

# 9

## The consumer society

Module 9 includes topics such as giving money to charity, shopping, customer relations and banking.

### Lead-in p. 119

With books closed, write *consume* on the board and ask students what it means (use time, energy, goods, etc.). Elicit related words and write them on the board, e.g. *consumer* (someone who buys and uses products and services), *consumer goods* (goods that people buy for their own use, rather than goods bought by businesses and organisations), *consumer society* (a society in which buying products and services is considered to be very important), *consumerism* (the belief that it is good to buy and use a lot of products and services), *consumption* (the amount of something that is used; the act of buying and using products and services). Then get students to look at the photos and ask how each one represents consumerism. Finally, students discuss the lead-in questions in pairs, groups or as a whole class.

- 2 You could do the first question with the class, as an example, to remind students how to do the task, then set a time limit of 10–15 minutes. Do not confirm answers yet.

1 C 2 E 3 A 4 D 5 B 6 B 7 E 8 A 9 D 10 C

- 3 Get students to compare and discuss their answers in pairs, then check with the class.
- 4 This would work well in groups of three or four students.
- 5 Encourage students to use the context to guess the meaning of any unknown words. Get them to compare answers in pairs before checking with the class.

1 do my fair share 2 applaud 3 moved 4 brings it home to you  
5 make donations 6 ashamed 7 rough 8 make a point of

### 9A A matter of conscience?

Ask students if they prefer making, spending, saving or giving away money, and why.

### Reading pp. 120–121

- 1a–b** You could start by getting students to look at the logos and asking if they have heard of/what they know about these charities (see Background below). You could also get students to brainstorm local or international charities that they know of before discussing the questions. Draw their attention to the use of *the* with an adjective (e.g. *the homeless*, *the elderly*) to refer to a group of people and elicit other examples.

#### Background

WWF, founded in 1961, is the world's largest independent conservation organisation operating in over 90 countries. Oxfam, started in 1942 as 'The Oxford Committee for Famine relief' in response to food shortages caused by the war, is a world leader in Emergency relief, promotes health and education, and campaigns for debt relief, Fair Trade and conflict resolution. Age Concern campaigns for the fair treatment and well-being of elderly people in society. Shelter, a domestic UK charity, was set up in 1966 to ensure that everyone has a suitable, decent and affordable home.

### Language development 1 pp. 122–123

- 1a** Ask students what they know about Warren Buffet and Bill Gates before they discuss the question.

#### Background

Warren Buffet, consistently ranked among the world's wealthiest people, made his money through successful long-term investment. His simple strategy has been to spot strong undervalued businesses and improve them. He is said to have modest tastes and still lives in the same house he bought in a suburb of his hometown of Omaha, Nebraska, in 1957. In 2012, *Time* magazine named Buffet one of the most influential people in the world.

The aims of the Bill and Melinda Gates Foundation are: reducing poverty and improving health and access to education. It funds research and medical care for sufferers of the most serious conditions in the developing world such as malaria, tuberculosis and AIDS.

- 1b** Students read the statements and answer the concept questions. You could get them to discuss and justify their answers in pairs before you check with the class.

1 no 2 yes 3 yes 4 no

- 1c-d** Point out to students that they should look carefully at the context. Before feedback, refer them to the Expert grammar section (pages 194–195) and ask them to check their answers.

Zero conditional: If someone from a charity comes ... I nearly always give ... ; *if/when* + present simple + present simple  
 First conditional: If I see ... I'll probably give ... ; *if* + present simple + *will*  
 Second conditional: If I had ... , I'd leave ... ; *if* + past simple + *would*  
 Third conditional: If I had been ... , I wouldn't have left ... ; *if* + past perfect + *would have* + past participle

- 2a** This exercise practises the zero, first and second conditionals and shows how the choice of structure is a personal one, depending on how likely the speaker thinks the *if* part is to happen. Do the first question with the class and discuss the difference in meaning between a first and second conditional question here: first conditional: possible and likely, e.g. addressing someone who has entered a competition and believes he/she has a good chance of winning; second conditional: unlikely or imaginary, e.g. a conversation between two people who are just imagining the situation – they do not actually believe they have a good chance of winning a lot of money.

- 1** If you won a lot of money, what would you spend it on?/If you win a lot of money, what will you spend it on?  
**2** If a classmate asks you to lend him/her a small amount of money, what will you do?/If a classmate asked you to lend him/her a small amount of money, what would you do?  
**3** If a classmate asks you to lend him/her a large amount of money, what will you do?/If a classmate asked you to lend him/her a large amount of money, what would you do?  
**4** What do you do when you need change for a vending machine?/What will you do if you need change for a vending machine?  
**5** If you found a lot of money, what would you do?/If you find a lot of money, what will you do?  
**6** What would you do if you lost a/your wallet or purse?  
**7** What would you say if you received a present you didn't like?/What do you say if you receive a present you don't like?  
**8** What will you buy if you go shopping this weekend?

- 2b** Encourage students to expand their answers, giving reasons.  
**3** This exercise practises the third conditional. Do the first question with the class and ask: *Did he set his alarm?* (no) *Did he oversleep?* (yes)

- 2** If he hadn't been late for work, he wouldn't have got the sack.  
**3** If he had been able to find another job, he wouldn't have started his own business.  
**4** The business wouldn't have been a great success if it hadn't been such a good idea.  
**5** If James hadn't worked very hard he wouldn't have become a millionaire.  
**6** So, he wouldn't have become very rich if he had set his alarm!

- 4a** Get students to do the exercise in pairs, then check answers with the class. Explain that in **1**, *at the moment* is not just 'at this precise second of speaking' – it is a present situation that was also true at the time of the past action.

**1** at the moment, yesterday **2** last week, now

- 4b** Give students time to match the statements with the explanations, then check answers with the class. If necessary, give two more examples about yourself:  
**1** *I trained to be a teacher in the past. I am a teacher now. If I hadn't trained to be a teacher (in the past), I wouldn't be a teacher (now).*  
**2** *I am your teacher now. I marked your homework last week. If I weren't your teacher (now), I wouldn't have marked your homework (last week).*

**a 2 b 1**

- 5** Before students begin, ask them to think about the time in each part of each sentence: is it in the past or now/generally true? Do the first question with the class, as an example, and ask: *Do I earn more money?* (no) *Did I go for a job interview?* (yes).

**1** earned, wouldn't have gone **2** would be able to, hadn't spent  
**3** had invested, would be **4** weren't, would have been **5** were, would have reduced  
**6** would be, hadn't missed **7** couldn't have bought, weren't

- 6** Point out that these conjunctions are alternatives to *if* in certain situations. You could get students to look at the Expert grammar notes (pages 194–195) before or while they do the exercise.

**1** provided that **2** Unless **3** Even if **4** as long as

- 7** Get students to check answers in pairs before you check with the class. Ask students to justify their answers.

- 1** Unless, hurry up, will miss  
**2** gives, as long as/if/provided that, spend  
**3** If, hadn't lent, would have  
**4** will come, as long as/if/provided that, pay  
**5** If, didn't run, would have  
**6** Even if, had asked, wouldn't have been  
**7** If, didn't work, wouldn't feel  
**8** If, were/was, wouldn't have spent

### Photocopiable activity

Activity 9A (p. 110) can be used here. It is a game in which students ask and answer questions about real, imaginary and past situations.

### Writing pp. 124–125

- 1a** This would work well as a class discussion.  
**1b** Get students to discuss the question in pairs, making notes under the headings. When they have finished, ask different students to share their ideas with the class.

- 2** Ask students to read the task and mark the key words. They then discuss the questions in pairs or small groups before class feedback. Remind them to think about the purpose of their article, what they have been asked to include and what style would be suitable.

**1** saying what you would do with the money and giving your reasons

**2** to be informed, entertained and engaged

**3** by using colourful language, a range of vocabulary and structures, expressing your opinion/commenting

- 3a** Before students start planning their article, you could refer them to the article in the Expert writing section (page 201) and ask them to read through the tips in the callout boxes. Then give them some time to go through their notes from Exercise 1b and choose three or four points for their article.

- 3b–c** Students make a paragraph plan for their article and then check it using the questions in Exercise 3c.

- 3d** Students now think about possible titles for their article. If time allows, you could elicit a few ideas from different students, write them on the board and get the class to vote on the best title.

- 4a** Give students time to read the extracts, then discuss with the class. Get them to justify their answers.

**A** main body **B** conclusion **C** introduction or conclusion

- 4b** Check answers to the matching task first, then give students time to complete the sentences. If time allows, you could get them to swap with a partner, read and comment on each other's sentences.

#### Example answers:

**1** (C) Have you ever dreamt what life would be like if you became rich unexpectedly? What a thought! Everything would be dramatically different/turned upside down!

**2** (A) Of course, money can't buy happiness. Suddenly, you discover you have a lot of 'friends' who ask you for money and if you spend the whole lot without a great deal of careful thought, you'll end up poor and miserable.

**3** (B) If you want to know what I'd do with the rest of the money, I can't tell you right now because I'm not sure. I'll decide when I have to/when the time is right but you can rest assured that I won't be wasting any money on luxury cars.

- 4c** Remind students that in the exam, it is important that they use a range of structures in their writing. Give them time to complete the sentences, then check answers with the class.

**1** would do, start, putting, saving

**2** would buy, deserve, provide/have provided, want/have wanted, means/meant, have to/had to

**3** wouldn't be, just to spend, would give, struggle/are struggling

- 4d** Elicit the meaning of *colour* here, and remind students that adjectives always help to make a piece of writing more interesting and engaging. During feedback, elicit as many adjectives for each item as possible.

#### Example answers:

**1** hard-working **2** gorgeous **3** needy/unfortunate **4** great  
**5** run-down

- 4e** Go through the phrases in the table with the class, then let them complete as many as they think necessary for their article.

- 5** Give students 20 minutes to write their article.

#### Sample answer:

##### Don't throw it all away!

Have you ever dreamt of becoming rich unexpectedly? Just imagine what your life would be like! However, some people who get rich quickly are very careless with their money and end up being poorer than they were before.

That's why I'd be very careful. I wouldn't want a completely different kind of life, so I'd start by putting some of it away, in case everything went wrong – set up a kind of 'emergency fund'. Then I would buy my hard-working parents a new home. They deserve it because they have always provided me with everything I've always wanted, even if it meant they had to go without. I would also give some money away to needy people who are struggling in the world and have no food. It would not be right to just spend the money on myself. Then I think I would take a year off from studying and travel round the world in great comfort. I've spent most of my life travelling on a limited budget and sleeping in hostels.

After that, who knows? I'll see, but I certainly won't be buying any luxury cars!

- 6** Remind students of the importance of checking their work and how best to do it systematically.

#### Expert language: Intensifying adverbs

Explain to students that they can use intensifying adverbs in their writing to emphasise the degree or intensity of something. Get them to check the meaning of all the adverbs in *italics* in a dictionary before they do the exercise. During feedback, elicit or explain that they are normally used *before* adjectives and *after* verbs.

**1** dramatically **2** ridiculously **3** bitterly **4** clearly **5** deeply  
**6** greatly **7** fully **8** hugely

## 9B Spending money

As a lead-in, with books closed, put a line on the board with a smiley face at one end and a sad one at the other and ask students where they would put shopping on it and why. They could draw their own line and put different types of shopping on it as you call them out, e.g. shopping for clothes, shoes, presents; shopping in traditional shops, supermarkets, online; Sunday shopping, late-night shopping. They then work in pairs and explain their line to a partner.

## Speaking pp. 126–127

- 1a** Start by asking students to briefly describe the photos. Then get them to match phrases 1–7 with the different places in the spidergram. During feedback, ask them to give reasons for their answers.

### Possible answers:

1 boutique 2 department store 3 boutique 4 supermarket/  
department store 5 boutique 6 shopping mall 7 street market

- 1b** Get students to practise the pronunciation of the different words in pairs or chorally, as a whole class.

shopping malls street markets department stores boutiques  
supermarkets

- 1c** Get students to check the meaning of any unknown words in a dictionary. During feedback, check pronunciation of *aisle*, *organic* and *escalators*.

### Suggested answers:

aisle: supermarket changing rooms: boutique escalators:  
shopping mall/department store organic food: supermarket/  
street market trolley: supermarket

- 1d** After feedback, you could teach/revise vocabulary for other types of shops (e.g. antique shop, bookshop, fishmonger's, greengrocer's, jeweller's, pet shop, sports shop, toy shop).

1 butcher's 2 chemist's 3 florist's 4 newsagent's  
5 stationer's 6 shoe shop

- 2** Get students to compare answers in pairs before checking with the class. After feedback, encourage students to record the collocations in their vocabulary notebooks.

1 price, costs 2 price 3 cost, pricey 4 cost 5 price

- 3** After students have completed the sentences, elicit ideas from different students about the situation in each item. After feedback, encourage them to record the collocations and phrases in their vocabulary notebooks.

### (Possible answers are given in brackets.)

1 out of (shop assistant to customer – item has sold out)  
2 pay (customer to shop assistant – not certain where to pay)  
3 offer (customer to shop assistant – looking for a bargain)  
4 put (customer on the phone to department store)  
5 hang on (shop assistant on phone to customer who has asked if something is in stock)  
6 just (customer browsing in a shop – to shop assistant)  
7 keep (shop assistant to customer – customer has been serving someone else)  
8 return (shop assistant on the phone to customer making a complaint about an item which is not working)

- 4** Before students begin, ask a student for a brief description of the task in Paper 4 Part 3. Refer the interlocutors to page 211 of the Expert speaking section and the candidates to the spidergram on page 126, and give them a few minutes to complete the task.
- 5** Refer students to the strategy on pages 179–180 and get them to discuss their performance in pairs.

- 6a** Again, ask a student for a brief description of the task in Part 4. Let them compare answers in pairs, then check answers with the class.

a 5 b 6 c 1 d 3 e 4 f 2

- 6b** Students listen to the sample answer and discuss the questions as a whole class.

4

- 6c** Get students to discuss the questions in pairs before checking with the class.

3, 4

- 7** Encourage students to use the phrases in Exercise 6c to add to their own opinions and agree or disagree with the other candidate. If your class is not divisible by three, it would be better to have an extra candidate in some groups than pairs with only one candidate, so that the candidates get to agree or disagree with each other.

- 8** Encourage students to discuss their own and their partner's performance, and not to be too critical!

## Listening p. 128

- 1** Remind students of the type of task and elicit the strategy. You could do question 1 with the class, as an example.

1 what advertised? key words: television, computer, board game

2 what doing? faulty goods, money back, goods delivered

3 what doing? blaming, advice, suggestion

4 where? bus station, shop, library

5 what complaining about? attitude of staff, accuracy of information, arrangements changed

6 who talking to? hotel receptionist, conference organiser, secretary

7 which sector successful? travel, health, entertainment

8 what about? disadvantages e-commerce, new idea, research into success

- 2** You could let students compare and discuss their answers in pairs, both between the first and second listening of each extract and after the second listening.

1 C 2 B 3 B 4 A 5 B 6 C 7 A 8 B

- 3** First check that students understand *faulty*, *cash refund*, *credit note*, *ripped off* and *compensation*. All the words are from the recording, which you could use to help with context and examples. Then students discuss the questions in pairs or groups and if time allows, share their answers with the class.

## Use of English 1 p. 129

- 1** Students could discuss the questions in pairs, small groups or as a whole class. You could introduce some useful vocabulary here, such as *shop around*, *wait for the sales*, *buy in bulk* and *get good value for money*.
- 2a** Encourage students to recall as much of the strategy as possible before checking on page 175.
- 2b** This would work well as a whole class activity.

- 2c** Give students a time limit for the task (e.g. 12–15 minutes). Point out the Help notes that students can use if necessary.

**1** one **2** is **3** of **4** what **5** is **6** to **7** are **8** there

**Help:**

**2**, **5**: singular **7** plural

- 3** Students could discuss the questions in pairs, small groups or as a whole class.

## Language development 2 p. 130

- 1** Go through the grammar box with the students before they do the exercise. When they have finished, you could get them to compare answers in pairs before class feedback.

**1** Everyone **thinks** it's a good idea.

**2** The majority of us **agree**.

**3** ✓

**4** Neither of them **knows** what to buy.

**5** These jeans **don't** fit.

**6** ✓

**7** Ten euros **isn't** very much.

**8** ✓

**9** These scissors **don't** cut very well.

**10** The United States **has** a new President.

- 2** Tell students that they don't need to choose a tense (all the verbs are in the present simple) but they need to decide which verbs are singular and which are plural. Students could have further practice by conducting a class/group survey into shopping habits/opinions and then reporting back to the class using quantity expressions such as *a large number of*, *the majority of* and *hardly anyone*.

**1** sells **2** feel **3** causes **4** wants **5** seem **6** is **7** say

**8** admit **9** confess **10** wanted/want

- 3** Although this is a relatively basic grammar point, it can still cause difficulty for some students and is often tested in the exam. Give students time to study the grammar box before they do the exercise.

**1** There are **2** it is **3** there is **4** It is **5** there are **6** it is

- 4** This exercise gives further practice of the impersonal *it* and *there*. It would work well in pairs or small groups.

## Use of English 2 p. 131

- 1** You could give your own answers to the questions as an example. Get students to give examples in their discussion. You could also ask them to name their favourite and least favourite shops.
- 2** Elicit the strategy for Paper 1 Part 3 before students do the task and point out the Help notes that they can use if necessary. You could get them to compare answers in pairs before checking with the class.

**1** exhaustion **2** impatient **3** service **4** friendliness

**5** satisfaction **6** ensure **7** flight **8** personally

**Help:**

**2** both

- 3** Students could discuss this in pairs, small groups or as a whole class. Possible further question: *Is it worth paying more to go shopping where the staff are knowledgeable and helpful?*
- 4** Point out the Help notes and get students to compare answers in pairs before checking with the class.

**1** intentions **2** employment **3** retirement **4** entertainment

**5** financial **6** investment **7** unaffordable **8** assistance

**Help:**

**6** a suffix **7** an adjective

- 5** This would work well in pairs or small groups. Ask students to give reasons for their answers.

## Language development 3 p. 132

- 1** Students complete the quiz in pairs, using a dictionary if necessary. You could get them to do one section at a time so that you can check answers and focus on differences in meaning within each section.

**1** a X b X, X c ✓ d X, X e ✓ f X g ✓

**2** a from b to c to d on e on f into g into h from

i on j to

**3** a the tickets, a big profit, a discount b a refund, a receipt, a loan

**4** a discount b profit c refund d interest e bill f salary

g fine h loan

- 2** Discuss how this topic vocabulary could be recorded and what other things students will need to note (e.g. prepositions, which verb to use with the word, whether it is formal or informal).
- 3** First check that students understand all the statements. They should discuss them in pairs or small groups, giving reasons for their answers and examples from their own experience if possible.
- 4a** Students looked at forming adjectives in Module 2B and nouns in Module 5B. Here they look at forming verbs. Point out the change in word stress in the verb/noun forms of *record*: *record* (n), *record* (v). Before students categorise the verbs in the box, check pronunciation of *blood*, *bleed*, *choice*, *choose*, *import* (n) and *import* (v).

No change: calm, dry, import, name

Internal change: bleed, choose

Prefix: endanger

Suffix: criticise, fatten, lengthen, strengthen, widen

- 4b–c** Give students a couple of minutes for each matching task, then check answers with the class.

**4b**

**1** criticise **2** import **3** endanger **4** choose

**4c**

**1** widen **2** modernise **3** calm **4** strengthen

## Photocopiable activity

Activity 9B (p. 111) can be used here. It is a split crossword which practises money vocabulary and word formation.