

7

Shopping around

IN THIS UNIT YOU

- talk about alternatives to buying new things
- read about people who did not buy anything for a year
- talk about the services in our towns and cities
- watch a TED Talk about a new material
- write an announcement

7A Money and me

VOCABULARY Money and shopping

1 Work in groups. Discuss the questions.

- What have you spent money on recently?
- What do you enjoy buying? Are there any shopping experiences you don't like?
- When you are choosing what to buy, do you think about these things?
 - cost
 - quality
 - where it was made
 - the company you are buying it from
 - whether it is a famous company name

2 Work in pairs. Check that you understand the words and phrases in bold.

- 1 I'm careful what I **spend my money on**. I don't **waste** it on stuff I don't need.
- 2 I spend time **shopping around** online. I always try to get a **good deal**.
- 3 My family **donates** a little **to charity** each year but I can't **afford** to **give money away** yet!
- 4 Sometimes my sister **lends** me **money** when I need to **borrow** some. She knows I'll **pay her back**.
- 5 I hate **being in debt** to anyone. I prefer to **pay off my debts** as soon as I can.
- 6 I'll always visit a shop if it's having a **sale**. I love **browsing** for **bargains**.
- 7 If something I want is **on special offer**, I buy it quickly in case it **sells out**.
- 8 It's worth **paying more for** things if they're fashionable **brands**. **Logos** on clothes are worth a lot to me.
- 9 If I get a gift I don't like, I try to **take it back** and **get a refund**.
- 10 I'm more interested in finding a job I enjoy than one where I can **earn a lot**.

3 Work in pairs. Discuss the statements in Exercise 2. How closely do they describe your or your family's attitude to money and shopping?

4 Work in pairs. Discuss the difference between these terms.

- | | |
|--|--|
| 1 <i>spend</i> and <i>waste</i> money on something | 4 a <i>sale</i> and a <i>bargain</i> |
| 2 <i>earn</i> and <i>win</i> money | 5 <i>shop around</i> and <i>browse</i> |
| 3 <i>lend</i> and <i>borrow</i> money | 6 a <i>brand</i> and a <i>logo</i> |

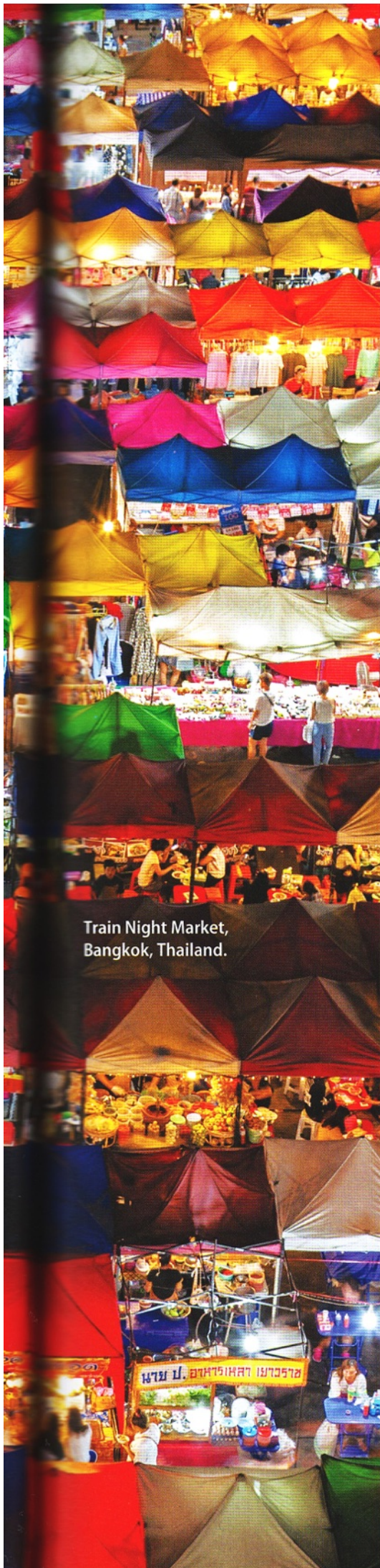
5 Work in pairs. Complete these opinions about money and shopping with the correct form of one of the words or phrases in bold in Exercise 2.

Akiko: I try to get the best (1) _____ I can, by waiting for (2) _____ on the things I need, and always (3) _____ around. I hate buying things then finding them on (4) _____ in other shops. If that happens, I take them (5) _____ and get a (6) _____. People who spend more on famous (7) _____ are silly – it's such a waste of (8) _____! I've been saving so I can pay (9) _____ university without needing to pay off any (10) _____ later.

Guillermo: Money's for (11) _____, not saving. Why waste half your life looking for (12) _____? I love shopping, and I spend hours (13) _____ in clothes shops but I won't worry if I don't get the cheapest deal before it (14) _____ out. I borrow money from my parents (I usually (15) _____ them back) but I also help my sister out by (16) _____ her money. When I'm older, and (17) _____ a salary, I want to continue being generous so I will (18) _____ to my favourite charities.


6 MY PERSPECTIVE

Work in pairs. Discuss whose attitude to money and shopping is better – Akiko's or Guillermo's? Why?




Train Night Market, Bangkok, Thailand.

LISTENING

7 Listen to three people talking about alternatives to normal shopping. What do the alternatives all have in common?  43

- a They mean spending less money.
- b They benefit the environment in some way.
- c They involve reusing things that people don't want any more.

8 Listen again. Which speaker or speakers (1–3) does each question describe?  43

Who:

- a doesn't want to create unnecessary waste?
- b doesn't have to leave the house to get what they want?
- c finds the quality of what they buy is higher than normal?
- d has experienced negative attitudes to what they're doing?
- e lives too far from the place to take advantage of it?
- f mentions a disadvantage to their alternative way of shopping?

9 MY PERSPECTIVE

Work in pairs. Which of these things would you consider buying second-hand or borrowing? Why? / Why not?

art for your bedroom	books or magazines
clothes and shoes	computers and other electronics
music	presents for other people
sports equipment	other (what?)

GRAMMAR The passive

10 Read the sentences (a–b) and answer the questions (1–4).

- a *A driver delivers the food right from the farm to our door.*
- b *The food is delivered right from the farm to our door.*

- 1 What tense are both sentences?
- 2 What is the subject of sentence a? What is the object?
- 3 What is the subject of sentence b? Is there an object?
- 4 What is emphasized in sentence b?

11 Look at more sentences in the passive in the Grammar box. What tense is each one?

The passive

- a *People have told me a t-shirt I'm wearing is nice, but when I say I bought it in a second-hand shop, I've been given strange looks!*
- b *Good quality, well-made things can be found.*
- c *These clothes weren't thrown away.*
- d *The way it works is the things in the shop are donated by the customers.*
- e *I wish a 'borrow shop' had been set up around here.*
- f *We were shown at school how the environment pays a price for our food.*

Check your answers on page 140. Do Exercises 1–3.



12 Work in pairs. Look at the reasons for using the passive on page 140. Discuss why the sentences in the Grammar box use the passive.

13 Change the sentences into the passive. Leave out the agent if it's not important.

- 1 Second-hand shops have always bought and sold things people don't want any longer.
- 2 However, in the past, people found only the most common things in these shops.
- 3 Generally, only experts and collectors discovered specialist objects.
- 4 For example, where could you find second-hand camping equipment before computer engineers had invented the internet?
- 5 Now people use search engines to find the right thing at the right price, in the right place.

14 Use the correct active or passive form of the verbs to complete the article.

There are several advantages to buying and selling online. First of all, instead of visiting second-hand shops by car or on foot, searches (1) _____ (can make) from the comfort of your living room. When the internet (2) _____ (invent), sellers suddenly had buyers from around the world, whereas before, most goods (3) _____ (buy) by people in the local area. Also, second-hand goods (4) _____ (not only sell) by professionals with a business and a shop any more – anyone (5) _____ (can earn) money from home. Since online selling began over twenty years ago, millions of items (6) _____ (send) to people thousands of miles away.

Second-hand shopping is big business. Over the last 25 years, many websites (7) _____ (create) just to re-sell unwanted things, but the most successful, eBay, is also one of the oldest; it (8) _____ (establish) in 1995 as AuctionWeb. An item (9) _____ (put) up for sale and the person who (10) _____ (offer) the most money for it is the 'winner'. Other websites show 'for sale' announcements, where things (11) _____ (advertise) and an agreement (12) _____ (make) between the buyer and seller.

15 Play in pairs. Think of examples for each of the categories. The pair with the most examples wins. Think of things that:

- have been borrowed.
- haven't ever been used.
- aren't sold any more.
- were made by hand.
- were made in another country.
- were designed for a different purpose to the one they are currently used for.

16 With your partner, add another category to the list in Exercise 15 and find one or more examples. Challenge the rest of the class to guess what the category is.



7B Waste not, want not

READING

1 Work in pairs. Discuss the questions.

- What do you spend your money on that you consider essential? What are your luxuries?
- What would you miss most if you didn't buy anything for a year?

2 Work in pairs, A and B. Student A, read about the roommates. Student B, read about the family. Answer the questions (1–4). Then tell your partner what you learned.

- 1 Why did they decide to spend nothing for a year?
- 2 Did they really spend *nothing* during the year? What did they pay for?
- 3 What skills did they learn?
- 4 How difficult was it for them?

3 Work in pairs. Answer the questions without looking at the text. Then read both stories to check your answers.

- 1 What do the roommates and the family have in common?
- 2 How were the two experiments different?
- 3 Both made use of the internet. How did this help them achieve their goal?

VOCABULARY BUILDING Adverbs

4 Identify the adverbs in the sentences from the article (1–4). Then answer the questions (a and b).

- 1 They stopped getting their hair cut professionally.
 - 2 Jen also learned how to create a website, where she met people who were similarly anti-consumerist.
 - 3 They tried not spending temporarily for a month before deciding to do it for a whole year.
 - 4 Jen had to work hard to think of ideas for the boys.
- a Which adverbs are regular and which are irregular? How do you know?
- b Which of the adverbs modify a verb, and which modify an adjective?

5 Make adverbs from these adjectives.

- | | |
|------------|---------------|
| 1 actual | 6 fast |
| 2 busy | 7 healthy |
| 3 complete | 8 independent |
| 4 eager | 9 occasional |
| 5 good | 10 realistic |

6 How many ways can you complete these sentences? Use adverbs from Exercise 5.

- 1 I don't think I could stop buying clothes for a year. I think it would be ...
- 2 I spent most of last week ...
- 3 It's hard to save money and still ...
- 4 After a long day shopping, I ...
- 5 I'm not very keen on shopping, so I ...

7 MY PERSPECTIVE

Work in groups. Discuss the questions.

- In your opinion, what were the best ideas from each 'buy nothing' experiment?
- Do you think you could do what the roommates and Jen's family have done? Why? / Why not?
- Do you think you would be more or less happy if you stopped spending? Why?

CRITICAL THINKING Reading between the lines

It is often possible to understand a lot of meaning from a text, even if it is not actually stated. For example, in the sentence *She asked her friend whether she liked her new dress, but her friend said nothing*, we understand that the friend probably didn't like the dress.

8 Work in pairs. Use the information in the stories and your own interpretation to discuss the questions.


- 1 Were the decisions to live without spending for a year a choice or a necessity?
- 2 What have the roommates and the family achieved for themselves as a result of their experiments?
- 3 For what reasons, other than the ones given, do you think they created a blog and a website?
- 4 What do you think has been the effect of their stories on other people?

9 Read the quotes. Who do you think said them, Geoffrey or Jen? How do you know?

- 1 'Everything in our life changed in the past year.'
- 2 'I found buying new clothes really easy to give up.'
- 3 'I was spending so much every month, no matter how much I made it never seemed like I was getting ahead.'
- 4 'I am just one person ... I can only do what I can do. You have to be the change you want to see in the world.'
- 5 'It's so useful to know that if your toaster stops working, you don't have to throw it away, you can repair it.'
- 6 'We even made our own Christmas tree.'
- 7 'Maybe we didn't save much money, but it's great that we have changed our consumerist lifestyle.'



NOTHING FOR A YEAR

 **44** How hard is it to live without spending money? Read these stories of two Canadian roommates and a British family who decided not to buy anything for a whole year.

THE ROOMMATES Geoffrey invited a friend to share his apartment. His new flatmate had to throw away a lot of things to squeeze into a smaller bedroom, and he, too, made room by getting rid of some of his possessions. They realized how much they owned and how little they actually needed.

They decided to do an experiment: could they live for a year without buying anything unnecessary? As well as having to create space, Geoffrey was worried about money, and they both felt uncomfortable with their consumerist* lifestyle. Would they be happier not buying so much? They started a blog to explain their plan and track their progress.

Of course, some things you just can't do without, such as food. But instead of occasionally going to a restaurant and having food prepared for them, now they always cooked at home. They stopped getting their hair cut professionally. And rather than taking public transport to work, they walked or cycled. They learned how to grow vegetables so they could eat fresh food for free.

It wasn't always easy. Geoffrey says that after a long day at work, preparing dinner was sometimes the last thing he wanted to do. But by sharing the experience with his roommate and their supporters online, and reminding themselves of the benefits of cooking, such as being creative and eating healthily, they learned to enjoy it.

consumerist *buying and having lots of things, often things that are not necessary*

THE FAMILY By the time her son William was three, Jen noticed how many plastic toys he had and how often he wanted new things. At the shops, he looked eagerly for colourful toys, expecting to take them home. She realized that she and her husband needed to teach their children that there are alternatives to new. So, they stopped buying anything apart from food and essential household items like toothpaste. If they needed something, they could find it second hand or make it themselves.

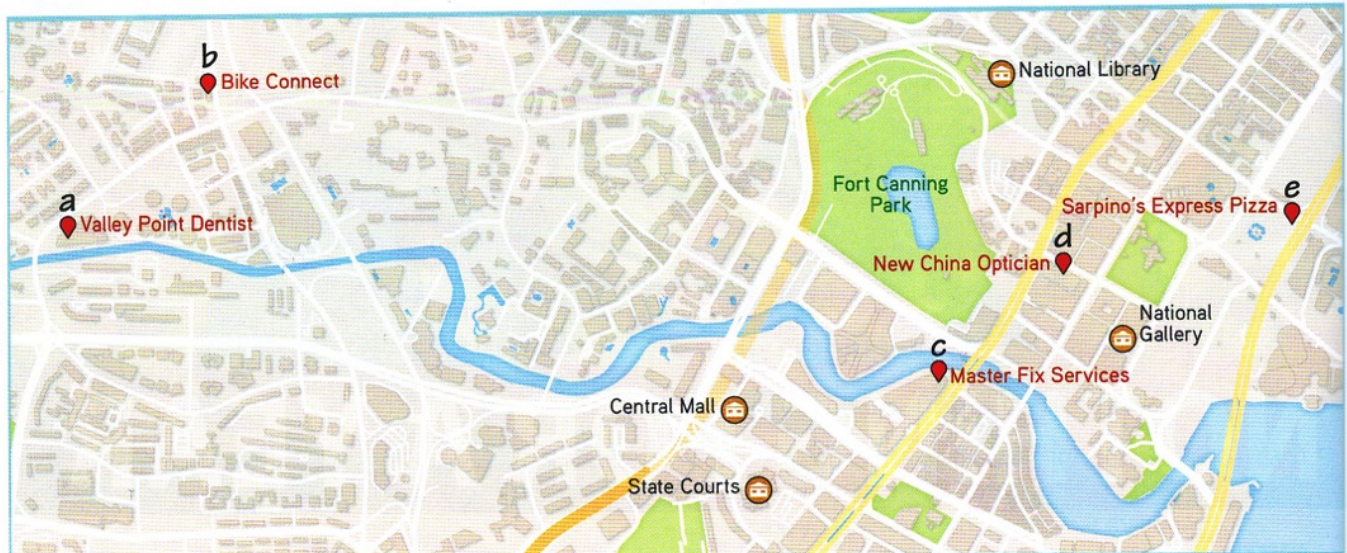
Jen started repairing holes in trousers, knitting winter hats and even making soap. Her husband Ben busily fixed toys and other objects. Jen also learned how to create a website, where she met people who were similarly anti-consumerist. They inspired her to keep going.

They tried not spending temporarily for a month before deciding to do it for a whole year. By doing this, they discovered that it would be easier than they expected. Ben already made his own bread and jam, so reducing what they needed from shops wasn't completely unfamiliar. They also agreed on a few exceptions to make things easier, like having the washing machine repaired if it ever broke down (it didn't). The hardest part was finding birthday presents for the children's friends. Jen found making bags and clothes for girls easy, but had to work hard to think of ideas for the boys.

They managed to save £2,000, and Jen says they are no longer 'drowning in plastic'. More importantly, they have changed their habits. She believes that 'Each time we make a more thoughtful choice, about what we buy, or don't buy, we are changing the world.'



7C Services in my town



- a This is my dentist's. My brother and I have been going there all our lives.
- b My bike often needs fixing. I usually do it myself, but if it's a big job, I go to Bike Connect. The last time I took it there, I had the brakes changed.
- c I had a really nice pair of boots but the heel was broken. I took them here but they said they can't repair them.
- d Last week I had an appointment at the optician, but there's nothing wrong with my eyes.
- e We have a family tradition – pizza every Friday. It gives Mum a night off from cooking. Sarpino's pizza is great, but we never go to the restaurant – we always get it delivered.

GRAMMAR *have / get something done*

- 1 Look at Emma's map of Singapore, where she lives. Find ways that her life is similar and different to yours.
Emma rides a bike, and so do I.
- 2 Look at the Grammar box and Emma's map. What does *it* refer to in each sentence?

have / get something done

- a *We never go to the restaurant – we always get it delivered.*
- b *The last time I took it there, I had the brakes changed.*

- 3 Look at the Grammar box again. Answer the questions about sentences a and b.
 - 1 Do we know who delivers the pizza? Who asks them to deliver it?
 - 2 Do we know who changed the brakes? Who asked them to do it?
 - 3 Does *have / get something done* mean:
 - a someone does something by accident?
 - b you do something for yourself?
 - c you ask someone to do something for you?

Check your answers on page 140. Do Exercises 4 and 5.

- 4 Look back at the text on page 85. Find three examples of *have / get something done*.

- 5 Use the prompts to write sentences about Emma's life.

- 1 She and her brother / have / their teeth / check / every six months.
- 2 Last week she / get / her eyes / test.
- 3 She wanted / have / her boots / repair.

- 6 Write sentences about the services you and your family use. Use these words to help you, or think of your own ideas.

- | | |
|--------------------|-----------------|
| clean / your shoes | cut / your hair |
| fix / your laptop | wash / the car |

My mum gets the car washed at the garage. She says they do it better than me!

- 7 **PRONUNCIATION** Sentence stress

- a Use the prompts to write questions. Use *Have you ever had ...?*
 - 1 your shopping / deliver
 - 2 your phone / repair
 - 3 breakfast / bring up to your bedroom
 - 4 a tooth / take out
 - 5 your photo / take / with a famous person
- b Listen and check your answers. Which words are stressed? Repeat the questions. 🔊 45
- c Work in pairs. Ask and answer the questions.

8 Complete the sentences about 'the one percent'*. Use *have* or *get* and these verbs in the correct form.

* 'The one percent' refers to the very richest people in society.

arrange	carry	choose	clean
cut	manage	plan	walk

You know you're in 'the one percent' when you:

- 1 _____ your clothes _____ for you every morning.
- 2 _____ your birthday parties _____ professionally when you were a child.
- 3 _____ your hair _____ by a hair stylist at home since you were little.
- 4 _____ your shoes _____ for you every day.
- 5 _____ your dogs _____ when you don't feel like doing it.
- 6 _____ your social media _____ by online experts.
- 7 _____ your holidays _____ by your personal travel agent.
- 8 _____ your bag _____ to school for you.

9 Work in groups. Discuss the questions.

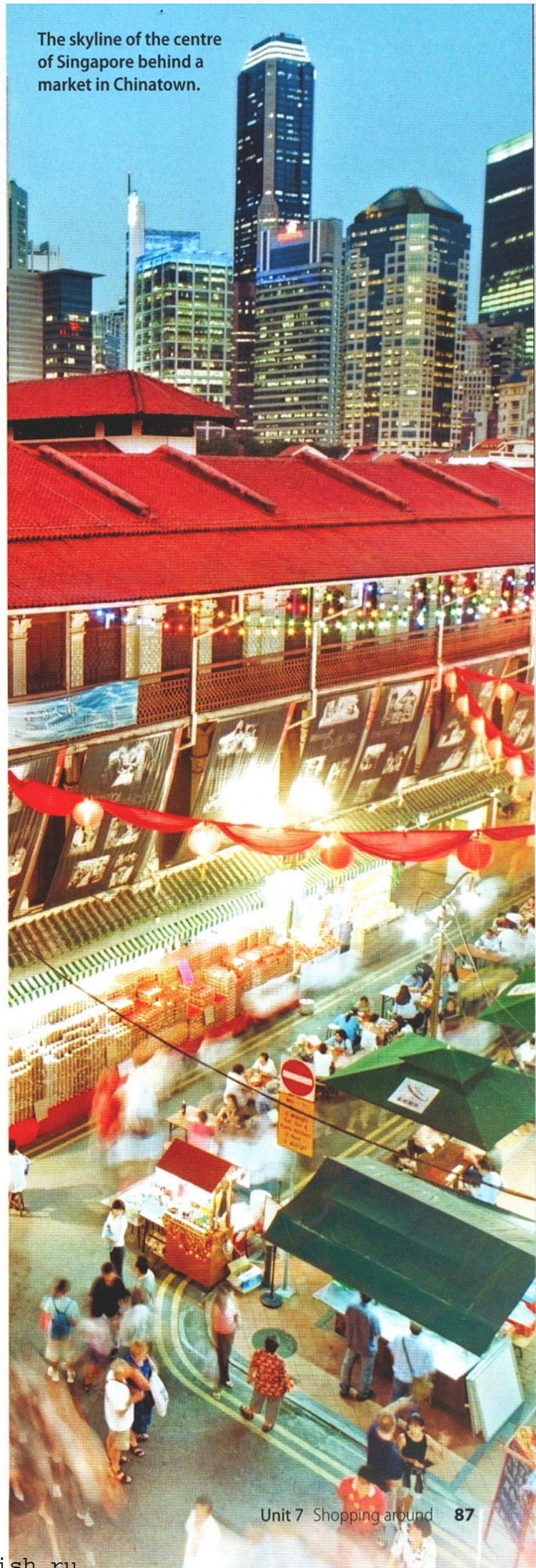
- Is there one service you couldn't do without? Why?
- If you had a lot of money, what would you get done for you? What would you do yourself?
- Discuss why these changes mean that people are using services more than they used to. Give examples to support your ideas.
 - More of us are living in cities.
 - People move because of their jobs and don't live so close to their families.
 - Some people have more money to spend on luxuries.
 - Social media means we are more connected than ever.
 - Women's roles have changed in society.

If you live in a city, you can have more things done for you. For example, in our town you can have shopping delivered to your door. All the supermarkets do that.

10 CHOOSE

- 1 Create a 'My town' information map like Emma's showing the services you and your family use. Present it to the class.
- 2 Find out what unusual services some people have done in their homes, for their pets or for their appearance. Tell a classmate what you found.
- 3 Write an opinion essay (see page 42) on this topic: 'These days people are having more things done for them that we used to do ourselves. Soon we'll never need to leave the house.' Do you agree?

The skyline of the centre of Singapore behind a market in Chinatown.



7D Grow your own clothes

“ In the future, what would you choose to grow? ”

SUZANNE LEE

Read about Suzanne Lee and get ready to watch her TED Talk. ▶ 7.0

AUTHENTIC LISTENING SKILLS

Reformulating

One way to make a new or complicated idea clearer to understand is by reformulating, or saying it again using different words. Notice in this example how the second sentence helps to explain what *static* means:

And this is a static culture. You don't have to do anything to it.

- 1 Look at the Authentic listening skills box. Then listen to this extract from the talk. Which word in the first sentence is made clearer by the second sentence? 🎧 46

What excites me about using microbes is their efficiency. So we only grow what we need.

- 2 Match each sentence (1–3) with the sentence that follows it (a–c). Then listen to the extracts to check. 🎧 47

- 1 Bubbles will appear on the surface of the liquid.
 - 2 What I can't yet do is make it water-resistant.
 - 3 We need to maintain an optimum temperature for the growth.
- a So if I was to walk outside in the rain wearing this dress today, I would immediately start to absorb huge amounts of water.
 - b So this is telling us that the fermentation is in full swing and the bacteria are feeding on the sugar nutrients in the liquid.
 - c And I use a heat mat to sit the bath on and a thermostat to regulate it.

WATCH

- 3 Work in pairs. Discuss the questions.

- Look at the labels on the clothes you are wearing. Are they made of cotton, wool, leather or plastic, or other materials?
- What are the advantages and disadvantages of these materials?
- Are there any materials you wouldn't wear? Why not?
- Which materials are most easily biodegradable? Which don't biodegrade easily?
- Look at the jacket Suzanne is wearing and the one behind her. What do you think they are made of?

- 4 Watch Part 1 of the talk. Use some of these words and numbers to complete the recipe for making the fabric.

▶ 7.1

2–3	3	5	10	30	bath	hot
liquid	pieces	salt	sheets	sugar	tea	

- 1 Start by making the _____ (30 litres).
- 2 Then add some _____ when it is still hot, to let it dissolve.
- 3 Pour the liquid into a _____ where it can grow.
- 4 When it is less than _____ °C, add the microbes.
- 5 You can keep it outside when the weather is _____.
- 6 Bubbles will start to appear on the surface after about _____ days.
- 7 Now the microbes have started forming _____ of cellulose.
- 8 The material is about one inch (2.5 cm) thick after _____ weeks.



5 Watch Part 2 of the talk. Choose the correct options to complete the summary. ▶ 7.2

When the material is ready, you first need to (1) *dry / wash* it. Then, because it is mostly (2) *bacteria / water*, you leave it on a piece of wood. The finished product will be (3) *darker / thinner* than before. It will either be like (4) *paper / plastic* or like (5) *cotton / leather*. You can cut it and sew it like normal clothes, or you can shape it when it (6) *has been coloured / is still wet*. The main problem is that the material absorbs (7) *heat / water*, making it (8) *dangerous / weak*. So, Suzanne still has work to do before the material is really useful.

6 Watch Part 3 of the talk. Which of these things does Suzanne say? ▶ 7.3

- 1 Using microbes to make fabric means you can make clothes very cheaply.
- 2 Old clothes made from cellulose could be turned into food.
- 3 You could throw your clothes away without worrying about the environment.
- 4 Cellulose will one day replace cotton, leather and other materials.
- 5 This process may be used in furniture design.
- 6 It may be used to heat buildings.
- 7 Suzanne is destroying the jacket she has on today by wearing it.

7 Work in pairs. Make lists of the advantages and disadvantages of Suzanne's material.

8 VOCABULARY IN CONTEXT

- a Watch the clips from the TED Talk. Choose the correct meaning of the words and phrases. ▶ 7.4
- b Think of examples of the following things. Then work in pairs and compare your examples.
 - something you *spread* on bread or toast
 - three materials that are *transparent*
 - a *bug* you would be afraid to hold in your hands
 - an object that is *precious* to you
 - something you have to do where *efficiency* is important

CHALLENGE

1 Suzanne's material is sustainable because it can be grown from things that don't run out or damage the environment. It is also biodegradable, so it will not create waste.

- a What things do you buy that are:
 - sustainable?
 - biodegradable?
- b What things that you buy are not so good for the environment? Why not?
- c Do you think about environmental issues when you buy these things?

clothes	soap, shower gel, make up, etc.
food and snacks	other things

2 Suzanne asks: 'In the future, what would you choose to grow?'


Think of things that might one day be created using Suzanne's material, or other natural processes. What would you be happy buying if it was made from grown material like this? Why?

7E Buying and selling


SPEAKING

1 Work in pairs. Look at the photo and discuss the questions.

- Does the shop in the photo look like your kind of shop?
- What was the last item of clothing you bought?
- Would you ever:
 - buy clothes as a present for someone else?
 - buy shoes online?

2 Listen to three conversations. Which takes place in a:  48

- a men's clothes department?
- b women's clothes department?
- c shoe department?

3 Listen again and complete the expressions. Then match each expression with an equivalent in the Useful language box.  48

- | | |
|------------------------------------|--------------------|
| 1 It's OK, I'm just _____. | 6 Where _____? |
| 2 Have you got these in a _____? | 7 Does _____? |
| 3 I'm _____ something more classy. | 8 It really _____. |
| 4 I'm a _____. | 9 I'll _____ it. |
| 5 We _____ it in red. | |

4 Match each sentence beginning (1–6) with an ending (a–f).

Have you got ...

- | | |
|---|------------|
| 1 something like this shirt but with long | a colour? |
| 2 a plain shirt? I don't like | b pockets? |
| 3 this in a darker shade of | c blue? |
| 4 a size 42 of the dress in the | d sleeves? |
| 5 this in a different | e stripes. |
| 6 any trousers without | f window? |

5 Work in pairs. Think of some clothes you want to buy. Take turns to be a shop assistant and a customer shopping for different items.

6 Perform your conversations in front of another pair. Use *this* and *these* instead of *this jumper/pair of jeans*, etc. The other pair must guess what item of clothing you are talking about.

Useful language

Shopping for clothes

It's OK, I'm just browsing.

I'm after something smarter.

I need a size 'L'.

Do you have these in a larger size?

Is it the right size?

It looks really good on you.

We've only got red ones.

Where are the changing rooms?

I'll buy it.



WRITING An announcement

7 Work in pairs. Discuss the questions.

- Do you ever buy or sell things online? What?
- Do you have any possessions that you could sell second hand?

8 In a 'for sale' announcement, where would the information (1–9) come? At the beginning, in the middle, or near the end?

- | | |
|---|-----------------------------------|
| 1 a description of the item, including size <u>at the beginning</u> | 5 the price |
| 2 details about postage (how the item will be sent) | 6 the reason for selling the item |
| 3 the age and condition of the item | 7 ways you can pay |
| 4 the name of the item | 8 where the seller lives |
| | 9 a photo of the item |

9 Read two announcements on page 152. Which information in Exercise 8 is included in the first announcement? What important information is missing from the second one?

10 **WRITING SKILL** Relevant information

- a Look at the Writing strategies box. Read the announcements on page 152 again. Delete sentences in each announcement which do not give relevant information.
- b Match these sentences from online announcements with the type of information in Exercise 8 that they introduce.

- 1 Bought it new and have had it for ...
- 2 Comes in its original packaging and with instruction manual.
- 3 Due to the size of the item, I cannot ship. Only bids from Rome area, please.
- 4 Measures ... in length.
- 5 Only has ... small scratches / marks ...
- 6 Seller ships within one day of receiving payment.
- 7 Unfortunately, I can no longer use it because ...
- 8 Will accept offers above ...

11 Write an announcement for something you could sell. Use the Writing strategies box and phrases from Exercise 10b to help you.

12 Read your classmates' announcements. Which item would you most like to buy?

Writing strategies

Writing announcements

- Include all the relevant details the reader needs to decide if they want to buy the item.
- If any information is not relevant to the buyer, don't include it.
- Keep sentences short, e.g. instead of *This bike is a real bargain*, write *A real bargain!*
- Use rhetorical questions to attract the reader, e.g. *Looking for earphones with a perfect sound?*

