

UNIT 5 TO BUY OR NOT TO BUY?

LEARNING AIMS

- **Skills:** discuss and create texts about the things we have and buy
- **Grammar:** learn and practise countable and uncountable nouns, *this/that/these/those* and *can/could*
- **Vocabulary:** learn and practise adjectives to describe things and words for clothes and accessories
- **Creative thinking:** think of ideas about how to create less waste
- **Exam practice:** Reading Part 5, Listening Part 5

THE CHALLENGE

Find ways to create less rubbish.

You will:

- **Stage 1 Think:** discuss the things you buy and throw away.
- **Stage 2 Prepare:** discuss ideas for an event to help people throw fewer things away.
- **Stage 3 Develop:** plan the event.
- **Stage 4 Present:** present your event.



1 Look at the photo. In pairs, discuss the questions.

- 1 Describe what you can see in the photo.
- 2 Do you think people buy too many things?
- 3 What do you do with things you don't need any more?

2 Watch the video and choose the correct words in the sentences.



- 1 People make more than 2.12 billion tonnes of *rubbish* / *resources* every year.
- 2 The 3 Rs method stands for 'reduce, reuse and *rubbish* / *recycle*'.
- 3 Upcycling gives a second *recycle* / *life* to things people normally throw away.
- 4 Upcycling saves a lot of natural *videos* / *resources*.
- 5 Fun *life* / *videos* online can teach you how to make new things.

CHALLENGE

1 2 3 4

Think

- 1 Work in pairs. Discuss these questions.
 - What type of things do you think you have too much of?
 - How often do you buy new things?
 - What type of things do you often throw away and why?
 - What problems does this cause?
- 2 Work in groups and share your ideas about the problems. Then share your group's ideas with the class.



Documentary




Grammar



Grammar

VOCABULARY

DESCRIBING THINGS

- 1  5.1 Go to the digital activity and choose two words for each photo. Listen, check and repeat.


broken cotton clear dirty
empty gold leather metal
perfect plastic silver soft

► Vocabulary reference page 56

- 2 Complete the table with the adjectives from Exercise 1. Some words can go in two places. Remember that adjectives go in this order when we make sentences.

quality →	colour →	material

- 3 Work in pairs. How many more words can you add to the table in Exercise 2?

- 4  5.2 Listen to the conversation in a second-hand shop. Tick (✓) the adjectives you hear. Then compare with a partner.

broken	empty	perfect
cotton	gold	plastic
clear	leather	silver
dirty	metal	soft

- 5  **PRONUNCIATION** Go to the digital pronunciation activity.

- 6 Write sentences about photos 1–4 below. Use words from Exercise 1 or your own ideas. Use two or three adjectives for each photo.

ORACY

Active listening

When having a conversation, you can sometimes repeat back the important information you hear. Do this to check that you understand, and to show that you are listening carefully. Notice that the shop assistant in Exercise 4 does this.

- 7 Work in pairs. Student A: Look at page 125. Student B: Look at page 126.

CHALLENGE

1 2 3 4

Prepare

- 1 Work in groups. Think about the problems you talked about in Stage 1.
- 2 Research types of events you could create to help with these problems (for example, a second-hand sale).
- 3 Make sure each group member comes up with one possible event.
- 4 Discuss the advantages and disadvantages of each event.



It's an empty plastic bottle.



READING

AN ARTICLE

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

- Describe the two bedrooms. Which one do you like best? Why?
- Which one is more like your bedroom? Why?

2 Read the introduction to the article. In pairs, discuss the questions in the introduction. Do you think tidying your room can change your life?

How to tidy

How much time do you spend tidying your room? How many things are there on your bedroom floor? Do you have lots of things that you don't really need? Well, maybe Japanese tidying expert Marie Kondo can help! She says that when you tidy, you can change your life forever.

3 Look at the first sentence of the article in Exercise 4. Answer the questions.

- What type of word is missing in gap 0? Is it a verb, noun or preposition?
- Which of these words is correct? Why are the others wrong?
A is B of C you

EXAM TRAINING READING PART 5

EXAM TIP

Look carefully at the sentence with the gap and think about what type of word is missing.

4 Read the rest of the article. Write one word for each gap.

5.3

First (0) _____ all, Marie Kondo asks people to think about how they want their room to look. You could draw a picture (1) _____ write a description. Then decide what things to keep. (2) _____ not start small and tidy your socks first? Put them all on your bed. (3) _____ of them 'spark joy' (make you feel happy)? If your things don't give you that feeling, say 'thank (4) _____ and goodbye' and find

new ways to use them. (5) _____ example, you could use your old socks for cleaning. Then fold the socks you're keeping (6) _____ they look tidy and you can see them all easily. Don't buy anything new until your old things are organised!



5 Put a cross (X) on each line to show how far you agree or disagree with these sentences.

- I have too many things in my bedroom.
strongly disagree ← → strongly agree
- I enjoy tidying.
strongly disagree ← → strongly agree
- I find it difficult to throw things away.
strongly disagree ← → strongly agree
- I buy too many things.
strongly disagree ← → strongly agree
- My bedroom is tidy at the moment.
strongly disagree ← → strongly agree

6 **Critical Thinking** Work in pairs. Compare how far you agree or disagree with the sentences in Exercise 5. Which things do you think you can improve? How?



GRAMMAR

COUNTABLE AND UNCOUNTABLE NOUNS

- 1 Watch the grammar animation. What does Sophie bring? Make a list.



- 2 Look at the examples. Choose the correct words to complete the rules in the grammar box.

- We've got **six bottles** of water.
- I brought some **food** for us.
- **How many bananas** have we got?
- **How much water** did you bring?

Countable and uncountable nouns

- 1 *Countable / Uncountable* nouns only have one form.
- 2 *Countable / Uncountable* nouns have a singular and plural form.
- 3 We can count *countable / uncountable* nouns.
- 4 We can't count *countable / uncountable* nouns.
- 5 *Countable / Uncountable* nouns are used with *How much*.
- 6 *Countable / Uncountable* nouns are used with *How many*.

► Grammar reference and practice page 118

- 3 Go to the digital activities.

- 4 Choose the correct words to complete the sentences.

- 1 How *many / much* ideas do you have for our project?
- 2 I need to take some *bag / bags* with me.
- 3 Can I have some *waters / water*, please?
- 4 Do you have *time / a time* to go shopping with me today?
- 5 How *many / much* money did you spend?
- 6 I'm really hungry. I need some *food / foods*!

- 5 Complete the questions with *How much* or *How many*.

- 1 _____ shops are near your home?
- 2 _____ time do you spend shopping each week?
- 3 _____ pairs of socks do you have?
- 4 _____ clothes do you buy each year?
- 5 _____ rubbish does your family throw away each year?
- 6 _____ information do people need about recycling?



- 6 Work in pairs. Ask and answer the questions from Exercise 5. When you are answering, give some extra information.

There is only one shop near my house. It's a small supermarket.



HOW IS UNIT 5 SO FAR?

☆☆☆ I understand ☆☆☆ I'm getting there ☆☆☆ I don't understand



READING

AN ARTICLE

- 1 Look at the title of the article. How many reasons can you think of why shops and shopping are great? Make a list.
- 2 5.4 Read and listen to the article. What reasons can you find? Are any of them the same as yours?

3 Read the article again and answer the questions.

Who:

- comes from a different country?
- is with their friends?
- owns their own shop?
- is happy they have a job?
- knows people who work in shops?
- helped a friend?

WHY IS

SHOPPING GREAT?

We went to a shopping centre to find out why people think **shopping is great!**

PAULINA, 17

I'm out shopping today because I felt stressed, but shopping always makes me feel better! I'm out with my friends and we are chatting and window shopping. I don't even need to spend any money. Just being at the shops helps me relax. I bought a backpack and some make-up today! I also helped my friend to choose a new wallet.

ALEC, 22

I work in a sports shop. I love my job because I get to talk to people and help them choose new trainers, tracksuits or tennis rackets. Before I started working here, I didn't have a job or any money, so this job is really important to me. There aren't many jobs in this area, so lots of my friends work in shops, too.

MAI, 34

I have a small shop selling fair trade necklaces, bracelets and earrings. I started the shop two years ago and at first it was difficult, but I am creating a better future for myself and my children by having my own business. I buy the jewellery from villages in Thailand, my home country, so I am also helping the people there.



MEDIATION WORKSHEET

VOCABULARY

CLOTHES AND ACCESSORIES

- 1 5.5 Go to the digital activity and match the words to the photos. Listen, check and repeat.

backpack bracelet earrings jewellery make-up necklace
tennis racket tracksuit trainers wallet

► Vocabulary reference page 56

2 What is it? Write words from Exercise 1.

- It is small and often made of leather. You keep money in it. _____
- They can be gold or silver. You wear them in your ears. _____
- It has a top and trousers. You can wear it to do sport. _____
- They can be leather. You wear them on your feet when doing sport. _____
- It can be leather, plastic or cotton. You put things in it and carry them. _____

3 Describe more things for your partner to guess.

4 Social Responsibilities Work in pairs and discuss the questions.

- Do you agree that shopping is great?
- How often do you go shopping? Do you enjoy shopping?
- Do you often buy things you don't need?
- What could you do to shop better? Think about the environment and other people.

>>> STRETCH! Write about the last thing you bought. What was it? What does it look like? Where did you buy it? Why did you buy it?

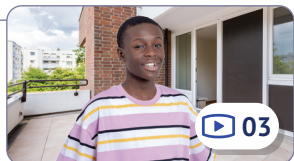
GRAMMAR

THIS, THAT, THESE, THOSE



- 1 Work in pairs. Look at the photo of toy animals. Think of ways to upcycle them.

- 2 Watch the grammar vlog. Was Tyler's upcycling idea the same as yours?



- 3 Look at the examples and complete the rules in the grammar box.

- I need to cut **this** dinosaur.
- I need **that** knife in Mum's desk.
- I need to glue **these** parts of the dinosaur.
- I need **those** pieces of wood.

this, that, these, those

- We use _____ and _____ to talk about things close to us.
- We use _____ and _____ to talk about things further away.

► Grammar reference and practice page 118

- 4 Go to the digital activities.



- 5 Look at the picture. Complete the conversation with **this, that, these** or **those**.

- A: Do you like ¹ _____ blue dress?
 B: It's OK. I prefer ² _____ green one over there.
 A: Yes, ³ _____ one is nice.
 B: I like ⁴ _____ trainers next to it, too.
 A: Anyway, I think I'll buy ⁵ _____ sunglasses. They're cool!

CAN AND COULD

- 6 Look at the examples. Answer the questions in the grammar box.

- I **could** do this really quickly when I was young.
- I **can** build a box using these bricks.

can and could

- Which word do we use to talk about ability in the past? _____
- Which word do we use to talk about ability now? _____

► Grammar reference and practice page 118

- 7 Go to the digital activities.

- 8 Complete the questions with **can** and **could**. Sometimes both are possible.

- _____ you say 'hello' in more than two languages?
- _____ you speak English two years ago?
- _____ you swim?
- _____ you ride a bike when you were five?

ORACY

Asking follow-up questions

Ask your partner more questions to keep the conversation going and to show that you are interested. These are called follow-up questions.

- 9 5.6 Listen to the conversation and answer the questions.

- Which question from Exercise 8 are the students talking about?
- What two follow-up questions does the girl ask?

- 10 Ask and answer the questions from Exercise 8 in pairs. Ask your partner follow-up questions.

CHALLENGE

1

2

3

4

Develop


- Choose one event discussed in Stage 2 that you will create to help with the problems discussed in Stage 1.
- Plan the event with your group. Make notes about what you want to say, including where, when, why and how you want to have the event.
- Make sure every group member can talk about a different part of the event.

DIGITAL CLASSROOM

PRACTICE EXTRA UNIT 5

WRITING

AN ONLINE ADVERT


	<p>FOR SALE</p> <p>Cool red backpack for sale. It is very big, so there is lots of space for your wallet, phone and papers. Perfect condition because I only used it once. I am selling it because I have too many bags. Only £10.</p>	<p>Buy now</p> <p>Make offer</p> <p>Ask seller</p> <p>Save seller</p> <p>Contact seller</p> <p>Visit shop</p> <p>See other items</p>
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1 Look at the advert above and answer the questions.

- 1 What is for sale?
- 2 What are three adjectives used to describe the item?
- 3 Why is it in 'perfect condition'?
- 4 Why is the person selling the bag?
- 5 How much is the bag?

2 Complete the advert below with the numbers, words and phrases in the box.

£10 39 blue and green comfortable
 didn't wear them much good nice
 perfect for sport too small for me

	<p>FOR SALE</p> <p>1 _____ 2 _____</p> <p>trainers for sale, size 3 _____.</p> <p>They are 4 _____ because they are very 5 _____.</p> <p>I 6 _____, so they are in 7 _____ condition. I am selling them because they are 8 _____. Only 9 _____.</p>
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3 Work in pairs. Discuss which item from the two adverts you would like to buy. Why?

4 Think of something that you own but don't need any more. You are going to write an advert for it. Make notes on these questions.

- 1 What is it?
- 2 What does it look like?
- 3 What condition is it in?
- 4 Why are you selling it?
- 5 Any other information (e.g. size, material, use, etc.)?

5 Write your advert. Use your notes from Exercise 4. Do not write the price of the thing you want to sell.

6 Read your advert again and check your work. Use these questions to help you.

- 1 Does the advert look nice? Is there a title, a photo and some information?
- 2 Are there enough adjectives in your advert?
- 3 Does your advert say why you are selling the article?
- 4 Can you see any problems with the language (spelling, grammar etc.)?

7 Now work in pairs. Read each other's adverts and give feedback. Use the questions in Exercise 6 to help you. Make a note of your partner's feedback and write a second draft of your advert. Make sure you include a picture or a photo of the thing you want to sell.

8 You are going to have an auction in the class. You all have £100 to buy things. Read all the adverts and decide what you want to buy and how much you can pay.

LISTENING

A DIALOGUE

1 Look at the photo. What are the people doing?

2 5.7 Listen to a conversation in a shop. What is happening?

3 Read part of the script. What is the problem with the trainers?

Shop assistant: Do you want to return these trainers, too?

Customer: Yes, please. I need to change them for a bigger size.

4 Can you think of other possible problems with a new pair of trainers?

5 Look at the list of problems (A–H) in Exercise 6. Which one matches best for the trainers?

EXAM TRAINING LISTENING PART 5

EXAM TIP

Remember that the things or people in the first list are in the same order as in the recording.

6 Listen again. For each question, choose the correct answer.

You will hear a customer talking to a shop assistant about some things she bought last week. What is the problem with each thing?

Item		Problem
0 skirt	<input checked="" type="checkbox"/> F	A broken
1 trainers	<input type="checkbox"/>	B someone else bought one
2 trousers	<input type="checkbox"/>	C her mum doesn't like it
3 T-shirt	<input type="checkbox"/>	D she doesn't like it
4 wallet	<input type="checkbox"/>	E too big
5 necklace	<input type="checkbox"/>	F too short
		G too small
		H wrong colour

7 Listen to the conversation again. Do you think the people sound polite or rude? Why?

ORACY

Being polite

Being polite is not only about the language you use, but also about listening carefully and not interrupting.



8 Work in pairs. Look at this conversation. How can you make it more polite?

Shop assistant: What do you want?

Customer: I want to buy this video game.

Shop assistant: £30.

Customer: Here.

Shop assistant: Bye.

9 Practise your conversation. Then work with another pair and show them your conversation. Whose conversation is the most polite?

10 Work in groups and discuss the questions.

- Do you think it is important to be polite?
- How polite are you when you are talking to these people? Why?
 - your teacher
 - your classmates
 - your parents
 - your grandparents
 - a shop assistant
- Who do you think was the most polite person in your group when you talked about these questions? How were they polite?

CHALLENGE 1 2 3 4

Present

- Practise what you are going to say about your event with your group. How can you show the class that your event is the best? Look at page 45 to help you present your ideas.
- Present your event to the class.
- Vote for the best event.

WRAP UP

Look back at the unit. Complete the spidergram with words or pictures.



How I felt

What I learned



What I liked

What I need help with

What I didn't like



Unit 5

Sustainability

- 1 Do you remember what upcycling is?
- 2 Think of something you could upcycle at home. What is it? How can you change it? Tell a partner.

SELF-ASSESSMENT: UNIT 5

How confident do you feel about:

- naming different objects and describing them using adjectives?
- using countable and uncountable nouns?
- using *this, that, these* and *those*?
- talking about things you can and could do?
- listening for details in a conversation?
- writing an online advert?
- thinking of ideas to create less waste?
- identifying what type of word you need to complete a sentence?



What was your favourite part of Unit 5? Tell your partner.

Learning to Learn Make a note of the areas in the self-assessment that you need more help with. Do some extra practice and complete the self-assessment again in two weeks' time.

STRETCH! YOUR CHOICE

Now choose an extra activity!

Choice 1

Think of something you own that you can upcycle. What can you make? Draw a picture and write a description.

Choice 2

Make a video advert for your favourite shop.

Choice 3

Research a type of shop that was typical 100 years ago. Make a poster comparing it with this type of shop today.

VOCABULARY REFERENCE

DESCRIBING THINGS

1 Describe each item in the photos using adjectives from the list. Remember to put the adjectives in the correct order.

broken cotton clear dirty empty gold leather metal perfect plastic silver soft



_____ shoes



_____ shirt



_____ bottle



_____ cup



_____ bracelet

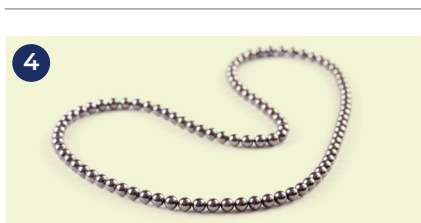


_____ teeth

CLOTHES AND ACCESSORIES

2 Match the words to the photos.

backpack bracelet earrings jewellery make-up necklace tennis racket tracksuit trainers wallet



DIGITAL CLASSROOM
PRACTICE EXTRA UNIT 5

