

## Learning objectives in this lesson

Reading for gist, scanning for specific information, reading for detailed comprehension, focusing on key vocabulary from the text, using vocabulary from the text, and giving opinions about the topic of the text.

- 1 Ask students to work in pairs to discuss the questions, then take feedback from the whole class. Don't define 'lipstick economics' for them – they will find out more about it when they read the text.
- 2 Ask students to read the text quickly and to compare their ideas in 1 to the information in the text. They can then check their answers in pairs, before feeding back to the rest of the class.
- 3 Students should read the text again. Allow more time for them to read carefully. Students should then answer the questions in their own words. Students can compare answers in pairs before feeding back to the rest of the class.

### Answers

- 1 A recession is an economic downturn which tends to result in lots of people losing their jobs, and people being less willing to spend money.
- 2 Companies usually struggle because people are less willing to buy their products.
- 3 This is when people still want to buy luxury, non-essential items, but they choose cheap luxuries (e.g. lipstick) rather than the more expensive luxuries that they might buy in the good times.

### Answers

- 1 The profits go up at Cadbury during recessions because people still want to have chocolate even when they cannot afford other luxury items.
- 2 People are choosing cheaper holiday options like camping and budget hotels in their own country.
- 3 The spectator sports industry is suffering because it is too expensive to fall into the 'lipstick economics' category and also it is usually a pastime for men, rather than something the whole family enjoys.

- 4 Ask students to put words a–l in gaps 1–12 in the text to create phrases and collocations. They can then compare answers in pairs before feeding back to the rest of the class.

### Answers

- |                |                    |
|----------------|--------------------|
| 1 k = soar     | 7 g = looming      |
| 2 f = hardship | 8 h = mend         |
| 3 j = shrink   | 9 d = downturn     |
| 4 c = core     | 10 i = prohibitive |
| 5 b = black    | 11 a = belts       |
| 6 l = treats   | 12 e = fix         |

- 5 Ask students to match the phrases and collocations they formed in 4 to definitions 1–12. They can then check their answers in pairs before feeding back to the rest of the class.

### Answers

- |                         |                            |
|-------------------------|----------------------------|
| 1 core products         | 7 profits soar             |
| 2 economic hardship     | 8 get your fix             |
| 3 during a downturn     | 9 with a recession looming |
| 4 sales shrink          | 10 cheap treats            |
| 5 stay in the black     | 11 prohibitive cost        |
| 6 tighten (their) belts | 12 make do and mend        |

- 6 Ask students to work in pairs and to create their own sentences using the words and phrases in 5. Check the sentences with the whole class.
- 7 Ask students to look at the text again and find three words that could be useful in their jobs. When they have chosen the words, ask students to compare their choices in pairs and encourage them to explain why the words will be useful. Make sure that students can pronounce these words and that they know how to use them correctly in a sentence.
- 8 Ask students to discuss the questions in pairs or small groups. Take feedback from the whole class.

### Answers

Answers will vary, but students may discuss the fact that different products would be considered as cheap treats in different countries. This also means that different companies can thrive in a recession in different countries, but usually companies selling cheap food and clothes tend to do well. Other industries that remain safe could include the oil industry, debt collection agencies, takeaway food companies, etc.