

UNIVERSIDADE FEDERAL DE MINAS GERAIS

Faculdade de Letras-FALE  
Curso de Especialização em Inglês-CEI

**MATERIAL DIDÁTICO PARA O ENSINO DE INGLÊS: MONEY MATTERS**

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2014

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## **MONEY MATTERS**

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apresentado ao Curso de  
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obtenção de título de especialista

Belo Horizonte  
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Agradeço primeiramente a meu Pai Celestial por estar sempre ao meu lado em todos os momentos de minha vida.

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Sou eternamente grata aos meus pais, pela vida, que me deram. Dedico esse trabalho a minha mãe, por estar sempre ao meu lado, dando-me apoio, amor, carinho e inspiração.

## Introduction

Consumerism, defined as a materialistic attachment to possessions, has become a major problem these days. The desire to buy and the urge to possess things has led many people to debts and despair. The media, especially television, has enforced the idea that happiness comes from materials, beauty and pleasure. We have noticed in Brazil the “ostentação” phenomenon, which means that the more possession you have the more popular and successful you may become. Selfies and pictures in general in the social media have portrayed “happy” people, showing their acquisition, which make us reflect on this important contemporary issue.

Since 2013, I have been studying the consumerism phenomenon due to a school project in which I led. Since then I have attended several lectures aimed at alerting people about over-consumption, financial and shopping addiction. My motivation for doing this work is make students reflect and express themselves about this social behavior through readings, discussions and interactions in classroom or online.

As we live in a *capitalistic* society, consumption is inevitable but as there are times that individuals may become obsessed with consuming which generally leads them into debts that are far from their earnings. As the solution for this financial problem is not visualized, depression usually takes place in their lives. As a way to make their lives happier, these addicted people usually take loans, indebting themselves, in order to buy more things, which creates a destructive cycle (over-consumption- sadness - overconsumption) . In order to prevent such extreme situation, students who are also consumers, must be warned beforehand of the temptations of this “consumerist world”.

The following two units deal entirely with money matters. They were designed to students of English in the Intermediate Level from private language institutes. They were designed for adult students (18 years old on), as most of them are already working forces in the working world.

Authentic materials, such as texts, comments and videos, were employed in this work. The four skills (listening, speaking, reading and writing) were worked in an integrated way. The communicative approach to language teaching is the base of all this work, as students are encouraged to express themselves in the foreign language. Teacher’s role is very important as they serve as guiders and thought-provoking agents.

The units: “Consumerism” and “Shopping Addiction”, also contain grammar, reading comprehension, writing and speaking sections. The teacher's guide with answer keys and suggestions are provided after each unit. A DVD containing the videos and audio employed in this work is also available to teachers.

The units were organized as described below:

**Let's start:** This section serves as a warm-up activity and aims at introducing the topic to be discussed in each unit. Both units begin with various images/pictures that help students activate their prior knowledge on the topic and then reflect, think critically and express their opinions on the questions presented.

**Let's talk about it:** This section aims at making students reflect a little more on contemporary issues. They are encouraged to express their opinion, compare and contrast information, as well as, critically evaluate what they have just read or listened to.

**Let's read:** This reading section brings authentic texts related to financial issues. It aims at developing reading comprehension skills.

**Let's listen and talk:** The purpose of this section is to make students practice their listening skills and then talk about the content seen or heard. In other world, students are required to understand general and specific information from an oral text as well as express themselves about issues presented in the unit.

**Let's focus on language:** This grammar section is designed in a way as students are supposed to observe the use of the language in context and, from them, deduce grammar rules and also make use of them.

**Let's write:** This section proposes written activities in different genres with tips to draft planning, writing and publishing.

**Let's do a role play:** This section aims to encourage students to practice conversation in a fun and different way according to the proposed topic of the unit.

Some tips were added throughout the units as a way of contributing to the learning process.

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## MONEY MATTERS



Unit 1  
**ARE YOU WHAT YOU BUY?**  
**CONSUMERISM**

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Unit 2  
**DO YOU NEED HELP?**  
**SHOPPING ADDICTION**

UNIT

1

ARE YOU WHAT YOU BUY?

Consumerism





# ARE YOU WHAT YOU BUY? \$

## CONSUMERISM

Let's start: 🚩

Look at the pictures below. Discuss the following question with your partner:

What idea do they share? Do you agree with it?



<http://www.thispaper.co.uk/2012/11/23/art-consumerism/>



<http://coachingleaders.emotional-climate.com/socrates-on-consumerism-thought-for-the-day/>



<http://www.zerohedge.com/news/2014-05-27/religion-consumerism>



<http://www.glogster.com/edwardsilentjohnson3142/consumerism-glog-by-tom-mau>



<http://www.randykinnick.com/no-room-for-consumerism/>

Let's talk about it! 🗣️

1. Take a look at the following three pictures and discuss with your partner:



- a) What do you understand by term *consumerism*?
- b) How media affects people's behavior in relation to consumption?
- c) How is the phenomenon of globalization related to consumerism?

2. Read the following quotation from a Belgian philosopher:

*"Work to survive, survive by consuming, survive to consume: the hellish cycle is created"* Raoul Vaneigem. *The Revolution of Everyday*.

- a) Based on the pictures presented so far and the quotation above, what conclusions can you make? Write them down and share them with the class.

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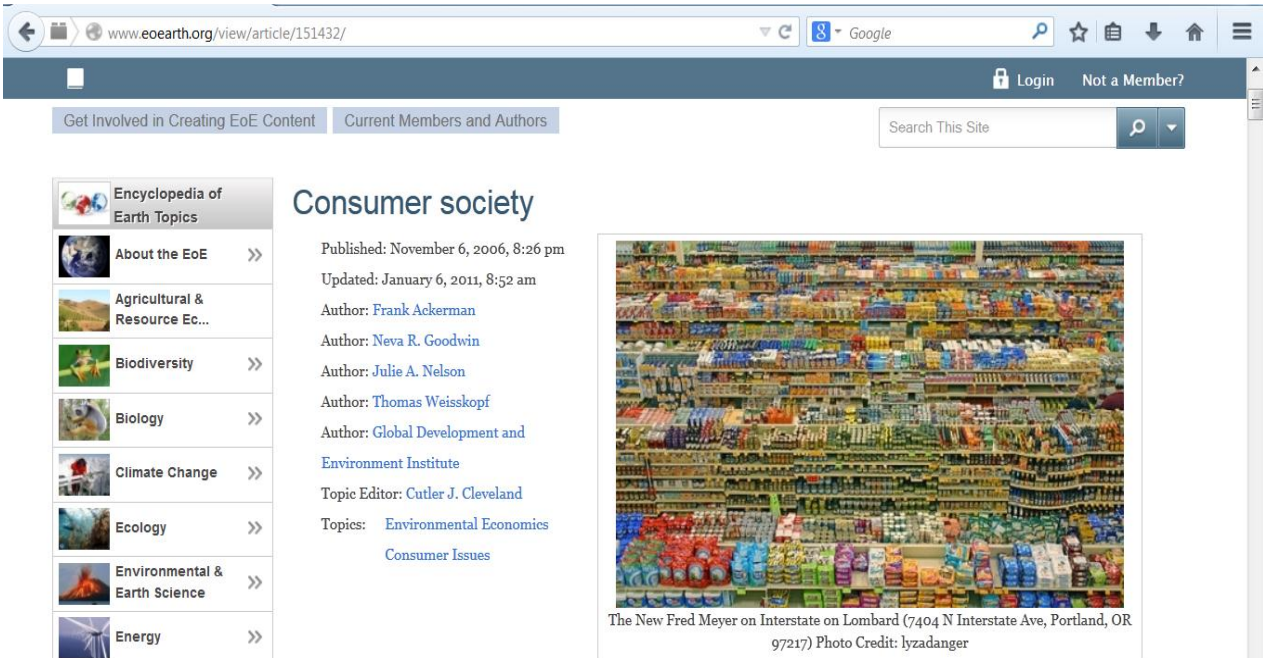
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Let's read! 

**1. You are about to read an encyclopedia entry on *consumer society*. Before you read it, discuss, in groups of four:**

- a) What kind of individual motivations and social influences makes consumers want what they want and buy what they buy?
- b) What marketing professionals must have in mind when they advertise their products?
- c) What does it mean to have a consumerist attitude? How can you identify someone who have it?

**Read the text, learn more about this issue and answer the questions that follow.**



The screenshot shows a web browser displaying the article "Consumer society" on the Encyclopedia of Earth website. The browser's address bar shows the URL "www.eoearth.org/view/article/151432/". The page features a navigation menu on the left with categories like "Encyclopedia of Earth Topics", "About the EoE", "Agricultural & Resource Ec...", "Biodiversity", "Biology", "Climate Change", "Ecology", "Environmental & Earth Science", and "Energy". The main content area includes the article title "Consumer society", its publication and update dates, author information (Frank Ackerman, Neva R. Goodwin, Julie A. Nelson, Thomas Weisskopf, Global Development and Environment Institute), and topic tags (Environmental Economics, Consumer Issues). A large photograph of a supermarket aisle is shown, with a caption: "The New Fred Meyer on Interstate on Lombard (7404 N Interstate Ave, Portland, OR 97217) Photo Credit: lyzadanger".

### ***Consumer Behavior: The Marketing View***

Marketing professionals have a job to do: they want to influence consumers toward purchasing their organization's product. To do their jobs, they have to have a good idea about what makes people want to buy and consume. Most often, their focus is on why a consumer would choose a particular brand of a product, at a particular time and place. Social science research, primarily from psychology and sociology, forms the basis for the standard marketing view of consumer behavior.

#### **The Decision-making Process**

The marketing view portrays consumers as going through a five-step decisionmaking process:

1. **Problem recognition.** In this stage, the consumer perceives that he has a want or need. The consumer compares his situation to some situation he would consider to be better, and his desire to move to the better situation is aroused. For example, the consumer might feel hungry or feel unsatisfied with her current athletic shoes, which are shabby compared to those in advertisements.

2. **Information search.** In this stage, the person seeks information about how this want might be met. She may search her own experience, looking for ways she has satisfied it in the past. Or she might consult external sources of information, like friends, family, newspapers, advertising, packaging, etc. For example, he might be attracted by the photos on the packages of frozen dinners in the supermarket. The packages give him information about the product inside. Since humans have a limited availability to absorb information and can only assess a limited number of options, this process is likely to be very incomplete—the consumer will generally move on to the next stage knowing only some things about some alternatives.

3. **Evaluation of alternatives.** After gathering information, the consumer compares the various alternatives about which he or she has gathered information. Goods and services are said to have attributes (or characteristics) that are the real items of interest to the consumer. The consumer will lean toward the alternative that has the bundle of attributes that most meets his or her desires. For example, the consumer might be interested in how a dinner tastes, in its nutritional value in terms of calories and fat content, and in whether it will satisfy his desire to try new things (or stick to old ones). She will compare brands and decide which one fits her priorities best. If she is deciding on athletic shoes, the fashionableness of various brands may weigh heavily—or even be the overwhelming factor—in his choice.

4. **Purchase decision.** Having developed an intention to buy something, the consumer will (barring interference or unforeseen events) follow through and make the purchase.

5. **Postpurchase behavior.** After the purchase, the consumer will decide whether he or she is satisfied or dissatisfied with the good or service. Consumption, in the marketing view, is seen as something of a trial-and-error process.

Marketing professionals are interested in all aspects of this process, since each step gives them opportunities to try to sway consumer choices toward their organization's products. They may try to create new desires, for example, or try to better inform the public about the value of their product. They may improve web sites, to make sure customers aren't frustrated in making their intended purchases. Or they may inform their own organization of changes in design that could improve customer satisfaction (and thus bring more repeat business).

## Consumer Motivation and Behavior

Why do consumers want what they want? Why do they buy what they buy? The standard marketing view draws on a wide variety of research concerning individual motivations and social influences to answer these questions.

Psychological theories of motivation can shed light on why people come to desire certain things. One frequently used categorization breaks down human perceived needs into five categories:

1. Physiological needs, such as hunger and thirst.
2. Safety needs, for security and protection.
3. Social needs, for a sense of belonging and love.
4. Esteem needs, for self-esteem, recognition, and status.
5. Self-actualization needs, for self-development and realization.

A consumer's recognition of a need—step 1 of the decision process—can include one or many of these categories.

Psychological theories can also shed light on why people sometimes consume in unpredictable, even seemingly irrational ways. It is no secret that sex is used to sell everything from cars to magazines or that soft drink ads appeal more to a desire for a sense of belonging and self-esteem than to a desire to relieve thirst. People know, at a conscious level, that the tie between such advertising campaigns and what they actually will get by buying the product is tenuous at best. But that doesn't stop such campaigns from being successful!

Psychologists have noted that the degree to which people perceive a need is clearly related to two important factors: our own past experience, and the experience of groups to which we compare ourselves. These create reference points and reference groups, in light of which people evaluate their own well-being and state of need.

Humans seem to be more tuned in to changes in our perceived satisfaction than to the absolute level of satisfaction we experience. We take as our reference point, in judging what we want and need, any situation to which we have become accustomed. If we are used to eating out once a week, that seems normal to us. We may not feel any particular joy in eating out once a week. If we change, and start eating out three times a week, we will feel a surge of pleasure. But once we have adapted to the new situation, the pleasure tapers off and we come to think of the new situation as normal. (We will even feel deprived if cut back to “only” twice a week!) For this reason, as marketers well know, to the extent that we seek jolts of happiness, we can be continually attracted by stimuli that promise us something more, new, or different.

The picture of consumer behavior that comes out of the marketing synthesis of social science research is one that sees consumption behavior as very much a social behavior, in far-reaching ways. Reference groups are particular groups of people who influence the behavior of a consumer, because the consumer compares himself or herself with them. Membership groups are groups to which the person belongs, such as families, student communities, and groups of co-workers. Membership groups are important sources of information and also sources of pressure to conform to group practices and norms. Another kind of reference group, an aspirational group, is a group to which a consumer wishes he or she could belong. People often buy, dress, and behave like the group—management personnel, rock stars, sports teams, or whoever—with whom they would like to identify.

### *The Consumer Society*

Having explored how social context may (or may not) be included in the marketing and utility theory views of individual consumer behavior, we now switch gears and look more directly at long-term historical and social factors influencing consumption.

The modern consumer is not an isolated individual making purchases in a vacuum. Rather, we are all participants in a contemporary phenomenon that has been variously called a consumerist culture and a consumer society. To say that some people have consumerist attitudes or values means that they always want to consume more, and that they find meaning and satisfaction in life, to a large extent, through the purchase of new consumer goods. Consumerism has emerged as part of a historical process that has created mass markets, industrialization, and cultural attitudes that ensure that rising incomes are used to purchase an ever-growing output.

Available at: <http://www.eoearth.org/view/article/151432/>. Access: 26/12/2014.

### **Reading Comprehension**

1-What kind of text is it?

- |                                  |                                       |                                  |
|----------------------------------|---------------------------------------|----------------------------------|
| <input type="checkbox"/> Recipe  | <input type="checkbox"/> Commentaries | <input type="checkbox"/> E-mail  |
| <input type="checkbox"/> Article | <input type="checkbox"/> Novel        | <input type="checkbox"/> Journal |

2-Check  the options that best describe what marketing professionals need to know to do an effective job.

- ( ) They have to have a good idea about what makes people want to buy and consume.
- ( ) Most often, their focus is on why a consumer would choose a particular brand of a product, at a particular time and place.
- ( ) They don't need to know anything about the social science research.
- ( ) They need to get information about the job market.

3-What is the marketing view about the consumer behavior?

4-Concerning the *decision –making* process, explain with your own words the main idea of each one of the five stages.

- Problem recognition

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- Information search

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- Evaluation of alternative

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- Purchase decision

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- Postpurchase behavior

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5 -Go back to the text in order to decide which statements are true (T) and which are false (F) about the Psychological theories of motivation can shed light on why people come to desire certain things. One frequently used categorization breaks down human perceived needs into some categories:

1. Safety needs, for security and protection. ( )
2. Social needs, for a sense of belonging and peace. ( )
3. Esteem needs, for self-esteem, recognition, and status. ( )
4. Self-actualization needs, for self-development and realization. ( )



## Let's focus on language (Grammar)

The Advice Guide Bureau website has helped people dealing with financial problems. Read the text below to find out what **recommendations** they give to deal with debts:



The screenshot shows the website interface with a search bar, navigation tabs for various topics like 'Debt and money', and featured content boxes for 'Christmas shopping tips', 'Pensions guidance', and 'Immigration checks by landlords'. A large banner image shows a family of four.

***How to sort out your debts***

If you have a problem with debt, it's important not to panic but don't ignore it either – it won't go away.

To deal with a debt problem, you will need to:

- sort out how much money you owe
- work out which are the most urgent debts for you to pay off
- work out if you've got any money to pay your debts off and, if so, how much
- deal with the most urgent debts as a matter of priority
- look at your options for dealing with the less urgent debts and work out how to pay them off
- contact your creditors and make arrangements to pay back what you owe
- work out your options if you don't have enough money to pay off all your debts.

Available at: [http://www.adviceguide.org.uk/wales/debt\\_w.htm](http://www.adviceguide.org.uk/wales/debt_w.htm). Access: 24/12/2014.

1-Which of these sentences taken from the text “Advice guide self help from Citizens advice” express a recommendation?

( ) Sort out how much money you owe.

( ) Work out which are the most urgent debts for you to pay off.

( ) Deal with the most urgent debts as a matter of priority.

( ) How to sort out your debts.

2-What do the sentences you marked have in common?

3-We use the imperative to tell someone what to do or not do. Read the text again and after that mark true or false for the following sentences concerning how to use imperative accordingly:

- a) ( ) Describe a past event.
- b) ( ) You don't need a subject.
- c) ( ) It's formed by using the base infinitive of the verb.
- d) ( ) Express our feelings.

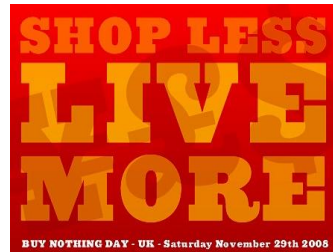
4-What does each image express: ( ) recommendation ( ) order ( ) instructions ( ) warning?



<http://www.keepcalm-o-matic.co.uk>



<http://robertpeters.com/>





<http://www.evancarmichael.com>


We can use the imperative to give orders, instructions, and warnings or to make recommendations.

**PRACTICING GRAMMAR IN CONTEXT:**

5) So, if your friend were to tell you, for example, that he/she is full of debts, what recommendations would you give him/her? Report to the *Advice Guide Bureau* tips. What else would you recommend to a friend? Answer using the imperative and after that compare them with your classmates. Share with the class.

 \_\_\_\_\_

 \_\_\_\_\_

 \_\_\_\_\_



## LET'S DO A ROLE PLAY

Now you and your classmates are about to do a role play in group of 5. Read carefully the following instructions and the useful language in order to help you, after that each group is going to present it.

Suppose you are in shopping mall with your friend who is completely in debt. He/she has agreed that he/she will only accompany you and will not buy anything. However, as soon as he/she sees the window shopping of a shoes store, he/she falls in love with a beautiful but expensive pair of shoes. He/she wants to buy the shoes by any means necessary but they have a lot of bills to pay. Make a role play on the situation. Make it as funny as possible and speak naturally. Use as many imperative structures as possible.

**Useful language – Make your recommendations using some of these sentences.**

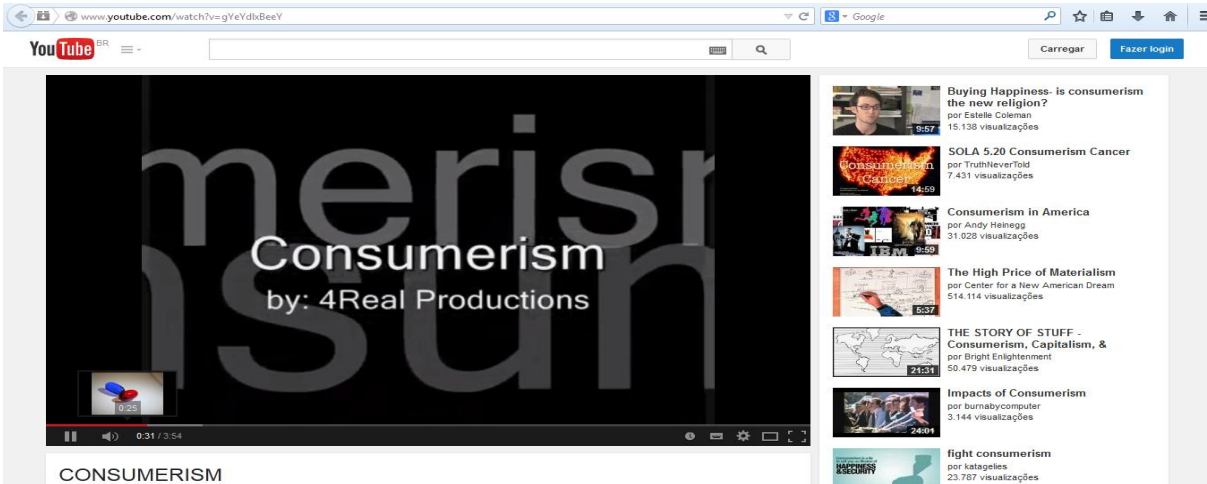
Don't you need it / Don't buy it / Think before you buy / Save money to pay your bills/ Sort out how much money you owe/ Control your feelings / Spend less and live more /Keep calm and buy less stuff / “Don't spend more money they you have got”/ Don't spend money before you got it”.

**Useful language –Express you want to buy some shoes using some of these sentences**

I love buying shoes/ I can't afford it / I feel better when I shop/I need to stop spending money but I have to buy something.

Let's listen 

You are about to watch a video about Consumerism from *youtube*.



The screenshot shows a YouTube video player with the title "Consumerism by: 4Real Productions". The video is currently at 0:31 / 3:54. To the right of the video player, there is a list of recommended videos:

- Buying Happiness- is consumerism the new religion? por Estelle Coleman 15.138 visualizações
- SOLA 5.20 Consumerism Cancer por TruthNeverFold 7.431 visualizações
- Consumerism in America por Andy Heinigs 31.028 visualizações
- The High Price of Materialism por Center for a New American Dream 514.114 visualizações
- THE STORY OF STUFF - Consumerism, Capitalism, & por Bright Enlightenment 50.479 visualizações
- Impacts of Consumerism por burnabycomputer 3.144 visualizações
- fight consumerism por katagelles 23.787 visualizações

<http://www.youtube.com/watch?v=gYeYdlxBeeY>,

*Before you watch.*

**1. Answer the following questions:**

- Have you ever wondered why people buy so many *unnecessary* items?
- Do you know any person who loves to buy? If so, why do you think he/she loves do it?
- How often do you buy things that you have never used? What do you do with your *unnecessary items*?

**While you watch:**

**1. Take notes in order to answer the following questions:**

- What is the relationship between consumerism and society presented in the video?
- Do you agree with Jean-Jacques Rousseau? Why and why not ?

**After you watch:**

**1. Watch the video again and answer:**

- What ideas are presented in the video? Do you agree with them?.

**Discuss with your partner. Share your comments with the class**

Let's write



Pre-writing

**In this writing section you are going to learn more about how to make comments.**

**Read the following comments on the video *Consumerism* that you have just watched.**

**While you read, think about the question:**

**1) What makes a good comment?**

The screenshot shows a browser window with the URL [www.youtube.com/watch?v=gYeYdlxBeeY](http://www.youtube.com/watch?v=gYeYdlxBeeY). The YouTube interface includes the logo, a search bar, and a list of comments. The comments are as follows:

- Sydney Storie** (9 meses atrás): This may help you understand about consumerism, this video is true, why do we buy things we don't need? Many people buy unnecessary things, just think instead of buying something you don't need you could help people in poverty. (Includes 'Traduzir' and like/dislike icons)
- Cactus Bob** (3 anos atrás - em resposta a idiotkrati): @idiotkrati (2) i am worried someone will t bone me at some light and it will be gone . i came to look at these videos to try to understand why there was so much talk about consuming less . the only hint i had that this was going on was i see used cars 1 or 2 years old with only a few thousand miles on them for sale and always wondered . who would buy a car drive it little and then trade it in so soon and take the loss ? all my cars go to the junkyard when i am done with them
- Cactus Bob** (3 anos atrás - em resposta a idiotkrati): @idiotkrati (3) i am glad i ran into you and i hope you find balance in your life . money can be a gift and yet a curse at the same time . i always thought if i had money it would open doors for me . but i guess i should be carefull what doors i open . i hope you check out my videos and keep in touch , i will not forget you , i have learned from you , take care BOB
- GayToradeor** (2 anos atrás): it's now become absolutely normal to buy thing we don't need. you don't have to rub it in our faces.
- TheLuminousCleric** (1 ano atrás - em resposta a superkinoti): You want an extraterrestrial being to bring you the truth?

Available at: <http://www.youtube.com/watch?v=gYeYdlxBeeY>. Access 10/10/2014.

**1) What comments above did you like more? Why?**

**2) In your opinion, why some comments receive more feedback than others in the Internet?**

**3) The following text is on how to make comments online. It is from a *blog* that provides tips for bloggers. Read it and answer the questions below:**

### **6 ways to make outstanding comments**

Whenever I decide to leave a comment on a blog post I ask myself **three questions**:

1. Was that post useful or interesting to me?
2. Can I express a valid opinion on the topic?
3. Will my comment be useful to someone?

If the answer is “*Yes*” to at least two of these questions, I then proceed to leaving the actual comment following a few personal guidelines:

#### **1. Never leave short and meaningless comments.**

I’m sure that everyone has seen those “*Great post, X!*” comments floating around in the blogosphere. I’m sure that some people really feel that way about a blog post, while others leave that kind of comments only to get listed between the commentators. Showing appreciation that way it’s nice, but unfortunately it will rarely get you noticed.

#### **2. Extend the topic**

If the topic happens to meet your field of expertise, try to leave a comment that will extend the blog post. Explore other possibilities and ideas. Think of it as writing a small follow up.

#### **3. Provide personal insight**

If you are familiar with the topic and have personal experience with similar situations, don’t hesitate to share. Different tips apply and have different effects to different readers. Talking about your personal experience will help comment readers identify with your situation and estimate future effects.

#### **4. Be communicative**

After all, comments are a form of interaction. Whether you’re going to engage in a discussion with the post author or the community, it will prove to be a good strategy of getting you noticed. Blog owners appreciate community members that contribute to starting and developing interesting and intense discussions.

#### **5. Identify yourself**

Comments are not trackbacks. Trackbacks are automatically left by blogs and blog posts, comments are left by humans (spam bots not included). Start using a real name or at least a nick name in the “name” field of the comment form. Personally, while in most cases I approve almost every comment, even if it’s signed with a keyword phrase (as long as it is on topic), I tend to show less interest in comments not signed with a name. Imagine a real life conversation going like this:

“Hi Alex, these are good tips! I’m looking forward to implementing them.”

“Thank you, ‘*internet marketing*’. I’m glad that you’ve enjoyed them.”

Sounds a bit weird doesn’t it? It’s not a pleasant situation.

#### **6. Be a critic, not a hater**

No blogger should think that he holds the absolute truth and must be ready to be criticized. If you’re going to leave a negative comment, try to use common sense and arguments. If your critique and arguments are valid, it’s likely that the author will give you credit for them and even be thankful and so will the community.

Available at: <http://blogsessive.com/blogging-tips/outstanding-comments/>. Access: 20/12/14.

**A) Based on the tips presented, check the item(s) that must always be employed when leaving a comment on a blog or any other interactive media?**

Identify yourself, even if you use a name that is not your real one.

- Use emoticons as you wish as they are word substitutes.
- Censure the author or members of the community if you think they are wrong.
- Include as many links as possible in your comments.

**B. Read the comments from *youtube* video *Consumerism* again. Highlight the features of good comments or bad comments as shown in the text *6 ways to make outstanding comments*. Share with your partner.**

**C. In his comment Bob Cactus states that “money can be a gift and yet a curse at the same time”. Do you agree or not with him? Visit the page and leave your comment there. Try to follow the tips presented in this section.**

**Write your draft here and show it to your partner:**

## Unit 1- Test

**Student:** \_\_\_\_\_

**Level:** \_\_\_\_\_ **Teacher:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Total Score:** \_\_\_\_\_ **Student's Score:** \_\_\_\_\_

### Reading Section

Read the text below and do the activities that follow.

#### Consumerism

*How much stuff do we need?*

Do you work hard to **keep up with the Joneses**? Are you always hunting for the next best thing? If you answered yes, you are not alone. Consumerism is an **epidemic** in wealthy countries. Many people stop at the mall before going home after work. Others are addicted to shopping channels.

Not all consumers are shopaholics. Some people have one **guilty pleasure**. This may be golf clubs, brand-name purses, or even take-out coffee. Some people say that buying new things makes them happy. Does shopping provide a short-term **high**?

The opposite of consumerism is **minimalism**. Minimalists do not like unnecessary stuff. These people only shop if it is absolutely necessary. They typically have a one in, one out policy. If they buy something new, it is because the old one is too worn or broken to use. Many minimalists don't even have a car.

People in **have-not** countries would shake their heads if they knew our consumer habits. They would be **shocked** to learn that we throw out perfectly good electronics and clothes.

Available at: <http://www.esl-library.com/> Accessed on July 2014

1-What's the difference between Minimalism and Consumerism concepts?

2-Why is consumerism considered an epidemic in wealthy countries?

3- Why does the author say that people in *have-not* countries would be shocked by our consumer habits?

4- **Mark each statement true or false.**

a) \_\_\_ All consumers are shopaholics .

b) \_\_\_ Minimalists like to buy unnecessary stuff

c) \_\_\_ Everybody that lives in wealthy countries is shopaholic

d)\_\_\_ The opposite of minimalism is consumerism.

e) \_\_\_ People in "have not" countries would think that it's normal throw out good clothes

**5- Match the definitions:**

- a) Epidemic
- b) Guilty pleasure
- c) Minimalism:

- 1\_\_\_\_\_ Trying to get by on the least amount of consumer goods possible.
- 2\_\_\_\_\_ When a problem or disease becomes a concern for the greater public and causes harm on a large scale.
- 3\_\_\_\_\_ It's when somebody does something even knowing that it wasn't supposed to do.

**Listening and writing section**

6-Watch the video *The Simpsons Mapple Store*, available at: [https://www.youtube.com/watch?v=WL2l\\_Q1AR\\_Q](https://www.youtube.com/watch?v=WL2l_Q1AR_Q).



**Now answer the following questions related to the video above.**

- a) In the beginning of the show, the Simpsons enter into the new store that opened up at their mall, “Mapple”. What does it mean it?
- b) What upsets Lisa?
- c) What is the satire concerning the people of modern day society?

**7- Go back to the video above in order to choose some comments to read. Write your comments on the *youtube* page. Write the comment to be published on *youtube* here:**

## UNIT 1

# ARE YOU WHAT YOU BUY? \$

## CONSUMERISM

*"A teacher is one who makes himself progressively unnecessary."  
Thomas Carruthers*

This unit focuses in an important and recurring theme in our society: Consumerism. Students are encouraged to express their opinions as much as possible. The four skills (listening, speaking, reading and writing) deals with the same theme and interaction among students are emphasized.

### Let's start:

#### First Step:

In this section you must show the pictures to the students in order to facilitate understanding the subject that will be treated in the unit and ask them the following question: *Are you what you buy?* Let them answer in order to provoke a discussion.

#### Second Step:

Call students' attention to the pictures in this exercise. It is important that students look attentively at the pictures and think about them. Ask the following question to the class: *What idea do they share? Do you agree with it?* Answers may vary. After that, make some considerations about the images and the question asked.

### Let's talk about it

#### First Step:

Ask students the questions proposed in this section in order to promote a discussion in pairs. Encourage students to talk in pairs answering each other the questions that have been proposed, during this activity.

#### Second Step:

1-After the discussion the students about the images you should hear the responses of pairs and make final considerations relating certain points such as the influence of globalization on the process of consumerism and consequently the creation of Black Friday consisting of term that was created by the US retail to name the action that happens in annual sales Friday after Thanksgiving. The idea has been adopted by other countries such as Canada, Australia, UK, Portugal, Paraguay and Brazil. Walk around the class so that you can assist them in possible difficulties on the matter.

2- a) Answers may vary. Ask students to share their conclusions with the class integrating the quotation and based on the pictures presented so far.

### Let's read

#### First step:

Before this exercise, you must plan in order to prepare the lab or if it is not possible you can provide copies previously.

#### Second step:



Before reading the text, ask students to discuss the questions proposed in groups of four. Answers may vary, however teacher can complete and make some comments about the questions to help the students in order to introduce the topic that it will be presented in the text, Consumer Behavior: The Marketing View.

### Answers - Reading comprehension

1-Article

2- They have to have a good idea about what makes people want to buy and consume.

Most often, their focus is on why a consumer would choose a particular brand of a product, at a particular time and place.

3-Social science research, primarily from psychology and sociology, forms the basis for the standard marketing view of consumer behavior. The marketing view portrays consumers as going through a five-step decision-making process.

4-Answers may vary but they must keep in mind the following topics below mentioned in the text. Encourage students to explain with their own words about the stages.

**Problem recognition.** In this stage, the consumer perceives that he has a want or need.

**Information search.** In this stage, the person seeks information about how this want might be met.

**Evaluation of alternatives.** After gathering information, the consumer compares the various alternatives about which he or she has gathered information.

**Purchase decision.** Having developed an intention to buy something, the consumer will (barring interference or unforeseen events) follow through and make the purchase.

**Postpurchase behavior.** After the purchase, the consumer will decide whether he or she is satisfied or dissatisfied with the good or service.

5- 1 ( T ) 2 ( F ) 3 ( T ) 4 ( T )

### Let's focus on language: Grammar

In this section, students will learn and practice Imperatives and simple present once they are important in English because they are common in written as well as spoken language .

#### First step:

First of all, ask the students to read the advice guide website concerning financial problems in order to find out what advices that they give to deal with debts. After that, ask them to share their answers with a partner. Students must read the text carefully.

#### Second step:

Students will have to read some information about how to give recommendations and how to structure it in English. At this point, give additional examples and explanations to clarify, but avoid turning the grammar lesson into a meaningless grammar lesson.

1-Sort out how much money you owe.

Work out which are the most urgent debts for you to pay off.

Deal with the most urgent debts as a matter of priority.

2-All sentences are in an imperative form giving recommendation.

3 :

b) You don't need a subject.

c) It's formed by using the base infinitive of the verb.

4- Each image express: ( ) recommendation

5-Answers may vary

### Let's do a role play

This activity must be done in group of five. Each student receives a card with the following task:

Suppose you are in shopping mall with your friend who is completely in debt. He/she has agreed that he/she will only accompany you and will not buy anything. However, as soon as he/she sees the window shopping of a shoes store, he/she falls in love with a beautiful but expensive pair of shoes.He/she wants to buy the shoes by any means necessary but they have a lot of bills to pay.Make a role play on the situation. Make it as funny as possible and speak naturally. Use as many imperative structures as possible.

#### Useful language – Make your recommendations using some of these sentences.

Don't you need it / Don't buy it / Think before you buy / Save money to pay your bills/ Sort out how much money you owe/ Control your feelings / Spend less and live more /Keep calm and buy less stuff / “Don't spend more money they you have got”/ Don't spend money before you got it”.

#### Useful language –Express you want to buy some shoes using some of these sentences

I love buying shoes/ I can't afford it / I feel better when I shop/I need to stop spending money but I have to buy something.

The teacher needs to prepare the students on the importance of verbal and nonverbal communication; identify and practice elements of effective listening and speaking. Examples include recognizing the impact of variations of facial expression, posture, and volume on oral communication.

## Let's listen

### Before watching:

1. A, B, C= Answers may vary but the teacher may promote a brief discussion a on them. Encourage students to talk in pairs answering the questions.

Explain them that they do not need to understand word by word of the video, however they must listen attentively. This activity can be done in the lab to facilitate access as well as upcoming activities.

The teacher can also use the DVD that contains this videos and show it class.

### While watching:

First of all, students read the questions in silence. After that, they watch the video about Consumerism from YouTube, taking notes concerning the questions in exercise 1. They will need to watch the video as many times as necessary in order to be able to answer the questions that have been proposed. The video is available at: <https://www.youtube.com/watch?v=gYeYdlxBeeY> .

### Answers:

1-a) The relationship between consumerism and society presented in the video is that we are in an increasingly consumerist society that tries to dictate the way we should wear, live and be through materials which makes people consume more and more unnecessary things.

b) Give them a brief explanation Jean-Jacques Rousseau because it is important to say that in his dramatic opening lines to his immensely powerful treatise *"The Social Contract,"* he wrote that man was naturally good but becomes corrupted by the pernicious influence of human society and institutions. Jean-Jacques Rousseau said that "Man is born free, and everywhere he is in chains". If you want to read more about it go to: <http://www.rjgeib.com/thoughts/rousseau/rousseau.html>.

### After watching

Allow students to share their responses with the colleague and then you will review each question in order to clarify possible doubts and contribute to their learning. The teacher should call students' attention to spending and unnecessary purchases.

1-a) One of the ideas presented is about avoid over-consumption. The video leads to a reflection on whether we would be really "free" given that we live in a society that tells us what we have to use or what to do. The answer is that everything depends on each one of us. Teacher needs to encourage students to express their opinions, they can agree or not, but they need to justify it. Ask the students to discuss with a partner and share their comments with the class.

## Listening Transcription – Track 3 –DVD / Consumerism from YouTube

“This is your last chance, after this there is no turn back .You take the blue pill, the story ends. You wake up in your bed and believe whatever you want to .You take the red pill, you stay in wonderland and I will show you how deep the rabbit hole go.

As long as it is your choice, you can accept the truth or not .You can take the blue pill, take de red pill but remember as long as it's your choice.

Consumerism: By a real production.

America, land made for freedom, the land of free, but are we really free?

Jean Jack Rosseau, a French philosopher from 18<sup>th</sup> century argues that: man is born free and everywhere in chains, are we free? If we are not free, how can we be free? Let's begin by analyzing ourselves .How many of you own a cell phone ,a musical reproducing device ,a home game system ,a pair of a R\$ 120,00 shoes ,have you ever as red yourself why ? The truth is that nobody knows why. It's just this that we all want but nobody needs, now you are asking yourself, if nobody needs them, why are we still behind them?

This truth is you already know ,it is all around you ,it is everywhere you go and everything you do ,it is the same answer to the questions : why did you insult him or her ,why do you wear tight jeans ,why do you do your hair ,why do you look at the mirror twenty times before you go outside ,buying now you should see the light ,you realize that that all of these things make you feel better about yourself ?

Living in a society that tells you what you need to feel better about yourself .Are you really free? Are you free to wear what you want? Or are you in chains being forced to wear what the society tells you? The answer is really all up to you .This is known is the concept of agency .Agency is being free form culture, society and influence. I have to admit that you won't find truth anywhere except from reading.

A crazy ,white guy who claims to be half black ,half Mexican once said : “Agency requires reading ,you can find truth in a matrix ,you can find that on television or where the people you talk to , they live in a matrix too.

Consumerism obviously is a huge issue in today is world; it is an issue that causes problems and is addressed in many movies such as “fight club”.

I leave you with a quote from this movie and challenge you to go a day without your wants. “It is not until you lose everything that you become free”.

### Let's write

In this section students are going to learn more about how to make comments.

#### **First step:**

This activity must be done integrated to the listening part as it involves the same video: Consumerism from Youtube. While they read some comments on the video, ask them to think about the question:

1-What makes a good comment ?

#### **Second step:**

After reading the comments, they need to answers the questions that were proposed.

2-Students need to share with the class which comments they liked more and why.

3-Answers may vary. Possible answers: Some comments are more clear, concise, honest, thought-provoking and constructive than others.

**Third step:**

In order to continue to prepare the students to write their comments, they are requested to read the text from a blog that provides tips on blogs and other related themes and answers the questions.

**Students need to use the texts: 6 ways to make outstanding comments as well as Comments on the video Consumerism again.**

Answers:

a) ( x) Identify yourself, even if you use a name that is not your real one.

b) Answers may vary. Suggestion

Good comment



Features of good comments.

- ✓ The commenter identified himself.
- ✓ Explored ideas
- ✓ Contribute to starting and developing other discussions.

c) The teacher should give the step by step instructions on how to write a text whose genre is commentary by other models so that students can learn to know. All steps of the writing process should be followed such as: draft, correcting, editing and so on. The teacher should teach students the specific vocabulary to express opinion in order to make comments.

After writing their draft, students may do peer editing in order to help each other improve their comments. Ask the students to visit the page of comments on Youtube about the video concerning to the Consumerism and leave their own comments there trying to follow the tips presented in this section.

**Test Unit 1 / Key Answers**

1- Minimalists do not buy unnecessary stuff unlike consumerists who always do it. Minimalist people only buy what is absolutely necessary.

2- “Many people stop at the mall before going home after work”

3- Because they would be shocked to learn that we throw out perfectly good electronics and goods.

4- a) FALSE

b) FALSE

c) FALSE

d) TRUE

e) FALSE

5- 1C 2A 3B

6- Listening and writing are integrated. Students are encouraged to watch the video and do a comment to be published on YouTube.

a) "Mapple" is a pun that is supposed to represent Apple.

b) Lisa is especially fascinated by Mapple and all the Mypods (iPods), but everything is too expensive and she can't afford to buy one, which upsets her.

c) Along with the satire of the ignorance of consumers are the many stereotypes of modern day society.

We can find more information at: <https://sites.google.com/site/huckfinnsatiresite/the-simpsons/analysis>

7- Answers may vary

#### Transcription of The Simpsons: Mapple store

Start	End	Subtitles
-------	-----	-----------

00:00:06	00:00:12	Mom , Dad, our mall got a Mapple Store. It's so sterile.
----------	----------	--

00:00:12	00:00:16	MyPods, MyPhones, a Brainiac Bar.
----------	----------	-----------------------------------

00:00:16	00:00:20	My question is the following statement: Operating system 4.2 has sloppier
----------	----------	---

00:00:21	00:00:24	architecture than a Tijuana ant hill. -Did you get peanut butter
----------	----------	--

00:00:25	00:00:28	in your Ethernet port again? -No, I got mayonnaise in the CD Drive.
----------	----------	---

00:00:31	00:00:36	I see you're admiring our "MyCube". It's fueled by dreams and powered by imagination.
----------	----------	---

00:00:36	00:00:39	What does it do? -You should ask yourself, what can I do for it?
----------	----------	--

00:00:40	00:00:42	Ok, what can I do for you? Please, I'm begging you.
----------	----------	---

00:00:43	00:00:45	Sir, it's not even turned on yet. -But it's glowing.
----------	----------	--

00:00:46	00:00:47	That light confirms that it's off.
----------	----------	------------------------------------

00:00:50	00:00:54	I can't afford any of your products. But can I buy some fake white earbuds
----------	----------	--

00:00:54	00:00:57	so people will think I have a MyPod? -Sure, those are called MyPhonies.
----------	----------	---

00:00:59	00:01:04	Oh, and they cost 40 Dollars. -I'll never get a Mapple anything.
----------	----------	--

00:01:05 00:01:09 I hate this MyPod. I can't watch movies on a screen this small.

00:01:09 00:01:17 And the music today, don't get me started. I said, don't get me started.

00:01:21 00:01:26 Come on, isn't someone going to get me started? Let's go Teenee.

00:01:27 00:01:31 Maybe somebody at all Old Navy will get me started. Here kid, you take it.

00:01:32 00:01:37 Thank you Krusty. -Hey, don't thank me, thank the Jewish Clown Awards gift basket.

UNIT

2

# DO YOU NEED HELP?

## SHOPPING ADDICTION





## UNIT 2

## DO YOU NEED HELP?



## SHOPPING ADDICTION

Let's start: 

Look at the pictures below. Discuss the following question with your partner:

- When shopping may become a nightmare? Give examples.



Picture 1/ available at : <http://www.123rf.com/stock-photo/shopaholic.html> accessed on July 17,2014.



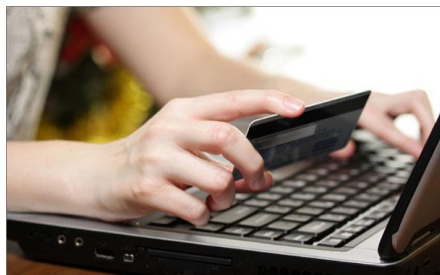
Picture 2/ available at : <http://photobucket.com/images/credit%20card?page=1> accessed on July 17,2014.



Picture 3 available at : <http://www.cosmopolitan.co.uk/lifestyle/quiz-are-you-a-shopaholic> Accessed on July 17,2014.



Picture 4 available at : <http://photobucket.com/images/credit%20card?page=1> accessed on July 17,2014.



<http://www.yummymummyclub.ca/life/shopping/20120922/my-online-shopping-addiction>

Let's talk about it! 

**1. Read the following definition of the word “Shopaholic”.**

**Shopaholic refers to people who are compulsive shoppers and can't stop themselves buying things.**

Definitions taken from the BBC Learning English  
Available at <http://www.bbc.co.uk/learningenglish/> Accessed on Nov 5, 2014

**Did you know?**

**The “-aholic”? suffix**

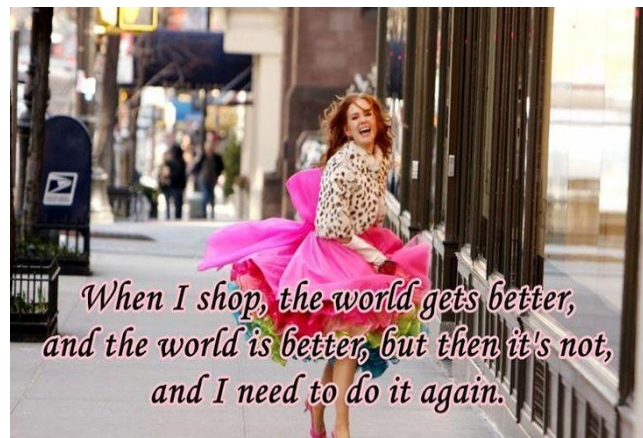
*Aholic* means unable to stop doing, eating, or drinking something: a workaholic, an alcoholic, a chocoholic.

<http://dictionary.cambridge.org/dictionary/british/aholic>

**In pairs. Ask your partner:**

- When do you think a person who “loves” shopping should seek for treatment?
- Do you know any person who may be classified as a shopaholic? If so, what advices would you give them to treat this problem?
- What kind of products shopaholics usually buy? Why do you think these products are lead addictive?

**2. Read the following quotation from Rebecca Bloomwood, a character from the movie *Confessions of a Shopaholic*:**



Available at: <http://allaboutloveandrelationsopu.blogspot.com.br/2014/11/how-to-get-rid-of-shopping-addiction.html>. Access: 30/12/2014.

- Based on the pictures presented so far and the quotation above, answer: What kind of feelings a shopaholic faces in his/her day-by-day? Present examples.

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Let's read! 

**1. You are about to read an online article on *shopping addiction*. Before you read it, discuss, in groups of four:**

- a) When shopping may be considered a healthy pastime or a destructive behavior?
- b) What do you think about the behavior of American people concerning shopping? Is their behavior similar to Brazilians?
- c) How *shopoholism* or *shopping addiction* may destroy people's lives, family and finances?

**2. Read the text, learn more about this issue, then answer the questions that follow.**



The screenshot shows a web browser displaying a WebMD article. The URL is [www.webmd.com/mental-health/addiction/features/shopping-spre-addiction?page=4](http://www.webmd.com/mental-health/addiction/features/shopping-spre-addiction?page=4). The page features a blue banner for WebMD mobile with a 'Free Download' button. Below the banner is the WebMD logo and a search bar. The main content area is titled 'Substance Abuse and Addiction Health Center' and features the article 'Shopping Spree, or Addiction?' with a sub-headline: 'What happens when shopping spirals out of control, and in some cases, becomes an addiction?'. To the right, there is a 'Today on WebMD' section with two article thumbnails: 'What Are Bath Salts?' and 'Opiate Addiction Treatment'. The left sidebar contains a list of links including 'Addiction Home', 'Medical Reference', 'Features', 'Video', 'Slideshows & Images', 'Expert Commentary', 'News Archive', and 'Substance Abuse and Addiction Health'.

By [Heather Hatfield](#)  
 WebMD Feature  
 Reviewed by [Louise Chang, MD](#)  
 WebMD Archive

From hitting the mall with your girlfriends on a Saturday afternoon, to holiday spending on gifts that go under the tree, shopping could be called one of America's favorite pastimes.

For most people, it means some new clothes for work or a small trinket for a friend. For others, however, shopping is much more than an enjoyable pastime, and in some cases, it is a real and destructive addiction that can turn into a financial disaster.

"Compulsive shopping and spending are defined as inappropriate, excessive, and out of control," says Donald Black, MD, professor of psychiatry at the University of Iowa College of Medicine. "Like other addictions, it basically has to do with impulsiveness and lack of control over one's impulses. In America, shopping is embedded in our culture; so often, the impulsiveness comes out as excessive shopping."

Sometimes referred to as "shopoholism," shopping addiction can wreak havoc on a person's life, family, and finances. Experts explain to WebMD why shopping can be so addictive, what the warning signs are, and how to stop the cycle of spending.

### **Reinforced Shopping**

"No one knows what causes addictive behaviors, like shopping, alcoholism, drug abuse, and gambling," says Ruth Engs, EdD, a professor of applied health science at Indiana University. "Some of the new evidence suggests that some people, maybe 10% - 15%, may have a genetic predisposition to an addictive behavior, coupled with an environment in which the particular behavior is triggered, but no one really knows why."

While the origin of addictions remains uncertain, why addicts continue their destructive behaviors is better understood.

"Individuals will get some kind of high from an addictive behavior like shopping," says Engs. "Meaning that endorphins and dopamine, naturally occurring opiate receptor sites in the brain, get switched on, and the person feels good, and if it feels good they are more likely to do it -- it's reinforced."

So what are the telltale signs that shopping has crossed the line and become an addiction?

### **Shopoholism**

"There are certainly a lot of commonalities among shopoholics and other addicts," says Engs. "For instance, while alcoholics will hide their bottles, shopoholics will hide their purchases."

What else should a concerned family member or friend look out for when they think shopping has become a problem?

- **pending over budget.** "Often times a person will spend over their budget and get into deep financial trouble, spending well above their income," says Engs. "The normal person will say, 'Oops, I can't afford to buy this or that.' But not someone who has an addiction," explains Engs -- he or she will not recognize the boundaries of a budget.
- **Compulsive buying.** "When a person with a shopping addiction goes shopping, they often compulsively buy, meaning they go for one pair of shoes and come out with 10."
- **It's a chronic problem.** "A shopping addiction is a continuous problem," says Engs. "It's more than two or three months of the year, and more than a once-a-year Christmas spree."
- **Hiding the problem.** "Shopoholics will hide their purchases because they don't want their significant other to know they bought it because they'll be criticized," says Engs. "They may have secret credit card accounts, too. Because this problem affects mostly women, as alcoholism affects mostly men, husbands will all of sudden be told their wife is \$20,000-\$30,000 in debt and they are responsible, and many times, this comes out in divorce."
- **A vicious circle.** "Some people will take their purchases back because they feel guilty," says Engs. "That guilt can trigger another shopping spree, so it's a vicious circle." And in these people, debt may not be an issue because they're consistently returning clothes out of guilt -- but a problem still exists.
- **Impaired relationships.** "It is not uncommon for us to see impairments in relationships from excessive spending or shopping," says Rick Zehr, vice president of addiction and behavioral services at Proctor Hospital at the Illinois Institute for Addiction Recovery. "Impairment can occur because the person spends time away from home to shop, covers up debt with deception, and emotionally and physically starts to isolate themselves from others as they become preoccupied with their behavior."
- **Clear consequences.** "It's just like any other addiction -- it has nothing to do with how much a person shops or spends, and everything to do with consequences," says Zehr. "We often get the question around the holidays that because a person spent more money than she intended, does this make her an addict? The answer is no. However, if there is a pattern or a trend or consequences that

occur with excessive shopping then the person may be a problem spender -- the hallmark is still loss of control. If they are no longer in control of their shopping but their shopping is in control of them, they've crossed the line."

According to Zehr, these behaviors can also signal a serious problem:

- Shopping or spending money as a result of feeling angry, depressed, anxious, or lonely
- Having arguments with others about one's shopping habits
- Feeling lost without credit cards -- actually going into withdrawal without them
- Buying items on credit, rather than with cash
- Describing a rush or a feeling of euphoria with spending
- Feeling guilty, ashamed, or embarrassed after a spending spree
- Lying about how much money was spent. For instance, owning up to buying something, but lying about how much it actually cost
- Thinking obsessively about money
- Spending a lot of time juggling accounts or bills to accommodate spending

"If someone identifies four or more of any of these behaviors, there may be a problem," Zehr explains to WebMD.

### **Seeking Addiction Help**

When a friend or family member recognizes a shopping addiction, start by getting professional help.

"The first thing to do is to seek help, and that can occur at different levels," says Zehr. "For the spouse, family member, or friend who is concerned, an intervention is always a good idea. Also, find the closest Debtors Anonymous, which is a 12-step program that will be important for ongoing maintenance and support. And get credit counseling, as many of the people who seek treatment at our facility have an average debt as a result of their addiction of around \$70,000."

Recognize, as well, that treating a shopping addiction requires a multifaceted approach.

"There are no standard treatments for shopping addiction," says Black. "Medications have been used, generally antidepressants that treat, in some cases, the underlying issue of depression in someone with an addiction, but with mixed results. Therapists also focus on cognitive-behavioral treatment programs, and credit or debt counseling can be very helpful to some people, as well."

Black explains that there is no quick and easy answer that will immediately cure a shopping addiction, and while treatment is a necessary part of solving the problem, so is behavior change on the part of the addict.

"With some patients, I tell them they should have a self-proposed ban on shopping, and with others, some of my very worst cases, I tell them they should have someone else controlling their finances for them," says Black.

Black recommends some basic changes in behavior that will have a big impact on breaking a shopping addiction:

- Admit that you are a compulsive spender, which is half the battle
- Get rid of checkbooks and credit cards, which fuel the problem
- Don't shop by yourself because most compulsive shoppers shop alone and if you are with someone you are much less likely to be spend
- Find other meaningful ways to spend time

And keep in mind that while behavior change is clearly crucial to recovery, so is reaching out for help.

"While I recommend starting with a psychiatric evaluation, you can also find out what resources are in your area, and where you, a relative, or friend can start to get help," says Engs.

### Comprehension questions

1- What is the purpose of the text?

2- Write true (T) or false (F) for the sentences below:

- ( ) Everyone knows what causes addictive behaviors.
- ( ) All shopaholics have a genetic predisposition to an addictive behavior.
- ( ) Treating shopping addiction requires different methods.
- ( ) Shopaholics usually like to hide their purchases.

3-Find two examples in the text that justify this statement: "There are certainly a lot of commonalities among shopaholics and other addicts."




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4- Check  the options that describe what you consider that a family member or a friend should do when they realize shopping has become a problem in the family.

- ( ) Start getting professional help.
- ( ) Find the closest Debtors Anonymous.
- ( ) Offer help about the problem.
- ( ) Tell the situation to everyone.

5- According to the Professor Black, what basic changes in behavior will have a big impact on breaking a shopping addiction?

#### **Before/After reading discussion:**

**1.In pairs:** Discuss the initial questions answered before the text, did they change after reading it? If so,how?



## Let's focus on language (Grammar)

You are about to read a text about a shopaholic person asking for help.

### ► Lifestyle

Dating: join free!  
Food & drink  
Health & nutrition  
Home & garden  
Relationships

## Help! I'm A Shopaholic! - Agony Aunt



Dear Anne

I am obsessed with spending money and shopping. I don't know how to stop. I have been this way since I was about 17. I am 31 years old now. I am married for the third time, and I have four children. I work, and I have child support, and it isn't peanuts, but every month I don't have any money. My husband pays all of our bills and all other expenses. I am so glad that we have not merged our money to date, because we would have nothing if I had access to it. Every credit card I have is maxed out, and yesterday I wrote three checks that I know will not clear the bank. Going to the mall or even to Wal-mart is very hard for me, not when I get there but because I think of going all the time. When I am at work, I think of going to buy things. When I am at home, I think of things we need and I must go and get them. I don't know how to stop, and I don't know why I am like this. I have 147 pairs of pants. That is only a tiny amount compared to what I buy for others. Please, if you have any advice for me, or anyone does, I really need help. I have never heard of anything like this, but I know my wanting to shop like this can't be normal. I hide things I buy but it has gotten to the point that I can't anymore. I have also lied about where the items I buy come from or how much they were. I also have opened credit accounts and had them sent to a PO box so no one will know. The debt is piling up and still I don't stop. I don't want to live like this anymore and I just need some advice. It all sounds silly but I have a real problem. Please help. Thank you. **Jenefier**

Available at: <http://www.talktalk.co.uk/lifestyle/agonyaunt/ask-anne/help-im-a-shopaholic/593>

**1-The sentences below were taken from the text *Help ! I am a shopaholic*. Read them carefully in order to answer the following questions:**

"I don't know how to stop, and I don't know why I am like this. I have 147 pairs of pants."

"When I am at home, I think of things we need (...)."

"I am 31 years old now." "I have four children."

"I hide things I buy."

"Every month I don't have any money."

"I don't want to live like this anymore and I just need some advice."

"My husband pays all of our bills and all other expenses."

a)-Check (v) the options that best describe how the structures are used.

**We use the Simple Present for:**

- ( ) Uncompleted actions.
- ( ) Talk about the things that happening around now.
- ( ) Habits (things that we do regularly)
- ( ) Unspecified time actions.
- ( ) Facts (things that are always true)

**Did you know?**

If the verb ends in **SS, X, CH, SH** or the letter **O**, we add + **ES** in the third person.

If the verb ends in a **Consonant + Y**, we remove the **Y** and + **IES** in the third person.


**b) Complete the rules below based on the sentences taken from the website and on your previous knowledge.**


Normally in the present tense we add \_\_\_\_\_ to the end of the verb in the \_\_\_\_\_ person (He, She, It). To form the negative we use the auxiliary \_\_\_\_\_. Again, the only variation occurs in the \_\_\_\_\_ where we use \_\_\_\_\_ .


Definitions taken from the Woodward English  
Available at [http://www.grammar.cl/Present/Verbs\\_Third\\_Person.htm/](http://www.grammar.cl/Present/Verbs_Third_Person.htm/) Accessed on March 5, 2014

**PRACTICING GRAMMAR IN CONTEXT:**

2)So, if your friend were to tell you, for example, that he/she is full of debts, what recommendations would you give him/her? Report to the *Advice Guide Bureau* tips. What else would you recommend to a friend? Answer using the imperative and after that compare them with your classmates. Share with the class.

 \_\_\_\_\_

 \_\_\_\_\_

 \_\_\_\_\_



**LET'S DO A ROLE PLAY** 

**Now you and your classmates are about to do a role play in group of 5. Read carefully the following instructions and the useful language in order to help you, after that each group is going to present it.**

Suppose you are a shopaholic person who seeks for help. Make a role play on the situation. Make it as funny as possible and speak naturally. You are going to take a place in a meeting for the first time in order to know other shopaholic present yourself talking about your habits (things that we do regularly) and facts (things that are always true).

**Useful language – Make your presentation using some of these sentences.**

“I don't know how to stop, and I don't know why I am like this. I have 147 pairs of pants.”

“I am 31 years old now.” “I have five children.”

“Every month I don't have any money.”

“My husband pays all of our bills and all other expenses.”

“When I am at home, I think of things we need (...).”

“I hide things I buy.”

“I don't want to live like this anymore and I just need some advice.”


## Let's listen

*Confessions of a Shopaholic* is a famous Disney drama/comedy/romance movie that portrays the life of a desperate and funny shopaholic.

**Before you watch, answer:**

### 1. What do you expect that will happen in this movie?

Watch its trailer and one scene from it then do the listening activities:



CONFESIONS OF A SHOPAHOLIC Trailer!

<https://www.youtube.com/watch?v=ZYYCSEV-i1Y>

#### While you watch

1. Take notes of some of the problems she faces, then share with the class.

#### After watching:

#### 2. Watch the trailer again and answer the following questions:

- a) How are credit cards described by Rebecca when she was seven?
- b) How does she feel when she sees a store?
- c) Which word Rebecca's friend used to describe Rebecca's job as money adviser?

Now you are going to watch a scene from the movie "*Confessions of Shopaholic*".



<https://www.youtube.com/watch?v=-wW0OSJ-aHs>

#### While you watch

1. Why Rebecca starts fighting with another client in the store?

#### After watching:

#### 2. Watch the scene again and answer the following questions:

- a) Before putting the boots down, what Rebecca asked herself several times?
- b) What did she say when she realized another client was about to buy the boots?
- c) What did the other client reply?

## LET'S WRITE



## Pre-writing

1. Read the following movie synopsis (a brief summary of the plot) *Confessions of a Shopaholic*, then answer the questions on this text genre:

The screenshot shows the FilmJabber website interface. At the top, there are navigation tabs for Movies, Movie Reviews, Trailers, DVD Releases, Movie Blog, and Contests, along with a search bar. The main content area features a movie poster for 'Confessions of a Shopaholic' on the left and a synopsis on the right. The synopsis text reads: 'Rebecca Bloomwood is a sweet and charming New York City girl who has a tiny, little problem that is rapidly turning into a big problem: she's hopelessly addicted to shopping and drowning in a sea of debt. While Rebecca has dreams of working for a top fashion magazine, she can't quite get her foot in the door—that is, until she snags a job as an advice columnist for a new financial magazine published by the same company. Overnight, her column becomes hugely popular, turning her into an overnight celebrity. But when her compulsive shopping and growing debt issues threaten to destroy her love life and derail her career, she struggles to keep it all from spiraling out of control.. and is ultimately forced to reevaluate what's really important in life.'

Available at: <http://www.filmjabber.com/movie-synopsis/confessions-of-a-shopaholic.html> Access:30/11/2014.

- a) Where can we normally find this text genre? What is its purpose of it?
- 

- b) Concerning the language employed in a *synopsis*, check  $\checkmark$  its most important features:

Clarity       Conciseness       Ambiguity       Coherence

- c) What is the target audience of a synopsis?
- 

## Writing

Synopsis may apply to fictional as well as non-fictional texts (books, movies, plays, etc.). It is of paramount importance to sustain the interest of a reader in the main body of the text. Here

you can find 5 steps on how to write a book synopsis that may also be applied to movies and plays as well as all of these are derived from written discourse.

Read the 5 steps to write a synopsis and then do as follow.

### 5 Steps To Writing A Synopsis

By Vivian Beck

**Step 1: Start With A Hook.** This should be a paragraph or two similar to the blurb on the back of a book. Mood and tone is important here, use special adjectives.

**Step 2: Introduction of Characters.** Introduce the main characters in your book. Tell their **MOTIVATION, CONFLICT, and GOALS**. Stay away from detailed physical descriptions unless this information is pertinent to your story.

**Step 3: Construct the Body of Your Synopsis.** Here, using paragraphs, write the high points of your story in chronological order. Keep these paragraphs tight, don't give every little detail. Remember, each scene should include, **ACTION, REACTION, and a DECISION**.

Example: Sam kisses Mary goodnight. **(ACTION)** He makes her forget she does not want to get involved in a relationship. **(REACTION)** He's dangerous to her hard-earned peace of mind. **(DECISION)**

**Step 4: Use Three or Four Paragraphs to Write the CRISIS and RESOLUTION of Your Story.** Keep this simple, but make sure you show your main characters' reactions. Don't keep the editor/agent guessing. Your synopsis must include the resolution to your story.

**Step 5:** Rewrite your synopsis until each sentence is polished to the point of perfection. Use strong adjectives and verbs, and always write in the present tense. Make every word count.

Available at: [http://www.vivianbeck.com/writing/5\\_steps\\_to\\_writing\\_a\\_synopsis.htm](http://www.vivianbeck.com/writing/5_steps_to_writing_a_synopsis.htm). Access, January 2,2015.

**1. Search for a movie/book/play that deals with the topics *consumerism* or *shopping addiction*, write a synopsis for it. Then show it to the class. Advise them if they should watch/read it or not. Write the final text here.**

**2. Group Work Project:** Make a school newspaper in English on *consumerism* and *shopping addiction*. Publish your synopsis and comments there. Include other interesting information on those topics.

## Unit 2- Test

**Student:** \_\_\_\_\_

**Level:** \_\_\_\_\_ **Teacher:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Total Score:** \_\_\_\_\_ **Student's Score:** \_\_\_\_\_

### Reading Section:

Read the text below and answer the tasks proposed.

---

Over the years, shopping has become a very common activity. Many people enjoy going to malls or stores more and more every day, but it's more than a common hobby for some of them. They have turned into shopaholics. They are people who simply enjoy shopping and walking around spending money without being able to stop doing it.

Shopaholics, also called compulsive spenders, are people like any addicted people who are hooked on something. They are hooked on shopping. They really like shopping and usually buy things that they don't need. Even though they don't have enough money, they buy everything they want.

The question is: why do they have this addiction? There isn't a specific answer. Some people go shopping when they are sad, worried, upset or lonely and they want to feel better. They use this activity as a way to forget their problems. Shopaholics say that they feel more important and better after they buy something.

They also tend to have this addiction when they feel guilty. For example, a husband might buy very expensive presents for his family to try to make up for his lack of love for them.

We are used to thinking that women enjoy shopping more than men; but according to some studies, that's not true. Men really like shopping because they feel they have power and control. They get whatever they want. Also, men usually buy big items while women spend their money on clothes, cosmetics, decorations for their houses, or things for family.

Shopaholism seems to be a harmless addiction, but the fact is it can cause many problems. Some of them can be psychological; and in that case, people addicted to shopping should go to a support group or learn about behavior therapies to help them break this habit. However, the process, like for most addictions, is long, and they suffer a lot. It can also cause financial problems.

I think these are very harmful because they don't even worry if they have enough money to afford what they want. They just think about satisfying their feelings, so they spend money they don't have. They get deep in debt, and they can even go bankrupt and get sent to jail.

In conclusion, if you are a person who enjoys shopping, be careful. Try to control yourself. The power of the mind is great, and if you make a few efforts, you will be able to avoid this addiction. Next time you go shopping, stop a second and think about it. Examine your shopping habits. Later might be too late.

Available at: <http://www.topics-mag.com/edition9/shopaholism.htm>. Accessed on July 2014

### 1. Which title best fits this text? Check it below and then write it on the text.

- a) Compulsive spenders are happier.
- b) Hooked to work on shopping.
- c) Addicted to saving money.
- d) Hooked on shopping

2. Read the text again and decide whether the following statements are TRUE or FALSE.



- (     ) a. Shopaholism might cause many problems.
- (     ) b. Shopaholics should buy everything they wish.
- (     ) c. Men usually enjoy shopping more than women.
- (     ) d. You should always worry about your shopping habits before it is too late

3- In the sentence: “*Shopaholics, also called compulsive spenders, are people **hooked** on shopping*”, the highlighted word means:

- a) addicted                      b) happy                      c) anxious                      d) upset

4- According to the author, why most people develop shopping addiction?

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**Writing Section :**

5-Write your comments on this text .

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**Listening Section :**

You are about to listen to a BBC programme called *6 Minute English*. The present episode is on shopaholism.

**1. Before you listen to it, match the words/expressions taken from the conversation to their definitions below. Guess the ones you don't know and then listen and check your answers.**

\_\_\_\_1. shopaholics    \_\_\_\_2. debt culture    \_\_\_\_3. mood    \_\_\_\_4 self-esteem  
 \_\_\_\_5 leakage    \_\_\_\_6 retail therapy    \_\_\_\_7 tightening our belts    \_\_\_\_\_

- a) Spending less money than before.
- b) When we go shopping and buy ourselves things in order to feel happier.
- c) When people live off credit and spend money they do not actually have by using credit cards and borrowing from the bank.
- d) Belief and confidence in how we feel about ourselves.
- e) The way you feel at a particular time.
- f) Something which disappears slowly.
- g) People who are compulsive shoppers and can't stop themselves buying things.

**2.Listen attentively and answer the following questions:**

- a) What percentage of the population are shopaholics?
- b) What is the relation between self-esteem and shopping?
- c) What does Dr Graham Lawlor recommend to avoid leakage (disappearance of money without noticing)?

You can find this audio and its transcription at [http://www.bbc.co.uk/worldservice/learningenglish/general/sixminute/2009/10/091015\\_6min\\_shopaholics\\_page.shtml](http://www.bbc.co.uk/worldservice/learningenglish/general/sixminute/2009/10/091015_6min_shopaholics_page.shtml)

## TEACHER'S GUIDE

### UNIT 2

# DO YOU NEED HELP?



## SHOPPING ADDICTION

"Good teaching is more a giving of right questions than a giving of right answers."  
Josef Albers

*A reminder for all classes: Greet the students in each class and give them a warm welcome because a good warm can create a positive atmosphere.*

This unit focuses in another important and recurring theme in our society: Shopping Addiction which is in fact is a reflex of consumerism. Students are encouraged to express their opinions as much as possible. The four skills (listening, speaking, reading and writing) deals with the same theme and interaction among students are emphasized.

### Let's start:

#### First Step:

In this section you must show the pictures to the students in order to facilitate understanding the subject that will be treated in the unit and ask them the following question: When shopping may become a nightmare? Ask them to give examples.

This activity will serve as a warm-up as well as a support of the next section.

### Let's talk about it:

#### First step:

Before starting the activity, write the word **SHOPAHOLIC** on the board and ask students if they can figure out the meaning of that word and do a briefly explanation based on the definition present in the exercise. Call their attention to the -holic suffix, which denotes some kind of addiction, for instance: alcoholic and workaholic. Ask them to create more words with the suffix *holic* and tell the class.

In this section you must show the pictures to the students in order to facilitate understanding of the subject that will be treated in the unit and ask them the following question. The teacher should walk around the class so that they can be assisted in possible difficulties on the matter.

#### Second step:

Call students' attention to the pictures in this exercise. It is important that students look attentively at the pictures and think about them. Ask the following question to the class:

- a) When you do think a person who "loves" shopping should seek for treatment?
- b) Do you know any person who may be classified as a shopaholic? If so, what advices would you give them to treat this problem?
- c) What kind of products shopaholics usually buy? Why do you think these products are lead addictive?



2- Answers to this exercise will vary.



Available at: <http://allaboutloveandrelationsopu.blogspot.com.br/2014/11/how-to-get-rid-of-shopping-addiction.html>. Access: 30/12/2014.

The teacher can comment saying that some people, shopping induces chemicals in the brain that create a sense of well-being and happiness. Once the feeling is only temporary, it is natural to seek a shopaholic this again and again with emotion.

Possible answers: Shopaholics may face feelings like low self-esteem, depression, anxiety, frustration, euphoric, despair and so on.

### Let's read!

#### First step:

Before reading the article ask the students to read the questions proposed and discuss them in groups of four: ( a) When shopping may be considered a healthy pastime or a destructive behavior? b) What do you think about the behavior of American people concerning shopping? Is their behavior similar to Brazilians? c) How *shopoholism* or *shopping addiction* may destroy people's lives, family and finances? )

Teacher has to do final considerations after the discussion. The teacher should discuss these issues in order to explore students' prior knowledge on the topic before reading the article.

The teacher may provide additional information on the article gender of this reading section to contribute to the student's knowledge. The teacher may also provide tips on Strategies for Developing Reading Skills. The following link on reading strategies may be helpful to teachers at: <http://www.nclrc.org/essentials/reading/stratread.htm>

#### Answers: Reading Comprehension:

##### Answers Key:

1: To inform about what happens when buying becomes an addiction that leads to financial and psychological/healthy problems.

2:

( F ) Everyone knows what causes addictive behaviors.

( F ) All shopaholics have a genetic predisposition to an addictive behavior.

( T ) There are a lot of commonalities among shopaholics and other addicts.

( T ) Shopaholics use to hide their purchases.

3: Examples of commonalities among shopaholics and other addicts :

“While alcoholics will hide their bottles, shopaholics will hide their purchases.”

"Like other addictions, it basically has to do with impulsiveness and lack of control over one's impulses.

4- Start getting professional help/ Find the closest debtors anonymous /Offer help about the problem.

5- Black recommends some basic changes in behavior that will have a big impact on breaking a shopping addiction:

- ⇒ Admit that you are a compulsive spender, which is half the battle
- ⇒ Get rid of checkbooks and credit cards, which fuel the problem
- ⇒ Don't shop by yourself because most compulsive shoppers shop alone and if you are with someone you are much less likely to be spend
- ⇒ Find other meaningful ways to spend time

#### **Before/After reading discussion:**

1. Answers may vary. The importance of this exercise is to make students assess what they knew before reading the text and compare to what they know now after reading it. This type of self-evaluation activity helps to promote autonomy.

#### **Let's focus on language (Grammar)**

##### **First step:**

Ask the students to read the text about a shopaholic. At this point, give additional examples and explanations to clarify, but avoid turning the grammar lesson into a meaningless grammar lesson.

##### **Answers :**

1- **a)** Habits (things that we do regularly)

Facts (things that are always true)

##### **b)**

Normally in the present tense we add **s** to the end of the verb in the third person (He, She, It). To form the negative we use the auxiliary **do not**. Again, the only variation occurs in the third person where we use **does not**.

2-Answers may vary

## LET'S DO A ROLE PLAY

Now it's time to perform so ask students to make groups of 5. The teacher must provide the necessary instructions for the preparation of this activity. Each student must receive a card with the following task:

Suppose you are a shopaholic person who seeks for help. Make a role play on the situation. Make it as funny as possible and speak naturally. You are going to take a place in a meeting for the first time in order to know other shopaholic present yourself talking about your habits (things that we do regularly) and facts (things that are always true).

### **Useful language – Make your presentation using some of these sentences.**

"I don't know how to stop, and I don't know why I am like this. I have 147 pairs of pants."

"I am 31 years old now." "I have five children."

"Every month I don't have any money."

"My husband pays all of our bills and all other expenses."

"When I am at home, I think of things we need (...)."

"I hide things I buy."

"I don't want to live like this anymore and I just need some advice."

The teacher needs to remind students on the importance of verbal and nonverbal communication; identify and practice elements of effective listening and speaking. Examples include recognizing the impact of variations of facial expression, posture, and volume on oral communication.

### Let's listen

In this section explain the students that they will have to listen attentively in order to be able to answer the questions on the box. Ask them if they have any doubts and explain their difficulties. Remember: the aim is their understanding of the contexts. They do not need to understand every single word. The videos are really short, so play them at least three times.

Trailer: (DVD)

Scene: (DVD)

#### First step: Before watching the two videos

Tell students that, *Confessions of a Shopaholic* is a famous Disney drama/comedy/romance movie that portrays the life of a desperate and funny shopaholic.

Ask the students the question:

#### What do you expect that will happen in this movie?

Encourage students to tell their expectations about the film.

#### Second step: Watching the trailer

At this point they are going to watch a trailer from the movie and while they watch it they need to take notes of some of the problems the main character faces, and then share with the class.

#### Answers/Trailer

##### While watching

1-She faces financial problems, relationships at work and so on.

##### After watching:

2.

a) Credit cards are described by Rebecca when she was seven how magic cards.

b). She said : “You know that thing when you see someone cute and he smiles and your heart kind of goes like warm butter sliding down hot toast well that's what it's like when I see a store. Only it's better.

c) The word Rebecca's friend used to describe Rebecca's job as money adviser is ironic.

#### Third step: A scene from the movie “*Confessions of Shopaholic.*”

##### While you watch

1. Rebecca starts fighting with another client in the store because both wanted to buy the same pair of boots and there was not another pair.

##### After watching:

2 a) Before putting the boots down, Rebecca asked herself “Do I need these?” several times.

b) When she realized another client was about to buy the boots she said “Uh, oh, I'm so sorry. I had 'seen first.”

c) The other client replies saying that “I know but you put them down.”

### **Transcription –Trailer/Confessions of a shopaholic**

When I was 7, most of my friends stopped believing in magic, that's when I first started. They were beautiful. They were happy. They didn't even need any money. They had magic cards. Rebecca Bloomwood. Dress: Zac Posen; Belt: Todd Oldham Vintage; Bag: Gucci. You know that thing, when you see someone cute and he smiles, and your heart kind of goes like warm butter sliding down a hot toast? Well, that's what it's like when I see a store. Declined.

Please try again. Really declined. How are you going to pay this debt? I know I have made some mistake. But I'm turning my life around. Fluent in Finnish? Everyone has fudged their resume a little. You took a job at a savings magazine? Don't you think that's kind of ironic? That Rebecca Bloomwood is advising people how to handle money?

Gucci boots! I saw them first. Bec, you can do this. You just need to figure out what you can write about. Shoes... Describe investment in a way women purchase different shoes. That was very clever. It is? This is a very important magazine. Is this where you should be? Do not open that closet! What I really need is black Venecchi shoe and a size ten. You speak Prada? Rebecca is pretty unique. She is vivacious, inspiring, funny and hard to ignore... I remember from your resume that you speak Finnish. There's someone very excited to meet you. Men like you are the reason why I left Finland.

Available at : <http://www.kl800.com/read/6f3f9346f3d1aaae8b7ad674.html>

### **Listening transcript: (DVD ) A scene from the movie**

There's another entrance this way!  
 These cashmere gloves I need as it is winter and I have hands So that's all.  
 I'll buy these and these alone.  
 Now walk away, strong and frugal.  
 Oh, my God! Pucci boots.  
 Fifty 50% off?  
 Do I need these?  
 Do I need these?  
 Do I need these?  
 No.  
 Jeannie, Pucci boots!  
 Uh, oh, I'm so sorry. I had 'em first.  
 I know but you put them down.  
 No, I know I did, but I saw 'em first so I'm gonna take 'em.  
 Yes, but then you took your hands off them.  
 Give me the boots,  
 and no one gets hurt!  
 Give me the boots.  
 Give me the boots!  
 Look! There's a sale on Burberry!  
 That's the oldest trick in the book!  
 - Give 'em!  
 - Don't you tell me...

Give me the boots .  
I waited in line all morning for this!  
Ah! Ha-ha!

### Let's write

In this section students will learn about the genre that will be worked is Synopsis.

#### Pre-writing

Ask the students to read the movie synopsis (a brief summary of the plot) *Confessions of a Shopaholic*, and after that, answer the questions on this text genre:

#### Answers:

1-

a) **SYNOPSIS** can be found on websites and in DVDs . The purpose of the synopsis of a film is to assist in choice, beyond plot summary; your text already has a critical position (classification by stars, for example).

b) Ambiguity

c) The target audience of a synopsis is people who are interested in information on the movie in order to decide whether or not to watch it.

### Writing

#### First step:

Ask students to read the steps to write a synopsis .Explain them to a Synopsis may apply to fictional as well as non-fictional texts (books, movies, plays, etc.).

1. Ask students to search for a movie, book or a play that deals with the topics *consumerism* or *shopping addiction*, write a synopsis for it. Then they have to show it to the class. Advise classmates if they should watch/read it or not. After write the final text teacher must give the feedback about it.

2. Ask students to make a school newspaper in English on *consumerism* and *shopping addiction* in order publish their written texts.They need to publish their synopsis and comments there as well include other interesting information on the topics. It is important that students always have the opportunity to publish and circulate their texts.

Teacher can find some information about a school newspaper at:

<http://www.schoolnewspersonline.com/>

#### TIPS:

Suggest as a further reading books that deals with shopping addiction to improve students reading skills and knowledge about the topic presented.

*Shopaholic*, a series of novels written by the UK author Sophie Kinsella, who also writes under her real name Madeleine Wickham is an option.

Books by Karen Bosnak (see Unit 2) are also great options.

Perhaps it would be interesting to invite a professional to give a lecture to students on how to spend and manage money wise

Test Unit 2 / Key Answers

**Reading Section**

1 – a) Hooked on shopping.

2- a) true b) false c) true d) true

3- a) addicted

4- According to the author, people have this addiction because they take this action as a way to forget their problems. Shopaholics usually say that they feel more important and better after they buy something.

**Writing Section :**

5-Answers may vary

**Listening Section :**

1

1	2	3	4	5	6	7
G	C	E	D	F	B	A

2-

- a) 50%
- b) A person with a low self-esteem may be influenced to think that by buying stuff he/she may feel better (more important) as people shown by the media.
- c) He recommends to record the expenses (to track where the money goes) and then have more control over it.

**TRANSCRIPT**  
**BBC Learning English - 6 Minute English**

*Shopaholics*

**DVD – TRACK 1**

**Kate:** Hello and welcome to this week's 6 Minute English where and I'm joined again by Rebecca. Hi Rebecca. Well, when it comes to subject of money and shopping most of us have been **tightening our belts** over the last year or so. This is a phrase that means that we've been trying to spend less money than before.

**Rebecca:** Yes, but unfortunately many people have found this very difficult for various reasons and find themselves buying more than they can afford on a regular basis. In today's programme, we're going to try to understand why we spend money, our emotional response to it and the first step in how to control it.

**Kate:** So, how about you Rebecca – do your emotions control your finances or are you quite restrained in your spending?

**Rebecca:** Well, I'm quite good with money usually. But sometimes buying a new pair of shoes to make me feel better when I'm a bit down or depressed.

**Kate:** Shopping can be a great way of forgetting our troubles. This is something which is sometimes called **retail therapy** – shopping to make ourselves feel better. This is great when we have the money to spend freely but what happens when our spending gets out of control?

**Rebecca:** Well, we develop a **debt culture**. This is when people live off credit. They spend money they don't actually have by using credit cards and borrowing from the bank. Of course when people don't have the ability to pay the money back then it can cause real problems.

**Kate:** Yes, sometimes people who spend a lot of money on things they don't really need or can't afford are called **shopaholics** – these are people who are compulsive shoppers and simply can't stop themselves buying things.... which leads on to my question for this week.

According to some sources, what percentage of the population are **shopaholics**? Is it:

- a) 1%
- b) 10%
- c) 50%

**Rebecca:** answers

**Kate:** We'll check your answer at the end of the programme. Now we're going to here from a real **shopaholic**. She's called Helen Macnallan and when she lost her job, she found that her spending got out of control. Let's listen to the type of things she bought:

#### **Extract 1**

At first I would buy expensive suits because I was desperate to get back to work. Then it went on to antique furniture for our house... that didn't even fit in the house and that was £25,000 in a day. Then I bought diamond earrings which were £10,000. It was money we didn't have. I feel sick thinking about it now but at the time I didn't realise why I was doing it.

**Rebecca:** Goodness – she said she bought expensive suits, antique furniture (that didn't fit into her house) and diamond earrings!!! And she said she didn't realise why she was doing it.

**Kate:** So why was she doing it? In the next extract she mentions the word **selfesteem**. What does this mean?

**Rebecca:** Self-esteem is how you feel about yourself. If your self-esteem is high, then you feel good about yourself as a person and if it's low then you have a poor or a bad opinion of yourself.

**Kate:** And **mood**?

**Rebecca:** **mood** is the way you feel at a particular time.

**Kate:** Let's listen to the next extract. Try to listen out for the reasons why Helen bought so many things?

#### **Extract 2**

There seemed to be a correlation between how down I was feeling and how much money I would spend. My shopping was a way of controlling my mood. My self-esteem was extremely low. We're all bombarded these days with pictures of happy successful, beautiful people with the latest handbag...the latest shoes and I thought that if I bought the same stuff as they were buying, then I would have that same happy, successful, beautiful feeling. But that feeling lasted for about as long as it took to pay for the item, to get it home and unwrap it.

**Rebecca:** She said shopping helped her control her mood. She felt bombarded by pictures of happy successful people everywhere and thought if she bought the same things as them then she would be as happy and beautiful as them.

But then unfortunately the feeling would only last until she got home! Oh dear!

**Kate:** I'm sure this feeling is very common. So if we're guilty of doing this, how do we manage to stop and prevent ourselves spending more money that we should



or indeed have?! Let's listen to what a professional, Dr Graham Lawlor has to say. He uses the word **leakage** which means something which we lose or which disappears without us really noticing. What advice does he give?

Extract 4

You have to manage very, very carefully and you have to categorize what you're spending your money on and I recommend you literally go out with a piece of paper and a pencil and you write down everything and that way you can track the **leakage**. Because the majority of people are leaking cash and they don't know where it goes and unless you record that, you're never going to know.

**Rebecca:** Mmm - some good advice there. He recommended that we write down everything we spend and then you can track where all your money is going.

**Kate:** We're nearly at the end of our programme so now to the question I asked you earlier. What percentage of the population is a shopaholic?

**Rebecca:** And I said 50%.

**Kate:** Thankfully the answer is actually 10% which is still quite high. Moving on, let's go over some of the vocabulary we've heard in today's programme.

**Rebecca:** First we had the expression, **tightening our belts**, then **retail therapy**, **debt culture**, **shopaholic** and **self-esteem**, **mood**, and **leakage**.

**Kate:** Thanks Rebecca. Well, I'll certainly be getting that pen and paper out next time I go shopping! What about you? That's all we've time for today. Thanks for joining us and until next week. Goodbye!

Available at:

[http://www.bbc.co.uk/worldservice/learningenglish/general/sixminute/2009/10/091015\\_6min\\_shopaholics\\_page.shtml](http://www.bbc.co.uk/worldservice/learningenglish/general/sixminute/2009/10/091015_6min_shopaholics_page.shtml)

## RATIONALE

When designing this English teaching material, I kept always in mind the idea that in order to be effective, it should be above all meaningful. By choosing topics that are connected to students' realities (consumerism and shopping addiction), and proposing activities, texts, and videos that are informative, interactive, thought-provoking and motivating, I hoped that this material could achieve its goal and be actually employed in the classroom.

The *communicative method for teaching and learning* was adopted throughout the work along with *critical literacy approach* principles. This is because the purpose of this material is to allow students make use of the foreign language itself in order to learn from it, reflect upon it, and then express themselves through it.

Both units were developed in order to help students improve their four language skills (listening, speaking, reading and writing). Authentic materials such as texts and videos were used as they reflect the real use of language and also because the students who are at intermediate level must be able to deal with non-adapted material.

By assuming an interactive approach, students are encouraged to negotiate and exercise their power which is according to Max Weber "the probability that a person will be in a position to carry out her own will though there may be resistance" (Weber, *apud* Rex, Brown, Denstaedt, Haniford and Schiller, 2005 ). The *communicative approach* blends here with the *critical literacy approach* as both puts the learners in the protagonist position, concerning their own learning process. According to "Orientações Curriculares para o Ensino Médio", teaching a foreign language in Brazil through *critical literacy* allows an education that aims to make the student more argumentative regarding their social practice.

The concept of autonomy, which can be briefly defined here as the ability to take charge of one's learning, was implemented throughout this work. This concept may be applied to both instructors and learners as they may assume their responsibilities towards their permanent learning process, either as a teacher or as a student. Benson & Voller (1997: 2) presents five ways in which autonomy has been used:

1. for situations in which learners study entirely on their own;
2. for a set of skills which can be learned and applied in self-directed learning;
3. for an inborn capacity which is suppressed by institutional education;
4. for the exercise of learners' responsibility for their own learning;
5. for the right of learners to determine the direction of their own learning.

Paiva(2005, 2007) claims that making students become independent and autonomous requires much more than just telling them to be so, but mainly offer them necessary conditions for the development of this ability. The student's time-commitment and its proper

engagement is proportional to its results. Therefore, teachers should always promote progressive practices for the student in order to make them able to accomplish tasks and solve problems by themselves, which will contribute very significantly to the development of their autonomy over time.

Activities such as the **Role Plays** (in units 1 and 2), **Writing** tasks (write a meaningful comment online, unit 1; and choose a movie that deals with *consumerism/shopping addiction* and write a synopsis of it for the Group Work Project/School Newspaper, unit 2), contribute to autonomy as the learner exercise the responsibility for their work/studies, the direction to take and the self-evaluation of their work done.

The grammar activities in both units parts from the principles that “understanding language means understanding the process of discourse through which people constantly figure out what to say, how to say things, and how to understand what others say, in the process of interacting with others” (Johnstone, 2002:235). According to communicative approach to teaching grammar, correct grammatical sentences must be contextualized in exercises, otherwise they run the risk of being meaningless practical tasks. They also must be meaningful and practical, which means that they should reflect real-life-use of the language. Imperatives and Simple Present tense were chosen for both units as they fit those requirements. They were employed either as for giving advice for people who love to buy (unit 1), and for shopaholics who are asking for help (unit 2) in English. Samples of the language were presented in both grammar sections as illustrations of the use of the language in real life situations.

Concerning the treatment of *listening skills*, authentic videos available at the Internet were chosen (one on consumerism, one on the origin of stuff, unit 1; a trailer of movie, and a scene from it, unit 2) as they serve to inform, illustrate and promote discussion in classroom. An audio interview on shopping addiction was also employed in the test in unit 2, as a way to force students practice and test their listening skills. Exposure to authentic samples of oral language is an important requirement for anyone wanting to learn a language, as it is a good way to improve grammar, vocabulary and pronunciation, for instance. Concerning pronunciation, Harmer (2007:133) says that “Listening is good for our students’ pronunciation, too, in that the more they hear and understand English being spoken, the more they absorb appropriate pitch and intonation, stress and the sounds of both individual words and those which blend together in connected speech.” By presenting both, listening for general idea and listening for specific information activities, students are required to make use

of their listening strategies to better understand oral text which also reflects on his speaking skills.

Concerning speaking skills, in both units students are required to speak almost all the time, by sharing experiences, comments, and opinions. The role-plays activities are also very important for promoting speaking skills besides letting students use their creativity in a foreign language. Hammer (1998.p.94) claims that “role-play is more than just play acting: it offers chances for rehearsal and engagement that some other activities fail to give”.

Regarding *teaching approach*, this work borrows Kumaravadivelu’s (2003) macrostrategic framework which was designed to help teachers develop a systematic, coherent, and personal theory of practice. This framework consists of ten macrostrategies based on current theoretical, empirical, and experiential knowledge of second language and foreign language teaching. They are: 1. Learning Opportunities; 2. Facilitate Negotiated Interaction; 3.Minimize Perceptual Mismatches; 4. Activate Intuitive Heuristics; 5. Foster Language Awareness; 6. Contextualize Linguistic Input; 7. Integrate Language Skills; 8. Promote Learner Autonomy; 9. Raise Cultural Consciousness; 10. Ensure Social Relevance:

Brief descriptions of five of these macrostrategies and their relation to the teaching units are provided below:

**Facilitate negotiated interaction:** In the section *Let’s talk about it* as well as in many other exercises of both units, learners are encouraged to interact among themselves, not just reacting and responding to questions, but positioning themselves over the topic and expressing themselves in the foreign language.

Concerning **ensure social relevance:** the choice of the themes of both units fits this framework as the topics are sensitive, political, economical, social and educational, which brings learning to social life. Besides that, the use of authentic materials encourages students to reflect upon contemporary issues and then express their opinions in a critical way.

The main purpose of these teaching units is to enable students to use the English language in various social practices. Thus, each unit offers activities that integrate oral and written comprehension, oral and written production, that is, they **integrate language skills**. According to Kumaravadivelu, this macrostrategy refers to the need to holistically integrated language skills traditionally separated and sequenced as listening, speaking, reading and writing.

Considering **Maximize learning opportunities** macrostrategy, the units were developed in a way that engage teachers and students in social practice situations.

**Raise cultural consciousness** is another significant macrostrategy employed in this work, as it emphasizes the importance of treating learners as cultural informants. The teacher's and students' knowledge on their own culture and others (in the case, Brazilian Culture and the American culture) contributes to the enrichment of the classes.

Concerning teaching practice, a very important contribution the postmethod pedagogy brings is the autonomy of the teacher. According to it, it is very important for the teacher to develop a critical approach in order to self-analyze and self-evaluate in their teaching practice. In my own experience as a language teacher, I have realized that the post method pedagogy has enabled me to draw attention to my own teachings techniques, results and improvements. For instance, in my classes I promote actions that facilitate negotiated interaction, by trying to build a friendly environment among students and myself in order to break the ice of the classroom atmosphere.

The test Booklet has been prepared in accordance with principles of language assessment: practicality, reliability and validity. The tests in both units are practical, which means that are not excessively expensive; they are reliable because they are consistent and dependable and if the teacher gives the same test to the same student the test should yield the same results for instance and the test also has validity criteria.

In short, as stated in the introduction, *Money Matters* is to be used in language institutes with Brazilian adults whose ages range from 18 to 40 and who are currently in the intermediate level in a regular English course or in a Business English course. This is because the topics and contents of this unit are closely associated to their reality. As most of these students are workers, they are vulnerable to the influence of consumerism and may develop or present shopping addiction. By making students learn, reflect and exchange ideas on this relevant subject, this material hopes to make them more aware of such behavior, help people who they know who have shopping disorders, or even help themselves change their wrong shopping habits.

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