

8.1 That's exactly what it means!

Definitions and word facts A	
1 production line	A production line is a line of finished products waiting to be sold.
2 online shopping	The first thing bought online was a CD in 1994. ✓
3 throw away	You throw something away when you recycle it instead of putting it in the rubbish.
4 manufacture	This word is a combination of the phrase <i>Manchester factories</i> .
5 cotton	Cotton comes from the Arabic word <i>qutun</i> . ✓
6 cash	Cash only refers to money in the form of metal coins.
7 campaign	<i>Campaign</i> means 'a series of actions to achieve a goal'. ✓
8 bag	The word <i>bag</i> came first from the Latin word <i>bagus</i> then from the French <i>baque</i> .
9 designer	The <i>s</i> in this word is pronounced the same as the <i>s</i> in <i>snake</i> .
10 environment	Environment comes from the French <i>environ</i> meaning 'around, about' and means 'the world around us'. ✓
11 shopping spree	A shopping spree means that special products are given away free.
12 charity	Every charity needs to have a uniform and a symbol.

Definitions and word facts B	
1 production line	A production line is a series of stages that make a product. ✓
2 online shopping	The first example of online shopping was in 2004 from Harrods in London.
3 throw away	<i>Throw away</i> means the same as <i>throw up</i> .
4 manufacture	This word comes from the Latin <i>manu</i> which means <i>hand</i> and <i>factum</i> which means <i>something made</i> . ✓
5 cotton	Cotton first came from sheep on the Cottony Island (Scotland), which is famous for white wool.
6 cash	Cash only refers to money in the form of paper.
7 campaign	<i>Campaign</i> comes from the French <i>campagne</i> and means 'to protect the countryside'.
8 bag	<i>Bag</i> is usually a noun but can also be a verb meaning 'to put something in a bag'. ✓
9 designer	The <i>g</i> in this word is a hard /g/ sound.
10 environment	When we talk about our natural environment we usually mean the other planets and stars too.
11 shopping spree	If you go on a shopping spree you spend a lot of money and buy a lot of things. ✓
12 charity	Charities have to give all their money to governments, who decide how to spend it.

Definitions and word facts C	
1 production line	A production line is a line of workers waiting to start work.
2 online shopping	Ray Tomlinson, who invented email, first bought food for his dog online in 1974.
3 throw away	<i>Throw away</i> sometimes has a similar meaning to <i>throw out</i> . ✓
4 manufacture	This is an Old English word meaning <i>men-of-action</i> (or people that make things).
5 cotton	Cotton is in fact produced by the cotton spider <i>not</i> the cotton plant itself.
6 cash	Cash can refer to metal or paper money. ✓
7 campaign	<i>Campaign</i> means sleeping in tents.
8 bag	The first recorded example of a bag was in one of Shakespeare's plays in 1611.
9 designer	The <i>g</i> in this word is completely silent (it is not pronounced). ✓
10 environment	Stones are not part of the natural environment because they are not alive.
11 shopping spree	A shopping spree is when you buy things with another person's credit card.
12 charity	If you work for a charity, you can still earn money. ✓

8.2 Who? Where? When? Why? Shopping habits

A Complete these questions with words from the box.

be could that that were which who would

- 1 Is there a shop _____ you enjoy visiting more than others? Why?

- 2 Is there a shop _____ you really don't like spending time in? Why?

- 3 If you were given 1,000 euros to spend on clothes today, what _____ you buy? Why?

- 4 If you _____ either grow all your own vegetables or make all your own clothes, which would you choose? Why?

- 5 Tell me about someone you know _____ recycles a lot. What do they do?

- 6 If you won a lot of money on a TV show to give to an environmental cause, which would it _____ Why?

- 7 Would you ban plastic bags in your city if you _____ in charge? Why?

- 8 Tell me about something _____ you did to save water, electricity, or gas.

B How would you answer these questions? Spend a few minutes thinking about this but don't write anything on the worksheet. You can make notes on a separate piece of paper.

C Work in pairs. Interview your partner and write their answers, in English, on this worksheet under each question.

D Write a short paragraph comparing your answers with your partner's. Use words such as *but* and *however* to make contrasts between things.

I would ban plastic bags if I could, but Daniella wouldn't. However, when she does get a bag, she uses it for other things, such as carrying her gym shoes to school.

Try to write about at least four of the questions above.

8.1 That's exactly what it means!

Activity

Group work: listening, speaking

Aim

To identify the correct definitions of vocabulary items from false ones

Language

Vocabulary from Unit 8 on shopping and products

Time

30–45 minutes

Preparation

Make a copy of the three 'Definition and word facts' tables (A, B and C) for each group of six or seven students.

Procedure

- This is a version of 'Call my bluff', which you may have heard on the radio.
- Put students in groups of six or seven students. In each group there should be three readers and three players. In groups of seven, there is a separate gamemaster, but in groups of six the gamemaster can also take on the role of one of the readers. The gamemaster tallies the score at the end of each round.
- Give the readers (A, B and C) in each group a copy of the corresponding 'Definition and word facts' tables (A, B and C). Tell them that they are going to read out the definitions and facts in the tables. Only one of A, B and C in each case is correct (the one that is ticked), but each student has to read out their information as if it is true.
- The rest of the students in each group are players. They should have a piece of paper each to record their answers.
- The readers and gamemaster should sit in front of the players, making sure the players can't see their cards. Starting with the first word (*production line*), Reader A reads out the definition, then Reader B, then Reader C. The definition with a tick is the correct one. The other definitions are meant to trick the players – but each reader must try to look like they are telling the truth. The fun for the readers is that they will know when they are not telling the truth.
- The gamemaster then asks the players to record the definition/word fact that they think sounds true, i.e. by writing A, B or C next to 1 on their papers. When all the players have answered, the reader with the correct answer stands up. The gamemaster awards a point to the players who got the correct answer and keeps a record of this.
- The game continues until all twelve words have been read. The player with the most points is the winner.

8.2 Who? Where? When? Why? Shopping habits

Activity

Individual: writing; pair work: speaking, writing

Aim

To interview a partner about their shopping and recycling habits

Language

Defining relative clauses, second conditional

Time

30–50 minutes

Preparation

Make one copy of the worksheet for each student.

Procedure

- Hand out a copy of the worksheet to each student. Give them five minutes to fill in the gaps individually. (Step A) Tell them not to answer the questions, though. The rules on the worksheet are for another student's responses, not their own.
- Correct the exercise as a class.

Answers

1 that/which **2** which/that **3** would **4** could
5 who **6** be **7** were **8** that/which

- Point out that in 1, 2 and 8 they could omit the defining pronoun.
- Tell students that they now have five minutes to think about how they would answer the questions. (Step B) They should still not write anything on the worksheet. If they wish to make notes on a separate piece of paper or in their notebooks they can.
- Put students into pairs and tell them to ask and answer the questions with their partners. They should write their partner's responses under each question. (Step C) Allow about ten minutes for each pair to ask and answer the questions.
- Individually, students should write a short paragraph in the space provided on the worksheet comparing (some of) their answers to their partner's. (Step D) Encourage them to use *but* and *however* to contrast ideas. Allow five minutes or so for this.
- When individual students finish, invite them to read their paragraphs to you and ask them a follow-up question. If the whole class finishes, invite volunteers to read their paragraphs to the class, taking additional questions if they wish to. This final phase might last anywhere from five minutes to twenty or more, depending upon the size of your class.