

Smart Choices

In this unit, I will . . .

- talk about products and their characteristics.
- talk about preferences.
- report commands and questions.
- write a product review.

Answer the question.

What is the most important thing to consider when you buy a product?

Rank them 1-4. (1 = most important)

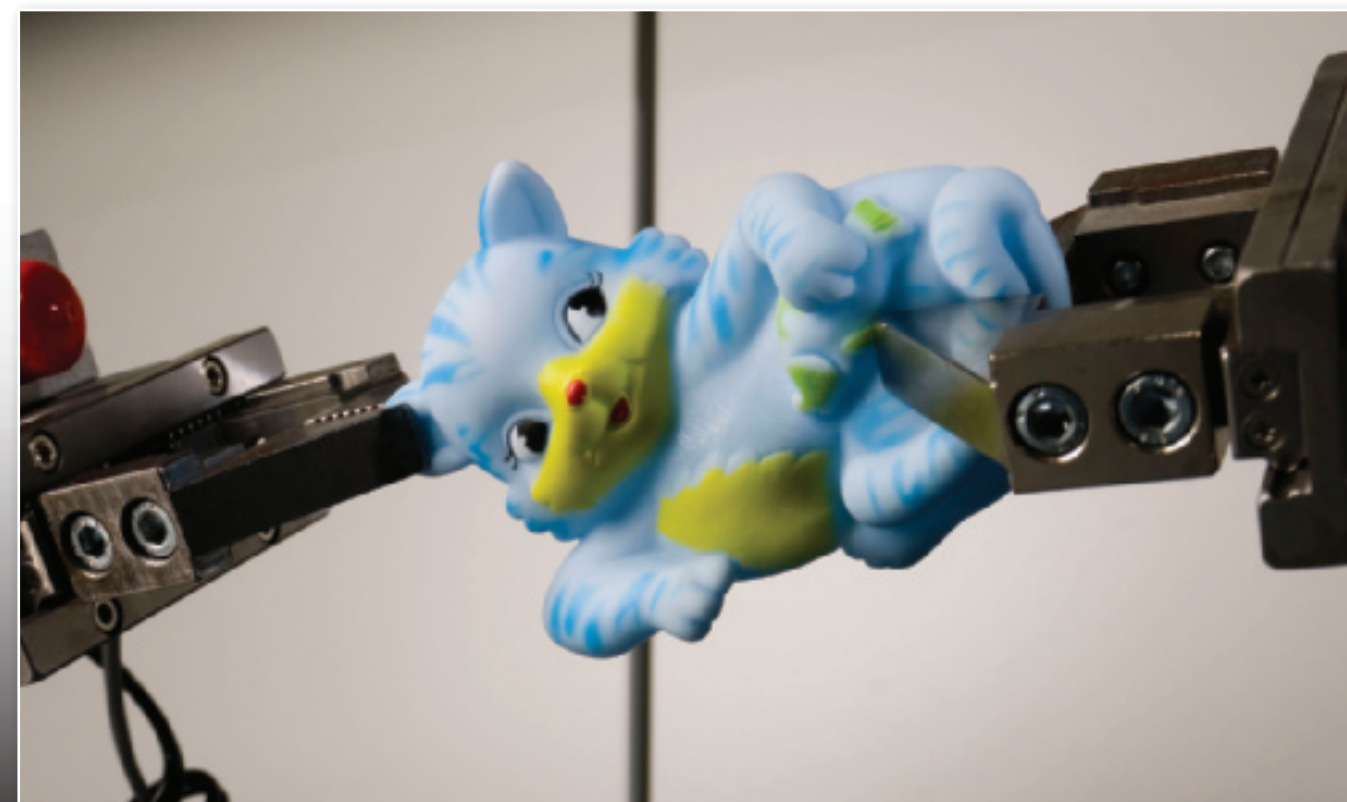
- a good price
- useful
- good quality
- a cool design

1 Listen and read. TR: B2

2 Listen and repeat. TR: B3

Have you ever bought a **product** that **broke** the next day? It's not fair, especially if it **cost** a lot of money! It's also bad for the **manufacturer**. Unhappy **customers** tell many people if a product does not have good **quality!**

Most manufacturers **test** their products carefully before selling them. Cars must pass **safety** tests. To test a car, they put **dummies**, which look like humans, inside the car. Then they make the car crash. **Crash tests** show manufacturers what happens on **impact**.



Toys are tested, too. The “torque test” twists toys until they break. The “drop test” **drops** toys on the floor! **Waterproof** toys are **dipped** in water. Machines **tear** balloons. If something doesn't work, manufacturers must **fix** the problem.

3 Work with a partner. What did you learn?
Ask and answer.

What happens when customers are unhappy with a product?

They tell many people.



4 Listen, read, and sing. **TR: B4**

Safe Buys

*Many of the things we buy
are tested for safety.
That's good! Products should be safe.
They should be safe for you and me.*

*When you're a customer,
the products you buy shouldn't break.
A manufacturer
should try not to make mistakes.*

*Is this clock waterproof?
It goes tick tock.
Let's dip the clock.
It's just a test to make sure everything is safe.*

CHORUS

*Quality is important.
Products should be safe.
A factory that makes things
should test everything, just in case.*

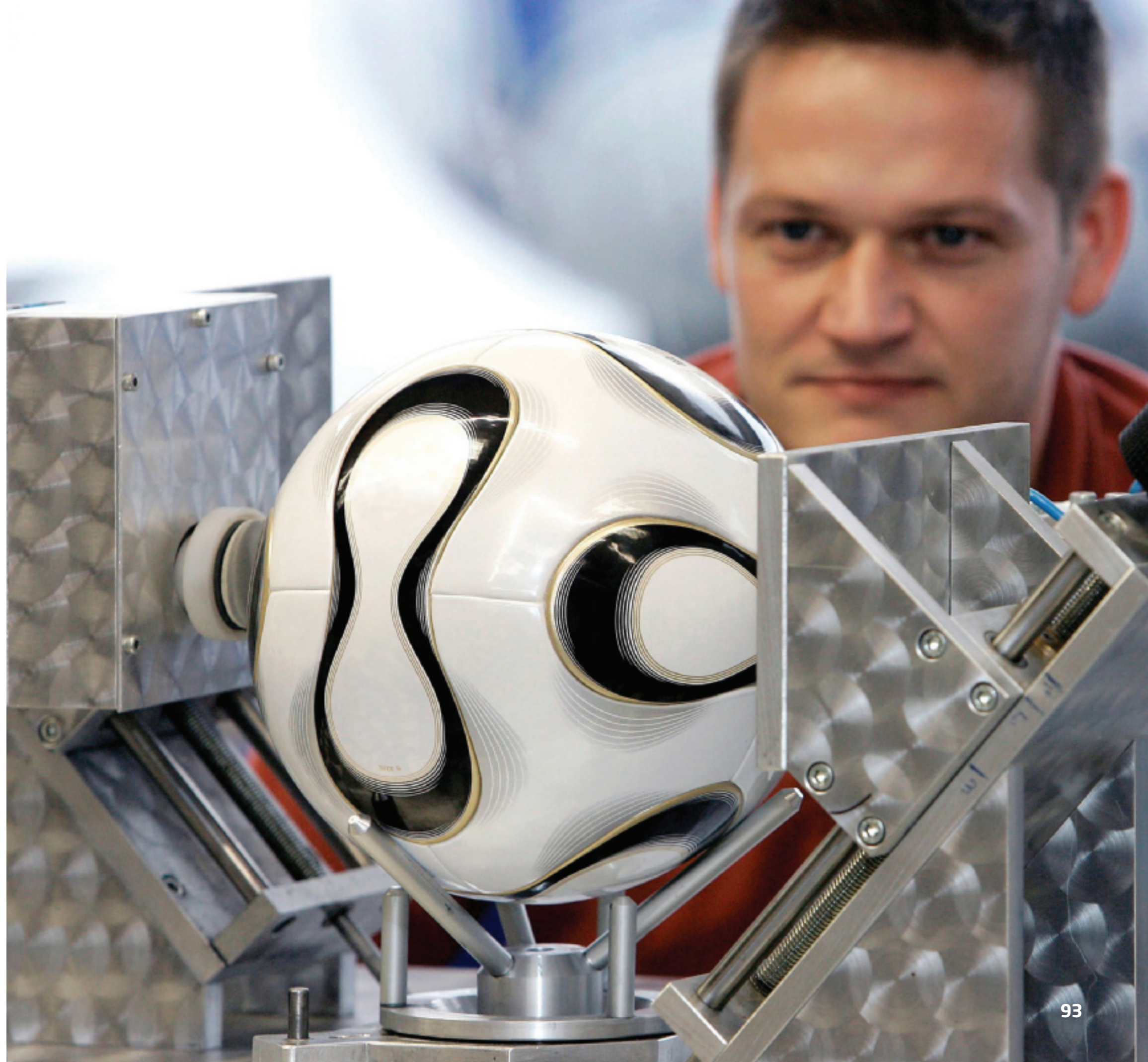
*A dummy sits inside a car.
The car speeds up!
BAM!! It's a crash!
It's just a test to make sure everything is safe.*

CHORUS

Safe for you and me!

5 Complete the sentences. Answer.

- 1a. The two products tested in the song are a clock and _____.
- 1b. We test products so that they are _____ for people.
2. Have you ever bought anything that broke? What happened?



GRAMMAR TR: B5

"Put your pen in your backpack."
"Don't break my toys."

Mom told me **to put** my pen in my backpack.
My brother told me **not to break** his toys.

6 Read. Your friends lent you a toy. Write their instructions about the toy. Circle the toy.

1. "Look after it."

They told me to look after it.

2. "Don't drop it."

3. "Don't tear its clothes."

4. "Don't twist its arms."

5. "Enjoy it."



7 What about you? Imagine your friends want to use some of your things. Tell them what to do and what not to do.



Your backpack

- 1. _____
- 2. _____
- 3. _____



Your new pen

- 1. _____
- 2. _____
- 3. _____



Your bicycle

- 1. _____
- 2. _____
- 3. _____

8 Work in a group. Compare your ideas. Are they the same or different?

I told Mario not to tear my backpack.

I did, too. And I told him not to give it to anyone.



9 Listen and repeat. Read and complete the paragraph. **TR: B6**



This is a great cell phone for young people who only need to make phone calls and send _____. It doesn't have _____, so you can't send e-mails. The phone has a cool design and comes in many colors. Also, it will survive lots of _____. Tests show that it doesn't break if you drop it. The screen is large, and the _____ are easy to press. The _____ is good in most places. Young people might prefer a cell phone that comes with games and other _____, but this is a great simple phone.

10 Work with a partner.

Listen and stick.

Compare your answers. **TR: B7**

How do manufacturers test the keys?

They press them thousands of times for five days.

Yes, I have the same answer.

1

2

3

4

5

GRAMMAR TR: B8

Lisa: "What do I need to do next?"
Ken: "Can you help me?"

Lisa asked me **what** she **needed** to do next.
Ken asked me **if** I **could** help him.

11 Read. Look at the pictures. Follow the model. Write in your notebook.

1. *The woman asked him if she could help him.*



12 Play a memory game. Cut out the cards on page 167. Play in a small group.



13 Listen and read. TR: B9

Be an Ad Detective!

Every day we see ads—on TV, in magazines, on websites, in the street, and on our computer screens. We hear them, too. But often we don't notice them. A famous film producer once showed over one hundred products in his movie, but most people didn't notice them!

Are you an ad detective? Can you understand the messages advertisers send you? To be an ad detective, it is useful to know how ads work. Let's look at some typical advertising techniques.

- Group pressure:** An ad shows lots of young people, each with their own cell phone. Message: Everyone has a cell phone. You need one, too!
- Association:** Everyone looks happy and healthy in the ad. They're cool and beautiful, too. Message: If you buy the product, you will be happy and cool like these people.
- Testimonials:** A famous athlete says he wears a certain brand of sneakers. Message: You'll be good at sports, too, if you buy these sneakers. Or because a famous athlete wears these sneakers, they're a product you can trust.
- Repetition:** These ads mention the product many times and say wonderful things about it. Message: You need to remember the product.
- Time pressure:** These ads use expressions like "Buy now! Half price this week." Message: You should buy the product quickly before you miss a great opportunity.

Ads are interesting, but you can make better decisions about what to buy when you know these techniques! Try these tips: read product reviews, compare products, test products in the store, and, if you are not sure, wait 24 hours before buying. You may decide that you don't really need or want the product!



14 Read. Reread the text. Find the technique used in each ad below. Write the number.

- 3 A popular hip-hop singer is advertising some clothes.
- Summer vacations end next week. Backpacks are half price this week.
- You hear the name of the product seven times in a thirty-second ad.
- Some friends are playing outdoors. They're all wearing the same sneakers.
- Young people are cycling outdoors. They're laughing. The sun is shining.

15 Read the text again. Find other word forms.

- advertising → ad / advertisers
- decide → _____
- producer → _____
- repeat → _____

16 Work with a partner. Look at the tips in the last paragraph. Discuss. Which is:

- the most useful tip?
- a tip you already use?
- a tip you would never use?
- a tip you would like to try?



The time shown on most watches in ads is 10:10. This is because the hands of the watch in this position look like a smiling face.



Product Reviews

In a product review, you help the customer decide what to buy. It is not an ad, so you can describe both the positive and negative aspects of the product. To emphasize the good points, use expressions like *above all*, *particularly*, *of course*, *in fact*, *really*, *the truth is*, and *in addition*.

- 17 Read.** Read the review. Underline the expressions that the writer uses to emphasize the positive features of the backpack.

Carry Your Books in Style

This is a good quality backpack for school kids aged eleven to thirteen who need to carry a lot of books. It is made of strong material that will survive a lot of wear and tear. In fact, we tested it and it doesn't tear easily. In addition, the material is waterproof, so kids' books won't get wet in the rain.

We particularly like this backpack because it doesn't weigh a lot. Of course, leather backpacks may look cooler, but they are heavier. Carrying a heavy backpack is bad for your back, so the truth is, we prefer this one.

Above all, we like that the backpack comes in many colors and designs. The only problem? The straps are a little short. So we suggest that you try it on in the store before you decide. We give this backpack four stars.****



- 18 Write.** Review a product. Write about why you like it, and make a recommendation. Use expressions of emphasis for the good points.

- 19 Share your work with a small group.** Listen and take notes.

Name	Product	Good points	Bad points	Number of stars

NATIONAL GEOGRAPHIC

Mission

Be aware of why you are making decisions.

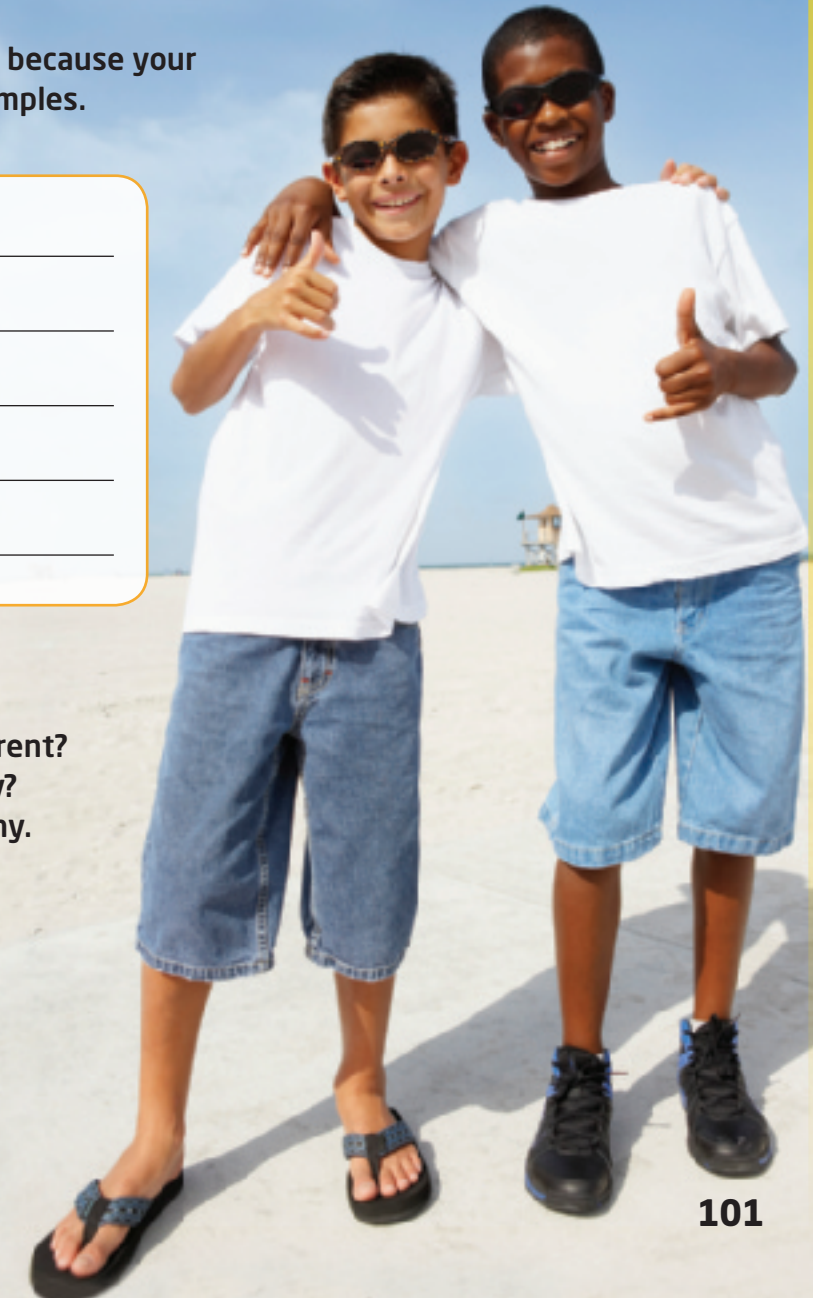
- Work in a small group. Think of the things you own. Why did you or your parent buy them? How did you feel when you bought them? How did you feel a month later?
- Have you ever bought something just because your friends have it? Why? Write some examples.

- Work with another group. Share your examples. Are they the same or different? Which product was a good idea to buy? Which one was a bad idea? Discuss why.



“Socially contagious behavior is common in humans.”

Iain Couzin
Behavioral Ecologist
Emerging Explorer



20 Make a collage of ads.

1. Choose a product. Cut out advertisements that sell your product.
2. Analyze the ads.
 - a. Who is responsible for the ad? What are they advertising?
 - b. Who is the advertiser selling the product to?
 - c. What techniques does the ad use?
 - d. What does the ad say or suggest about the product?
3. Make a collage using the ads.

I chose cell phone ads.
This is an ad for adults.



Now I can . . .

- talk about products and their characteristics.
- talk about preferences.
- report commands and questions.
- write a product review.