Teaching the Topic

If we want to avoid junk mail we can put a sign on our letterbox. However, some people like to receive this kind of mail because it sometimes contains something interesting or useful. If the learner likes to get junk mail they need to be able to handle it. Two kinds of reading are important activities here: scan junk mail to decide if it is worth reading, then read for understanding if we have decided that it may be useful. This requires sorting the useful from the useless. If there is something useful, the learner needs to read to get more information. They then need to decide whether they will act on the information. While there is probably not much conversation to be got from the junk mail as a major conversation theme in itself, it can promote quite a lot of useful language for the learner.

Resources

Junk mail – advertisements, offers, work available, notices, free samples, sales, community notices.

Activities

- Sort mail by looking at the pictures. For example, Unless it is free I am not interested in a wine fridge.
- · Sort junk mail into categories. This requires skim reading, and there are key words like Special Offer, Sale, Reduced which can signal savings. Work on identifying key words.
- Decide if there is anything useful, for example, offers or sales.
- Read a likely piece of mail for details What is on offer? What is the saving? Where does the learner have to go? Is there a time or date when this offer expires?

Language

- · Vocabulary of articles, shops, services, sales.
- Numeracy money, prices, reductions, savings, percentages.
- · Addresses, times, dates.
- Questions Where is the shop? How much will I save? How long does the sale last?
- Language of choices I don't really need..., I would rather buy..., I don't want a big/small/plastic..., I don't need three....

Using the Worksheet

A possible introductory activity: What does the learner do with junk mail? Was there junk mail in their country? What kinds of information do they think junk mail might contain? Would they like to be able to read and maybe use it?

The worksheet is a brochure page from The Warehouse. This page concentrates on containers to store things. The learner would like to organise their child's/children's room/s. If they had about \$50.00 to spend on storage containers for the children to use in their bedroom/s, what would they buy? What could each container be used for?

Main learning points

Scan for description, prices, savings, offers (two for \$12), code numbers, retailer. Explain why a product would be useful and what the child could put in it. Use grammar to express possible uses: She might use it for sports clothes, He could put his dirty clothes in it,

It would be good to store..., It would be a great place for..., That one would be useful for.... Learn vocabulary – rectangular, tinted, castors, accessories, hamper, vibrant.

What else could be learnt?

Express comparisons of size and shape. Express preferences: I like the one with the castors because I could store it under my bed easily. Understand other product descriptions.



The right container

- 1. You want to organise your children's rooms.
- 2. Choose containers for each child's room.
- 3. You have \$50.00 to spend on containers.



What will they use each container for?