

UNIT 1 MONEY-FREE

IN THIS UNIT YOU

- learn language to talk about consumerism and sustainable living
- read about someone's experiment in living without money
- talk about giving things away for free
- listen to a radio interview about bartering
- write adverts for second-hand items
- learn about building different kinds of communities
- watch a video about growing sustainable food

READING

text organisation

Why is text organisation important? What makes a reading text well organised?

SPEAKING

hedging

We often try not to present our opinions too forcefully or too directly. Do you know any phrases we use to do that?


LIFE SKILLS

SELF & SOCIETY

building communities

One community or social group you belong to is your English class. What other communities do you belong to?




A  Work in pairs. Decide what each of the photos says about money or the lack of money.

A: I think the first photo shows that when times are economically hard lots of people have to think of ways of saving money.

B: Exactly. More and more people need to spend less, or become more self-sufficient.



B  Work in pairs. Imagine each photo is from an advertising campaign. Decide what you think each photo might be used to advertise. Write a short advertising caption to accompany each photo.

READING: text organisation

Understanding how a text is organised can help with comprehension. A key part of text organisation is the way different parts of a text relate to each other. Within a paragraph, we can usually see a logical continuation of a topic from one sentence to another. Sometimes the connection between sentences is signalled by linking expressions such as *therefore* and *however*, but often we have to look for other clues. If you don't understand something in one sentence, it is helpful to look at the sentences immediately before and after it, as the ideas will usually be connected.

A Read the online feature article. Who is Mark? What reasons does he give for his experiment in living without money?

A free life is rich

Mark Boyle, a 'freeeconomist', gave up cash for more than two years while living in a caravan.

I gave up money for two-and-a-half years, and I've never been happier and healthier. To prepare, I wrote down everything I consumed, and the list was embarrassingly long. I did it because I wanted to reconnect directly with the things I use. In my view, the key reason for so many problems in the world today, such as ecological destruction, sweatshops and factory farming, is the fact that we no longer have to see the direct repercussions of our actions. (1) _____

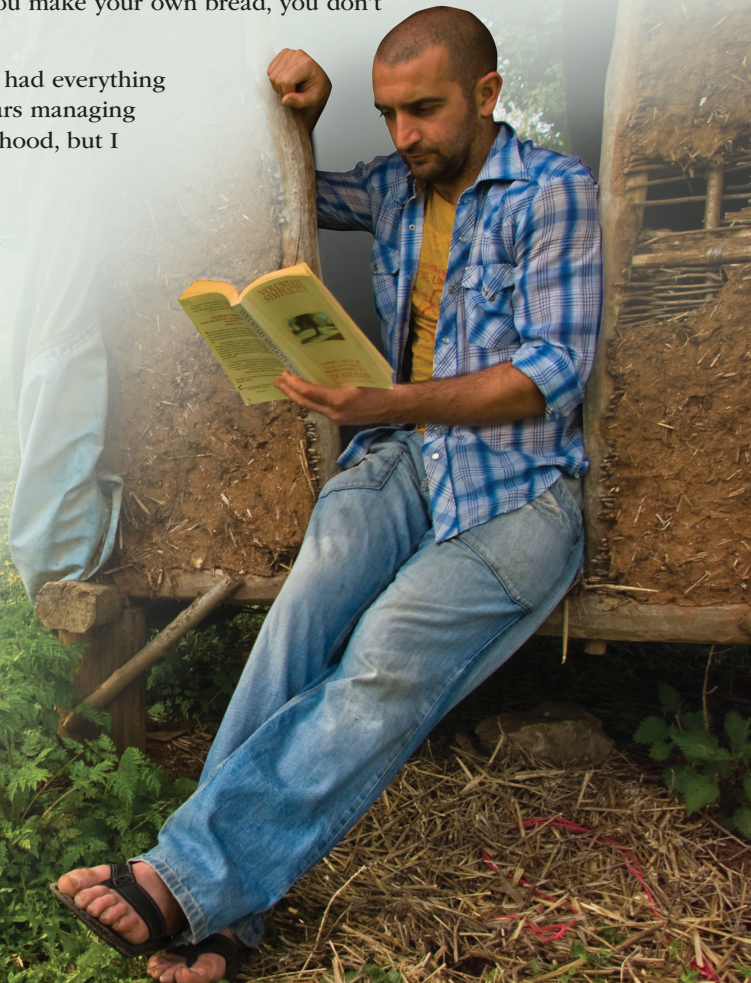
To start my moneyless life, I got a caravan that somebody didn't want any more. I also decided to volunteer at an organic farm, and in return they allowed me to park my new home in an orchard. (2) _____ When I went for a walk, I would go foraging for food. Cooking was on a camping stove outside. I bathed in a river, and my toothpaste was made from washed-up cuttlefish bones and fennel seeds. (3) _____ Washing clothes was probably the only drag. Between making the detergent from a plant called soapwort and hand-washing the clothes, it took much longer.

To get around I had a bike and trailer, and the 58 km round-trip to the city on my bike acted as my gym membership. I grew almost all my own food and, depending on the season, I would supplement it with a bit of foraged food and, on rare occasions, some bartering or looking in skips. The most common item you find is bread because it's not homemade any more. If you make your own bread, you don't waste a crumb. (4) _____

I had a normal upbringing. We didn't have lots of money, but I had everything I needed. After studying business and economics, I spent five years managing organic food companies. I thought this was creating a good livelihood, but I realised ethical business would never be quite enough.

The response to my experiments has been mixed. (5) _____ It's up to the individual to interpret what I'm doing any way they want. The way we live now is so inherently unsustainable that I think it will have to change at some point. What I'm trying to do is explore what could come next, that's all.

Could we all live moneyless tomorrow? Of course not. Our culture is addicted to money. What we can do, however, is to start making a transition to a way of living where we're less dependent on money. If you want to go moneyless – or use less money – you need to look at your life and decide whether you want to re-establish real relationships, either with your environment or community.



B Read the text again. Decide which sentence (a–e) belongs in each gap (1–5).

- a) I take my fair share of abuse, but that's fine.
- b) I used beeswax candles for lighting.
- c) The one thing I did buy was a solar panel because I needed a way to fuel my laptop to write my first book, *The Moneyless Man*, and to communicate my experiment to the world.
- d) If you pick up a loaf cheaply at the supermarket, you don't care if it goes out of date because it doesn't have any real value to you.
- e) The degree of separation between the consumer and the consumed has increasingly widened, to the point that we are now completely unaware of the problems caused in the production of the food and other 'stuff' we buy.

C  **Work in pairs. Decide what exactly gave you the answers in Exercise B. Consider the subject matter, the vocabulary used and any other aspect of the language.**

D VOCABULARY: CONSUMERISM AND SUSTAINABILITY

Match the words and phrases (1–8) to the definitions (a–h).

- | | |
|-------------------|---|
| 1 consume | a) to search in a wide area for something, especially food |
| 2 sweatshop | b) to use a supply of something such as time, energy or fuel |
| 3 factory farming | c) a large metal container used in the building and food industries for waste |
| 4 forage | d) an intensive form of agriculture where animals have little space |
| 5 barter | e) (not) capable of continuing for a long time without harming the environment |
| 6 skip | f) to exchange goods and services for other goods and services instead of using money |
| 7 livelihood | g) something such as your work that provides the money that you need to live |
| 8 (un)sustainable | h) a factory where the people work very hard in bad conditions and earn very little |

E  **VOCABULARY: CONSUMERISM AND SUSTAINABILITY**

Work in groups. Discuss these questions.

- 1 Do you think people consume too much these days? Are most people's lifestyles sustainable? Why or why not?
- 2 Do you think a system of bartering could work in your community? Or would it threaten some people's livelihoods?
- 3 If you were taking part in an experiment in living without money, would you prefer to forage for naturally growing food, or look in skips for food people have thrown away? Which method would be more successful?
- 4 In both sweatshops and factory farms, goods are produced using intensive methods, and people or animals suffer. Why does this happen, and do you think it is justified? What, if anything, should be done about it?

PRONUNCIATION: intonation and attitude

A  **1.01** Listen to the sentence read in three different ways. Notice the different forms of intonation used.

You're really good at saving money.

B  **1.02**  Listen to and practise each sentence read in doubtful, surprised and sarcastic ways. Then work in pairs. Your partner guesses which attitude you are showing.

- 1 Bartering sounds like a great idea.
- 2 You can find interesting things in skips.

GRAMMAR: adverb phrases

A LANGUAGE IN CONTEXT Read the excerpt from an article.
What is the purpose of Freecycle?

Waste Not, Want Not

Looking for a coffee maker or a spare tyre? Want to get rid of a dog collar or some used clothes? Last week, all of these items appeared on Freecycle. Freecycle.org is an online non-profit group that is used by many people every day. The concept is wonderfully simple! People use the website to give away and get things in their local communities. By distributing items to people who want them, Freecycle keeps 'junk' out of landfills. From time to time, people ask for items that they think someone else might not want. This keeps them from making unnecessary purchases. Both requested and offered items are always free.

The organisation was founded in 2003 by Deron Beal in Tucson, Arizona. He created it to help both people and the environment. The group is a worldwide network that is growing by the day. Join Freecycle by signing up online – of course, it is free to join! Local networks are moderated by volunteers.

NOTICE!

In the third sentence, which phrase tells you when something happened? In the second from last sentence, which phrase tells you how to do something?

B ANALYSE Look at the text in Exercise A again.

Form Complete the table with examples from the text.

Type of adverb	Adverb phrases in sentences
Time	(1) _____, all of these items appeared on Freecycle.
Frequency	Freecycle.org is a group that is used by many people (2) _____.
Place	Freecycle keeps 'junk' (3) _____.
Manner	(4) _____, Freecycle keeps 'junk' out of landfills. Join Freecycle (5) _____.
Purpose	People use the website (6) _____.

Function Complete the explanation with the words from the box.

how how often when where why

Adverb phrases are groups of words in a sentence that perform the same function as adverbs. They can describe time (answering the question '(1) _____?'), frequency ('(2) _____?'), place ('(3) _____?'), manner ('(4) _____?') and purpose ('(5) _____?').

C PRACTISE Next to each of the adverb phrases, write *how*, *how often*, *when*, *where* or *why* to show what kind of information it provides. Then complete each sentence with the correct adverb phrase.


at your convenience (a) _____ for free (d) _____
by giving your unwanted item away (b) _____ for space reasons (e) _____
every now and then (c) _____ in their wardrobes (f) _____

Why would someone give away a new item (1) _____? Well, it may be (2) _____. (3) _____, people want to clear out their houses. They probably have items (4) _____ they don't wear. Plus, it's so easy to post an offer online and have someone come and pick up the item (5) _____. Also, (6) _____, you can feel good about helping another person.

D NOW YOU DO IT Work in groups. Discuss these questions.

- Think of some items that you would like to get rid of. When and where did you get them? Why don't you want them any more?
- How do you usually get rid of things you don't want? Are there other ways to get rid of things?

WRITING: offer and wanted adverts

A  Work in pairs. Read the Freecycle posts. Then talk to your partner. Which of the items offered would you want? Why?

B VOCABULARY: DESCRIBING USED ITEMS

Write an underlined word or phrase from Exercise A next to each definition.

- 1 _____: used previously; not new
- 2 _____: deliver it
- 3 _____: the physical state of something
- 4 _____: available; being offered for free
- 5 _____: able to be used successfully; not broken
- 6 _____: add to something for no additional charge

C VOCABULARY: DESCRIBING USED ITEMS

Write two offer posts describing items you'd like to give away. Write two wanted posts describing items you'd like to get from someone else. Use words and phrases from Exercise B. Then share your posts with the class.

WANTED

Second-hand desk for university student. Condition doesn't matter. I don't have a car, so I'd appreciate it if you could drop it off.


OFFER


Several stuffed animals up for grabs. As an added incentive, I'll throw in a basket to keep them in. Email me if you'd like to see some photos.

OFFER


DVD player in good working order. I don't need it because I bought another one. You must be able to pick it up before the weekend.

SPEAKING: hedging

 When we make a statement, we often use phrases that make the statement less forceful or which make it clear that this is a personal opinion and there is room for disagreement. This is known as *hedging*. We do this to be polite and to show that we respect any differences of opinion.

A  **1.03** Listen to six people expressing their opinions on freecycling websites as part of a university campus survey. For each person, write a hedging word or short phrase he or she uses.

- | | |
|-----------|--|
| Speaker 1 | ... they're _____ a waste of time. |
| Speaker 2 | I'm _____ a site like that ... |
| Speaker 3 | ... it _____ not everyone is on there for the right reasons. |
| Speaker 4 | ... but _____ they're generally a good thing. |
| Speaker 5 | _____ they're one of the most useful things on the internet. |
| Speaker 6 | ... and I _____ they might do some good. |

B  Work in pairs. Discuss these questions. Use hedging phrases to make your opinion less forceful.

- 1 Would you use a freecycling website? If so, what for?
- 2 Do you think we consume too much? If so, how could we consume less?



GRAMMAR: negative questions

A  **1.04 LANGUAGE IN CONTEXT** Listen to the conversation. What kind of things are offered on the website?

Matt: Hey, Eric! Isn't that a new shirt? Where'd you get it?

Eric: Didn't I tell you? I joined a bartering website, and I got it there.

Matt: No, you didn't tell me. A bartering website? What's that?

Eric: It's where you trade goods and services you have for goods and services you want. Haven't you heard of them? I'm surprised. They're really popular.

Matt: Isn't it just a way for people to get rid of old stuff?

Eric: No, not at all! Mostly it's about new things and services. For example, didn't you say you want to learn to play the guitar?

Matt: Yes, but I can't afford the lessons.

Eric: Right. So think of something you can do, like washing cars or mowing someone's lawn. You put a listing on the website, and maybe someone who can play guitar will give you lessons in exchange for washing their car.

Matt: It does sound interesting! Give me the address, and I'll check it out.



B ANALYSE Look at the conversation in Exercise A again.

NOTICE!

What is the first question Matt asks?
What makes this a negative question?

Form Complete the table with examples from the text. Then find and underline one more example in the text.

auxiliary verb + n't + subject	(1) _____ tell you?
	(2) _____ heard of them?
	(3) _____ just a way ...?

Function Choose the correct options to complete the explanation.


- A negative question can be used to confirm a belief.
Isn't that a new shirt? I haven't seen it before.
Here the speaker expects the answer to be (1) *Yes, it is.* / *No, it isn't.*
- A negative question can also be used to show that we are surprised by something.
Haven't you heard of this band? They're really famous!
Here the speaker is surprised that his friend (2) *has* / *hasn't* heard of this band.
- A negative question can also be used to express an opinion or make a suggestion in a (3) *more* / *less* forceful way, inviting the other person to (4) *agree* / *disagree* with us.
Isn't this a beautiful dress? *Yes, it is!*
Shouldn't you tell him? *Yes, I suppose I should.*

C PRACTISE Write negative questions to complete the conversations with the words and phrases in brackets.

- A:** _____? (be / new hat)
B: Yes! Do you like it?
- A:** _____? (find / anything interesting on the site)
B: No, I didn't. Nobody had anything I wanted.
- A:** _____? (offer / services as a mechanic)
B: Well, I could, but that's too much like my day job!
- A:** _____? (be easier / buy a computer from a shop)
B: Yes, it would, but bartering websites are more fun!
- A:** _____? (bartering / become more common in future)
B: Oh, it definitely will! It'll be used for a lot of things.

WHAT'S RIGHT?

- ☐ **A:** Isn't it a bit too expensive?
B: Yes, it is.
- ☐ **A:** Isn't it a bit too expensive?
B: Yes, it's.

D  **NOW YOU DO IT** Work in pairs. Roleplay a conversation where you discuss what you could possibly offer on a bartering website. Use negative questions where appropriate.

LISTENING: to a radio interview

A  Work in pairs. Look at the photos. Discuss these questions.



a haircut



mowing the lawn



two tennis rackets



cook and serve dinner for four

- 1 What would you expect to pay for each item or service?
- 2 What do you own, or what can you do, that you think someone would trade each item or service for?

B  **1.05** Listen to a radio interview. Number the topics in the order you hear them.

- a) The cost to participants
- b) What the organisation is and how it works
- c) How bartering creates a community
- d) How businesses benefit from bartering
- e) The types of items and services that people barter

☐
☐
☐
☐
☐

C Listen again and correct the mistake in each sentence.


- 1 Bartering as a system is probably as old as selling things. _____
- 2 Barterrific bartered land for television adverts. _____
- 3 About 14% of the bartering is for services. _____
- 4 Jim Telfer says that hotels have a small markup for their room rates. _____
- 5 Monetary systems relieve pressure and emotional stress. _____

D  Work in groups. Discuss these questions.

- 1 What are some advantages of bartering over buying and selling? What are some disadvantages?
- 2 Are there any types of goods or services that you think could not (or should not) be bartered? If so, what types, and why?
- 3 Do you think bartering will become more or less common in the future? Why?

BUILDING COMMUNITIES

- Consider the type of community you wish to create.
- Decide on the community's goals and how they will be organised.
- Advertise your community so interested people can join.

A  **Work in pairs. Read the descriptions of four different types of communities. Then answer these questions.**

community /kə'mju:nəti/ (n.)

the people who live in an area; a group of people in a larger society who are the same in some way

- 1 What specific examples of each type of community can you name?
- 2 Do you belong, or have you ever belonged, to any similar communities? Which ones?



A Hobby clubs / University clubs

People with a shared interest in a wide variety of sports and other activities, from singing to science to volunteer work, meet to practise or share ideas.



B Social, political or religious groups

People in a larger community such as a city or town who have similar beliefs and values hold meetings to discuss experiences, make plans, give and receive information, or take action.



C Online social networking sites


Sites such as Facebook and LinkedIn encourage friends and family members to share news, thoughts, photos, videos and web links with each other. People sometimes connect with new acquaintances by adding the friends of their friends to their networks.



D Online forums

People come together online to discuss something they are interested in, to exchange questions and answers on their area of interest, and to chat socially with fellow enthusiasts.



B  **Work in pairs. Match the statements to the descriptions in Exercise A. Each statement may apply to more than one description.**

- 1 Members see each other in person regularly.
- 2 Communication is probably daily or several times a week.
- 3 Members have a specific goal.
- 4 Members could become close friends.
- 5 It's possible that members would never see each other.
- 6 Members often belong to the same family.
- 7 Members help each other with problems and difficulties.
- 8 There is often a fee for joining the group.

Self and Society

Work and Career

Study and Learning



C Look at the webpage and say what kind of community the organisers of Service Swap are trying to build. Then complete the webpage with the words and phrases from the blue box.

Community statement Expenses and fundraising How it works Name of community Potential members

LIFTOFF: the crowdfunding website

LIFTOFF is a website that is designed to help you get your project off the ground, whether it's an online social network for your neighbourhood, a club of people with a common interest or a product you want to bring to market! Tell us about your project and start attracting support today!

(1) _____: Service Swap


(2) _____: Service Swap is a community of like-minded people who wish to use their skills and knowledge to escape the unnecessary pressure that money puts on all of us. We believe that we all have something to trade, from washing cars and mowing lawns to teaching piano and styling hair. By exchanging our services in a fair way, we believe that we can come together as a community, while also saving money in the process!


(3) _____: Due to the nature of swapping services, members must live within 50 km of central London. For most services, members need to be able to meet up in order to provide or receive their chosen service. We may make an exception for members who wish to offer and receive online services only (e.g. translation).

(4) _____: Service Swap members will advertise their services on the community webpage. Members will assign a monetary value for their entire service or an hour of their service to help members decide on fair trades. However, all swaps must be completely non-monetary! Membership in the group is also free of charge. Each member must offer at least one service in order to be eligible to trade for other services. Members may offer as many services as they like.

(5) _____: Membership is totally free and always will be. We are looking for funding to help us set up the project and to cover incidental expenses, such as webhosting. We are planning to host occasional fundraising events in our local area, which will fund the project once initial funding runs out, and will also provide excellent opportunities for members to get to know each other. These events could include car boot sales and coffee mornings.



D  Work in small groups. Decide on a type of community to create. Then design a webpage to advertise your community on LIFTOFF. Use the example in Exercise C as a model. Try to make your community sound as attractive to potential members as possible.

E  Present your ideas to the class. Try to interest your classmates in joining your community.

F  Discuss these questions.

- 1 What have you learnt about building communities?
- 2 What kinds of community would you like to be involved in building in the future?



REFLECT ... How can the skill of building communities be useful to you in **Work and Career** and **Study and Learning**?



RESEARCH ...

Find out about an unusual community (a community of artists, an unusual club, etc). Find out how it was created and how it developed. Make brief notes, and the next time you meet, report back on what you have found.

Language wrap-up

1 VOCABULARY

A Complete the paragraph with the correct form of the words from the box. One word is not used. (5 points)

barter consume forage livelihood sweatshop unsustainable

Many people believe that the way we are living today is (1) _____, with people (2) _____ resources at a rate the planet cannot bear for long. They point to (3) _____, where people work long hours for little pay. These, they say, are the inevitable consequences of a drive to make a profit at all costs. On the other hand, many people's (4) _____ depend on the economy as it stands, and alternative economic models, such as ones where people (5) _____ products and services, seem to be small-scale experiments that make no real difference.

B Complete the text with the words and phrases from the box. (5 points)

condition drop them off in good working order second-hand up for grabs

(1) _____ ITEMS OFFERED: Small refrigerator, a few years old, but still (2) _____. Also (3) _____ is a TV in excellent (4) _____. I need to get rid of these items as soon as possible, so as an added incentive I will (5) _____ for you.

8–10 correct: I can talk about consumerism and sustainability and describe used items.

0–7 correct: Look again at the Vocabulary sections on pages 10, 11 and 13.

SCORE: /10

2 GRAMMAR

A Put the words in the correct order to form sentences with adverb phrases. Add commas and any other words that are necessary. (5 points)

1 to shoppers / more shops / recent times / have started / offer 'free' items / .

2 to come / real purpose / is to get shoppers / the shop / .

3 other things / the shoppers / once they are inside / spend their money / .

4 the free item / in this way / an incentive / becomes / .

5 this tactic / who visit shops / those of us / a daily basis / know / .

B Complete the negative questions with the correct form of the verbs in brackets. Add any other words that are necessary. (5 points)

A: (1) _____ (be) a beautiful day? I'm looking forward to our trip this weekend.

B: Yes, the weather's great, but (2) _____ (tell) you the trip was cancelled?

A: Oh, no, you didn't. (3) _____ (be) the booking confirmed?

B: Well, it was, but then Tom dropped out. (4) _____ (know) he was ill?

A: Yes, I did know that, but (5) _____ (say) he was better?

B: I did, and he was, but he's in the hospital again so we had to cancel the trip.

8–10 correct: I can place adverb phrases in a sentence and use negative questions.

0–7 correct: Look again at the Grammar sections on pages 12 and 14.

SCORE: /10

WRITING WORKSHOP

writing a proposal

A Read the proposal. How does the writer plan to make the improvements without spending a large amount of money?

PROPOSAL REGARDING THE STUDENT UNION BUILDING IMPROVEMENTS

FAO: George Anderson, Building Manager

Introduction

The student union building was last improved five years ago. Recently, it has become clear that further improvements are required. As a small budget is now available, I would like to offer the following suggestions:

Seating

It seems that the plastic furniture in social areas of the building is unpopular. Users report that it is uncomfortable, as well as unattractive. New furniture would be too costly. A much more affordable option I would like to put forward is acquiring second-hand furniture through freecycling websites. I believe second-hand furniture would look original and distinctive, and would be more beneficial for the environment – something that students would no doubt welcome. The only expense involved would be delivery.

Decor

Many users commented that the decor of the building appeared dated. Materials to improve the decor are relatively affordable, but the cost of labour would put the project over budget. My suggestion is to use student volunteer labour, for both design and physical work. Students from the Design Department could be invited to submit designs for different areas of the building, while other students might be asked to volunteer their time to remove the old decor and put up the new.

Conclusion

It should be possible to make improvements to the student union building without going over budget. By thinking creatively and by accessing resources such as freecycling websites, we can make the building more attractive to the majority of users.



B Look back at the proposal and tick the points covered. The writer ...

- 1 states a reason for the proposal. ☐
- 2 uses clear headings to guide the reader. ☐
- 3 uses quite a formal tone and persuasive language. ☐
- 4 outlines the consequence of not following the proposal. ☐

C Prepare your own proposal. Read the instructions in the box and make notes to answer these questions.

Your university is planning to improve the student library. A small amount of money is available for the improvements, and you have agreed to write a proposal for the building manager suggesting how the improvements could be made on a small budget.

- 1 What two aspects of the building could be improved for little expense? Consider the following, or use your own ideas.

Outside areas ☐ Decor ☐ Seating ☐ Lighting ☐ Refreshment facilities ☐

- 2 For each aspect you have chosen, how specifically could improvements be made for little expense? Make notes of your ideas.

D Use your notes to write a proposal in response to the instructions in Exercise C. Write in an appropriate style. Write about 250 words.

HOW ARE YOU DOING?

- ☐ I have shown clearly what my proposal is about and who it is for.
- ☐ I have used polite, persuasive language.
- ☐ I have used a clear structure, with appropriate headings.