

## UNIT OBJECTIVES

- say what things are made of
- talk about where things come from
- question or approve of someone's choices
- write feedback about company products
- design a commercial

# WHY WE BUY

10



## START SPEAKING



FIND IT

- A** Imagine you're in this store. Would you buy any candy? What kinds? You can go online to learn the words for different kinds of candy in English.
- B** How did you decide which candy to buy, and how much? Do you think the child is choosing his candy for the same reasons? Do you think adults and children make decisions about what to buy for the same reasons? Why or why not?
- C** Think of something you bought recently. Explain why you decided to buy it. For ideas, watch Andrea's video.



*What did Andrea buy?  
Were any of her reasons  
similar to yours?*







## LESSON OBJECTIVE

- say what things are made of


## 1 VOCABULARY: Describing materials

- A  2.28 **PAIR WORK** Listen and say the words for materials. Then look at the picture. Which of these materials do you see? What other things do we wear that use these materials?

cotton      glass      leather      metal      plastic  
polyester      stone      wood      wool

- B  2.29 Listen and say the adjectives. Which are opposites? Which describe something the man is wearing?

artificial      fragile      hard      heavy      light  
natural      soft      strong      warm      waterproof

- C  Now go to page 150. Do the vocabulary exercises for 10.1.



## INSIDER ENGLISH


We use *-friendly* with a noun to say that something is not harmful or that it's appropriate for a specific group of people. Common expressions with *-friendly* are *eco-friendly*, *budget-friendly*, *family-friendly*, *customer-friendly*, and *earth-friendly*.

## 2 LANGUAGE IN CONTEXT

- A Read the text from a clothing company's website. What questions does it ask? Which ones can you answer?
- B Read again. Which material is more environmentally friendly: cotton or polyester? Why?

**Eco Stitch** 

[Women](#) | [Men](#) | [Kids](#) | [Sale](#) | [About us](#)

 Shopping cart

**Are your clothes "green"?**

For many of the things we buy, like paper products and cars, we know what's green and what's not. That knowledge helps us make eco-friendly choices. Our goal at Eco Stitch is to help you do the same with your clothing.

Unless you're wearing that **wool** sweater your grandmother knitted, you might not know what your clothes are made of. The names of the materials are written on the labels, but have you ever looked at them? Most people are interested in how fashionable the clothes are, not whether they're **cotton** or **polyester**.

Even if you know what materials you're wearing, do you know how eco-friendly they are? Cotton is taken from plants, and because it's **natural**, many people think it is more environmentally friendly than polyester, which is **artificial**. However, a lot of chemicals are used by most cotton farmers, and large amounts of water are needed, too. Meanwhile, polyester is often made from recycled **plastic** bottles. It's also **warmer** and **lighter** than cotton, so less material is needed!

We're here to help you make the best choices for you. [LEARN MORE.](#)

**GLOSSARY**

**green** (*adj*) environmentally-friendly  
**eco-friendly** (*n*) good for the environment



- C **PAIR WORK** Do you know what materials your clothes are made of? Is it important to you? For ideas, watch Angie's video.



REAL STUDENT

Do you and Angie wear similar things?



### 3 GRAMMAR: Simple present passive

A Circle the correct answers. Use the sentences in the grammar box to help you.

- 1 In the passive, we **always** / **sometimes** say who or what does the action.
- 2 For the simple present form of the passive, use *is* or *are* + a **simple present verb** / a **past participle**.

#### Simple present passive

Cotton **is taken** from plants.  
Large amounts of water **are needed**.



We can use *by* to show who does the action.

*A lot of chemicals are used by cotton farmers.*

B Now go to page 138. Look at the grammar chart and do the grammar exercise for 10.1.

C PAIR WORK Complete the sentences with the simple present passive of the verbs in parentheses ( ). Then discuss whether each sentence is true for your country.

- 1 Warm clothes \_\_\_\_\_ for more than half of the year. (need)
- 2 A lot of clothes \_\_\_\_\_ in supermarkets. (sell)
- 3 Jeans \_\_\_\_\_ more often than other kinds of pants. (buy)
- 4 Hats \_\_\_\_\_ by a lot people. (wear)
- 5 Most coats \_\_\_\_\_ of waterproof material. (make)
- 6 Most of the labels on clothes \_\_\_\_\_ in English. (write)

### 4 SPEAKING



A PAIR WORK Think of ways the materials below are used. Make notes. You can go online to learn more.

cotton    glass    plastic    wood

B PAIR WORK Are the materials in exercise 4A good or bad for the environment? To explain why, say how each material is used.

Plastic is really bad. So many things are made of plastic - like bottles. And they're just thrown away.

That's true, but some bottles are recycled. And plastic bottles are lighter than glass bottles, so it takes less energy to transport them on trucks.

C CLASS ACTIVITY Compare your ideas with others in the class. What did you learn about the materials?



## LESSON OBJECTIVE

- talk about where things come from

## 1 LANGUAGE IN CONTEXT

- A **PAIR WORK** Look at the picture. What products and food items do you see? Guess where they came from.
- B **2.30** Read and listen. Lucy, an economics student, is interviewing Monty. Where does Monty think his laptop, coffee, and sandwich come from? Are his ideas the same as yours?



## 2.30 Audio script

**Lucy** Thanks for helping me with my project, Monty. So, my first question is, do you know where your laptop comes from?

**Monty** Well, it's an American brand, but it probably wasn't made in the US. I guess it was designed there and then manufactured in China. But I didn't think about that when I bought it. I just wanted a good laptop for a good price.

**Lucy** I understand. And how about your coffee?

**Monty** I guess the coffee beans were imported. They weren't grown here in Canada, that's for sure! They were probably shipped from Brazil. I think that's where some of the best coffee comes from, and this is really good.

**Lucy** Yeah. And how about your sandwich?

**Monty** Well, I know it's fresh because it was made right in front of me. I'm not sure about the things in it, though. The tuna was probably caught and frozen weeks ago, but maybe the tomatoes were grown here. I hope so. It's good when fruit and vegetables are produced locally.

**Lucy** OK, thanks very much. I think I'll get one of those sandwiches now. Talking about food always makes me hungry!

- C **2.30** Read and listen again. Why did Monty buy his laptop? What does he know for sure about his sandwich?

## GLOSSARY

**brand** (*n*) a product that is made by a particular company

## 2 VOCABULARY: Production and distribution

- A **2.31** Listen and repeat the verbs. Find and underline eight of these verbs in the interview in exercise 1B. Then answer the questions.

catch	deliver	design	export	freeze	grow	import
manufacture	pick	produce	ship	store	transport	

Which words are about:

- |  |                                   |
|--|-----------------------------------|
| 1 moving products from one place to another? | 3 getting fish? getting fruit?    |
| 2 creating and making things?                | 4 keeping things for a long time? |

- B **Now go to page 150. Do the vocabulary exercises for 10.2.**

- C **PAIR WORK** Talk about ...

- 1 three kinds of food people grow or pick in your country.
- 2 three things that companies in your country design or manufacture.
- 3 three things your country exports and three things it imports.



### 3 GRAMMAR: Simple past passive

A **Circle** the correct answers. Use the sentences in the grammar box to help you.

- 1 For the simple past form of the passive, use *was* or *were* + a past participle / a simple past verb.
- 2 In questions and negative sentences, use / do not use *did* or *didn't*.

#### Simple past passive

The tuna **was caught** weeks ago.

My laptop **wasn't made** in the US.

The coffee beans **were imported**.

The beans **weren't grown** in Canada.

B Complete the paragraphs with the simple past passive of the verbs in parentheses. Check your accuracy. Then discuss with a partner: How do the two people feel about imported things? Who do you agree with more?



#### ACCURACY CHECK

Do not use the base form of a verb after *be* with the passive. Use the past participle.

The coffee **was export** from Brazil. ✗

The coffee **was exported** from Brazil. ✓

◀ back ☎ 🔗

I bought some roses this morning. The flower shop owner told me they <sup>1</sup> \_\_\_\_\_ (grow) on a rose farm in Ecuador. After they <sup>2</sup> \_\_\_\_\_ (cut), they <sup>3</sup> \_\_\_\_\_ (store) in a refrigerated truck and <sup>4</sup> \_\_\_\_\_ (take) to the airport. Then, after landing in Miami, they <sup>5</sup> \_\_\_\_\_ (transport) by truck to her shop. Isn't that cool?

My coat <sup>6</sup> \_\_\_\_\_ (make) in this city. It <sup>7</sup> \_\_\_\_\_ (not, import). I like to support local companies. And because my coat <sup>8</sup> \_\_\_\_\_ (produce) locally, it <sup>9</sup> \_\_\_\_\_ (not, ship) across the world. That's important to me because a lot of resources, like gas, <sup>10</sup> \_\_\_\_\_ (save).

C ▶ Now go to page 138. Look at the grammar chart and do the grammar exercise for 10.2.



FIND IT

D Complete the sentences with simple past passive verbs and your own ideas. You can go online to get more ideas. Then share them with a partner.

- 1 My phone \_\_\_\_\_.
- 2 Most of the food I eat \_\_\_\_\_.
- 3 A lot of the cars in my country \_\_\_\_\_.

### 4 SPEAKING



FIND IT

A **GROUP WORK** Make a list together of five things you have with you. Guess what country they came from. You can go online to check where these types of things usually come from.

OK, let's start with Carrie's bag. The company is American, so I guess it was made in the US.

Are you sure? Maybe it was designed in the US and made in India. Does it have a label?

B **CLASS ACTIVITY** Share what you found out in exercise 4A with the class. Which things were made the furthest away? Were you surprised about where any of the things were made? Why? Which items were you not able to find out about?



# 10.3

## WHAT TO BUY?

### LESSON OBJECTIVE

- question or approve of someone's choices

### 1 FUNCTIONAL LANGUAGE

sofa bed



futon



air mattress



- A 2.32 Look at the pictures. Which one do you think is the most comfortable? Then read and listen. Which two things do Ryan and Andrea talk about? Which one will Ryan get?

#### 2.32 Audio script

- A Hey, Andrea. Look at this picture. What do you think of this sofa bed? It's on sale.
- B A sofa bed? **Why would you want to buy that?**
- A My friend Faruk is visiting me from Istanbul. And I don't have a place for him to sleep.
- B I see. But **do you really need a sofa bed?** You already have a couch.
- A Yeah, but it's too small to sleep on. And Faruk will be here for a week. I want him to be comfortable. And after that, it'll be good for other friends who come to stay.
- B True, but how often do people stay with you?
- A Well, not very often, actually. You know, I could get an air mattress.
- B **Now that's a good idea.** It's a lot cheaper, and you can just keep it in the closet when you aren't using it.
- A OK, you convinced me. I'll get an air mattress.
- B **That's what I would do.**



- B Complete the chart with expressions in bold from the conversation.

Questioning someone's choices	Approving of someone's choices
1 _____ to buy/get that?	Now that's <sup>3</sup> _____.
2 _____ a sofa bed?	That's what <sup>4</sup> _____.
Are you sure you want to get that?	I think you made the right choice.



- C 2.33 Put the conversation in the correct order (1–4). Then listen and check.

- \_\_\_ Yeah, but it's not great. I could borrow my sister's camera, I guess.
- \_\_\_ That's what I would do.
- \_\_\_ Are you sure you want to get that? Your phone has a camera, right?
- \_\_\_ I'm going to buy this new camera.





## 2 REAL-WORLD STRATEGY

- A  **2.34** Darcy and Tara are shopping for gifts for their sister. Listen to their conversation. What does Tara want to buy? What does Darcy think about it?
- B  **2.34** Read the information in the box about changing your mind. Then listen again. What does Tara change her mind about? Why?

### CHANGING YOUR MIND



You can say *Now that I think about it* or *On second thought* when you change your mind.  
*OK, you convinced me. I'll get an air mattress.*

*That's what I would do. But, **now that I think about it**, if you get the sofa bed, you could give me your couch!*



- C **Complete the conversation with an expression from exercise 2B and a type of food. Then practice with a partner.**
- A I'm going to have the black bean chili for lunch.
- B Are you sure you want to get that? It's really spicy.
- A <sup>1</sup> \_\_\_\_\_, I'll have <sup>2</sup> \_\_\_\_\_.
- B I think you made the right choice.

## 3 PRONUNCIATION: Saying /u/, /ʊ/, and /aʊ/ vowel sounds

- A  **2.35** Listen and repeat the different vowel sounds.  
 /u/ you      /ʊ/ would      /aʊ/ couch
- B  **2.36** Put the words in the correct categories. Then listen and check.

could	Faruk	good	/u/	/ʊ/	/aʊ/
now	too	true			

- C Practice the words from exercises 3A and 3B with a partner. Does your partner say the vowel sounds correctly?

## 4 SPEAKING

- A Think of something you want to buy. Use one of the categories below or your own idea.

clothing      food      furniture      sporting goods      technology

- B **PAIR WORK** Tell your partner what you want to buy. Your partner questions or approves of your choice. Take turns.

I'm going to buy a bike helmet.

Do you really need a new helmet?

Yes, I do. Mine broke in two pieces!

- C **CLASS ACTIVITY** Tell the class what your partner wanted to buy and what you thought about it. Did your partner agree with your opinion?

## LESSON OBJECTIVE

- write feedback about company products

Cacao beans are used to make Cocobar's products.



Jon is a fan of Cocobar's chocolate.



## 1 LISTENING

- A** **PAIR WORK** Look at the pictures and read the captions. What's a fan? Talk about some companies that have a lot of fans.
- B** **2.37 LISTEN FOR GIST** Listen to the podcast with host Rachel. What do business owners Erica and Tianyu say about their relationship with customers?
- C** **2.37 IDENTIFY SPEAKERS** Listen again. Who gives this information? Write *R* for Rachel, *T* for Tianyu, or *E* for Erica. Sometimes more than one answer is possible. Then listen one more time and give answers for each item.
- \_\_\_ where the beans are from
  - \_\_\_ where the products are produced
  - \_\_\_ how they want customers to feel about the products
  - \_\_\_ why fans are important to the business
  - \_\_\_ the kind of feedback fans give
- D** **PAIR WORK THINK CRITICALLY** What are some reasons why people might be fans of the company Cocobar? Think about one of your favorite companies. Why are you a fan?

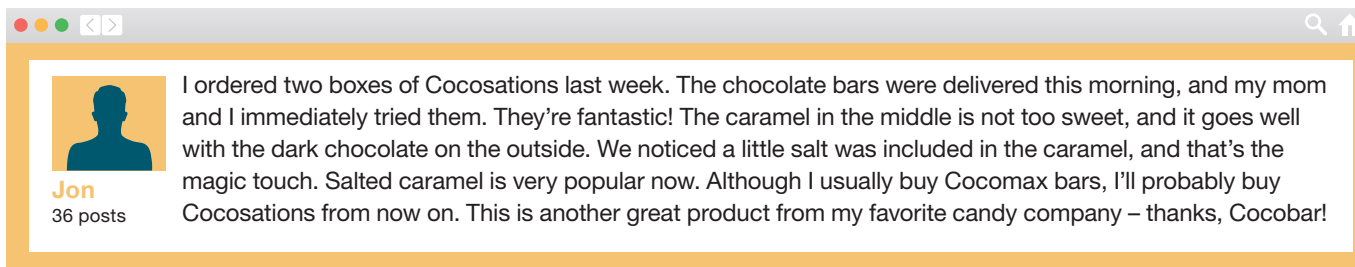
## 2 PRONUNCIATION: Listening for contrastive stress

- A** **2.38** Listen to extracts from the podcast. Focus on the underlined words. Are they stressed more or less than the other words?
- I know your products are made from cacao beans that are imported from Peru, but they're produced locally with other natural ingredients.
  - We don't want them to just like our products – we want them to love our products.
- B** **2.39** Listen. Underline two words in each sentence that receive the most stress.
- Some business owners care about customer reviews, but every business owner should.
  - I started making chocolate as a hobby, but it quickly became a business.
  - If our chocolate is a little more expensive, that's because it's also much higher quality.
- C** Check (✓) the statement that is true.
- We often place additional stress on words with similar ideas.
- We often place additional stress on words with different ideas.



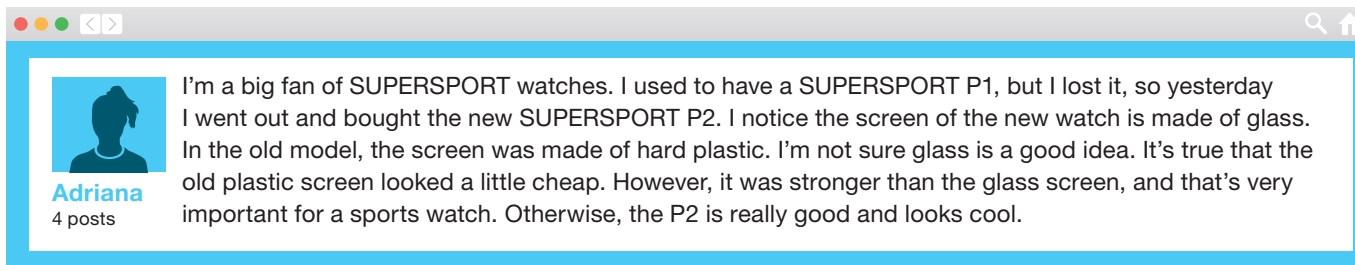
### 3 WRITING

A Read the feedback that fans posted on two company websites. What products do the fans give feedback about? Is the feedback positive, negative, or a little bit of both?



Jon  
36 posts

I ordered two boxes of Cocosations last week. The chocolate bars were delivered this morning, and my mom and I immediately tried them. They're fantastic! The caramel in the middle is not too sweet, and it goes well with the dark chocolate on the outside. We noticed a little salt was included in the caramel, and that's the magic touch. Salted caramel is very popular now. Although I usually buy Cocomax bars, I'll probably buy Cocosations from now on. This is another great product from my favorite candy company – thanks, Cocobar!



Adriana  
4 posts

I'm a big fan of SUPERSPORT watches. I used to have a SUPERSPORT P1, but I lost it, so yesterday I went out and bought the new SUPERSPORT P2. I notice the screen of the new watch is made of glass. In the old model, the screen was made of hard plastic. I'm not sure glass is a good idea. It's true that the old plastic screen looked a little cheap. However, it was stronger than the glass screen, and that's very important for a sports watch. Otherwise, the P2 is really good and looks cool.

#### GLOSSARY

**feedback** (*n*) an opinion from someone about something that you have done or made

**otherwise** (*adv*) except for what you have just said; in other ways

B **WRITING SKILLS** You can use *however* and *although* to contrast ideas. Read the sentences and underline the contrasting ideas in each sentence.

- 1 Although I usually buy Cocomax bars, I'll probably buy Cocosations from now on.
- 2 It's true that the old plastic screen looked a little cheap. However, it was stronger than the glass screen.

#### REGISTER CHECK

*But* and *though* are informal ways to show contrasts in writing. *However* and *although* are often used in more formal writing.

##### Informal

*I used to have a SUPERSPORT P1, but I lost it.*

*I used to have a SUPERSPORT P1, though I lost it.*

##### Formal

*I used to have a SUPERSPORT P1. However, I lost it.*

*Although I used to have a SUPERSPORT P1, I lost it.*

#### WRITE IT

- C Think of two products you're a fan of that are made by two different companies. Write feedback for each product. Describe the products and say what you like about them and what you don't like or how you think the companies can improve the products. Use *however* and *although* to contrast ideas.
- D **PAIR WORK** Exchange feedback. What products did your partner write about? Are the posts positive, negative, or a mixture of both?





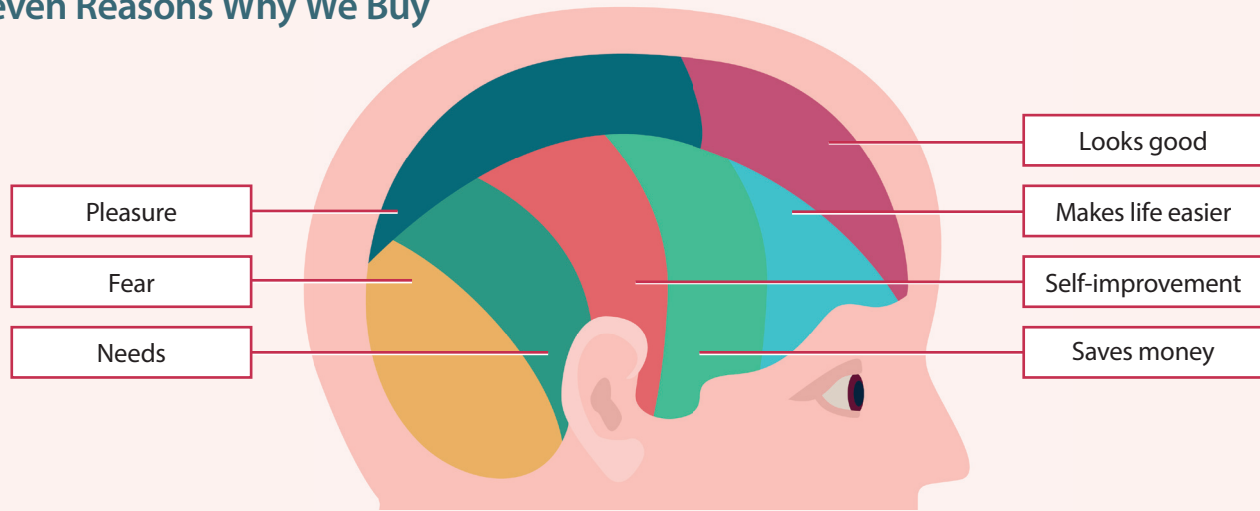
# 10.5

## TIME TO SPEAK Shopping psychology

### LESSON OBJECTIVE

- design a commercial

### Seven Reasons Why We Buy



**A DISCUSS** Look at the picture of the seven reasons why we buy. In groups, think of some examples of things that are bought for each reason.

**B DISCUSS** People often buy things for more than one reason. Look at the things in the box. What are some reasons people buy these things?

fast food    phone/internet plans    toothpaste

**C RESEARCH** Talk about commercials you've seen for the things in part B. You can go online to watch some commercials. Which reasons for buying do the commercials make you think about? Are they the same as the reasons you discussed in part B?

**D PREPARE** Imagine you work for an advertising company. With your group, choose a product that is used by most people. Think about reasons why people might want to buy it. Then, as a group, think of an idea for a commercial for the product.

**E PRESENT** Describe your commercial to the class.

**F AGREE** The class chooses the best commercial.

» To check your progress, go to page 156. »

## USEFUL PHRASES



### DISCUSS

... are bought for / because / in order to ...



### RESEARCH / PREPARE

You see a (person/ thing). They (do something). And then ... At the end, ...