

5 The consumer society

Vocabulary and Listening focus ▶ p.48

Aim

- to expand and use vocabulary related to shopping

Warmer

Focus students' attention on the unit title and elicit what a *consumer* is (someone who buys and uses products and services) and what is meant by *consumer society* (= a society in which buying goods and services is considered to be very important).

Ask students to discuss in pairs:

Is your society a consumer society? Why/Why not?

Do you enjoy shopping? Do you like being a consumer?

- 1 Students work through the questionnaire, then compare their answers in pairs. Then students turn to page 142 to see their results. Elicit whether students agree with their results and why or why not. If students find the underlined vocabulary challenging, encourage them to look for the definitions in Activity 2.
- 2 Focus students' attention on the first underlined word in the questionnaire (*brands*) and elicit which definition matches it. Students match the remaining underlined words with the definitions. Students compare their answers in pairs before checking as a class.

Teaching tip

Encourage students to have a specific place to record new vocabulary, whether it's a physical notebook or an electronic record.

- 3 Read the first comment aloud, then elicit which statement it refers to in the questionnaire (10). Focus on paraphrasing by asking which words in the first comment match the ones in sentence 10 (buy books online = buy things with just a few clicks of the mouse). Students match the remaining sentences then compare in pairs before checking as a class.
- 4 Give an example of your own comment, then ask students to guess which quiz item it relates to. For example, say *It is much quicker than walking around the shops to find the cheapest option* (Sentence 9). Then ask students to write statements that explain some of their answers to the quiz.
- 5 Put students into pairs (with a different partner from Activity 1 if possible) to share their comments, then guess the related quiz item.
- 6 Students discuss the questions in the same pairs as Activity 6. Elicit some ideas. If it isn't raised in the discussion, point out that online grocery shopping or delivery of meal preparation kits have grown in popularity in recent years. Ask: *Do you think they would be popular in your country? Why/why not?*

Answers

- 1 Students' own answers
- 2 1 hypermarket 2 street market 3 brand
4 chain store 5 browse 6 logo 7 shopping
centre 8 on credit
- 3 A 10 B 4 C 9 D 6/1
- 4–6 Students' own answers

ADDITIONAL PRACTICE | Maximiser p.30, Vocabulary 1–2 | MEL Unit 5, Vocabulary 1–2 | ActiveTeach Game: Pelmanism

Multiple matching

Aim

- to recognise paraphrases in an exam-style listening activity (Listening, Part 1)

- 7 Ask students to look at photos A–D and to briefly talk about the different kinds of shopping experience that each photo shows. Play the recording while students match each topic with a dialogue. Check as a class.
- 8 Give students time to read the task and the **Exam tip**. Direct students to the examples of paraphrases for *wasted time*. Elicit the key word in the next answer *first time* and elicit any possible paraphrases, e.g. (*never before*). Do the same with the remaining options.
- 9 Play the recording again before checking answers as a class.
- 10 Students discuss the questions with a partner. Then elicit some responses as a class.

Answers

- 7 1 C 2 A 3 B 4 D
- 8 Suggested answers
- A I wasted time choosing what to buy. (spent a lot of time/hours, was there for ... ; deciding, looking for/at)
- B I did something for the first time. (never before)
- C I went with a relative. (mother/mum, father/dad, brother, etc.)
- D I didn't find what I expected. (they didn't have what I wanted/hoped/was looking for, disappointed)
- E I found a problem with a product. (didn't work/wasn't working, crashed, hole, scratch, etc.)
- 9 1: Speaker D 2: Speaker B
3: Speaker E 4: Speaker A
- 10 Students' own answers

ADDITIONAL PRACTICE | Maximiser p.31, Listening 1–2 | MEL Unit 5, Listening 1–2 | MEL Extra practice, Listening 4
Understanding speaker purpose: Why is the speaker calling? | Photocopiable 5A *Guess the word*

Grammar focus ▶ p.50

Future forms

Aim

- to review future forms and use them appropriately to talk about the future

Warmer: Future forms

Share a future arrangement and a plan on the unit topic of shopping/consumer society, which demonstrate two different future forms. Write it on the board. For example, *I'm meeting a friend at the market this weekend. We'll probably get some coffee and browse the stalls. I'm going to look for a birthday present for my sister.*

Elicit any future forms that students heard, (see the above, underlined, phrases). Elicit or explain why each has been used (*I'm meeting* = the present continuous, an arrangement that has been made for the future; *I'm going to look for* = *be + going to + infinitive* without *to*, a future intention).

Ask students to work in pairs to talk about some plans or arrangements they have for the week ahead.

Refer students to the **Grammar Reference** on page 151 to see which of their forms were mentioned and see if there are any that were not mentioned. Students read through the notes and examples then complete Exercise 1 on page 152.

Grammar Reference Answers

Exercise 1

- 1 he'll win 2 leaves 3 I'll phone 4 are you playing
5 we're going to miss, I'll check 6 I'm going to paint
7 I'll speak 8 We're meeting up

- 1 Ask students to read the messages, then elicit what Lyn's plans are.
- 2 Point out that there are seven underlined phrases in the instant messages that all refer to the future. Ask students to match the underlined forms with the uses A–G. Students compare their answers in pairs before checking as a class. Read the **Language tip** box aloud. Elicit some further examples using *will* for predictions after *I think, I know, I'm sure*, e.g. *I'm think it'll rain again tomorrow*. Check students are confident with pronunciation of the contracted *will* and drill if necessary.
- 3 Read the first dialogue with the class as an example. Then elicit which future form would fit best in the first gap (present continuous = *'m meeting*) and why (it's an arrangement to do something in the future).

Students complete the remaining dialogues, referring to the uses in Activity 2 as necessary. Students compare their answers in pairs before checking as a class.

Additional activity: Prepare a dialogue

Ask students to work in pairs to prepare a dialogue of the same type as the ones in Activity 3 using at least two different future forms. Encourage them to think of a real conversation they have had or might typically have. Students take turns to share their dialogues with the class.

- 4 Encourage students to talk about their plans using the prompts as a starting point. Listen carefully, noting down any errors for later correction.

Answers

- 1 They're going to pick up a new car and then have lunch together.
- 2 1 B 2 D 3 A 4 F 5 G 6 C 7 E
- 3 1 'm meeting, 'll come
2 Are you going to buy, might get, 'll see
3 'll be, close, 'll definitely be
4 'm playing, will be
5 're going to be, 'll explain
- 4 Students' own answers

ADDITIONAL PRACTICE | Maximiser p.31, Grammar 1–3 | MEL Unit 5, Grammar 1–3 | MEL Extra practice, Use of English 5 Future tenses: Choose the right tense | Photocopiable 5B *Future connections* | ActiveTeach Extra activity: Grammar Focus 1; Game: Noughts and Crosses

Speaking focus ▶ p.51

Making and responding to suggestions

Aim

- to use a greater range of language to make and respond to suggestions

Warmer: Discussion

Ask students to discuss the following question in pairs, then elicit some ideas.

Do you have any local bookshops in your area? What challenges are facing bookshops these days?

- 1 Students discuss their ideas in pairs. Go through each idea in the box, eliciting whether students thought it was a good idea or not, and why.

If necessary, clarify *second-hand* (if you get something second-hand, it is not new and has already been used by other people before) and *loyalty card* (a card given by a shop, supermarket, etc. to its regular customers, allowing them to have advantages such as lower prices, money back on goods, etc.). Then ask students to share any other ideas they had.

- 2 Play the recording while students tick the ideas that they hear. Check the answers as a class.
- 3 Play the recording again, pausing where necessary for students to complete the phrases.
- 4 Ask students to copy and complete the table. Go through the answers with the class, writing them on the board so students can check for accuracy.

Answers

- 1 Students' own answers
- 2 1, 3, 4, 6
- 3 1 Let's 2 about 3 like 4 not 5 about
6 don't 7 sure 8 might
- 4 making suggestions: 1, 2, 5, 6
replying to suggestions: 3, 4, 7, 8

Collaborative task

Aim

- to complete an exam-style collaborative task (Speaking, Part 3) using a range of language to make and respond to suggestions

- 5 Focus students' attention on the photos at the top of page 51 in the Student's Book. Students discuss the question in pairs. Elicit some ideas.
- 6 Go through the **Exam tip** with the class. Remind students to use the phrases from Activity 4. Give students one minute to read the task. In the exam, the discussion will last for two minutes. However, in this activity, you could allow them more time to give them extra discussion practice.

Additional activity

After students have completed the exam task in Activity 6, ask them to tick the language they used from the table in Activity 4. For the next task, encourage them to try out some of the phrases they didn't use.

- 7** Tell students to turn to page 139 in the Student's Book to complete another exam task. Encourage stronger students to use a range of phrases without referring to their notes.

Answers

5–7 Students' own answers

ADDITIONAL PRACTICE | Maximiser p.32, Speaking 1–3 | MEL Unit 5, Speaking 1–3 | MEL Extra practice, Speaking 5 Part 3
Linking ideas together: Type what you hear

Reading focus ► p.52

Warmer

Write £1 (one pound) on the board. Ask students to think about or work out how much £1 is worth in their own currency. Ask students to discuss the following questions in pairs: *Could you live on £1 a day? What kinds of things might you have to change or give up?*

- 1** Put students into pairs to discuss their ideas for saving money. Then ask each pair to join with another pair to compare their ideas. Then ask each group to decide on their best tip in the three categories (food, transport and entertainment) to share with the class.
- 2** Elicit what students should do first with any reading text in the exam (read it quickly for gist). Give students a few minutes to read the article. Tell students not to use dictionaries, as they are going to deal with unknown vocabulary later in the lesson, and it is good practice for the exam to use context to deduce the meaning of unknown words. Elicit answers to the question.

Answers

1–2 Students' own answers

Gapped text

Aim

- to complete an exam-style gapped text activity (Reading and Use of English, Part 6)

- 3** Put students into pairs to find five unknown words. Ask them to choose words which they think might be important for understanding the main themes of the article.

When they have done this, encourage them to discuss what type of words they have found (verbs, nouns, adjectives, etc.) and to look at the surrounding text to

try and guess what the words mean. Finally, ask them to look in a dictionary, not to find out what the words mean, but to check whether their guesses were correct. As a follow-up, read through the **Exam tip** with the class and remind students of the importance of guessing unknown words from context without using a dictionary.

- 4** Look at the first gap with the class as an example. Model reading the sentence before and after the gap. Then go through the options one by one, checking if they fit, and putting a mark next to any that students think might be possible rather than deciding on the first one that seems to fit (in this case, perhaps B or G). Students decide which option they think is best. Point out that at this stage, they could also write B/G in the gap and come back to it when they have done the other gaps. Students complete the remaining gaps then compare their answers in pairs before checking as a class. For each gap, elicit reasons why the correct sentence fits.

Teaching tip

When students are comparing their answers in pairs, encourage them to explain or justify their reasons to each other so that they can clarify their own thinking, and learn from each other.

Answers

- 3** Students' own answers
- 4** **1** B (*money worries* is a paraphrase/related phrase to *concerned about not being able to afford*; The phrase *in particular* introduces an example of her money worries, which are referred to in the previous sentence.)
- 2** E (*But* is a linking word that introduces a contrast from the previous sentence; In sentence E, *it* refers to *living on one pound a day*, and *that* refers to *living like a monk*.)
- 3** A (Sentence A is about food, which is the topic of this paragraph in the article.)
- 4** F (Sentence F is about social events, which is the topic of this paragraph in the article.)
- 5** G (Sentence G describes *another saving she had to make*. This relates to the vocabulary *couldn't afford*. The linking word *So* introduces a sentence about how Kath communicated with friends, suggesting that the missing sentence refers to a mode of communication.)
- 6** D (*The challenge she had set herself* in the sentence preceding the gap was to buy a good present for her brother's wedding. *Another bonus* in the sentence after the gap suggests that the missing sentence refers to a positive effect of Kath's challenge. This also refers to her being able to buy her brother a good present.)

ADDITIONAL PRACTICE | Maximiser p.33, Reading 1–3 | MEL Unit 5, Reading 1–3 | MEL Extra practice, Reading 5 Understanding text purpose when reading: What type of text?

Vocabulary

deducing words from context

Aim

- to practise deducing the meaning of words from context

- Look at the first underlined word as a class (*vowed*) and ask students to read the definitions and choose the one that fits best (made a strong promise). Then ask students to match the remaining underlined words to definitions 1–8. Students compare their answers in pairs before checking as a class.
- Students complete the questions, check as a class, then discuss in pairs or small groups.
- Ask students to read the questions. Elicit the meaning of *pointless* (worthless or not likely to have any useful result) and its antonym, *worthwhile*. Put students into new pairs to discuss the questions. Elicit some opinions for each question as a class.

Answers

- 1 volunteer 2 challenge 3 budget 4 hermit
5 vowed 6 rent 7 promoting 8 sell-by date
- 1 vowed 2 volunteer 3 budget 4 challenge
5 rent 6 sell-by date
- Students' own answers

ADDITIONAL PRACTICE | ActiveTeach Extra activity: Reading Focus, Game: Sheep Out!

Grammar focus ► p.54

- Focus students' attention on the left picture on page 54, which shows people shopping in a big city. Students discuss the question in pairs. Elicit some ideas.
- Put students into pairs to think of differences. Elicit some ideas.
- Play the recording while students check which of their ideas were mentioned. Elicit answers and ask if any ideas were mentioned by the speaker that the class hadn't thought of.

Answers

- Possible answers
small village: not too crowded, fresh food, personal attention, small shops, maybe not a lot of choice
big city: busy, crowded, noisy, a lot of choice, no personal attention, range of cheap/expensive items

be/get used to

Aims

- to contrast *be used to* and *get used to*
- to use these forms correctly to talk about changes

Refer students to **Grammar Reference** section 5.2 on page 152 of the Student's Book and ask them to read the notes and complete Exercise 2. This could be set for homework completion before class.

Grammar Reference Answers

Exercise 2

- 1 Did 2 am 3 wasn't 4 get 5 to get 6 isn't
7 got 8 am

- Ask students to complete the sentences as best they can, then play the recording again for them to check. After you have played the recording, make sure you either display the audio script or write the answers on the board so that students can check their spelling is correct.
- Students find phrases from Activity 4 that match the meanings, then compare with a partner before checking as a class.
- Ask students to read the rules and underline the correct option using the sentences in Activity 4 to help them. Then, go through each rule. For each one, elicit an example from Activity 4 that demonstrates the use of the rule. Go through the **Language tip** box with the class and emphasise that *used to* + infinitive is only used for habitual actions in the past. To further illustrate the difference between the uses, write the three example sentences below on the board and ask students to discuss in pairs what each one means. You could write the meanings in brackets on the board (in a different order) for students to match them with the sentences.
She used to live London. (= She lived in London but doesn't anymore.)
She is getting used to living in London. (= She has recently moved to London, and is in the process of finding it easier to live there.)
She is used to living in London. (= Living in London is not new or strange for her. We don't know how long she has lived there, although we would assume that she has lived there for some time.)
Finally, elicit the answers as a class.

- 7 Write these starters on the board to help students write their three sentences:

When I started at (college name) ...

I wasn't used to ...

Now I'm used to ...

Then ask students to compare their answers with a partner. Elicit some examples.

- 8 Students work individually to complete the sentences. Circulate, helping as necessary. Students compare their answers in pairs. If you have a multinational class, make sure students are working with someone from another country, to make the discussion more interesting. Students could swap partners and share again for additional practice.

Answers

- 4 1 get used to 2 get used to 3 'm used to seeing
4 can't get used to 5 isn't used to paying
6 'm not used to 7 are used to working
8 'll get used to
- 5 1 get used to 2 be (am) used to 3 can't get used to
4 not be (isn't) used to
- 6 1 -ing 2 a state 3 a changing situation
- 7-8 Students' own answers

ADDITIONAL PRACTICE | Maximiser p.34, Grammar 1-2 | MEL Unit 5, Grammar 1-2 | ActiveTeach Extra activity: Grammar Focus 2; Game: Stepping Stones

Use of English

focus ► p.55

Warmer: Memory game

Tell students that you are going to read them a shopping list for a party and they need to remember as many items as possible without taking notes.

Read the following list: *taco shells, one kilogramme of mince, two cans of chilli beans, bag of tomatoes, one lettuce, three avocados, one lime, two litres of lemonade, a tub of ice cream, a block of white chocolate.*

Put students into pairs and give them three minutes to write down the items they remember. Students get one point for every correct item, and a bonus point for the correct quantity. Pairs add up their points to find out who has the best memory.

- 1 Students discuss the questions in pairs. Elicit a few answers to each question. If it doesn't come up, elicit or share the synonym for *special offer, promotion* (an activity intended to help sell a product, or the product that is being promoted, e.g. a winter sales promotion).

Answers

- 1 Students' own answers

Multiple-choice cloze

Aim

- to complete an exam-style multiple-choice cloze activity (Reading and Use of English, Part 1)

- 2 Give students time to discuss in pairs why the underlined word in each sentence is incorrect and possible replacements. Elicit the answers as a class. Point out that in the multiple-choice cloze task, students can use these reasons to rule out incorrect options.
- 3 Tell students that the article includes a true story. Emphasise that students should read the article and answer the questions without worrying about gaps yet. This is to help them practise reading quickly for gist first when they see any text in the exam. Elicit the answers.
- 4 Read the **Exam tip** box with the class. Then look at the example gap (0) with the class. Referring to the suggestion in the **Exam tip** box, model looking carefully at the words before and after the gap. Then look at options A-D in turn, trying each one in the gap, and eliciting whether there is any reason it can or can't fit, e.g. B, C and D would not go naturally with the verb *come*. Students complete the rest of the gaps then compare their answers (and reasons) in pairs before checking as a class.
- 5 Students discuss the question in pairs. Ask a few pairs to share whether they agreed with their partner or not and their reasons.
- 6 Ask if anyone has heard of 'freegans' and elicit anything they know about them. Tell students to turn to page 141 and read the task and article to find out more about them. Students work in pairs to decide on eight words to take out to make a gap-fill exercise. Combine each pair with another pair to make groups of four for students to compare and discuss the words they chose. Finally, ask each group to discuss whether being a 'freegan' is a good idea or not. Ask each group to briefly share what they decided.

Alternative activity

For Activity 6, assign half of the pairs the essay Model answer 1 on page 168 as the text for their gap-fill. When swapping, ensure that pairs swap their gap-fill with a pair who used the other text on page 141.

Answers

- 2 1 *prefer* is followed by *to* (*rather*)
 2 wrong preposition (*gave up*)
 3 wrong preposition (*looking for*)
 4 *despite* is followed a noun (*Although*)
 5 wrong verb/collocation (*did*)
 6 wrong collocation (*high*)
- 3 1 There was a mistake in the pricing.
 2 They bought huge numbers and sold them on.
 3 return flights to Europe/the USA for customers who spent over £100
- 4 1 B 2 A 3 D 4 C 5 C 6 A 7 D 8 D
- 5–6 Students' own answers

ADDITIONAL PRACTICE | **Maximiser** p.34, Use of English 1–2 | **MEL** Unit 5, Use of English 1–2

Writing focus ► p.56

Warmer

If you have the facilities to do so, consider searching online for some advertisements to show the class to lead in to the discussion. Search for 'best advertisement', or ask students to search for an advert to share.

Encourage students to think of positive and negative aspects regarding the advertisements (e.g. it was creative and interesting, but communicates a false idea that you need a beautiful car to be happy).

- 1 Put students into pairs to discuss the questions. Elicit some ideas.

Answers

- 1 Students' own answers

Essay

Aim

- to write an exam-style essay following a paragraph structure and using appropriate expressions and vocabulary (Writing, Part 1)

Refer students to the **Writing reference** on pages 167–168 and read the task and essays. Elicit the writer's point of view on the statement (disagrees). Then talk through the advice shown on page 168 and the useful language box on page 167. This could be set as preparation for class.

- 2 Ask students to read the task and underline key words.
- 3 Tell students they are going to read an essay that a student wrote in response to the task. After students have read the essay, elicit the points that were made. Then ask students to discuss whether they agree with each point in pairs.

Additional activity

Ask students to re-read the essay in Activity 3 and note down useful words, phrases and collocations related to the topic of advertising. Elicit these. Examples could include the following.

a huge/negative/good/bad influence, give us information as consumers, products and services, buy things they can't afford, increases the pressure, getting into debt, encourages unhealthy habits, easily affected by, show us the range of things we can buy, stricter guidelines for advertisers, market their products

- 4 Ask students to look at the underlined expressions in the essay in Activity 3, and elicit which one is used to introduce an opinion (*In my view ...*).
- Then, ask students to match the remaining underlined words with their uses. Students compare their answers in pairs before checking as a class.
- 5 Students match the words/phrases to the functions in Activity 4 then check as a class.
- 6 In pairs, ask students to read the task. Ask students: *Do you think people buy a lot of things they don't need nowadays?* Elicit ideas which could be used for point 3.
- 7 Tell students that taking the time to plan the structure in the exam will help them write a well-structured essay, which will get them more marks. Elicit how they are going to show that there is a new paragraph (miss a line or indent). If your students need support with writing, you could make an essay plan as a class or have students do it in pairs. Ask students to read the **Exam tip** and tell them to keep this advice in mind as they write their essay.
- 8 This could be set as a homework activity. Remind students to proofread their work before they hand it in.

Teaching tip: Proofreading checklist

Give students a proofreading checklist to remind them to check different aspects of their written work.

- Have you included all aspects of the task?
- Are there clear paragraphs?
- Did you use an appropriate style and level of formality?
- Have you used interesting and appropriate vocabulary?
- Did you check your spelling, punctuation and capitalisation?

Answers

- 2 Suggested key words: teacher, essay; advertising, bad influence, young people; product information, pressure on spending
- 3 Students' own answers
- 4 1 I think, In my opinion 2 While this is true, even though, However 3 of course 4 As well as, Another 5 In conclusion
- 5 1 as far as I'm concerned 2 in spite of this 3 clearly 4 in addition to this 5 on balance
- 6–7 Students' own answers
- 8 Sample answer
- Shopping is a major hobby for a lot of people and the number of things we buy increases year after year. But are we spending too much money on things that aren't really necessary? In my opinion there are several points to consider.
- First of all I think it's important to treat ourselves to nice things from time to time. We don't have to spend a lot, but a good meal or perhaps a pair of shoes can cheer us up.
- However, I believe that some people spend money on expensive things that they don't really need just because their friends have them. This is a waste of money.
- Also, we have to look at the things we all throw away. Sometimes we wear something once and then throw it out. This shows that we don't really need it and wasting things can be very bad for the environment.
- So, although there are some good reasons for buying new things, many of the things we buy are not really important. It is easy to be tempted by advertisements and the need to be like our friends, but we should think carefully before we spend our money.

ADDITIONAL PRACTICE | **Maximiser** p.35, Writing 1–4 | **MEL** Unit 5, Writing 1–4 | **MEL Extra practice**, Writing 6 Linking: Find the right connection | **Photocopiable 5C** *In other words* ...

Review ▶ p.57**Aim**

- to revise the structures, vocabulary and exam tasks covered in Unit 5

- 1–4 Ask students to complete the activities, monitoring them to provide assistance. Alternatively, set this as a homework activity. Ask students to compare their answers in pairs before doing a class check.

Answers

- 1 1 street market 2 supermarket 3 chain stores
4 hypermarkets 5 centre 6 on credit 7 online
8 browse
- 2 1 going to fall 2 will pass 3 will buy 4 are going to rent
5 's spending 6 leaves 7 going to rain
8 are you doing, Are you meeting
- 3 1 C 2 D 3 A 4 B 5 F 6 E
- 4 1 not used to driving on the left/used to driving on the right
2 get used to wearing these contact lenses
3 got used to Canadian winters/the winters in Canada
4 used to eating with chopsticks
5 used to looking after himself when he left home
6 got used to shopping for her groceries online