family is making a telephone solicitation for donations for the sale. As a class, discuss possible questions the recipient might have, such as *Who did you say it was for? When is the sale? Where is it?*

Option: Right now! Have students summarize the activities in the picture. Encourage the use of the present continuous by asking such questions as *What is the young man doing right now? What is telemarketer saying right now?*

(continued on p. 13)

Lesson Plan, Unit 1: Review (for Student pages 12-14)–continued

B. Listening comprehension ...

- To set the scene, tell students they will hear a conversation between a telemarketer and the man who answers the call.
- Play the cassette or read the conversation out loud while students listen with books closed.
- Have students open their books. Read the instructions out loud. Emphasize that students will be deciding whether the statements are true or false, based on the conversation they hear.
- Play the cassette or read the conversation as many times as necessary for students to complete the exercise.

Option: Have students rewrite the false statements to make them true.

C. Complete the conversation ...

- If necessary, review the restrictions on using the present continuous and the simple present tense, including the categories of non-action verbs: the senses, mental states, emotional states, possession.
- Have students check answers with a partner. Review answers as a class.

Option: Have partners read the conversation out loud, changing roles for further practice.

If your students are ready . . .

Culture / Civics note: International law defines refugees as people who are forced to flee their country. They have run away because they are afraid that they will be hurt or killed because of their race, religion, nationality, membership in a social group, or political opinion. They are afraid to return to their own country because they believe their government cannot protect them. Both the United States and Canada accept a limited number of refugees each year. Refugees are given money, medical treatment, English-language classes, job training, and other services to help them start a new life.

Tapescript

Man: Hello?

Woman: Good evening. How are you this evening?

Man: Fine, thanks. But we're having dinner right now, and the baby's crying. Is this a sales call?

Woman: Actually, no. I'm calling on behalf of the Institute for Better Parenting. Do you have a moment to answer some questions?

Man: What was the name of the institute?

Woman: The Institute for Better Parenting.

Man: Are you selling something?

Woman: Not really. But we *do* have a special one-time free offer for new subscribers to our magazine, *Parent and Child*. Have you had an opportunity to see *Parent and Child* on the newsstand?

Man: No, I never have, . . . but as I said, we're having dinner right now, and . . .

Woman: That's because it isn't sold on newsstands. But if it were, it would cost \$36.00 a year. But because you're a new parent, we'd like to offer you a subscription to *Parent and Child*, absolutely free, with no obligation for three months. Then, after three months, if you're not absolutely thrilled with *Parent and Child*, just send back the last month's issue and we won't bill you for any issues you have received.

Man: I'm sorry, but we never accept offers over the phone. If you'd be kind enough to send us the offer in writing, we'd be glad to consider the offer.

Woman: Well, the problem is that this offer is only good until Tuesday. It's a one-time offer, and as I said, it's absolutely free and there's no obligation, and [click]

(continued on p. 14)

Lesson Plan, Unit 1: Review (for Student pages 12-14)–continued

D–F.

- ▶ Students work individually to complete the review exercises.
- ▶ Circulate to offer help as needed.
- ▶ Have students check answers with a partner. Review answers as a class.
- ▶ Identify any areas of difficulty that may require additional instruction and practice.

Option: Have students practice Exercise D in pairs. One person reads the statement or question and the other reads the response.

Option: Have students write definitions for the words or phrases that are not defined in Exercise E.

Option: Have students share the advice they wrote in Exercise F.

G. Composition ...

- ▶ Provide students with concrete approaches to writing about the picture on page 12. Use one of the following options, give students a choice of options, or assign options based on students' level of proficiency. Model what is expected of students for each option.
- ▶ Advise students to look back through the unit for help and ideas as they write.
- ▶ Circulate to offer help as needed.

Option: Have students choose one of the pairs of people who are talking to each other in the picture, label the people *A* and *B*, and write an extended conversation for them. Have students use the same format as the model conversations on pages 2 and 3. Students can later role-play their conversations for the class.

Option: Have students number the people in the picture and then write two sentences about each one. To reinforce the grammar points in the unit, one sentence can describe what the person is doing right now, and the other can discuss the person's activities using a non-action verb.

Option: Have students write a paragraph about a sales call they received at home. They should include answers to the questions in Exercise D on page 8. If they answered previously about a fraudulent call, this paragraph should be about a legitimate call, and vice versa.

Challenge: Ask students to exchange compositions. Partners will peer-edit the compositions.

Now I can

- ▶ Read the first item in the box out loud: *Now I can agree to contribute to a good cause.* Elicit from the class an example of how to agree to contribute to a good cause, such as *The homeless shelter is a good cause. I'd be happy to make a donation.*
- ▶ In pairs, students take turns reading each item in the box and giving an example of what they have learned. When students can provide an example, they should check that box. For the items students weren't able to check, they should look back through the unit for ideas.
- ▶ When students have finished reviewing with their partners, read each item out loud and elicit an example from the class.
- ▶ Students can add examples of other skills they acquired while working on this unit.

Oral test (optional)

You may want to use the *Now I can* box as an informal evaluation. While students are working on the *Composition* activity, you can call them up individually and check their ability with two or three objectives.