

1

Junk mail

How do you feel about unwanted mail coming through your door?

How do you deal with unwanted callers?

Is any junk mail of use, or would you ban it all?

If it's of interest to you, does it cease to be junk mail?



What you will do

This unit is about different types of linguistic features used in advertising to sell you their products. These are the skills you will practise. Which are the most useful for you? Tick the boxes.

Listening and speaking

Skill

- Improving your discussion skills

Skill code

SLd/L1.1, 2, 3; SLc/L1.3, 4

Reading and writing

Skill

- Reading and understanding examples of junk mail
- Extending your understanding of persuasive language
- Writing your own persuasive flyers and leaflets, using a suitable structure and style

Skill code

Rt/L1.2, 3; Rs/L1.1

Rw/L1.2, 3

Rs/L1.1, 2; Wt/L1.4, 5; Ww/L1.1

Project work

You will use persuasive language in conversation and writing and design a flyer. You will also use and evaluate your discussion skills.

The structure of junk mail

What would you call these texts? Are they junk mail to you?

Saturday
Summer Sale
Hottest fashions!
Want a bargain?

Want to earn some spare
Average weekly take-home
Work from home, no cold-calling.
Once in a lifetime opportunity!
Must have own car and phone.
Interested? Ring 01904 382600
I'm waiting to hear from you today!



20% off
marked clothes

W
I
C
K
E
D

Free!
60 hour
Internet Trial
Charges apply after
1st month on-line

Rocking Records
Latest Release!
Buy now!
Stocks limited

Lion Insurance Company 

10 High Street
Sheffield
S2 3RB
3 October 2002

Dear Dr Patel
Renewing your car insurance?

Spare yourself the hassle of ringing round.
Why not let us take the strain!
Huge discounts available. Cheapest in your area.
First class, fast-claim customer services.
Ring us today. We're waiting for your call.

Dear Mrs Jones

You'll be thrilled to hear you've been incl
prize draw! You're definitely a winner, Mrs

Don't delay, call today to find out how muc
It's well worth the call. To find out more,
0800 9475376

STOP 

LOOK 

LISTEN 

Curious?
Look inside.

THE SPRING
SPORTS CENTRE

Free trial

We're the best!
Details inside

Activity A • Reading

Marketing goods or services has become big business for advertising agencies.

They use persuasive language and linguistic features to encourage you to buy.

Read this letter and compare it with the letter on page 2 from the Lion Insurance Company.

How do the two letters differ?

Working in pairs, write the differences on a separate sheet of paper.

Dear Dr Patel

It has come to our attention that your car insurance is due for renewal at the end of this month. We would like to reassure you that our premiums are as competitive as they were last year. We hope, therefore, that you will reinsure your vehicle with our company and enclose an application form for your convenience.

Yours sincerely,



S. Thomas
Customer services manager

Activity B • Speaking and listening

In a small group, look at the junk mail on page 2. Is there any one thing that all these advertisers are trying to persuade you to do?

- Are there any advertisements that you find persuasive?
- What is it you find persuasive?
- Would you be persuaded to take up any of these offers? If so, why? If not, why not?

Activity C • Writing

One way junk mail tries to persuade you to buy is by using attractive images. Discuss in your group what the desert island image is selling.

- 1 In pairs, choose a product to advertise.
- 2 Think about:
 - what you are selling
 - who the potential buyers are
 - which images and words to use
 - the size, type and colour of the text.
- 3 Design an image and write some words or phrases to accompany it.
- 4 Use a computer if you wish.



Activity D • Reading

- 1 In small groups, examine the junk mail extracts on page 2 and list on a large sheet of paper the features that the advertisers have used e.g. bright attractive colours.
- 2 Look at three different types of flyer that interest the group.
- 3 Label them A, B and C.
- 4 Discuss the **visual** features that might persuade you to buy and why.
- 5 Draw a table like the one below and record your comments.

Design feature	Flyer A	Flyer B	Flyer C
colours used			
images			

Activity E • Reading

Collect samples of junk mail. In small groups, sort the examples you have, according to their written format e.g. letters, leaflets, scratch cards, newspapers etc. Notice how the text is written in each case.

- 1 Which have headings or captions? Why?
- 2 Which are mostly made up of phrases?
- 3 Which use continuous sentences?
- 4 Which use bullet points or numbered lists? Why?
- 5 Which have information in small print? Why?
- 6 Choose six examples of junk mail that use different features to persuade.
- 7 Number them one to six.
- 8 Use the information you have gained about the features of each text to complete the table below.
- 9 Tick the column if your sample has the following features.

	1	2	3	4	5	6
headings						
captions						
mainly phrases						
continuous sentences						
bulleted or numbered lists						
very small print						

- 10 Give reasons why you think these features are used in the text.

Remember

A phrase is two or more words that convey meaning, e.g. bargain break.

A sentence has a **subject** and **verb**, e.g. **This is** a bargain break.

See Rules and Tools for details.

Remember

Heading

Title at the head of a page or section

Caption

A brief explanation for an illustration

The language of junk mail

Advertisers choose words carefully to persuade you. They use words that are designed to catch your attention.

To create this message, writers may use a single word e.g. 'free', 'wicked', etc., or use a phrase, e.g. 'hottest fashions', 'once in a lifetime', etc.

Activity A • Reading and writing

- 1 In pairs, scan read the texts on page 2 and any junk mail you have collected. Highlight the persuasive words and phrases in the text.
- 2 Find as many words and phrases as possible that suggest the price has been reduced.

.....
.....



Manufacturers use and even create their own words to make ideas and images stick in your head.

In pairs, think of words and phrases invented by manufacturers to make you remember their product. Write them below. Explain what effect the advertiser is trying to create in the mind of the reader.

.....
.....
.....
.....

Writers never describe products in moderation – they always sell the biggest and best!

- 3 In pairs, scan read your junk mail, including the texts on page 2, for goods described in comparative or superlative terms e.g. slimmer, cheapest etc. Record some examples below.

.....
.....
.....

Activity B • Reading and writing

One technique used by advertisers is to use the imperative form of the verb. The imperative is the form we use to give instructions or commands.

The command is often followed by an exclamation mark.

- 1 Underline examples of the imperative in the texts on page 2 and in other junk mail.
- 2 Discuss in your pairs whether being ordered to do something would persuade you to do so.
- 3 Write below three examples of the imperative that you think are persuasive and state why.

.....
.....
.....
.....
.....
.....



Activity C • Writing

Some advertisers use questions to try to get you to buy e.g. 'Want a bargain?' They pose questions to which the reader is bound to say 'yes'.

In written advertisements, questions are often used e.g. 'Renewing your car insurance?' This is more informal than 'Are you renewing your car insurance?'

In pairs, discuss how you could make these questions more informal and record your answers below.

- 1 Do you wish to have your heating serviced?

.....

- 2 Do you need to borrow some money?

.....

- 3 Are you looking for a new job?

.....

Activity D • Writing

Advertisers may use alliteration in their copy, repeating the initial sounds of key words e.g. 'Saturday Summer Sale' repeats the 's' sound. In pairs, find examples where advertisers have used alliteration in a caption or jingle. Write some examples below.

.....
.....

Activity E • Reading and writing

Advertisers tend to use a friendly, informal style of writing. They want you to trust the products they advertise! One way to make writing more informal is to write as though you are speaking e.g. 'It's great! You'll love it,' rather than 'It is very good. You will enjoy it.' The words have changed and, in some places, two words have been contracted into one.

To show that you have contracted two words into one, put an apostrophe where the letter or letters have been omitted.

- 1 Scan read the junk mail extracts on page 2 and circle every time two words have been contracted into one.
- 2 Write down the contracted form and the two original words.

Contraction e.g. don't	Two words e.g. do not	Contraction	Two words	Contraction	Two words

Re-write these sentences using the apostrophe for contraction where possible.

- 3 They are all winning lines.

.....

- 4 Check to see if you are a winner.

.....

- 5 You have only got a few weeks left.

.....

Activity F • Writing

- 1 Design an advert for a small business.
For example a decorator, babysitter or hairdresser.
- 2 You should include:
 - a catchy business name and image
 - persuasive language
 - attractive colour and layout.
- 3 Use a computer if you wish.



Handling unwanted phone calls

How do you handle telephone sales calls?

Do you welcome telephone sales?

Are you polite or rude?

You've studied and discussed junk mail. Now, you'll examine unsolicited phone calls.



Activity A • Speaking and listening

Listen to audio clips 1 and 2. Replay the audio clip if you wish.

- 1 Which salesperson was successful?
- 2 What skills and strategies did the salesperson use to control the call?
- 3 Discuss in a small group what happened in each case.
- 4 What do you think will happen when Mr and Mrs Davies go to collect their free holiday?

Activity B • Listening and writing

- 1 Listen again to the second audio clip.
- 2 Read the script at the same time.
- 3 Write brief notes about the **linguistic techniques** that the salesperson used to persuade the householder. They are highly skilled and their techniques could be useful to you.

Tone of voice, speaking style	Use of questions
Persuasive language	Promises made

Activity C • Reading and writing

- 1 Discuss in your group the following question about the audio clip: Did the householder have any time to think?

There are phrases that you can use to give yourself time to think and to counter the 'hard sell'.

- 2 Share with your group useful phrases for interrupting callers politely, but quickly.
- 3 In pairs, discuss **the alternative responses the householder made**. Fill in the rest of the table with your own questions or responses.

Salesperson	Householder	Householder
Hello. Could I speak to Mary Thorpe?	Who's calling, please?	What company are you from?
You've been selected for a free kitchen quotation.	I'm not interested.	I already have a new kitchen.
All you have to do is send your bank details and we can give you the free quotation.		
Everybody loves having a new kitchen, don't you agree?		
So, I'll book you in for 2 September. A new kitchen would be great, wouldn't it?		

Activity D • Speaking and listening

Your teacher will play audio clip 2 again and pause after each sales technique. Follow the audio script on page 20.

Try to counter the persuasive techniques by asking questions or responding assertively.

- 1 Write your own responses or questions to these two examples of 'hard sell'.
 - a "I've very good news for you, Mr Davies. You've been selected for a free – completely free – holiday."

 - b "I mean just what I say – you've won a holiday for two, anywhere in Britain."

- 2 Listen to the remainder of audio clip 2 and read the script. List on a separate sheet of paper the questions or responses Mr Davies could have made to take control of the phone call.
- 3 Share your responses in your group. Next time you have an unsolicited call, try them out!

Improving discussion skills



Activity A • Speaking and listening

In your whole group, discuss the following questions.

- 1 Which techniques do salespeople use to persuade you to buy?
- 2 Which techniques are helpful for the buyer? Why?
- 3 Which technique(s) can be unproductive in a discussion?
- 4 As a group, talk about discussions you have taken part in that have gone wrong. What went wrong? Write your comments on the board. Discussion skills need to be practised.

Activity B • Listening

- 1 Listen to audio clips 3 and 4. Which discussion was better?
- 2 Listen to audio clip 3 again. Tick the appropriate box in the table every time you hear someone interrupting, talking over someone else, shouting or being rude, repeating, making irrelevant points or mumbling.

Behaviour	Tick	Behaviour	Tick
interrupting		repeating the same point	
talking over someone else		making irrelevant points	
shouting/being rude		mumbling	

- 3 As a group, discuss the following questions: Did you hear anything else that was unhelpful? What was it?

Activity C • Speaking and listening

Look again at the picture on page 10 and state which of the people would irritate you most in a discussion? Talk to another person about body language that you find off-putting when you are speaking in a group.

Think in particular about the listener's:

- facial expression
- eye contact
- body position.

Body language can also be used positively in discussions, for example when you want to speak you could lean forwards and look intently at the speaker, trying to catch his or her eye. Try to take part in a discussion without using body language and see how this feels.

Discuss the following points in pairs.

- 1 How do you each use body language and eye contact to signal when you want to speak?
- 2 How does your body language change when you are being persuasive?

During the week, observe discussions in class, at home or on TV. What have you noticed about effective body language.



Activity D • Speaking and listening

Some speakers dominate discussions, ignoring others who are trying to speak. You might have to interrupt. You could use polite 'interruption phrases' e.g. "Please can I stop you there".

- 1 Listen to audio clip 4.
- 2 Read the script and then highlight interruption phrases.
- 3 In pairs, discuss and write down two phrases for each of the examples below.

a when you disagree with the speaker

.....

b when you want to support the speaker's views.

.....

- 4 Discuss other starter phrases that you would naturally use in discussion. Write them below.

.....

- 5 Which are helpful? How do you know?

.....

.....

Activity E • Writing

You have thought and talked about what people say or do to spoil a discussion. If you want a discussion to go well, everyone needs to follow the same basic ground rules.

- 1 Work with another person and make a list of useful ground rules for a discussion. You might want to make a rough copy on a piece of scrap paper to start.
- 2 Share your ideas with another pair and discuss them.
- 3 See where you differ and what you have in common.

Your teacher will make a list of all the groups' ground rules as a reminder for future discussions.



Activity F • Speaking and listening

Practise your discussion skills in different group sizes. Remember:

- follow your discussion ground rules
 - use polite ways of taking your turn
 - persuade people to your view.
- 1 Work in groups of three. Select a flyer you think is persuasive and take turns to explain why. Debate which is the most attractive advert and why. Come to a conclusion without voting!
 - 2 In a group, debate which flyer is the most likely to persuade everyone to buy. Try to persuade the others to your point of view. Come to an agreement using your discussion skills.



Activity G • Writing

Using the headings below, design a simple sheet to evaluate your personal contributions in both small and large groups. Record your evaluation today and over the next few weeks.

My contribution	Small group	Large group
How well did I speak?		
What did I say?		
What tone of voice did I use?		
Did I listen?		
Body language		
Eye contact		

Choose two or three specific things you can do to improve your discussion skills and practise them.

Spelling

Have you ever wondered why some words have double letters and some don't?

Activity A • Reading for double consonants

Read through these junk mail flyers and highlight all the words that contain double consonants.

Splish! Splash! Gala
 for happy children 7-14 years
10–12 pm Saturday 10 May
Canning Road Sports Centre

Shoppers, why not leave the kids with us?
 Swimming is good exercise – and fun
 Qualified sports leader support
 Games and races, prizes for the winners
 Swimmers need towels and £1

Summer Sale

Get away from all that cutting, pinning and sewing!

Buy ready-made curtains at
Hoddle and Sons
 today and all week at **20% off**
 Cotton and velvet, most colours, many patterns

Measured and fitted free
35, The Common, Chipping Norton

How many words did you find with a double consonant?

Activity B • Doubling in two-syllable words

What is similar about these words: happy, support, summer, Hoddle, cotton, patterns and common? All these words have a short vowel in the first syllable followed by a double consonant.

If a two-syllable word has a short vowel in the first syllable followed by one consonant, then you usually double that consonant.

Scan read other junk mail flyers or use a dictionary to find four more words that follow this rule.

- | | |
|---------|---------|
| 1 | 3 |
| 2 | 4 |

Share your ideas with another person. There are several rules to help you spell words that have a suffix. Here is one idea.

When you are adding the suffix 'ing' to a verb, you double a single final consonant that follows a short vowel, e.g. shop + ing becomes 'shopping'.

Suffixes

A suffix is an ending added to a word to change its meaning or use.
 e.g. sew + 'ing'
 = sewing



Activity C • Doubling words with suffixes

- 1 Look again at the words you highlighted in the two flyers for Activity A.
- 2 Underline those words that have suffixes beginning with a vowel.
- 3 Write words made from the same roots that double their consonant:
e.g. shopper, shopping, shopped.

Activity D • Just add the suffix

However, when you are adding a suffix, **don't double** the consonant if:

- the root word has a long vowel e.g. sailing
- the word has a magic 'e' (e.g. write) e.g. writing
- the root word has two or three consonants at the end e.g. matched
- the suffix begins with a consonant. e.g. restful

Complete the table below by adding the appropriate suffix and writing out the new words:

Root word	Add 'er'	Add 'ed'	Add 'ing'
wash			
sow	sower		
walk			

Activity E • Root words and suffixes

Choose when to double the consonant and when to just add the suffix. Complete the table below:

Root word	Suffix	Rule (double or just add)	New word
clap	ing	double 'pp' + ing	clapping
rest	ed		
sin	ful		
let	ing		
firm	er		

Activity F • How can I remember?

Your teacher will work with you to show you a range of ways to remember spellings. You can then work out which one is the most helpful for you. Then using the **look, say, cover, write, check** technique, try to remember your spellings.





Integrated skills

Using persuasive techniques: Speaking and listening

Work in pairs. Your task is to persuade the other person to buy a product. You might think of sales figures and practise persuasive phrases first.

You may like to try to sell him or her a fantasy product such as worm-flavoured crisps or blue-cheese ice-cream! Then swap roles and listen to the other person.

Using persuasive techniques: Reading and writing

- 1 Choose a leaflet that interests you from the junk mail you have collected.
- 2 What type of text is it? Skim read it. Note down its purpose and content (briefly), and how it is written and laid out. Does it have pictures, diagrams or images that give information or attract the reader?
- 3 Design your own flyer on a similar topic of interest to you. Include visual images. If possible, use a computer to do this activity.



Discussion skills

- 1 You are going to join in a full group discussion on the topic:
Is it right for companies to hold detailed information about your personal life?
- 2 You may like to prepare for the discussion by reading some facts about junk mail and how companies acquire and use personal information. Use the Internet or read your teacher's handouts.
- 3 Remind yourself about your discussion ground rules and how to ensure you get a turn at speaking.

Evaluation

After the discussion, write a brief evaluation of your own contribution using the following headings.

What went well?

Think about what you said, how you said it and how well you listened.

What went less well?

Think about what went wrong and what you wished you'd done differently.

What do you still need to work on?

List the specific skills you still need to improve upon. You may find it helpful to skim read the activities in this unit again to remind yourself about the skill areas.



Check it



Identification of linguistic features

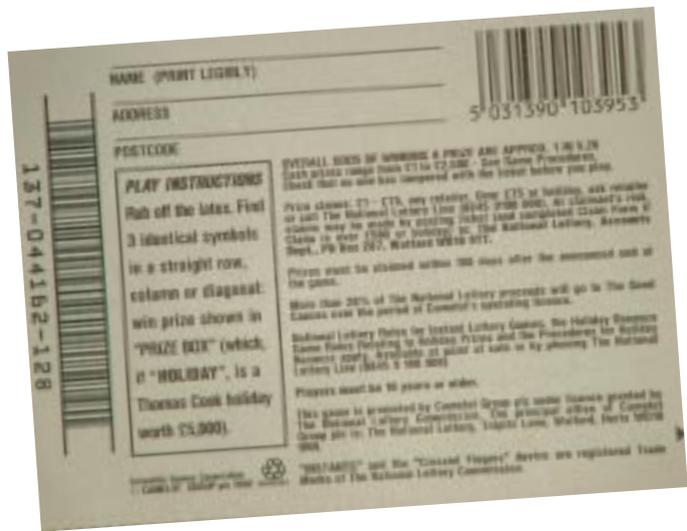
Listen to the audio clip of a salesman trying to sell double-glazing. Play the clip as many times as you want. On a separate sheet of paper, list the persuasive techniques and language he uses to try to make his sale.

Evaluation of linguistic features

Read this scratch card carefully to decide if it is worthwhile ringing up to register a claim.

I would ring up / not ring up because

.....
.....
.....



Activity C • Produce a flyer

From the junk mail you have collected, select a formal letter advertising financial services e.g. banking or insurance.

Using the skills you have developed in this unit (persuasive language, contractions, linguistic techniques etc.), produce a flyer to persuade other people to buy the financial service you are advertising.



How am I doing?

Look back at the skills listed on page 1.

Then finish the sentences below.

I am confident with

.....
.....
.....

I need more practice with

.....
.....
.....



Answers

Page 5 Activity A

- 1 Scratch card – cash; Be a winner; See who’s won.
Saturday Summer Sale – Hottest fashions! Want a bargain? 20% off.
Job advert – Once in a lifetime opportunity!
Interested?
I’m waiting to hear from you today!
Lion Insurance Co. letter – Spare yourself the hassle of ringing round; Why not let us take the strain! Huge discounts; Cheapest in your area; First class; fast-claim; Ring us today; We’re waiting for your call.
CD – Free!
Rocking Records – Latest Release! Buy now! Stocks limited.
Mrs Jones letter – thrilled; definitely a winner; Don’t delay, call today; It’s well worth the call; To find out more, just ring.
Traffic lights – Stop! Look! Listen! Curious? Look inside.
Springs Sports Centre – fitter? healthier? feel younger? Free trial; We’re the best!
- 2 Sale, bargain, 20% off, free, discount, cheapest.

Page 6 Activity B

- 1 Scratch card – Don’t miss, Be a winner.
Scratch card – see.
Job advert – Work.
Lion Insurance Co. letter – Spare, Ring.
Rocking Records – Buy.
Mrs Jones letter – Don’t delay, call, ring.
Traffic Lights – Stop! Look! Listen! Look.

Page 7 Activity E

Contraction	Two words
who’s	who has
You’ll	You will
Don’t	Do not

Contraction	Two words
I’m	I am
you’ve	You have
It’s	It is

Contraction	Two words
We’re	We are
You’re	You are
We’re	We are

- 3 They’re all winning lines.
4 Check to see if you’re a winner. Check to see if you’ve won.
5 You’ve only a few weeks left.

Page 8 Activity B

Tone of voice, speaking style	Use of questions
Confident, enthusiastic, persuasive, warm and firm.	Questions that don’t expect an answer: Isn’t that wonderful? Isn’t that great news? Real questions expecting a reply: Are you pleased? Now, would you like to upgrade that holiday?
Persuasive language	Promises made
Very good news, free – completely free, wonderful great news, upgrade, of course, good, excellent, first class and no expense spared.	Won a free holiday in Britain. Can upgrade the holiday to one anywhere in the world.

Page 9 Activity D

When you disagree with the speaker: Can I stop you there? Excuse me, but ..., Sorry to butt in, but ...
Sorry, but ...

When you want to support the speaker’s views: Can I just add, I agree? Yes, the rain forest is a really important issue. I have to agree with you there. Yes, they do



Page 13 Activity A

Words highlighted containing double consonants – 16.

Splish! Splash! Gala
for happy children 7-14 years
10–12 pm Saturday 10 May
Canning Road Sports Centre

Shoppers, why not leave the kids with us?
Swimming is good exercise – and fun
Qualified sports leader support
Games and races, prizes for the winners
Swimmers need towels and £1

Summer Sale
Get away from all that cutting, pinning and sewing!
Buy ready-made curtains at
Hoddle and Sons
today and all week at **20% off**
Cotton and velvet, most colours, many patterns
Measured and fitted free
35, The Common, Chipping Norton

Page 13 Activity B

Accept any two syllable words that follow the rule e.g. barrow, borrow, burrow, button, comment, commit, connect, correct, furrow, haddock.

Page 14 Activity C

2 Canning, shoppers, swimming, winners, swimmers, cutting, pinning, fitted, chipping.

3

can	canning	canned		cannery
chip	chipping	chipped		
cut	cutting		cutter	
fit	fitting	fitted	fitter	fitment
pin	pinning	pinned		
shop	shopping	shopped	shopper	
swim	swimming		swimmer	
win	winning		winner	

Page 14 Activity D

Root word	add 'er'	add 'ed'	add 'ing'
wash	washer	washed	washing
sew	sewer	sewed	sewing
walk	walker	walked	walking

Page 14 Activity E

Root word	Suffix	Rule (double or just add)	New word
clap	ing	double	clapping
rest	ed	just add	rested
sin	ful	just add	sinful
let	ing	double	letting
firm	er	just add	firmer

Page 16 Activity B

The salesperson offers a special deal – less than half price, then later he offers 60 per cent off.

He states that he can provide a draught-free, warm house and no colds.

His language contains rhetorical questions such as, 'Doesn't that sound good?'

Some vocabulary is exaggerated such as 'great' and 'amazing'.



Audio scripts

Page 8 Activity A Audio script 1

Salesman: Could I speak to Mrs Ashton please?
Householder: Speaking.
Salesman: I've very good news for you, Mrs Ashton. You've been selected for a free – completely free – holiday. Isn't that ...
Householder: Did I ask you to call?
Salesman: Er, well, no ...
Householder: Well, then, don't!

Page 8 Activity A and Page 9 Activity D Audio script 2

Salesperson: Could I speak to Mr Davies please?
Householder: Speaking.
Salesperson: I've very good news for you, Mr Davies. You've been selected for a free – completely free – holiday. Isn't that wonderful? Are you pleased?
Householder: Well, er...I suppose so...what do you mean?
Salesperson: I mean just what I say – you've won a holiday for two, anywhere in Britain. All free, at no cost to you at all! Isn't that great news?
Householder: Well, if it's all free as you say, I suppose ...
Salesperson: Now, would you like to upgrade that holiday to one anywhere in the world? Of course you would! Who wouldn't!
Householder: Well, yes, I suppose ...
Salesperson: Now, Mr Davies, would you be free next Saturday to receive your prize?
Householder: Well ...er ... I... er ...
Salesperson: Because you and your good wife – you have a wife, I believe – would just need to come along to our offices to claim your prize. You would need to come in person.
Householder: Where's that then?
Salesperson: Next Saturday. We're in Cardiff – the city centre. Now, do I take it, Mr Davies, that you and your wife want this prize because...
Householder: Well, yes.

Salesperson: Good, excellent, I'm putting your invitation in the post now, Mr Davies...first class – no expense spared! I look forward to seeing you on Saturday at 1:00 pm. Goodbye for now, Mr Davies.

Page 10 Activity B Audio script 3

Person 1: The worst thing is having a lie-in on a Sunday and the phone rings and it's double glazing...
Person 3: On a Sunday? That's one morning I don't get nuisance calls!
Person 1: What I meant to say was... at the weekend. I just hate picking up the phone, thinking it's a mate arranging to go out and finding it's some idiot ... selling ...
Person 2: I know what you mean. I hate that too.
Person 1: As I was saying, it's really disappointing to pick up the phone and...
Person 2: ... and find it's a salesperson selling something. Yes it is!
Person 3: You've already said that. I hate getting up in the mornings at all. Why do people think I'm lazy just because I sleep from 4:00 am to midday? Do you ...
Person 4: Come on, we're supposed to be ...
Person 1: Speak up if it's worth hearing!
Now ... as I was trying to say, cold calling is invasive. It invades my ...
Person 2: ... and mine.
Person 3: What time is it? I'm hungry. Anyone for lunch?
Person 4: Well, I think we should finish this first.
Person 3: Why?
Person 4: Well, you know, we should, really, that is...
Person 1: Is anyone interested in what I'm saying?
Persons 2, 3, 4: No!

Page 11 Activity D Audio script 4

Person 1: The worst thing is coming downstairs to find a pile of junk mail. I spend time opening it and then find it all useless. There is never anything useful. It's all a waste of time and space!
Person 2: Can I just say that I agree. I dislike junk mail too. It wastes a lot of trees for one thing.



Person 3: Yes, the rain forest is a really important issue. We have to use resources wisely. It's vital we consider the ecology of the planet when ...

Person 4: Can I stop you there? We need to focus on junk mail just now or we won't finish this activity. Is that all right with everyone? Now I believe junk mail can be useful. I agree the majority is useless, but just occasionally a leaflet informs me about a local event I'm interested in.

Person 1: What do the rest of you think?

Person 3: Well, I'm not sure what to think. I suppose I've never really thought about it before. I suppose it is rather irritating ...

Person 4: Excuse me, but have any of you ever received any useful unsolicited mail? I must repeat that we shouldn't generalise too much. After all ...

Person 1: Sorry to interrupt, but have you thought about all the leaflets, flyers and letters we receive everyday that aren't useful?

Person 4: Yes, I have. However, I also know that the elderly and the housebound can rely on this sort of advertising. My uncle buys all sorts of gadgets through mail order and, you know, it's the only way he ...

Person 1: Sorry, but we're getting off the point a little. I really believe that junk mail is precisely that, junk!

Person 2: I have to agree with you there. What I'd like to know is how do firms get my name and address in the first place?

Person 3: I suppose other companies pass them on.

Person 1: Yes, they do. Every time you get a credit card or fill in a credit agreement, you need to check if there is a little box at the bottom, which asks if you mind them passing your details on to other companies. You usually have to tick the box if you don't want your details passed on. Most people don't even see the box!

Person 2: Well, I didn't know that! Did anyone else?

Persons 3, 4: No!

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Salesperson: Could I speak to Mrs Fraser, please?

Householder: Speaking.

Salesperson: Mrs Fraser, good news! We have a special deal operating in your area, Mrs Fraser, and we've selected you to be the first in your area to be offered this great opportunity!

Householder: What opportunity?

Salesperson: Do you want to be warm this winter, Mrs Fraser?

Householder: I don't see what ... what did you say?

Salesperson: I can offer you a completely draught-free winter, no colds, a lovely warm house. Doesn't that sound good?

Householder: Just a minute. Do you sell ...

Salesperson: Yes, Mrs Fraser, we will completely double-glaze your house for – wait till you hear this – for less than half price!

Householder: Oh I don't know ...

Salesperson: All you would have to do is allow us to use your house as a show house for your area.

Householder: Oh, my husband wouldn't like that ...

Salesperson: Now, Mrs Fraser, you wouldn't have to allow people inside your house, you know. In fact, as a special offer to you, we could give your house a complete window make-over at half price if you just allowed us to use a photograph in our brochure. Now, how would that be, Mrs Fraser?

Householder: Well, I don't know ... I'm not sure ...

Salesperson: Now, Mrs Fraser, I do need to warn you that this offer is for a limited time only. In fact, just a moment ... Well, Mrs Fraser, my manager has just told me that the company is so keen to come to your area, we can offer you an extra 10% off if you buy today. That's 60 per cent off in total. Isn't that amazing?

Householder: Well, I suppose so ...

Salesperson: If you're serious about this, Mrs Fraser, I can get someone to come down today at 2:00 pm to measure up. Now, is that a good way forward?

Householder: Well, maybe ...

Salesperson: Right, Mrs Fraser, our salesperson will see you at 2:00 pm and give you a quotation. Aren't you glad I called?