

English in Mind Second edition

Level 5 Unit 5

Lesson Plan

Think you love shopping? It's the marketing scam of the century

THE
INDEPENDENT

AIMS

- to read extensively and study a text related to the Unit theme
- to practise reading for gist and for detailed comprehension
- to understand words and phrases in context
- word building: adjectives and nouns
- to review the use of articles (*a/an, the*)
- discussion
- (further work) conducting a survey and essay writing

Total time (approx): 1 hr 50 mins

(Note: Some exercises may be set for homework)

- 3 This exercise requires a more detailed reading of the text and will help to clarify its main ideas. Ask students to work through the questions in pairs, discussing what the correct answer might be in each case, and then helping each other to find evidence in the text to support it. Allow students to feedback and justify their answers to the class before giving them the correct ones.

Key: 2 (✓) 3 (X) 4 (✓) 5 (X) 6 (✓) 7 (X) 8 (✓)
9 (✓) 10 (X) 11 (✓) 12 (X)

Time: 12 mins

Lead-in

- 1 Tell students they are going to read a newspaper article about shopping, a subject which is talked about in Unit 5. Distribute copies of the worksheet. Ask them what words are missing from the title ('Do *you* think you love shopping?'). In Exercise 1 students are invited to respond personally to this question and to begin thinking about their own reasons for buying products. These ideas will be developed further at the end of the lesson. Students should discuss the questions in pairs or small groups before expressing their views to the class.

Time: 6–8 mins

Reading comprehension

- 2 Distribute the text and ask students to read it through quickly (skim) to get a general idea of the content of the article. Warn them that there is some difficult vocabulary which will be dealt with later. Discuss the questions in this exercise as a class. The meaning of 'hyper-consumption' (consuming/buying too much) should be evident from the text. Students should then work alone to complete the task, scanning the text to find the paragraph topics listed. This task will make students aware of how the text is organised and help them to locate the answers in Exercise 3.

Key: b 8, 9 c 15 d 17 e 5 f 2, 3 g 2 h 14

Time: 8–10 mins

Vocabulary (1): words in context

- 4 This exercise helps students with some of the more difficult vocabulary in the text. The words are printed in *italics* in the article for ease of location. Encourage students to find them and use the context to try to work out their meaning before matching them to the definitions given. This exercise may be done individually or in pairs, or set for homework.

Key: 2e 3a 4d 5g 6j 7b 8i 9c 10h

Time: 10 mins

- 5 This exercise will help clarify the meaning of some idiomatic/uncommon phrases. Check comprehension of '*brands*' (example 3) by asking for examples of brand names (e.g. Coca Cola, Nike). Students should then work through the remaining explanations, referring each time to the context. Paragraph numbers are supplied for ease of location, and in some cases the phrase has been partially completed. This exercise can be done individually or in pairs in class, or set for homework.

Key:

- 2 *branding supremos*
- 3 *will be hard pushed*
- 4 *an early grave*
- 5 *the tipping point*
- 6 *bang their heads together*
- 7 *homogenous lowbrow pulp*
- 8 *his ilk*
- 9 *big guns*

Time: 10 mins

English in Mind Second edition

Level 5 Unit 5

Lesson Plan

Think you love shopping? It's the marketing scam of the century

THE INDEPENDENT

Vocabulary (2): word building – nouns and adjectives

- 6 In the chart, abstract nouns are matched with adjectives and other nouns (persons) to show their derivation from simpler forms. Students should find the missing words in the text to complete the exercise, and then try to identify typical endings for abstract nouns (e.g. -tion, -ism, -ness, -ity, -ment) and for adjectives (-ish, -al, -ic, -ful). Note: be prepared to explain the difference between 'consumption' (*the act or process of consuming*) and 'consumerism' (*a general preoccupation with acquiring possessions*) in example 1.

Key:

- 2 folly ('foolishness' and 'folly' are synonyms)
- 3 frugality
- 4 democratic
- 5 diversity
- 6 youthfulness
- 7 environmental

Time: 5 mins

context before matching them to the rules. They can check their answers in pairs before they are corrected in class.

Key: 2f 3d 4g 5b 6a 7c 8f 9e 10g

Time: 15 mins

- 8 Refer students to the rules outlined in Exercise 7 again, and then ask them to work in pairs to decide which sentences are correct/incorrect and find the errors. Many of the sentences contain more than one noun, but there is only one error in each incorrect sentence.

Key:

- 2 ✓
- 3 X ['of (-) tourism']
- 4 ✓
- 5 ✓
- 6 X ['(-) Fruit ...']
- 7 X ['The mobile phone ...']
- 8 ['... by (-) computers.']
- 9 ✓
- 10 X ["... (-) romantic fiction ...']

Time: 10 mins

Grammar: use/non-use of articles

- 7 Using articles correctly can be challenging even for advanced students, especially if they are used differently in L1. This exercise focuses on some, though by no means all, of the rules for their use. You may find it helpful to make the following general points:

- 'the' is known as the **definite** article, i.e. it indicates that the noun is defined (*that* one, the one we know about);
- 'a' or 'an' is the **indefinite** article (*any* one, we don't know which one);
- the absence of an article often denotes that we are talking about something **in general**.

Read through the rules for usage one by one, asking students to provide you with further examples of their own. Remind them that 'an' is used before a noun beginning with a vowel, though not if it has a consonant sound (e.g. *an egg*, but *a user*). They should then work through the exercise, finding the words or phrases in the text and studying them in

Discussion

- 9 These discussion questions invite students to reflect more generally on the points raised in the article and to think about how they apply in their own lives. Check that they know who Peter Pan was (the little boy who never wanted to grow up), before putting them into groups to discuss the questions.

Time: 10–12 mins

Further work

- 10 The following activities offer students opportunities to explore some of the ideas and issues that have arisen in the lesson.

- a) **Class Survey: McWorld.** Draw students' attention to the first sentence of paragraph 4. What does Barber mean by 'McWorld' (an obvious reference to McDonald's)? Remind them of the meaning of 'superfluous'. Divide students into groups,

English in Mind Second edition

Level 5 Unit 5

Lesson Plan

Think you love shopping? It's the marketing scam of the century**THE  INDEPENDENT**

each choosing a product area to focus on, e.g. food, clothes, travel, entertainment. Each group surveys the class to find out how much they and their families consume in their product area, which products are considered 'necessary' and whether they would be willing to reduce their consumption. Pie charts can be drawn to illustrate the survey results.

- b) Essay: *We consume far more than we need.***
Do you agree? Put students into pairs to plan points for the essay. Ideas may be taken from the

article, but they should try to think of their own examples and consider arguments both for and against the statement.

This article first appeared on Thursday, 19 June 2008, at www.independent.co.uk/environment/green-living/think-you-loveshopping-its-the-marketing-scam-of-the-century-849922.html.

Lesson Plan and Worksheet author: Merryn Grimley

Editor: Jacqueline French