

The Consumer World

Unit 1: The Consumer Council

Aims

- To introduce students to the language of Consumer Complaints
- To give students the opportunity to work with specialist vocabulary related to consumers and products

Materials

- CW1.1 Student's File Matching complaints and products
- CW1.2 Student's File Vocabulary Storm
- CW1.3 Student's File Consumer Goods Safety Ordinance
- CW1.3 Teacher's Resource Kit Key and Guidance to Answers for Student's File CW1.3
- CW1.4 Student's File Complaint Report (Listening One)
- CW1.4 Teacher's Resource Kit Answers and Notes for Student's File CW1.4
- CW1.5 Student's File Proof Reading: Tonic Drinks
- CW1.6 Student's File Jumbled Texts: Reports on film and cooker hoods

Procedure

1. Set up the matching exercise CW 1.1 as a whole class activity and ask everyone to contribute to the ideas of things that can go wrong with consumer goods.

Keep this as a light, fast moving activity. Make a list of suggestions on the board and try to use/ elicit as much different vocabulary as possible.

2. The vocabulary storm CW 1.2 is also to be gone through with students as quickly as possible.
3. The multiple choice cloze CW 1.3 is an m.c. summary. Students could work in pairs on this. The TRK CW 1.3 gives guidance as well as a key.
4. CW 1.4 is a fairly simple listening exercise, similar to the form-filling students have become used to for the HKCEE. The format is changed slightly here in that the task is not just to complete the form, but to correct someone else's attempt.
5. Give students some time to understand the task and to glance through the form, then play the tape. Ask the class if they would like to listen to it a second time when they have made their first attempt to improve the form. Not all the improvements depend on listening, but some on general efficiency.

After they have had time to finalise their versions, let them check them against the Answers and Notes, TRK CW 1.4.

6. CW 1.5 is a proof-reading exercise on tonic drinks. Students can work in pairs.
7. CW 1.6 requires students to reassemble jumbled text into coherent prose. Students can complete the exercise in pairs.

Student's File CW 1.1 (Key)

Matching complaints and products

Column A

1. The blades don't seem sharp. They don't cut anything.
2. I think light is leaking in.
3. I just get snow nothing I can really see.
4. You can have it on for hours & it just doesn't seem to make any difference it's still stuffy.
5. The sole's coming off.
6. I've changed the battery, but the hands still don't move.
7. When you delivered it, it was scratched.
8. Some sections seem to be missing, & some repeated.
9. It ran out so quickly!
10. There's a crack in it.
11. They shrank.
12. The automatic defrost doesn't work.
13. It tears up the paper.
14. The bottom fell out - my things were everywhere.
15. I'm not sure, but I can't hear any higher notes.

Column B

- A. shoe
- B. vase
- C. school-bag
- D. refrigerator
- E. TV
- F. C.D.
- G. camera
- H. furniture
- I. clothes
- J. pen
- K. fax machine
- L. electric razor
- M. watch
- N. book
- O. air conditioner

LGEOAMHNJBIDKCF

Student's File CW 1.2 (Key)

Vocabulary storm

Name 3 parts of a camera.

shutter, lens, case, viewfinder, autofocus, etc.

Name 3 aspects of a TV.

aerial, remote control, controls, picture, screen, volume, sound, contrast, channels, etc.

When you buy a piece of expensive equipment, there's a certain amount of paperwork.
You may get a/ an

r e c e i p t

(Give the last letter if no one can answer)

i n v o i c e

w a r r a n t y

g u a r a n t e e

s e r v i c e a g r e e m e n t

i n s t r u c t i o n m a n u a l

How many other words can you make out of:

consumer	complain	advertise
consumers	complains	ad(s)
consume(s)	complaining	advert(s)
consumption	complained	advertisement(s)
consuming	complaint(s)	advertised
consumed	complainant	advertising
consumerist		

Student's File CW 1.2 (Key) (cont...)Vocabulary storm

produce	sell
product(s)	sale(s)
producer(s)	sells
producing	sold
produced	selling
production	salesman etc.
productive	sold-out
productivity	seller
mass-production	

Teacher's Resource Kit CW 1.3 (Key)

Consumer Goods Safety Ordinance

1. b Laws are acts and are *enacted*
2. d a law is a statute
3. a make sure
4. b adjective
5. d breach of the law
6. c followed by *with*
7. a *written before* = laid down, legal
8. b abstract act
9. c gives power to + infinitive
10. a which can be applied
11. b one makes regulations, passive
12. b the law sets up boundaries - things are inside or outside the law [see 'outlaw']. fall = occur
13. a laid down, prescribed
14. c fast and able to achieve something
15. c to-infinitive
16. a provide
17. b we find out something new about these products
18. a find + to-infinitive
19. c found guilty
20. c sums of money, expenses
21. a you incur debts etc.
22. b not everything is being mentioned
23. b a legal document
24. b we have legal liabilities
25. c a second (or further)

Teacher's Resource Kit CW 1.4

Answer & Notes

- ID 'ex' is the letter X, not 'e-x' XL 579321
 - Name: Mrs Angela Willson
 - The lady says 'double-l'-this is used both for spelling & numbers, & sometimes confuses learners as they hear 'w'. Many English names end in 'son', so it is much more probable than 'sun'
 - Address: Flat D, 21st floor
 Livewell Mansions
 50, Quiet St
 Shatin
 - Be careful with-ty/teen confusion. Quite/quiet is a common spelling confusion
 - Tel no.: 29998761. As with double (=twice), treble (or triple) means 'three times'
 - 25411782 87/78: 'the other way round'
4. Woodcrafts. Listen for final 's' sounds. (That's all one word)
- 13, Ying Choi St,
Lamtin.
 - 28495100 (small slip)
5. Sometimes forms have to be used flexibly. The new officer has not recorded very helpful information. He misheard 'suite' as 'set', has tried to make 'furniture' countable, and been very unclear about what '12' refers to. Probably the best solution is to write:
- a. Sofa, 3 chairs, coffee table, dining table & 6 chairs
 - b. ———There is nothing helpful to say
 - c. We could leave it blank, or put 12 items/pieces
6. The officer has failed to delete various options
- Mrs Willson paid for the goods
- a. Date of purchase: 4 June 1998
 - b. Date delivered: 4 July 1998
 - c. Price: \$45,000 [no unit; meaningless number - the comma is placed every three spaces]
 - d. Invoice BNL 360 received
 - e. Delete or leave blank
 - f. Article under complaint received/kept by Mrs Willson
7. The officer has written notes while listening, and picked up the important points that the case officer needs to know when s/he calls the company
- 2 dining-chairs and one armchair seem to be a different colour / do not match the other pieces bought. Complainant seeks any solution that makes the pieces match

In listening exercises, try to be accurate & summarise intelligently

Student's File CW 1.5 (KEY)

A proof-reading exercise. Put students into pairs so they work together. Then ask students to write their answers on the board, until an agreed and correct set emerges.

Promoters of a host of tonic drinks	1.	√
are claim that their products are	2.	are
able to restore energy after a hard day's	3.	√
labour or heavy exercise. The these health	4.	The
drinks fall mainly into <u>this</u> categories	5.	these (agreement)
according [^] their ingredients: glucose drinks,	6.	to
electrolyte drinks & amino acid <u>drink</u> .	7.	drinks (parallelism)
It [^] discovered that claims for some	8.	was (passive)
of the <u>product</u> were far from the whole	9.	product (plural)
truth: consumers are wasting up their	10.	up
precious money as far [^] their expectation	11.	as
of instant replenishment [^] concerned.	12.	is
According to the study, the need to	13.	√
<u>replacing</u> lost fluid is the most important	14.	replace (infinitive)
and is best done with water. It <u>make</u>	15.	makes (agreement)
good sense [^] drink water before, during	16.	to (infinitive)
and after <u>exercises</u> . Sugar & electrolytes	17.	exercise (used in general and consequently uncountable)
can [^] obtained quite simply by following	18.	be (passive)
a <u>balance</u> diet. Amino acid drinks cannot	19.	balanced
serve [^] an immediate source of energy	20.	as
for our bodies because of amino acids require	21.	of
a complicated <u>procession</u> of metabolization.	22.	process
Only [^] a period of long and extreme	23.	after
physical exhaustion, or if you are <u>on</u>	24.	in
a weak condition, could such glucose	25.	√
and electrolyte drinks <u>having</u> the possible	26.	have
<u>affect</u> of bringing you the immediate	27.	effect
replenishment you in need.	28.	in

Student's File CW 1.5 (cont...)

<p>So there are <u>another</u> more economical alternatives to obtain these <u>ingredient</u> in order to replenish your energy & <u>lose</u> of water after exercise, unless though you have a personal preference for such drinks for reasons other than <u>healthy</u>.</p> <p>It is to be noted that <u>infrequent</u> consumption of such drinks could <u>being</u> detrimental, as some <u>in</u> the products actually <u>content</u> high levels of sugar or sodium, the daily high consumption [^]which is unhealthy. People with high blood [^]should avoid drinks with <u>highly</u> sodium content, and sugar drinks <u>be</u> contributory <u>for</u> obesity & tooth decay. Natural sugars are usually found in fruits, vegetables, milk and grains. These should be sufficient to supplement to our bodily needs <u>when</u> we adhere to a balanced diet.</p>	<p>29. <u>other (more than one)</u></p> <p>30. <u>ingredients (plural)</u></p> <p>31. <u>loss (noun)</u></p> <p>32. <u>though</u></p> <p>33. <u>√</u></p> <p>34. <u>health</u></p> <p>35. <u>frequent</u></p> <p>36. <u>be</u></p> <p>37. <u>of</u></p> <p>38. <u>contain (verb)</u></p> <p>39. <u>of</u></p> <p>40. <u>pressure</u></p> <p>41. <u>high (adjective)</u></p> <p>42. <u>are</u></p> <p>43. <u>to</u></p> <p>44. <u>√</u></p> <p>45. <u>In</u></p> <p>46. <u>to</u></p> <p>47. <u>if</u></p> <p>48. <u>√</u></p>
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Student's File CW 1.6 (Key)

This exercise involves reassembling jumbled text into coherent prose, and draws attention to the cohesive devices used to structure text. The students can complete the exercise in pairs.

- (i) CADEB
- (ii) DACB HGFE
- (iii) BDFEGAC