

VOCABULARY Consumerism



In this unit, the topic vocabulary is related to consumerism.

Remind students to use the *Outlook 1 Interactive Student (IS)* to prepare for this lesson at home. Alternatively, you may want to use the *Outlook 1 Interactive Classroom (IC)* to present the vocabulary in class or to test your students' familiarity with the vocabulary.

Remind students that there is a full glossary at the back of the Student's Book on pages 135-147.

- 1** Tell students to look at the infographic based on a survey about teen shopping in the UK. Ask them if the results surprised them and if they think that the results of the survey would have been similar or different in their country. Encourage students to explain their answer.

POSSIBLE ANSWER

I think the results would have been different in my country because most teenagers don't spend a lot of money every week.

However, some of the results would be similar in my country. Teens here are very much influenced by social media, especially Instagram. I think most teens in my country still prefer to buy in shops and less online, although that's starting to change.

OPTIONAL ACTIVITY: READING COMPREHENSION

For stronger classes, you may want to ask the following questions to check students' understanding of the infographic on UK teens and shopping in Exercise 1.

- How much does the average teenager spend every week?
- Where do teens buy vintage clothes?
- What do teens save for?
- What influences teens' fashion choices the most?
- Why do some teens not buy online?

ANSWERS

- £54
- on sites like Depop, Facebook, Marketplace or eBay
- for holidays
- social media and friends
- Because they haven't got credit cards.

- 2** Tell students to read some reactions that readers had to the infographic in Exercise 1. Remind them to pay attention to the words in colour. Then, tell them to answer the questions by matching a reader to each one. Check students' understanding of *siblings* (item 4) and *celebs* (Mike).

ANSWERS

- | | |
|----------|-----------|
| 1 Thomas | 3 Mike |
| 2 Andrea | 4 Lindsay |



LOOKING AT LANGUAGE

Tell students to read the sentence and point out that the expression *short of* means not having enough of something. Ask students which of the given words they can be *short of*.

ANSWERS

- | | |
|--------|----------|
| 1 time | 3 breath |
|--------|----------|

3 Tell students to match A to B to form sentences. Remind students to pay attention to the words in colour.

ANSWERS

- 1 c 2 a 3 d 4 e 5 b

4 Tell students to complete the sentences with the words provided.

ANSWERS

- 1 display 4 exchange
2 High-end 5 good value
3 shipping costs

5 Tell students to complete the sentences with a suitable word. Remind them to pay attention to the words in bold.

POSSIBLE ANSWERS

- 1 Levi's 5 available
2 clothing 6 big / small
3 shops 7 paid
4 spend / pay

6 Ask students what other words they know that are connected to consumerism.

POSSIBLE ANSWERS

consumer, customer, supply and demand, economics, goods and services, marketing, mass production, status symbol

OPTIONAL ACTIVITY: VOCABULARY

For further practice, you can ask students the following questions for class discussion:

- 1 Do you **owe** money to a friend? How much? Why haven't you returned the money yet?
- 2 When was the last time that you **exchanged** an item? What was it? Why did you exchange it?
- 3 What are your favourite **brand** names? Why do you like them?

[] **Workbook:** page 22

LISTENING A Conversation

In this section, students will listen to a conversation about an app for buying second-hand clothes online.

7 As a lead-in to this listening activity, ask students if they have ever considered buying second-hand clothing online and which items they would be prepared to buy second-hand.

8 Tell students that they are going to hear a conversation about an app for buying and selling second-hand clothes. Tell students to listen to the first part of the conversation (Class CD 1, Track 24) and complete the sentences.

ANSWERS

- 1 an online shop (on Depop) 4 in Italy
2 young people 5 a smartphone
3 her older sisters

9 Tell students to listen to the second part of the conversation (Class CD 1, Track 25) and decide if the sentences are true or false. You may want to ask students to correct the false sentences.

ANSWERS

- 1 True
2 False – She finds vintage clothing in charity shops.
3 False – Ollie had a job delivering newspapers.
4 True
5 True

See Listening Script on page T184.

For Optional Listening Activity: Comprehension, see page T34.

TECHNO TASK

Tell students to go online and find a second-hand clothing site. Ask them if they can put together an outfit for £50 or less.

SPEAKING Describing Spending Habits

In this section, students will practise speaking about their spending habits.

10 Tell students to think about how much they spend in an average month, what they spend it on and what spending habits they think they should change. Then, tell students to work in pairs and discuss their thoughts with their partner.

You may want to read through the speech bubbles and the expressions in *Useful Language* with the class and check students' understanding of these expressions. Encourage students to use the expressions provided in *Useful Language*.