

10

Spend, spend, spend?



Starting off

Work in groups.

- Look at the pictures. Which of these things would you enjoy buying? Where would you buy each of them? Would you buy any of them online?
- How should teenagers pay for each of these things? Choose from options a-c.
 - from money given to them by their parents when it is asked for
 - from a weekly allowance given by their parents
 - from money they have worked for and earned themselves

Reading and Use of English | Part 2

- Work in groups. You are going to read an article about shopping in the UK. Before you read, discuss these questions.
 - What are the advantages and disadvantages of shopping online?
 - Why is it a problem for a town when local shops have to close?

- 2 Read this article in one minute ignoring the gaps. What does the writer say are the advantages of using local shops and shopping online?

Shopping online versus shopping locally

Most people want a busy shopping street (0) in their town with butchers, bookshops, boutiques, cafés and restaurants, (1) makes it depressing to see so many shops becoming vacant. Experts predict that (2) to 40% of shops will be forced to close in the next five years.

No one wants to see their high-street shops disappear, (3) why would people want to shop locally? Internet shopping sites offer discount prices along with 24/7 shopping and deliveries. (4) to a recent report, some products, such as toys, are as (5) as 60% cheaper online.

Local shops should be more (6) clubs which provide personal service and social relationships, and each shop should be seen (7) something unique. To meet this need, in some parts of the world shops shut for hours during the day, then do excellent business in the evening, when they aim to give customers (8) more satisfying experience than they would ever have from shopping online.

- 3 Work alone. Decide which word best fits each gap. Where you are not sure, think of the type of word (preposition, article, etc.) you need. When you have finished, compare your ideas with the rest of the group.

4 Work in pairs.

- Do you or members of your family ever buy things online? If so, what are your favourite websites for online shopping?

Exam advice

- Answer the questions you find easy first. Go back to the more difficult questions later.
- Pay careful attention to the meaning of the text to help you think of the right word.
- Read to the end of each sentence before deciding what the missing word might be.
- Answer all the questions. If you can't decide what word to write, think what type of word you need (preposition, pronoun, etc.) and guess.
- When you have finished, check your answers by reading the completed text again.

Grammar

as and like

- 1 Look at these sentences (a-c) and answer the question below.

- Tom has two jobs: he's a teacher and a football referee. As a teacher he's very easy-going, but as a referee he's really strict.
- Mark is a social worker, but he spends so much time with young people that sometimes he feels like a teacher.
- Shops should be more like clubs which provide personal service and social interaction, and each should be seen as something unique.

Which, *as* or *like*, means ...

- he is / they are (a teacher / something unique, etc.)?
- he is similar to / they are similar to (a teacher / club, etc.)?

→ page 163 Language reference: *as* and *like*

- 2 Complete these sentences by writing *as* or *like* in the gaps.

- He has a weekend job a shop assistant.
- He was regarded by his teachers one of the most brilliant students they had ever taught.
- Tanya's father gave her a car for her 18th birthday she'd done so well in her exams.
- I find subjects physics and chemistry very difficult.
- I shall be on holiday next week, you know.
- I'm afraid I don't study much I should.
- I'm speaking to you a friend.
- My English teacher is lovely. She's a mother to me!
- Several cities in Switzerland, such Zurich and Berne, have reputations excellent places to live.
- How embarrassing! Donna came to the party wearing exactly the same clothes me!



Reading and Use of English | Part 5

1 Work in groups. You will read a story called 'My greatest influence' written by a teenager from Texas. Before you read, discuss these questions.

- Who or what has had the greatest influence on you?
- How have they / has it influenced you?

2 Read the story quite quickly to find out what happens.

My greatest influence

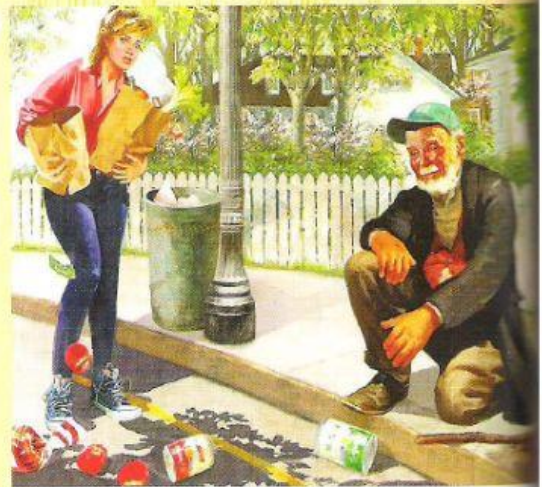
By Rachel S., Colleyville, Texas

Sundays, I walk to the supermarket. Mother hands me the grocery list and puts money in my pocket, hoping it will be enough. She's had a hard day, and I've had a hard week. Nothing out of the ordinary happens when I get to the store. I grab the bread, some milk, and other things on the list. As I turn to head out, I see it, all pinks and yellows. It looks gorgeous in the window, and I'm sure if I were to try it on, it would be a perfect fit. I smile for a moment and turn away, bitter that I could never own such a dress as that. Instead, I grab the last item and check out.

Outside, traffic zooms by, an artificial breeze across my face. The sun beats down, making me sweat. These paper sacks in my arms are not the easiest things to carry. Yet, even with all these distractions, I cannot stop thinking about that pretty sundress in the window of the market. It is not fair that I can never have what I want. I work so hard to help my family and yet I get nothing in return, just another grocery list or errand to do.

In my anger, I fail to realize the tear that had been growing along the bottom of one of the sacks. Its contents spill out everywhere so that I must drop everything else just to chase after the soup cans and apples rolling across the sidewalk. Suddenly, I see a pair of hands that do not belong to me. They hold out to me a can of green beans. I follow them up the forearms, from the shoulders, and to the face of this stranger. His skin is tanned and wrinkled from so many years in the sun. His clothes are mismatched, borrowed or stolen. But his eyes are soft and kind.

I pause in silence, only able to stare at him. "Huh ... thanks," I say, coming to my senses, and I take the can from him. No other words are spoken as he continues to help me recover my purchases and get back on my feet. There is an awkward silence between us. Not knowing what else to say in this sort of situation, I tell him "thank you" one more time and am on my way because I have many



other chores to finish. Suddenly, he speaks for the first time, and all he says is "Have a good day, ma'am." And then he gives me the biggest, most gap-toothed smile I have ever seen. Right then, he looks years younger—and feel a fool.

Look at me, feeling sorry for myself because I do not get what I want! Do I not think others are in the same boat as worse? I am but one person out of the billions that exist on this earth, so who am I to think that I deserve more than already have?

To say that I try to follow the example of just one person would be to oversimplify things. The human character is much more complex than that. Just as our world is shaped by many different outside sources, so, too, have I been influenced by many familiar and unfamiliar faces.

It is not a matter of who, but what, has been the greatest influence in my life. I do not wish to be that homeless man on the street, for he has taught me with one genuine smile that my life is enough, and that there are worse things as there than not having a pink and yellow sundress. But it is his selfless character that continues to mold me.

My mother will hand me the grocery list today. I will make the same journey to the supermarket, and most likely, I'll get the same items as last time. And I will probably see something I want but cannot have. But before I start to be sorry for myself, I will remember the kind stranger with the gap-toothed grin. I'll grab the last item, and check out.

Source: www.teenink.com 'My Greatest Influence'

For questions 1–6, choose the answer (A, B, C or D) which you think fits best according to the text.

- 1 What impression do we have of Rachel in the first paragraph?
 - A She enjoys doing the family shopping.
 - B She comes from a family with not much money.
 - C She never buys herself new clothes.
 - D She is in a hurry to get home.
- 2 She feels angry as she walks home because
 - A she is expected to do too much.
 - B she dislikes the area where she lives.
 - C her family pay little attention to her.
 - D she is not rewarded for her effort.
- 3 Rachel only speaks briefly to the man who helps her because
 - A she thinks he has a criminal past.
 - B she has never met him before.
 - C she doesn't like the way he's dressed.
 - D she's in a hurry to do other work.
- 4 What does Rachel mean by 'others are in the same boat' in line 43?
 - A She has similar ambitions to other people.
 - B She deserves to be treated the same as other people.
 - C She lives in similar circumstances to other people.
 - D She can share her problems with other people.
- 5 Who, according to Rachel, has had the greatest influence on her?
 - A the homeless man
 - B her mother
 - C many different people
 - D her family as a whole
- 6 Which of these phrases best summarises the lesson Rachel has learned?
 - A She shouldn't complain about her situation.
 - B She shouldn't envy other people.
 - C She can be poor but happy.
 - D She should value her family more.

To understand a text, you often need to understand exactly what the writer is referring to at different points in the text. Which noun phrase (a or b) does each of these words/phrases refer to?

- 1 it (line 2)
 - a the grocery list
 - b the money

- 2 it (line 6)
 - a the list b the dress
- 3 these distractions (line 14)
 - a the traffic, the sun, the sacks
 - b the dress, the window, the supermarket
- 4 everything else (line 21)
 - a the other sacks b the spilled contents
- 5 them (line 25)
 - a the soup cans and apples b the hands
- 6 him (line 30)
 - a the stranger b a friend
- 7 others (line 43)
 - a other people b other strangers
- 8 that (line 49)
 - a following the example of just one person
 - b oversimplifying things
- 9 what (line 52)
 - a a familiar face b one genuine smile

Exam advice

- The answers to the questions come in the same order in the text, so, for example, you will locate the answer to question 2 after question 1.
- The final question may refer to the whole passage: in this case, consider the general message, but also skim the text for words which support your choice.

5 Work in groups.

- Do you think Rachel was right to feel angry that she couldn't have the dress? Why? / Why not?
- If they can afford it, how much pocket money should parents give their children at these ages: 13, 15 and 18? Why?
- What is the best age for young people to have their own bank account? When should they have their own credit card?
- Should young people be encouraged to save? Why? What for?
- Do you think teenagers should earn some of the money they need by doing housework or taking a part-time job? Why? / Why not?



Vocabulary

arrive, get and reach

- 1  Candidates often confuse *arrive*, *get* and *reach*. Circle the correct word in *italics* in each of these sentences. Then check your answers by reading the definitions on page 185.

- Nothing out of the ordinary happens when I *arrive* / *get* / *reach* to the store. I grab the bread, some milk, and other things on the list.
- The plane was late taking off and has only just *arrived* / *got* / *reached*.
- When they *arrived* / *got* / *reached* the top of the mountain, they were unable to see anything due to the thick cloud.

- 2 Complete these sentences with *arrive*, *get* or *reach* in the correct form. In some cases, more than one answer may be possible.

- Stop writing when you have 190 words.
- The traffic was so bad that they didn't to the concert till after it had started.
- She's driving home and she'll phone me when she there.
- What time do you normally to school in the morning?
- When they at the hotel, they went straight to their rooms.
- When you the end of the road, turn left.

- 3 Complete the sentences below with an adverb / adverbial phrase from the box to form collocations with *arrive*.

finally in time on time safe and sound shortly
unannounced

- Mum was worried that we might have an accident because of the snow, but we arrived home, much to her relief.
- Sandy was late for the refreshments, but he arrived to hear the speeches.
- The airline has a great reputation for punctuality, with 90% of flights arriving
- The train that will be arriving at Platform 13, just two minutes after its scheduled time, is the Orient Express from Paris.
- Uncle Kamal arrived in the middle of lunch, so we had to set an extra place for him at the table.
- We were very late because of the traffic and when we arrived, the shop was closed.

Listening | Part 4

- 1 Work in pairs. You are going to hear a student interviewing two teenagers about a new shopping centre they've been researching for a school project. Before you listen, why do many people prefer shopping centres? Make a list of your ideas.

- 2  07 Listen to the interview once. How many of your ideas from Exercise 1 do they mention?

- 3 Read questions 1–7. How many can you answer already?

- Where is the shopping centre situated?
A in the city centre
B on the edge of the city
C in the countryside
 - The location was chosen because
A it would not harm the environment.
B it was easy to get permission to build there.
C it was easy for people to reach.
 - What is the main attraction of the shopping centre?
A It's a convenient place to do the shopping.
B It's attractive to the whole family.
C It offers high-quality goods at low prices.
 - Kerry particularly enjoys the shopping centre's
A feeling of luxury.
B good security.
C friendly atmosphere.
 - Salim says families argue when they go shopping because
A they don't enjoy the same things.
B they can't agree on what to buy.
C they find each other's company stressful.
 - How are the shops organised?
A Each shop in the centre chooses its own location.
B Each section of the centre has a variety of shops.
C Similar shops in the centre are located near each other.
 - What innovation does Salim describe for making shopping easier?
A electric vehicles
B moving walkways
C automatic delivery systems
- 4 Listen again. For questions 1–7, choose the best answer (A, B or C).

- 5 Work in pairs. Do you have shopping centres like this one in your country? Do you / Would you enjoy shopping in places like this?

Exam advice

You have one minute to read the questions before you listen.

- Read the main part of each question carefully first.
- If you have time, go back and read the options for each question.

Vocabulary

Phrasal verbs

- 1 Match the phrasal verbs (1–12) from Listening Part 4 with their definitions (a–l).

- | | |
|--------------------|--|
| 1 take over | a attract |
| 2 pull in | b collect, or to go and get, someone or something |
| 3 cater for | c do less of something or use something in smaller amounts |
| 4 hang around with | d go into a place or visit for a short time |
| 5 chill out | e have to deal with a problem |
| 6 be up to | f make someone extremely tired |
| 7 pop into | g provide what is wanted or needed by someone or something |
| 8 wear out | h spend time with someone |
| 9 cut down (on) | i suggest or think of an idea or plan |
| 10 come up against | j take control of / occupy |
| 11 come up with | k be doing something |
| 12 pick up | l relax completely |

- 2 Use one of the phrasal verbs from Exercise 1 in the correct form in each of these sentences.

- Chantal the brilliant idea of selling her old clothes in the market on Saturday.
- I'm spending far more than I can afford. I'll really have to the amount of shopping I do.
- My dad asked me to the post office and post a parcel for him.
- It's an enormous music shop which all musical tastes from classical music to heavy metal.
- Melanie doesn't like her parents, so she's gone shopping on her own.
- Shopping in Oxford Street us, so we decided to take a taxi back to the hotel.
- This new film is so popular that it has been huge audiences.
- They've an old building in the city centre for their new shop.
- I never expected to so many problems trying to get my mobile phone fixed.
- Do you want to come shopping with me? I'm going to those red shoes I ordered.
- What have you ? You should have finished the shopping by now.
- It's a great little café to in after a hard day at school.



Grammar

Modals expressing ability

- 1 Look at these sentences and answer the questions below (four sentences come from Listening Part 4).
- They could have put the shopping centre out in the country ... but they chose an area with an underground station that's also close to the motorway.
 - They were able to get permission in the end.
 - Everyone had to get there by car, but at least they could park easily.
 - From where I'm standing I can see trees ...
 - You shouldn't have jumped off the wall. You were lucky – you could have broken a leg.
 - I can drive really well, even though I haven't passed my test yet.
 - My mum started teaching me letters when I was very small and I could read by the age of four.
 - We were able to complete the project because there was plenty of information available on the Internet.

In which sentence do the underlined words or phrases mean ...?

- It is possible (for me) to do something: and
- It was generally possible to do something: and
- It was possible but it didn't happen: and
- We managed to do / We succeeded in doing something: and

→ page 170 Language reference: Modal verbs – expressing ability

- 2 Circle the correct form of the verb in *italics* in each of these sentences.

- We walked all day, and at five o'clock we *could* / *were able to* reach the top of the mountain.
- I was so worried that I *couldn't sleep* / *couldn't have slept* and I lay awake all night.
- When I was a small child, I *could* / *was able to* sing beautifully, but my voice isn't so good now.
- Can you* / *Are you able to* hear the neighbours' television? It's far too loud!
- I *could buy* / *could have bought* my tablet PC more cheaply online, but in fact I bought it from my local computer shop.
- Although the shop was very crowded, we *could* / *were able to* get the shopping done quite quickly.

- 3 For questions 1–5, complete the second sentence so that it has a similar meaning to the first sentence, using the word given. Do not change the word given. You must use between two and five words, including the word given.

1 Mara has not succeeded in reducing the amount she spends.

CUT

Mara has not been on the amount she spends.

2 You were lucky that you did not have an accident – you were driving so fast.

COULD

You were lucky because an accident – you were driving so fast.

3 Did you manage to collect my books from the library?

PICK

Were my books from the library?

4 The shop is not able to deal with so many customers at the same time.

CATER

The shop a large number of customers at the same time.

- 4  Candidates often confuse *can*, *could* and *able to*. Correct the mistakes in these sentences. One of the sentences is correct.

- I can't carry everything, so I had to leave some things behind.
- I was very happy that I could meet all your friends when I visited you last month.
- I'd be grateful if you can advise me about which book to buy.
- I'm really pleased to hear that you could come to visit me next month.
- It would be much easier if we can find the information on the Internet.
- We could find the restaurant because it was advertised on the Internet and we had a nice meal there.
- We hope you'll be able to offer us a discount if we stay in the hotel for two weeks.
- We should take a trip to London and visit the many shops that could be found there.

