

Unit 9 Clothes and shopping

ACADEMIC SKILLS PLUS

Environmental studies/Marketing: Recycling used clothes

Listening skills: Following different points of view

Speaking skills: Agreeing and disagreeing

1 SPEAKING

- a Look at these facts about recycling clothes in the USA. Guess which number goes in each gap. Then check with your teacher.

0.1	3	15	40	100	1.4 billion
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FACTS ABOUT

RECYCLING CLOTHES

- On average, people wear their clothes for ____ years.
- We could recycle nearly ____% of the clothes we wear.
- Companies actually recycle ____% of the clothes people wear, but they only use ____% to make new clothes.
- The USA produces ____ kg of waste from clothes every year.
- An average person throws away ____ kg of clothes every year.

- b Discuss the questions.

- Do you think these numbers are true for your country? Why / Why not?
- If you stop wearing a piece of clothing, what do you do?
 - throw it away
 - give it to someone
 - sell it
 - something else
- Do you ever buy second-hand clothes? Why / Why not? If you do, what kind of clothes do you buy?

2 LISTENING



- a 9.1 Chris, Emma and Lisa are preparing a seminar together. The topic is 'Recycling clothes'. Listen to their conversation. Which ideas do they talk about? Tick (✓) the ideas you hear.

- | | |
|--|--|
| <input type="checkbox"/> People buy too many clothes. | <input type="checkbox"/> A company makes recycled clothes. |
| <input type="checkbox"/> People throw away clothes. | <input type="checkbox"/> A company makes recycled shoes. |
| <input type="checkbox"/> People don't often recycle clothes. | <input type="checkbox"/> A company sells old shoes. |

- b 9.1 Listen again and write *Chris, Emma or Lisa* beside each sentence. Who ... ?

- read an article about clothes waste ____
- thinks clothes waste is a good topic ____, ____
- doesn't think clothes waste is a good topic ____
- tells the others about a shoe company ____
- is interested to hear about the shoe company ____
- thinks they should talk about both topics ____, ____

- c The company 'Thousand Fell' buys shoes back from customers and recycles them. What other ideas can help to stop clothes waste? Think about these questions:

- What can customers do?
- What can shops do?
- What can clothes companies do?

People can pay more for clothes and keep them longer.

Companies could recycle clothes to make new ones.

3 LANGUAGE FOCUS Agreeing and disagreeing

a In their conversation, the three students ...

- 1 **agree** with what other people say.
- 2 **disagree** with what other people say.
- 3 **ask** other people if they agree.

Look at the examples and complete the gaps with words from the box.

agree (x2)	idea (x2)	really sound
sounds	sure	think

Agreeing

- 1 Yes, I _____ with you.
- 2 That's a good _____.
- 3 It _____ great.

Disagreeing

- 4 Hmm, I'm not _____.
- 5 I don't _____ agree.
- 6 I don't think that's a good _____.

Asking

- 7 What do you _____?
- 8 How does that _____?
- 9 Do you _____?

b 9.2 Listen and check your answers.

c CRITICAL THINKING USING APPROPRIATE LANGUAGE

Compare these ways to disagree, then answer the questions:

A	B
No, you're wrong!	Hmm, I'm not sure.
I don't agree.	I don't really agree.
That's a bad idea.	I don't think that's a good idea.

- 1 Why do the students use the expressions in B, not the ones in A?
- 2 When is it OK to use the expressions in A? Choose a, b or c.
 - a to show you feel very strongly
 - b with people you know well
 - c when you know the other person is wrong

STUDY SKILLS: DISCUSSING IDEAS

Chris, Emma and Lisa are collecting ideas together to prepare for their seminar. How do you think they do this? Which techniques below do you think are useful (✓) and which are not so useful (✗)? Why?

- 1 ☐ Everyone notes the ideas down.
- 2 ☐ Only one person makes notes.
- 3 ☐ No one makes notes.
- 4 ☐ Everyone writes the ideas in complete sentences.
- 5 ☐ They give their ideas in turn and the others only listen.
- 6 ☐ They give their ideas in turn and discuss them together.

4 PRONUNCIATION Asking for an opinion

a 9.3 Listen again to the three questions in 3a:

- What do **you** think, Emma?
- How does **that** sound?
- Do you **agree**?

Does the speaker's voice ... ?

- 1 go down on the stressed syllable
- 2 go up on the stressed syllable

b Practise saying the questions.

c Work in pairs.

Student A: Say one of the sentences (1–4), then add a question from 4a to see if Student B agrees.

Student B: Reply to Student A. Either agree or disagree. Use an expression from 3a.

Then change round.

- 1 We could prepare some slides for our talk.
- 2 We could all meet this evening and do our homework together.
- 3 I think we should all go out tonight.
- 4 Let's only speak English from now on.

5 SPEAKING

a Choose one of the topics below and prepare some ideas for a class seminar:

- global warming
- recycling rubbish
- traffic in cities
- any other important issue in your country

Only decide what ideas to talk about, not exactly what you will say. Make a few brief notes.

b Work with a partner. Discuss your ideas together and choose the best ideas. Use expressions from 3a to:

- agree
- disagree
- ask your partner if he/she agrees

c Make groups of four. Discuss your ideas together as a group and choose the best ideas. Use expressions from 3a to:

- agree
- disagree
- ask the others if they agree

d Tell the class about your ideas.

