

7 Consumer spending

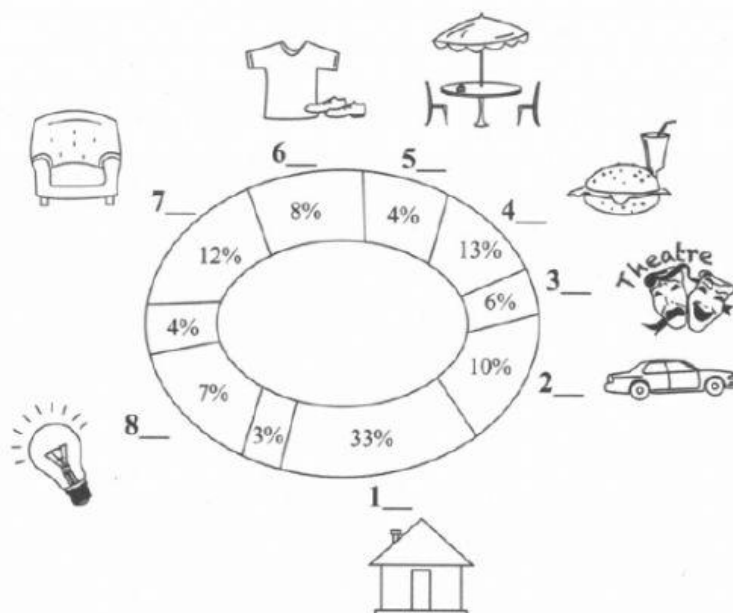
Aims: Working with two visual prompts | Making correlations
Developing supporting examples

Part 1: Vocabulary



1 Match the expressions a–h to the segments 1–8 of the pie chart below.

- | | |
|-------------------------|--------------------|
| a food and drink | e housing |
| b transportation | f dining out |
| c clothing and footwear | g utilities |
| d entertainment | h home furnishings |



2 The words below can be paired to form common collocations. Complete the sentences 1–5 on page 57 by choosing one word from each list.

- 1 consumer, goods, disposable, personal, household
- 2 debt, expenditure, income, confidence, services

- 1 _____ is the amount of money left after you have paid for all of the things that you need.
- 2 Over the last two decades, many people spent more money than they earned, resulting in high levels of _____.
- 3 Spending on _____ and _____, such as clothing and financial advice has slowed down because of the economic crisis.
- 4 When people feel more secure in their jobs, _____ grows and people begin to spend money more freely.
- 5 _____ is another way of saying the amount of money each domestic unit spends.

3 Replace the words in *italics* in the sentences 1–6 with the more precise expressions a–f.

- | | |
|---------------------|---------------|
| a their necessities | d products |
| b their possessions | e take action |
| c aspects of | f advantages |

- 1 People often buy *things*, even when they do not need them. _____
- 2 One of the interesting *things about* consumer behaviour is that it is often irrational. _____
- 3 People can *do things* to avoid getting into debt. _____
- 4 One of the *good things* about shopping online is the convenience. _____
- 5 Often people's income barely covers the cost of *the things that they need*. _____
- 6 People are often very attached to *the things that they own*. _____

4 The following paragraph comes from an essay written in response to the Task 2 question:

How do people learn to manage their money? Complete the text with the words a–g.

- | | |
|-------------|-------------|
| a on credit | e behaviour |
| b quantity | f saved |
| c financial | g costly |
| d criteria | |

Learning by example is one important method. From their early years, children can observe how their parents make (1) _____ decisions. They may notice, for example, whether money is (2) _____ for (3) _____ purchases, or whether purchases are bought (4) _____. Children can also see what kinds of (5) _____ parents use when choosing what to buy, for instance, whether quality or (6) _____ is more important. It is important, therefore, that parents model sensible purchasing (7) _____ and explain what they are doing and why. However, in many circumstances, this may not be sufficient.