

Unit 5

Spending money!

Themes

Shopping
Money

Language aims

Grammar

Relative pronouns
Relative clauses
Unreal past (wishes)

Vocabulary

Money and shopping
Easily confused words: *borrow/lend/owe* and *currency/coins/notes*
Collocations with *go, do* and *make*

Skills aims

Reading

Students read an article:
• for gist
• to understand text cohesion

Listening

Students listen to four short conversations for:
• gist
• specific information

Speaking

Students conduct a pairwork collaborative speaking task in order to practise:
• suggesting ideas
• rejecting ideas
• solving a problem

Writing

Students write a formal email and practise:
• complaining
• using formal language
• paragraphing

Reading Pages 50 and 51

Aims of the lesson:

- to warm students up and to motivate them (Exercises A and B)
- to activate background knowledge about the topic (Dive in!)
- to read for gist (Exercise C)
- to read to understand text cohesion (Exercise D)
- to infer lexical meaning from context (Exercise E)
- to personalize the content of the text (Quick chat)

Exercise A

- Get students to discuss the questions in pairs first before you discuss them as a class.

Quiz

Exercise B

- This activity allows students to see how much they know about money.
- Give students a few minutes to answer the questions in the quiz. Then, ask them to go to page 142 to check their results.

Answers

1 c 2 b 3 c 4 a 5 b 6 b 7 a 8 c

Dive in!

- Before discussing the questions as a class, get students to discuss them in pairs first. Elicit the words for each place in the pictures: a mall or shopping centre and a bazaar.

Reading

Exercise C

- Tell students to read the text quickly and silently to find out what the places in the two photos have in common. Tell them to ignore the gaps in the text for now.
- Give students about 5 minutes to do this, as they will need to read till the end to answer this question.

Answer

The function of shopping centres then and now (ie a modern shopping centre or mall and a bazaar or ancient market) seems very much the same. That is, people go there for shopping **and** socializing.

Exercise D

- This type of activity is rather challenging for students. It would be better to deal with the first two gaps together as a class. This way, you will be able to show students what to look for when replacing the sentences.
- Either give students a minute to read the first paragraph in detail silently or read it out aloud as a class.
- Ask students: *How many places to go shopping are mentioned in this paragraph? (two). What are they? (a high street, which is the main street in a town or city, and a shopping centre).*
- Tell students that the sentence that is missing either has to link these two places to shop or has to introduce shopping centres. The sentence after the gap begins with *In fact*, which implies that shopping centres have already been mentioned.
- Give them 2 minutes to read through the missing sentences and to decide which sentence would fit best. Encourage them to read the sentences in detail and to read them as part of the paragraph.
- Elicit ideas and ask students to justify their choice. Decide on the right missing sentence before moving on to the second gap. Highlight to students the ideas and/or words that link this sentence to the rest of the paragraph.
- Deal with the second gap in the same way.
- Give students 5 minutes to complete the last three gaps with the missing sentences on their own. Remind them there is one extra sentence they will not need to use.
- Get students to compare their answers in pairs before checking them. Encourage students to justify their choices.

Answers

1 C 2 E 3 B 4 F 5 D

Words in the text

Exercise E

- Explain the activity and give students a minute to scan the text to find the words in bold.
- Give students a couple of minutes to match the words with their meanings. Encourage them to use the context of the text to help them understand what the words mean.
- Give students a few seconds to compare answers in pairs.
- Elicit answers.

Answers

1 b 2 f 3 c 4 d 5 e 6 a

Quick chat

- Get the students to discuss the questions in pairs first.
- Discuss students' ideas as a class.

For extra practice in this type of reading task, refer students to pages 34 and 35 in the Workbook.

Vocabulary Page 52

Aims of the lesson:

To present and practise

- **vocabulary relating to money and shopping (Exercise A)**
- **easily confused words relating to money (Exercise B)**
- **collocations with go, do and make relating to shopping and money (Exercises C and D)**

Exercise A

- Ask students if they consider themselves sensible shoppers.
- Tell students that the quiz will determine how sensible they are as shoppers. Ensure they understand the words.
- Give students 2 minutes to answer the quiz and check the answers on page 142.
- Discuss the results. Do the students agree with them?

Exercise B

- This exercise helps students see the difference between the commonly confused words relating to money.
- Read the explanations together as a class. Check students understand the words. You might want to show them examples of notes, coins and currencies.
- Give students a minute to do the exercise on their own.
- Check answers.

Answers

- 1 lent
- 2 currencies
- 3 coins
- 4 owes
- 5 lend
- 6 note

Exercise C

- Explain to students that many phrases and expressions in English contain the verbs *go*, *do* or *make*. Give students 2 minutes to match the words and phrases with the verbs. They will not know most of them.
- Elicit answers and write them up on the board. Check students understand them.

Answers

- go – swimming, jogging, shopping
do – the shopping, business, the washing-up, my homework
make – a profit, money, excuses, a decision, a living, a loss

Exercise D

- Give students a minute to read the text and to fill the gaps with the correct form of *go*, *make* or *do*. Tell them it will help if they read the text carefully.
- Check answers.

Answers

- 1 make
- 2 make
- 3 make
- 4 made
- 5 doing
- 6 go



Ask students to complete the exercises on page 36 of the Workbook.

Grammar 1 Page 53

Aim of the lesson:

- to present and practise relative pronouns and relative clauses

Relative pronouns and relative clauses: presentation

- Read through the explanations in the presentation box as a class.
- Give students a minute to find the example sentences in the *Reading* text.
- Ask them to match them to the descriptions.
- Read through the note regarding the pronoun *that*.
- To recap, you might want to read through the relevant section on pages 162 and 163 in the *Grammar database*.

Answers

- 1 b
- 2 a

Exercise A

- This exercise checks students understand the meaning of relative clauses. Tell them the sentences need to make sense.
- Give students a minute to do the activity before checking answers.

Answers

- 1 d
- 2 a
- 3 f
- 4 e
- 5 c
- 6 b

Exercise B

- Explain the activity and give students a minute to do it. Tell them to correct the incorrect sentences.
- Ask students to compare their answers in pairs.
- Elicit answers.

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Answers

- 1 This is the shop **which/that** I was telling you about.
- 2 I've just been to the new mall, **which** is much bigger than all the other ones.
- 3 ✓
- 4 The Grand Bazaar of Istanbul, **which** I visited last year, is one of the most exciting places I've been to.
- 5 The car park, **which** is supposed to be free for customers, charged us €15.
- 6 ✓
- 7 The new shopping centre that is in the town centre is much more convenient than the other ones./ The new shopping centre, **which** is in the town centre, is much more convenient than the other ones.
- 8 I've been wearing these shoes, **which** I bought for only €20, for three years.

Exercise C

- To do this activity effectively, tell students they need to first decide which sentence is the main sentence, ie the main clause, and which the relative clause.
- Do the first one together as a class.
- Give students 5 minutes to do the rest.
- Elicit answers and write them up on the board. Accept any reasonable sentence.

Possible answers

- 1 The Fez market in Morocco, which has thousands of different shops, is one of the oldest in the world.
- 2 Many shops, which offer special advantages to their customers, issue loyalty cards.
- 3 My father, who prefers plastic money to cash, has seven credit cards.
- 4 Shopping centres are usually cheaper than high street shops, which do not always offer better quality.
- 5 My aunt, who hates department stores, buys all her clothes from charity shops.
- 6 Mark, who is a security guard at the mall, helped me park.



Ask students to complete the exercises on page 37 of the Workbook.

Listening

Page 54

Aims of the lesson: Sample marketing text © Macmillan Publishers LTD

- to activate students' background knowledge on the topic and to pre-teach some key vocabulary (Exercise A)
- to listen for gist (Exercise B)
- to listen for specific information (Exercise C)
- to learn and practise words related to shopping (Exercise D)
- to give students the opportunity to discuss the themes raised in the lesson (Quick chat)

Exercise A

- To check students understand the descriptions, give them a minute to match each with a picture.
- Check answers.

Answers

1 b 2 e 3 d 4 c 5 a

Exercise B Track 28 CD 1

- Explain the activity and play the CD.
- Check answers. Play the CD again if needed.
- Alternatively, check answers after each conversation.

Answers

1 d 2 b 3 e 4 a

Exercise C Track 29 CD 1

- Ask students to read the sentences carefully. They might be able to remember what they heard, so ask them to tentatively choose an answer.
- Ask them to underline key information in the sentences – information that they need to listen out for.
- Play the CD for students to check their answers.
- Play an extract again if students are getting an answer wrong.

Answers

1 c 2 c 3 b 4 b

Words you heard

Exercise D

- Give students a minute to do the exercise before checking answers. Model the words for students to repeat (for pronunciation purposes).

Answers

1 c 2 d 3 e 4 b 5 a

Quick chat

- Give students a minute to discuss the questions in pairs before discussing them as a class.



For extra listening, refer students to page 39 of the Workbook, CD track 8.

Unit 5, page 54

Listening

Exercises B and C

Conversation 1

Young man: Hi, June. What are you doing there?
Playing online games again?

Young woman: No, I'm not. Actually, I'm shopping online.

Young man: I see. Books or CDs?

Young woman: Neither. I'm shopping for clothes, as a matter of fact.

Young man: I had no idea you can buy clothes on the internet.

Young woman: Yes, you can. The only problem is you have to know your exact measurements so you can order the right size ...

Young man: I hope you can also return them if you find out they don't fit you ...

Young woman: You certainly can! As many times as you want.

Young man: Yes, but it's not as much fun if you can't go to the shop and try everything on ...

Young woman: Well, I don't really *like* shopping. I really wish I didn't have to do it!

Conversation 2

Young woman: Is this the new MailStore catalogue?

Young man: Yes, it's just arrived in the post. I was just going to have a look.

Young woman: Have you ever ordered anything from them?

Young man: No. Have you?

Young woman: I have, as a matter of fact.

Young man: And? What was wrong? You don't sound very happy with them ...

Young woman: Well, I got some T-shirts from them, but the descriptions in the catalogue were nothing like what they actually sent me.

Young man: Descriptions? Don't they have photos of the merchandise?

Young woman: No! I wish they would put photos in the catalogue; then you'd know what you were buying.

Young man: What's the point of producing a mail order catalogue if you don't put pictures in?

Conversation 3

Woman: Good afternoon! Is that Mr Wylde?

Man: Speaking. How can I help you?

Woman: I'm calling from the SuperTeleMarketing company. I was wondering if I might interest you in some of our products ...

Man: And may I ask how you got my telephone number? It's not listed in the book.

Woman: Well, you are a SuperTeleMarketing customer, sir. You've bought things from us in the past.

Man: Oh?

Woman: Well, you bought an exercise bike from us, Mr Wylde. Last May, actually.

Man: That's right! And it broke down the first time I tried using it, and you wouldn't give me a refund! I wish I'd never bought anything from you! And I'm certainly not buying anything else. Have a good day!

Conversation 4

Young man: Are those jeans new?

Young woman: Yes, do you like them?

Young man: I'm not sure. What are they?

Young woman: What do you mean?

Young man: I mean, what brand are they? Are they Gucci, Versace, Seven ... What?

Young woman: Well, they're just jeans – they are a very good fit, and they suit me.

Young man: I can't believe you've bought no-name jeans!

Young woman: Why shouldn't I? Don't I look good in them?

Young man: I'd never buy no-name clothes!

Young woman: Yes, I know. But that doesn't mean the clothes you buy are necessarily good! Or that they suit you!

Grammar 2 Page 55

Aim of the lesson:

- to revise and practise the unreal past

Unreal past (wishes): presentation

- Write the three sentences from the *Listening* texts on the board. Ask students the questions in the presentation box and get them to write answers in their books.
- Read the note regarding *if only*.
- To recap, you might want to read through the relevant section on page 163 in the *Grammar* database.

Answers

1 the past simple, the past perfect

2
• referring to something in the present: a wish + past simple

• referring to something in the past: c wish + past perfect

• complaining about something in the present: b wish + would

Exercise A

- This exercise checks students have understood the form and meaning of the unreal past. Explain that students first need to work out if the sentence refers to the present or the past before deciding on the correct tense.
- Give students a minute to do the exercise before checking answers.

Answers

- 1 were
- 2 knew
- 3 hadn't lost
- 4 could
- 5 would
- 6 hadn't ordered

Exercise B

- Explain the exercise and give students 3 minutes to do it before checking answers.

Answers

- 1 had come
- 2 would stop
- 3 had
- 4 lived
- 5 hadn't moved
- 6 could
- 7 was
- 8 had gone

Exercise C

- Ask students to work in pairs for this activity.
- Give students a few minutes to come up with a sentence for each using the tenses given.
- Elicit ideas. Accept any sensible answer.

Possible answers

- 1 I wish it wasn't raining.
- 2 I wish I hadn't done that!
- 3 I wish I had been more careful.
- 4 If only I had some money.



Ask students to complete the exercises on page 38 of the Workbook.

Practise your English Page 56

Aim of the lesson: Sample marketing text © Macmillan Publishers LTD

- to practise the grammar and vocabulary from the unit in an integrated way

Exercises A and B

- Get students to discuss the questions in pairs first.
- Elicit answers around the class.

Exercise C

- Tell students that they will be reading about a person who has done a lot to help poor people.
- Give students 2 minutes to read the text quickly, ignoring the gaps for now, to find out the person's name and how exactly he has helped people.
- Give students a few minutes to read the text more carefully and to choose the correct answer.
- Check answers.

Answers

- 1 b 2 d 3 a 4 c 5 b 6 b 7 d 8 d

Exercise D

- Give students a couple of minutes to do the activity before checking answers.

Answers

- 1 c 2 d 3 d 4 b 5 c 6 b

Quick chat

- This activity gives students the opportunity to personalize with the text.
- Ask students what they think the statement means (it means it's best not to borrow or lend).
- Discuss the question as a class and encourage a short class discussion on the topic.

Speaking Page 57

Aims of the lesson:

- to set the context of the *Listening and Speaking tasks (Exercise A)*
- to present ways of suggesting and rejecting ideas (*Exercises B and C*)
- to offer controlled practice of the new language (*Exercise D*)
- to practise using ways of suggesting and rejecting ideas in a free speaking collaborative task (*Exercises E and F*)

Exercise A

- Give students a few minutes to answer the questions in pairs.
- Elicit feedback from the different pairs.

Exercise B Track 30 CD 1

- Read the instructions and play the CD.
- Check the answer.

Answer

A T-shirt with a photo of Cristiano Ronaldo, the football player, which he has personally signed.

Exercise C Track 31 CD 1

- Give students a minute to read through the expressions in the *Language chunks* box.
- Play the CD again for students to listen and tick the expressions they hear.
- Elicit answers. Explain to students that some of the expressions are very informal, and therefore appropriate to use when talking to friends, while others are quite formal, and therefore appropriate to use when talking to someone you don't know very well. The girls on the CD are friends and so use informal expressions.

Answers

Suggesting ideas

What about ...

Then let's ...

Rejecting ideas

You must be joking!

I don't think so.

But ...

Exercise D

- This exercise offers some controlled practice of the expressions in the *Language chunks* box.
- Explain the activity and give students a couple of minutes to reject the ideas. Remind them to give reasons why they would reject them.

Exercise E

- This exercise helps students prepare for the *Speaking* task before they do it.
- Give them a few minutes to think about the questions and to answer them. Encourage them to jot down notes.

Exercise F

- Explain to students that this activity is the same one the students in the *Listening* extract were doing (Exercise B).
- Read the instructions to the activity as a class and check students understand what they have to do.
- Remind them they can use ways of suggesting and rejecting ideas from the *Language chunks* box.
- Give students 5 minutes to do the task in pairs.
- Elicit feedback from each pair. Ask them to tell the class which gift they have decided to buy and why.

Unit 5, page 57

Speaking

Exercises B and C

Girl: It's not easy ...

Boy: I know! There aren't many things that she likes ...

Girl: Exactly! And the things she does like, she already has!

Boy: What about a DVD boxed set of her favourite TV series?

Girl: You must be joking! She's already got all seasons of *Friends* and *Lost*. Not to mention how expensive these DVD boxed sets are!

Boy: A film, then?

Girl: But she doesn't like watching films on DVD.

Boy: OK then, let's buy her a T-shirt!

Girl: I don't think so! Besides, she must have hundreds of T-shirts.

Boy: But does she have a T-shirt with Ronaldo's photo and autograph?

Girl: Cristiano Ronaldo? He's her favourite football player.

Boy: I know. And I found this T-shirt which he has personally signed.

Girl: How much is it?

Boy: It's only €22.

Girl: Well, it's not very cheap ...

Boy: Come on, Shirley, it's reasonable. And we can't think of anything else, can we?

Girl: You're right. Let's go for it.

Pronunciation Page 139

Say it right!

Exercise A Track 32 CD 1

- The activity aims to make students aware of different vowel sounds and diphthongs that are often mispronounced.
- Play the CD for students to hear how the three different words are produced.

Exercise B Track 33 CD 1

- Play the CD for students to listen and tick the right column.
- Play the CD again for students to listen and repeat.

Answers

		rot /ɒ/	row /əʊ/	raw /ɔ:/
1	law			✓
2	low		✓	
3	lot	✓		
4	cot	✓		
5	caught			✓
6	coat		✓	
7	not	✓		
8	note		✓	
9	nought			✓
10	boat		✓	
11	bought			✓
12	body	✓		

Exercise C

- Students practise saying the words in pairs. Alternatively, they could play a guessing game. One student says a word and the other guesses the word by spelling it.

Pronunciation file, page 139, Unit 5

Say it right!

Exercise A

- rot
- row
- raw

Exercise B

- 1 law
- 2 low
- 3 lot
- 4 cot
- 5 caught
- 6 coat
- 7 not
- 8 note
- 9 nought
- 10 boat
- 11 bought
- 12 body

Writing Pages 58 and 59

Aims of the lesson:

- to introduce students to the topic (Exercise A)
- to read a model email for gist (Exercise B)
- to analyse a model email for formal language (Exercise C)
- to practise improving a bad model for content, organization and register (Exercises D and E)
- to practise planning and writing a formal email of complaint (Exercise F)

Exercise A

- Give students a minute to answer the questions in pairs.
- Elicit feedback.

Exercise B

- Give students a minute to read the email in order to answer the questions.
- Get answers.

Answers

- 1 She paid for MP3 music files, but did not receive them (successfully download them).
- 2 She asks for the MP3 files to become available for her to download or her money back.

Skills development

Formal and informal language

Exercise C

- This activity gets students to notice the difference between saying something in an informal way and saying it in a formal way.
- Give students 2 minutes to find and underline the formal way that the sentences in the exercise are expressed in the email.
- Elicit answers and highlight the language used in the formal sentences. Tell students that many of these sentences contain set phrases that can be used in many different types of formal letters/emails of complaint.

Answers

- 1 I am writing to complain about a problem with ...
- 2 ... I purchased 11 MP3 music files ...
- 3 After I had finished giving all my information ...
- 4 ... I have been unable to download anything ...
- 5 Could you please arrange for the MP3 files I purchased to become available to me as soon as possible ...
- 6 ... arrange for me to receive a refund of €11.20, which is the amount I paid?

Content and organization

Exercise D

- Give students a minute to read the email to answer the question.
- Elicit the answer.

Answer

She complains about the books she received. Some she had ordered and some not. She also didn't receive five books she had ordered.

Exercise E

- This activity gives students a chance to put into practice some of the features of formal emails they have learnt so far.
- Give students a few minutes to answer the questions. Encourage them to refer to the model email on page 58.
- Check answers.
- If time allows, ask students, in pairs, to rewrite Lee's email.
- Monitor and offer help.

Possible answers

- 1 Subject line: Problems with books ordered
- 2 It should be divided into four paragraphs:
 - the reason for writing
 - a clear explanation of the problem
 - what you would like the store to do
 - an appropriate closing expression
- 3 the language (see email below)
- 4 the names of the books he was sent and not sent; his surname; the date he ordered the books

An improved email:

Dear Sir or Madam,
I am writing to complain about a problem with some books I ordered from your website.

On 15th January I ordered eight books from your online store. Today, when they arrived, I noticed only three of the books that I had ordered were in the box. Five of the books I had ordered were not in the box. In addition, there were three books in the box I had not ordered (see below for a list of the books concerned).

Could you please arrange for the five books I have ordered which did not arrive to be sent to me as soon as possible, or arrange for me to receive a refund? Could you also let me know what I should do with the three books I did not order that were sent to me?

I look forward to hearing from you very soon.

Your faithfully,
Lee Jones



Ask students to complete the writing task on page 39 of the Workbook.

Teacher's Resource Pages: Unit 5 quiz (page 132); Unit 5 Communication activity (pages 151-153); Unit 5 Self-evaluation sheet (page 180).

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Planning and writing

Exercise F

- Give students a minute to read the reply Anne Lawson received. Check they understand that they reply to this email.
- In their reply students will need to refer to this email as well as to the original email Anne Lawson sent.
- Discuss what students think should be included in the email they will write.
- Read through the plan and tips in the *Quick check!* box.
- Refer students to the *Writing database* on page 149 for a plan with useful expressions students can use in their emails. Remind them to also use expressions from the *Language chunks* box.
- If time allows, get students to write, or begin to write, their email in class.