

UNIT 5 CONSUMERISM

A. VOCABULARY

Exercise 1. Look at the words in the table. Which words can you add to them to make new words? Use the words in the box.663

<i>bag</i>	<i>foot</i>	<i>manager</i>	<i>online</i>	<i>department</i>	<i>convenience</i>	<i>keeper</i>
		<i>trolley</i>	<i>assistant</i>	<i>mens</i>	<i>basket</i>	<i>sports</i>

shop....	shopping...

-wear	...store

Exercise 2. Complete the descriptions. Use the words in the box.

<i>DIY store</i>	<i>bakery</i>	<i>bookshop</i>	<i>butcher's</i>	<i>chemist's</i>	<i>greengrocer's</i>
		<i>newsagent's</i>	<i>travel agency</i>		

1. You can buy meat in a ____ butcher's ____.
2. You can buy bread and cakes in a ____ bakery ____.
3. You buy books in a ____ bookshop ____.
4. You buy newspapers and magazines in a ____ newsagent's ____.
5. You book a holiday in a ____ travel agency ____.
6. You buy fruit and vegetables in a ____ greengrocer's ____.
7. You buy things to help you build and fix things around the house in a ____ DIY store ____.
8. You get medicines in a ____ chemist's ____.

Exercise 3. Choose the correct words to complete the story.

The department store in my town was having a discount /sale/sell last week – everything was 25% cheaper than usual. So I went to find some bargains/discount/sell. I love buying things that are cheaper than they should be.

In the footwear and bags department, I found a lovely bag, with a 40% discount/off/sale. It had a two-year fitting room/quarantee/receipt, so I could get my money back if it broke. Then I went to the womenswear department and found some nice trousers on discounts/refund/special offer.

They were 50% of the normal price. I wanted to go to the fitting room/queue/till to try them on, but there was a long bargain/queue/sale – there were about ten other people waiting – and I didn't want to wait. So I went to the cash machine/fitting room/till and paid for everything.

When I got home, I tried the trousers on. They were the right size, but they didn't fit/pass/suit me at all – they looked terrible on me. So I decided to take them back and ask for a receipt/refund/return. But I couldn't find my footwear/receipt/shopping bag, so the shop assistant said he couldn't give me my money back. Next time, I'll be more careful when I shop at the sales.

Exercise 4. Complete the phrases. Use the words in the box.

<i>book</i>	<i>eat</i>	<i>go</i>	<i>meet</i>	<i>spend</i>	<i>take</i>	<i>try</i>	<i>watch</i>
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1. _____ up with friends.
2. _____ bowling.
3. _____ out some money from a cash machine.
4. _____ a film.
5. _____ fast food.
6. _____ on some clothes to see if they fit you.
7. _____ a holiday.
8. _____ money.

B. GRAMMAR

Exercise 1. Read the conversations.

Then choose the correct reason for Speaker B using *will* + infinitive or *going to* + infinitive each time. The first one has been done for you.

1. **A:** Hmm, it's a lovely jumper, but I can't buy it today. I haven't got enough money.

B: That's OK. I'll lend you the money. How much do you need?

- We often use *will* to make a decision while we're speaking, or to ask another person for a decision.
- We often use *will* to make a prediction (= a guess about the future) based on our own opinions.
- We often use *will* to make a promise to another person.
- We often use *will* to offer help to another person, or to ask for help.

2. **A:** These trainers are quite expensive. Are you sure you need them?

B: Yes, Mum. Don't worry – I'll wear them every day. Trust me!

- We often use *will* to make a decision while we're speaking, or to ask another person for a decision.
- We often use *will* to make a prediction (= a guess about the future) based on our own opinions.
- We often use *will* to make a promise to another person.
- We often use *will* to offer help to another person, or to ask for help.

3. **A:** I'm sorry, but we don't accept credit cards at this till.

B: Really? OK, I'll pay by cash.

We often use *will* to make a decision while we're speaking, or to ask another person for a decision.

We often use *will* to make a prediction (= a guess about the future) based on our own opinions.

We often use *will* to make a promise to another person.

We often use *will* to offer help to another person, or to ask for help.

4. **A:** This phone looks great, and it's really cheap.

B: Yes, a bit too cheap. I'm worried that it'll stop working after a few weeks.

- We often use *will* to make a decision while we're speaking, or to ask another person for a decision.
- We often use *will* to make a prediction (= a guess about the future) based on our own opinions.
- We often use *will* to make a promise to another person.
- We often use *will* to offer help to another person, or to ask for help.

5. **A:** Have you booked your holiday yet?

B: Yes, we've just been to the travel agency and bought our tickets. We're **going to** go to Thailand.

- We often use *going to* to make a prediction based on what we know or can see.
- We often use *going to* to talk about plans and decisions that we made earlier.

6. **A:** Can we go home soon? I'm bored.

B: I want to try on this blouse, but there's a long queue for the fitting rooms. It's **going to** be at least half an hour before we can go home.

- We often use *going to* to make a prediction based on what we know or can see.
- We often use *going to* to talk about plans and decisions that we made earlier.

Exercise 2. Read the conversations and correct Speaker B's answers by using the correct form of will + infinitive. Use contractions where possible (e.g. he'll). The first one has been done for you.

1. **A:** Look what I've found. A lovely shirt for you. Do you want to see if it fits you?

B: OK, ~~I try~~ **I'll try** it on.

2. **A:** The lift is broken.

B: OK, I take the stairs.

3. **A:** Wow, I can't believe I've bought so much today!

B: How do you get home with all those bags?

4. **A:** Can I tell you a secret? My 'expensive' dress was actually really cheap. I only paid £10 for it.

B: Wow! Don't worry. I don't tell anyone.

5. **A:** I ordered some books online yesterday, but they haven't arrived yet.

B: Don't worry. They probably arrive next week.

6. **A:** You should take those shoes back if they don't fit and ask for a refund.

B: I know, but I'm a bit nervous. Do you come with me?

7. **A:** Can you wait here? I just need to go to a few shops.

B: OK. Are you long?

8. **A:** I don't want to go to the shopping centre tomorrow. It's always really crowded.

B: Don't worry. It isn't be crowded tomorrow morning.

Exercise 3. Put the words in the correct order to complete the sentences and questions.

1 Be quite it'll expensive I think .

I think it'll be quite expensive.

2 film you the think you'll Do enjoy? .

Do you think you'll enjoy the film?

3 think stay we'll long I don't .

I don't think we'll stay long.

4 do think How it'll cost much you ?

How much do you think it'll cost you?

5 I trolley a need I'll think .

I think I'll need a trolley.

6 I pay think to don't need you'll .

I don't think you'll need to pay.

7 we'll you go do think again When ?

When do you think we'll go shopping again?

8 you many people be think there'll Do?

Do you think there'll be many people?

Exercise 4. Complete the conversation with the correct forms of the words in brackets.

Use *going to* + infinitive in all your answers. Use contractions where possible (e.g. *isn't*)

A: Hurry up! You need to decide. The _____ in a minute. (shop / close) Which laptop _____ ? (you / buy)

B: _____ one here. (I / not / buy)

A: Why not? Your old laptop's broken and you've got a business trip next week.

_____ one when you're away. (you / need)

B: I know, but _____ a new laptop online instead. (I / get)

A: Well, don't forget your flight's on Monday morning, so that doesn't leave you a lot of time.

B: Don't worry. _____ it tonight. (I / order) It won't take more than three days to arrive.

A: _____ pretty stupid at your business meeting next week if you don't get your new laptop by then. (you / feel)

B: Don't worry. It'll be fine.

Exercise 5. Read the information. Then choose the best answers to complete the sentences.

1. This laptop comes with a five-year guarantee. That means that if it stops working in the next five years, you're going to/you'll get your money back.
2. I've just bought some new running shoes because I'm going to/I'll start running every day from tomorrow.
3. Oh no! We've spent too long in the shops. We're going to/We'll miss the last bus home. Look – it's leaving now.
4. We aren't going to/won't buy anything. We didn't bring any money. We only came here to do some window-shopping.
5. **A:** What are you going to have for lunch?
B: I'm going to/I'll have a burger. I haven't had one for ages.
6. **A:** We've just bought our wedding rings.
B: Really? When are you going to/will you get married?
7. **A:** I can't carry all these bags. Are you going to /Will you help me, please?
B: Yes, of course.

Exercise 6. Do the advantages of online shopping outweigh the disadvantages? Choose the best words to complete the student's answer.

In my view, the main advantage/disadvantage/positive aspects of online shopping is that it is convenient – you can buy things in your own home, at any time of day or night. Another benefit/drawback/negative aspects is that online stores are often cheaper than traditional shops. All things considered/Moreover/Overall , they usually have a wider range of sizes and colours.

However, there are also some important advantages/benefits/drawbacks to online shopping. For one thing /Overall/Personally , you have to wait a few days, or even weeks, for your shopping to arrive. However /In my view/What's more , you can't try on clothes before buying them. Because/However/In addition, you sometimes need to pay extra for postage. Many online shops do try to deal with/suffer/outweigh the disadvantages by offering free delivery for any clothes that you want to return, for example.

For instance/Overall/So, I believe the benefits of online shopping deal with/outweigh/suffer the disadvantages.

B. READING

Exercise 1. In this unit, you will do IELTS Reading matching heading tasks and read a text on the topic of family history (also called *ancestry*).

What vocabulary do you already know on the topic of ancestry? Match the words with their definitions.

<i>a descendant</i>	<i>a generation</i>	<i>a record</i>	<i>a relative</i>	<i>a will</i>	<i>an ancestor</i>
<i>birth certificate</i>	<i>family background</i>	<i>great - + noun</i>	<i>run in the family</i>		

1. a member of your extended family, for example, your aunt or uncle:

2. a person who is related to you but lived and died before you were born:

3. a person who is related to you and who will live after you in the future (e.g. your grandchildren's children): _____
4. a group of people who are all about the same age: _____
5. the history of your family, for example, where they came from, what jobs they had:

6. used with a word for a family member from an older generation (e.g. your mother's grandmother): _____
7. a piece of important information you write on paper or store on a computer:

8. a legal document that explains what a person has decided should be done with their money and property after they die: _____
9. a phrase that describes a feature, quality, ability or disease that people from the same family share: _____
10. a legal document that contains information about a new baby such as its name, the names of its parents and the time and place it was born:

Exercise 2. Read the information, then read the sentences from Paragraphs A–H. Match the main ideas with the sentences from Paragraphs A–H.

The IELTS Reading matching headings task tests your understanding of the gist of a paragraph – this means how well you understand the **main idea** or **topic** of the paragraph.

It is often possible to quickly get a general understanding of the main ideas and topic of a text by reading **only**:

The **final sentence** of the **introduction** (i.e. the first paragraph in the text)

The **first sentence** of all the paragraphs in the **main body**

Final sentence of Paragraph A: *'... It was also necessary for landowners to know their family background – so they could prove that a large castle or manor house really belonged to them, and not to another person further along a branch of the family tree who wanted it for themselves.'*

First sentence of Paragraph B: *'An interest in knowing who your ancestors were and what they did is, of course, something which is common in all cultures.'*

First sentence of Paragraph C: *'While some people are still interested in family trees as a way of making sure they can receive money or valuable items from a great-uncle or great-great grandparent, others have different motivations.'*

First sentence of Paragraph D: *'Part of what makes family-tree research so fascinating is the sense of uncovering a mystery as you find more clues – just like a detective would.'*

First sentence of Paragraph E: *'Before the age of the internet, if you wanted to find out about your family history, you would have needed to travel to different locations.'*

First sentence of Paragraph F: *'Researching your family tree has now become an ever more popular activity, partly for the reason that it has become much easier, faster and more convenient.'*

First sentence of Paragraph G: *'Despite the advances of modern technology, it can still be a challenge to find your distant ancestors.'*

Final sentence of Paragraph H: *'... Rather than writing out the family tree in a book in the traditional way, they record stories, images and voices using audio and video recordings for their descendants to see one day.'*

*A **description** of how people feel about ancestry*
*A **method** of learning about ancestry*
*A **method** of storing information about ancestry*
*A **reason** why people enjoy researching their family history*
*A **reason** why people needed to know their ancestry in the past*
*Different **reasons** why people might be interested in ancestry*
***Problems** in learning about ancestry*
***Reasons** why more people are learning about ancestry now*

Paragraph A	
Paragraph B	
Paragraph C	
Paragraph D	
Paragraph E	
Paragraph F	
Paragraph G	
Paragraph H	

Exercise 3. Read the information. Then skim read the paragraph and choose the correct heading.

Remember! To skim read a text, focus only on the main information. To do this, focus on the **nouns, verbs and adjectives** (in **bold** in the paragraph below).

Ancestry in the UK

Paragraph A

Up until relatively recently, **English school children** were often obliged to **learn** the **names** of the **kings and queens** that **ruled** the **country** from the **8th century** to the **18th**, and **understand how** they were **related**. This was **no easy task**. **Sometimes a king** would **pass** his **kingdom** to his **son**, **but** very often would be a **much more distant relative** that **took over**. To **become king**, **you** would have to **show you had royal blood** in the **family tree**, and to do **this**, **you** would **need to know exactly who all your ancestors** were. It was **also necessary** for **landowners** to **know** their **family background** – so they could **prove** that a **large castle or manor house** really **belonged** to them, and **not** to **another person further along a branch** of the **family tree who wanted** it for **themselves**.

The correct heading for **Paragraph A** is:

- How knowing your family tree could bring power and property
- The kind of buildings that wealthy relatives used to live in
- Which academic subjects most students would prefer not to study

Exercise 4. Read the information. Then skim read the next paragraphs and answer the question.

In an IELTS Reading matching heading task, there will always be **at least** one more heading than the number of paragraphs. So, for example, if there are five paragraphs, you might have to choose from seven or eight headings.

Skim reading the text to get the gist of each paragraph can help you get a general idea of which headings might match one of the paragraphs.

Ancestry in the UK
Paragraph B

An interest in knowing who your ancestors were and what they did is, of course, something which is common in all cultures. Not all cultures, however, have a phrase which translates as family tree for when they want to describe earlier generations of the same family. We use this particular phrase because it was traditional in the past in some countries to put the oldest generations at the top of a drawing and the youngest generation at the top and narrower at the bottom – just like a tree.

Paragraph C

While some people are still interested in family trees as a way of making sure they can receive money or valuable items from a great – uncle or great – great grandparent, others have different motivations. Some people choose to research their family tree because they are simply curious about their origins. Or perhaps they have heard an unusual story about an ancestor and wish to discover the truth. They may even have a more serious and useful purpose, for example wanting to find out about a medical condition which runs in the family.

Choose the correct headings for the paragraphs. Look at the text again if you need to.

1. The correct heading for **Paragraph B** is:

- Practical and personal reasons for finding out about ancestors
- The appeal of making unexpected discoveries
- The problems people face in carrying out family-tree research
- Why we use 'family tree' to refer to our family background
- Traditional ways of researching family trees

2. The correct heading for **Paragraph C** is:

- The appeal of making unexpected discoveries
- Practical and personal reasons for finding out about ancestors
- The problems people face in carrying out family-tree research
- Traditional ways of researching family trees
- Why we use 'family tree' to refer to our family background

Exercise 5. Read the information. Then read the paragraphs again, this time with their headings. The key words in the headings have been underlined. Then do the exercise.

In IELTS Reading matching heading tasks, it is a good idea to underline key words in the headings and match them synonyms and paraphrases in the text. You can do this to check your answers

Paragraph B

Why we say 'family tree' to refer to our family background

An interest in knowing who your ancestors were and what they did is, of course, something which is common in all cultures. Not all cultures, however, have a phrase which translates as family tree for when they want to describe earlier generations of the same family. We use this particular phrase because it was traditional in the past in some countries to put the oldest generations at the top of a drawing and the youngest generation at the bottom and narrower at the bottom – just like a tree.

Paragraph C

Practical and personal reasons for finding out about ancestors

While some people are still interested in family trees as a way of making sure they can receive money or valuable items from a great – uncle or great – great grandparent, others have different motivations. Some people choose to research their family tree because they are simply curious about their origins. Or perhaps they have heard an unusual story about an ancestor and wish to discover the truth. They may even have a more serious and useful purpose, for example wanting to find out about a medical condition which runs in the family.

a more serious and useful purpose motivations origins

perhaps they have heard an unusual story about an ancestor and wish to discover the truth

to research we use this particular phrase

who your ancestors were and what they did

1. we say 'family tree'

2. _____
our family background

3. practical (reasons)

4. _____
personal (reasons)

5. reasons

6. finding out about

7. ancestors

Exercise 6. Choose the correct headings for the paragraphs.

<i>i</i>	<i>The problems people face in carrying out family-tree research</i>
<i>ii</i>	<i>How technology has helped people research their ancestors</i>
<i>iii</i>	<i>How businesses benefit from the growing interest in family trees</i>
<i>iv</i>	<i>Practical and personal reasons for finding out about ancestors</i>
<i>v</i>	<i>How ancestors are remembered and celebrated in different countries</i>
<i>vi</i>	<i>Traditional ways of researching family trees</i>
<i>vii</i>	<i>Creating family trees for future generations</i>
<i>viii</i>	<i>How knowing your family tree could lead to power and property</i>
<i>ix</i>	<i>Why we say 'family tree' to refer to our family background</i>
<i>x</i>	<i>What people enjoy about making unexpected discoveries</i>

Paragraph D

Part of what makes family-tree research so fascinating is the sense of uncovering a mystery as you find more clues – just like a detective would. This kind of process was shown in the hugely popular program ‘Who Do You Think You Are?’, which featured well-known TV personalities exploring their family origins. The show’s researchers often found surprising information. One person, interviewer Jeremy Paxman, was disinterested at first. He believed it was more important to be ‘forward-looking’ – and think about the future rather than the past. Then he learnt that his great-grandmother had managed to raise nine children by herself after her husband died, even though she was extremely poor. He soon wanted to know more. Certainly this kind of program has encouraged people to look for their own ancestors.

Paragraph E

Before the age of the internet, if you wanted to find out about your family history, you would have needed to travel to different locations. People used to visit churches to look at their records, for example of the names of people who were born and died in the area. Another way to investigate family history would be to look through old newspapers that were stored in the basements of libraries, or to search through birth and marriage certificates at the local town-council building. Not all of these visits, of course, would be successful. You need to be very patient and have a lot of spare time to find out about your past.

Paragraph F

Researching your family tree has now become an ever more popular activity, partly for the reason that it has become much easier, faster and more convenient. Councils have uploaded many public records to their websites, including details of marriages, names of taxpayers and property owners, and the wills of people who have died. Many museums and libraries have also become involved and offer guidance about the best tools and apps to use when searching for ancestors. One online company which helps people trace their ancestors was recently bought for over £2.4 billion – showing just how popular this method of research has become.

Paragraph G

Despite the advances of modern technology, it can still be a challenge to find your distant ancestors. Before the 11th century, a person would only sometimes share their parents’ surname. This was because a surname usually showed the town or region where you came from, e.g. *John of Kent*, or your occupation, e.g. *John (the) Baker*. So, if a child was born in a different place to a parent or had a different job, they might have had different surnames. This system also meant that thousands of people had exactly the same surnames even when they were not related. For wealthy people, it would also have been possible to have two different surnames if they owned land or property in two different locations. Of course, many old records have also been lost or destroyed, too.

Paragraph H

Many people who are keen on producing a family tree are interested in looking forwards rather than back. They recognize their role as an ancestor of people who haven’t even been born yet, and who may live in many different parts of the world. They want to create records for them – showing the different branches of the family today. Rather than writing out the family tree in a book in the traditional way, they record stories, images and voices using audio and video recordings for their descendants to see one day.

Exercise 7. Read the passage and answer questions 1-13

The burden of thirst

Millions of women carry water long distances. If they had a tap by their door, whole societies would be transformed.

A

Aylito Binayo's feet know the mountain. Even at four in the morning, she can run down the rocks to the river by starlight alone and climb the steep mountain back up to her village with a container of water on her back. She has made this journey three times a day since she was a small child. So has every other woman in her village of Foro, in the Konso district of south-western Ethiopia in Africa. Binayo left school when she was eight years old, in part because she had to help her mother fetch water from the Toiro River. The water is unsafe to drink; every year that the drought continues, the river carries less water, and its flow is reduced. But it is the only water Foro has ever had.

B

In developed parts of the world, people turn on a tap and pour abundant, clean water. Yet nearly 900 million people in the world have no access to clean water. Furthermore, 2.5 billion people have no safe way to get rid of human waste. Polluted water and lack of proper hygiene cause disease and kill 3.3 million people around the world annually, most of them children. In southern Ethiopia and in northern Kenya, a lack of rain over the past few years has made even dirty water hard to find. But soon, for the first time, things are going to change.

C

Bringing clean water close to villagers' homes is the key to the problem. Communities where clean water becomes accessible and plentiful are transformed. All the hours previously spent hauling water can be used to cultivate more crops, raise more animals or even start a business. Families spend less time sick or caring for family members who are unwell. Most important, not having to collect water means girls can go to school and get jobs. The need to fetch water for the family, or to take care of younger siblings while their mother goes, usually prevents them from ever having this experience.

D

But the challenges of bringing water to remote villages like those in Konso are overwhelming. Locating water underground and then reaching it by means of deep wells requires geological expertise and expensive, heavy machines. Abandoned wells and water projects litter the villages of Konso. In similar villages around the developing world, the biggest problem with water schemes is that about half of them break down soon after the groups that built them move on. Sometimes technology is used that can't be repaired locally, or spare parts are available only in the capital.

E

Today, a UK-based international non-profit organisation called WaterAid is tackling the job of bringing water to the most remote villages of Konso. Their approach combines technologies proven to last - such as building a sand dam to capture and filter rainwater that would otherwise drain

away. But the real innovation is that WaterAid believes technology is only part of the solution. Just as important is involving the local community in designing, building and maintaining new water projects. Before beginning any project, WaterAid asks the community to create a WASH (water, sanitation, hygiene) committee of seven people. The committee works with WaterAid to plan projects and involve the village in construction. Then it maintains and runs the project.

F

The people of Konso, who grow their crops on terraces they have dug into the sides of mountains, are famous for hard work. In the village of Orbesho, residents even constructed a road themselves so that drilling machinery could come in. Last summer, their pump, installed by the river, was being motorised to push its water to a newly built reservoir on top of a nearby mountain. From there, gravity will carry it down in pipes to villages on the other side of the mountain. Residents of those villages have each given some money to help fund the project. They have made concrete and collected stones for the structures. Now they are digging trenches to lay pipes. If all goes well, Aylito Binayo will have a tap with safe water just a three-minute walk from her front door.

adapted from National Geographic magazine

Questions 1-6

The reading passage has six paragraphs, A-F.

Choose the correct heading for each paragraph from the list of headings below.

List of Headings	
i	<i>Why some plans have failed</i>
ii	<i>A rural and urban problem</i>
iii	<i>A possible success</i>
iv	<i>Explaining a new management style</i>
v	<i>Some relevant statistics</i>
vi	<i>A regular trip for some people</i>
vii	<i>Treating people for disease</i>
viii	<i>How water can change people's lives</i>

1. Paragraph A _____
2. Paragraph B _____
3. Paragraph C _____
4. Paragraph D _____
5. Paragraph E _____
6. Paragraph F _____