Facts & Figures

Coursebook

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Additional resources

eWorkbook Interactive and printable grammar, vocabulary, listening and pronunciation practice Extra reading and writing practice Additional downloadable listening and audio material

Teacher’s Resource disc Communication activity worksheets to print and photocopy

Go global: ideas for further research

Facts – Ask students to find five new English words for things they see around them or to look out for any unusual or foreign number plates

Figures – Ask students to find the international phone code, and the emergency phone number for an English-speaking country
Part 1

See page 145 for details of what is included in the Teacher’s Resource disc.

Lead-in

Do a quick introductory activity for students to learn / remember each other’s names. If possible prepare the board before the class or write on it as the students come in:

S1: Name?
S2: Tom. Name?
S1: Helen.
S2: Hi. Nice …
S1: Nice …

Point to the first person and say Name? in an abrupt voice to show it’s rude. Then wave with a smiling face to elicit Hello. Point at Name? again and elicit the complete first line of the dialogue. Gesture to students to repeat. Point to the second person and continue, eliciting and getting students to repeat each line of the dialogue, but don’t write up the full conversation.

Hello. What’s your name?
I’m (Tom). What’s your name?
I’m (Helen).
Hi (Helen). Nice to meet you.
Nice to meet you too.

Students practise the conversation in pairs. Then tell them to go and say Hello in the same way to other students in the class. If possible students can stand up and move around the room to do this, or turn to students sitting near them.

Language note

Gesture is a very important way to communicate with low level students. Avoid confusing your students by using long verbal instructions. From Day 1 accompany your instructions with a gesture to clarify what you mean.

Make sure you use the same gestures consistently! You will probably want gestures for the following:

Listen, Repeat, Copy …

When giving instructions demonstrate the action (eg Open your books, Underline, Circle). Use your face to convey emotions or attitudes (eg rude, polite).

When students become used to the verbal instructions you can gradually stop using some of the gestures.

Reading (SB page 6)

The text gives information about the status of English and other languages and about the many international words and cognates in English.

Background note

English has become a lingua franca (common language) for people from many countries. To some extent this derives from the number of countries formerly in the British empire (or still in the Commonwealth); more recently the US has exercised huge influence as a world power and also in areas like popular music and the development of the internet.

1 1.01 Read the instruction and the first question. Ask students their opinions. Play the recording for students to listen as they read.

Pairwork. Give students a few minutes to answer the other questions together.

2 Students read the text to check the answers.

1 c 2 c 3 c

Vocabulary (SB page 7)

1 1.02 Before students look at the list, check they understand the categories by eliciting an example for each, eg:

Teacher: a place?
Students: school

Pairwork. Students work together to categorise the words. They should copy the table in their notebook.

2 Play the recording, pausing after each category to check students agree.

COMPUTERS: email, internet, virus, Windows

FOOD and DRINK: chocolate, juice, sandwich

JOBS: doctor

MUSIC: pop, radio

PLACES: airport, hospital, universities, zoo

SPORTS: golf

TRANSPORT: buses, taxi

OTHER: family, kilometres, love, menu, question, x-ray

3 Pairwork. Give them 3–5 minutes for this. The idea is to get one or two more for each category, not a long list. Monitor to check their ideas as they work. Then allow time to compare with another pair.

Extra activity

Ask if students know any words from their own language which have become international, eg Spanish: siesta, French: café.
Grammar (SB page 7)

1 On the board, write:

1 an ____, 2 a ____, 3 plural

Refer students to the text and find an example of each together, eg:

1 an airport, 2 a doctor, 3 buses.

Students work individually to find two more examples of each type and then compare answers in pairs. Check at the board.

1 an airport, an email, an x-ray
2 a doctor, a family, a hospital, a kilometre, a menu, a question, a radio, a sandwich, a taxi, a university, a virus, a zoo
3 buses, kilometres, universities, Windows

Work on pronunciation of plural nouns is dealt with alongside 3rd person singular present simple in Unit 2 Part 3.

Language note

1 Chocolate, golf, internet, juice, love and pop are uncountable nouns and don’t take an article. Don’t go into this with students now, just say that they are different. If you want to avoid this problem, list the following words on the board and ask students to do activity 1 with just these words rather than the whole list:

airport, buses, doctor, email, family, hospital, kilometre, menu, question, radio, sandwich, taxi, university, virus, x-ray, Windows, zoo

2 No, OK and Yes are expressions and don’t have an article.

3 Words use article an if the first sound (not letter) of the word is a vowel sound. So we say an umbrella /ən ʌmbrelə/ and an X-ray /ən eksreɪ/ but a university /ə ju:nɪvɜːsɪtɪ/.

2 Pairwork. While students work you could write the words on the board and then ask individual students to come up and write in the answers. This is a good way to occupy early finishers.

an alphabet, a bus, a computer, a director, an email, a football, a hotel, a pizza, a telephone

3 Students do this individually.

PLACES: a hotel
SPORTS: a football
FOOD and DRINK: a pizza
JOBS: a director
COMPUTERS: a computer, an email
TRANSPORT: a bus

Grammar focus

Show students the icon. Write page 136 on the board and ask them to find it. Show students the language summary on articles.

You can use exercises 1 and 2 on page 137 for:

a) extra practice now
b) homework
c) review a couple of lessons from now.

The answers are on page 142 of the Teacher’s Book.

Pronunciation (SB page 7)

You could do this whole section with books closed and students focused on the board.

1 1.03 Ask students to close books so they focus on the pronunciation on the recording rather than reading the words from the book.

| 1 an airport, an email, an x-ray |
| 2 a doctor, a family, a hospital, a kilometre, a menu, a question, a radio, a sandwich, a taxi, a university, a virus, a zoo |
| 3 buses, kilometres, universities, Windows |

Work on pronunciation of plural nouns is dealt with alongside 3rd person singular present simple in Unit 2 Part 3.

2 1.04 If this is new for students, ask them to look at the book. Ask them to number the groups 1–7. Pause the CD after each group and ask students to repeat, first together then asking a few individuals. After working with the recording, go back and check, eg:

Teacher: Group 3?
Student: FLNXZ.

3 Pairwork. Students work together to decide the groups. If you have the chart on the board, you could add the missing letters.

| /æ/ | /ə/ | /æ/ | /əʊ/ | /uː/ | /ɑː/ |
| A | B | F | I | O | Q | R |
| H | C | L | Y | U | W | E |
| J | D | N | X | Z | P | V |
| K | G | T | M | S | E | T |

Unit 1 Facts & Figures
Part 2

Lead-in

Do a quick introductory activity for students to learn how to greet each other. If possible prepare the board before the class or write it as the students come in:

How are you?

Ask the class How are you? Point to the faces. Elicit and write up Fine, OK, Not bad under the corresponding pictures. Ask a student. When they answer, gesture to get them to ask And you? so you have a dialogue like this:

Hello Ivan.

Hi Sofia. How are you?

I'm OK. How are you?

Fine thanks.

Students practise the conversation in pairs. Then tell them to go and say Hello in the same way to other students in the class. If possible students can stand up and move around the room to do this, or turn to students sitting near them.

Vocabulary and Speaking (SB page 8)

Lead-in

Get students to count from 1–10 round the class, each student saying a number in turn. When you reach 10, the next student starts again with 1. If the class is organised in a circle you can make this more difficult: when you clap your hand the counting changes direction.

1 Students do the activity individually. Meanwhile, write numbers 0–10 on the board vertically. Ask an early finisher to come up and write the numbers. Or ask different students in the class to spell the words correctly while you write.

2 To prepare the activity write the following on the board:

1 /eɪ/ AHJK
2 /i:/ BCDGPV
3 /e/ FLNXZ
4 /ɑː/ R
5 /əʊ/ O
6 /u:/ QW
7 /æ/ W
8 /ɪ/ I
9 /aɪ/ Y
10 /ʌ/ U

Mixed ability

Put the students in pairs, A and B. Give ‘stronger’ students the A role. Student A spells a word from the text ‘A to Z of Global English’. Student B finds the word.

Pairwork. Ask students to work with a partner. In their pairs, decide who is A and who is B. Check this by asking all As to raise their hands, then all Bs. Students turn to page 130 and continue the numbers game.
Listening (SB page 8)
1. Say the names of the countries in the box and ask students to repeat. To check understanding you could ask students to point to the countries on a world map or you could ask the name of the capital city.

Ask students to look at the photos. Ask what they are and where you can see them. Explain that the plates come from different countries. Point to one and ask Where is it from? Students try to guess. Ask students to look at the Useful phrases box and repeat the phrases after you.

Pairwork. Students work together to guess the nationalities. Monitor to check they are using the Useful phrases.

<table>
<thead>
<tr>
<th>Number Plate</th>
<th>Country</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACHT 713</td>
<td>Canada</td>
</tr>
<tr>
<td>CF 796FW</td>
<td>Italy</td>
</tr>
<tr>
<td>RT3963P</td>
<td>Ghana</td>
</tr>
<tr>
<td>259 HFY</td>
<td>US</td>
</tr>
<tr>
<td>KBL 232 SH</td>
<td>Afghanistan</td>
</tr>
<tr>
<td>HL7987: Korea</td>
<td></td>
</tr>
<tr>
<td>729-PLA</td>
<td>Mexico</td>
</tr>
<tr>
<td>18-G-03215</td>
<td>Ireland</td>
</tr>
<tr>
<td>NT 83 JO</td>
<td>Austria</td>
</tr>
<tr>
<td>H142BT</td>
<td>Russia</td>
</tr>
</tbody>
</table>

2. 1.06–1.07 Tell students they don’t need to understand everything; they only need to listen for the number plate. After listening once, let students check together before listening another time to check.

1. 259 HFY
2. ACHT 713

Grammar (SB page 9)
Ask students to read the grammar box. Explain that the sentences come from the listening.

Write up the following table, leaving some gaps, and ask students to copy and complete it:

<table>
<thead>
<tr>
<th>+</th>
<th>-</th>
<th>?</th>
<th>Short answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>I am (I’m)</td>
<td>Am I ___?</td>
<td>Yes, I am.</td>
<td>No, I’m not.</td>
</tr>
<tr>
<td>you / we / they aren’t</td>
<td>Are you / we / they ___?</td>
<td>Yes, you / we / they are.</td>
<td>No, you / we / they aren’t</td>
</tr>
</tbody>
</table>

1. Students decide the correct form. Do the first one together as an example. Listen again and check.

Conversation 1
Man: Hi. I’m Mr Forbes – I’m here for my car.
Woman: Mr John Forbes?
Man: Yes, that’s right.
Woman: Is your car the BMW?
Man: Yes.
Woman: It’s over here.
Man: But, this isn’t my car.
Woman: Sorry?
Man: It isn’t my car. My car license plate is 259 HFY.
Woman: Oh …

Conversation 2
Man: Hello, we’re here for the car.
Woman: Your names please?
Man: John and Lisa Thomson.
Woman: Ah yes, the Ford Focus.
Man: That’s right.
Woman: The car is in the car park. Number plate ACHT 713.
Man: Is it the red car?
Woman: No it isn’t. It’s the blue Focus over there. Here’s the key.
Man: OK. Thanks.

2. Ask students to look at the number plate photos again. Ask if the number plates from different countries are the same or different. Ask what differences they can see.

Point to the text ‘World Number Plate facts’. Give students 20 seconds to read quickly and say which countries it is about.

Students complete the text with is or are.

are is are are are is are are is are are
Part 3

Lead-in

Draw the grid below onto the board and ask students to copy it.

<p>| | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>9</td>
<td>1</td>
<td>0</td>
<td>4</td>
</tr>
<tr>
<td>2</td>
<td>8</td>
<td>5</td>
<td>7</td>
<td>6</td>
</tr>
</tbody>
</table>

Give them instructions at random to write a letter in each box, e.g. In box number 5, write the letter X. When you finish, check answers by completing the grid on the board.

This is a good opportunity to teach students to ask Can you repeat that please?

Vocabulary (SB page 10)

You could start by counting round the class, first from 0–10 and then extending up to 20.

1. Ask students to copy the numbers in the correct order.
   - a) extra practice now
   - b) homework
   - c) review a couple of lessons from now.

The answers are on page 142 of the Teacher’s Book.

Speaking (SB page 9)

Put students in pairs and ask them to choose one of the tasks to do.

Mixed ability

This activity has a choice which is suitable for mixed ability. If you have a very mixed ability class then put students into pairs of similar level and assign different tasks.

Task A is easy. It gives further practice of saying and understanding letters and numbers.

Task B is of medium difficulty. Students start by reading one of the conversations. They then close their books and try to say it from memory.

Task C is more challenging. Students adapt one of the dialogues by changing information.

Early finishers can do one of the other tasks while waiting for other pairs to finish.

Extra activity

Put students into groups of three or four. Tell them to number themselves (Student 1, Student 2, etc). Say four numbers or letters at random (eg 6, 2, 1, 5 or L, B, C, Q). Then say a Student’s number (eg Student 3). Student 3 from each group runs up to the board and writes the sequence. The first person to write it correctly gets a point for their team.

Mixed ability

Tell early finishers to write five numbers between 20 and 100. Students work in pairs and dictate their numbers to a partner who writes them down.

Extra activity

Put students into groups of three or four. Tell them to number themselves (Student 1, Student 2, etc). Say four numbers or letters at random (eg 6, 2, 1, 5 or L, B, C, Q). Then say a Student’s number (eg Student 3). Student 3 from each group runs up to the board and writes the sequence. The first person to write it correctly gets a point for their team.

Tell early finishers to write five numbers between 20 and 100. Students work in pairs and dictate their numbers to a partner who writes them down.

Mixed ability

Tell early finishers to write five numbers between 20 and 100. Students work in pairs and dictate their numbers to a partner who writes them down.

4. On the board, write oO and Oo. Show how we distinguish between 13 and 30:

   o o o o o

   Thirteen Thirty

Demonstrate the activity by writing 13 and 30, listening to the CD and circling the correct answer.
Reading (SB page 10)

There are three mini texts about the significance of numbers in different cultures and one about the Fibonacci number sequence.

1. You could ask students to close their books and check the vocabulary at the board.

Use drawings (e.g., four-leafed clover, horseshoe, Friday 13th) or other things associated with good and bad luck to check lucky and unlucky. Write 2, 4, 6, 8 and 28, 27, 26, 25 as examples of sequences. Ask questions about things likely to be popular or unpopular with the students, e.g., local food, the local football team.

Background note

Leonardo Pisano Fibonacci was a 12th century number theorist. He was born in Italy but received much of his education in North Africa. He was responsible for introducing the Hindu-Arabic decimal number system which replaced Roman numerals and some said he was the greatest European mathematician of the Middle Ages.

2. Read the instructions with students and check they understand. Play the recording for students to listen as they read.

1. 3
2. 8 in China
3. 13 in the US and Western Europe
4. 1, 2, 3, 5, 8 Fibonacci numbers

3. Pairwork. Students ask the questions. Ask some students to report back to the class what their partner said.

Language note

When we use numbers in isolation the pronunciation of 13 and 30 is different with the stress on the second syllable for 13–19. When we say the numbers in context, for example before a noun, the stress is different:

- There are thirteen students in the class.
- How many? Thirteen.

Listening and Vocabulary (SB page 10)

Draw a winners’ podium on the board, or a series of medals. If you can find a picture of this from the internet then bring it in. Use this image to elicit first, second, third.

1. Play the recording for students to read and listen. Then play again for students to repeat.

Language note

It’s normal to abbreviate first to 1st and second to 2nd. To decide the two small letters to write after the number, look at the final two letters of the ordinals: first, second etc.

Note: for more on pronunciation of dates, see Unit 2 Part 4.

Extra activity

Ask between five and ten students to come and stand in a line at the front of the class. Number them 1, 2, 3 etc.

Ask the question: Who’s the fourth? Students answer, e.g., Leo.

Then other students ask and answer about the positions in the line.

2. Play the recording. Check students know how to say + (plus) and = (equals). Practise by dictating some simple sums, e.g.,

T: 4 plus 6 equals?
Ss: 10
Part 4

Lead-in

Preparation: Before the class prepare some sheets of paper or card with the following words written on, one word per piece of card. The words need to be big enough to be visible to all students:

- unlucky
- fourteen
- number plate
- thirty
- telephone

Divide the class into teams and ask one member of each team to come to the board. Stand in between the ‘secretaries’ at the board and the rest of the class. Hold up the first words. The students in the class have to spell the word letter-by-letter to their secretary, starting from the final letter of the word, e.g. Y – K – C – U – L – N – U. The first secretary to finish gets a point for their team. Check the meaning of the word, then change roles for the next word and so on.

This is a great way to practise spelling and review vocabulary. The final word in this case introduces the theme of today’s class.

Listening and Speaking (SB page 10)

1. Students listen and write the numbers they hear. Check the numbers at the board.

   a. 11, 12, 13, 14, 15
   b. 4, 6, 8
   c. seventh, eighth, ninth
   d. 99, 96, 93

2. Pairwork. Explain that all the groups of numbers are sequences. Demonstrate with a different sequence on the board:

   1, 3, 5, 7

   Ask the students the next two numbers (9, 11 – all odd numbers).

   Highlight the Useful phrases box.

   In pairs students decide the next two numbers for the sequences they heard. Ask for their answers, then listen to check.

   a. 16, 17 (consecutive numbers)
   b. 10, 12 (even numbers)
   c. tenth, eleventh (consecutive ordinal numbers)
   d. 90, 87 (minus 3)

3. Individually, students invent another sequence. They then test their partner to say the next two numbers.

Extend your vocabulary (SB page 12)

Ask students to read the explanation. You could help by drawing the symbols:

- is = is about ≈

Explain that they should write about where it is possible.

1. Our teacher is about 35.
2. The station is about 10 minutes from the school.
3. In China, 8 is a lucky number.
4. The number before 12 is 11.

Reading (SB page 12)

The text gives information about mobile phone use and various key phone numbers in the UK and the US.

1. Before reading the text, read the True / False statements to check students’ understanding. You could use a drawing on the board to illustrate the difference between a fixed phone and a mobile phone and use the illustration to check the same, similar and different.

   Students work in pairs to guess answers to the statements, then read the text to check. Play the recording for students to listen as they read.

   1. T (mobile phone UK, cell phone US)
   2. T (55% UK, 53% US)
   3. T (999 and 911)
   4. F (080 … UK, 1-800 … or 1-888 … US)
   5. F (118 UK, 411 US)

2. Pairwork. Explain that all the groups of numbers are sequences. Demonstrate with a different sequence on the board:

   1, 3, 5, 7

   Ask the students the next two numbers (9, 11 – these are all odd numbers).

   In pairs students decide the next two numbers for the sequences they heard. Ask for their answers, then listen to check.

   a. 16, 17 (consecutive numbers)
   b. 10, 12 (even numbers)
   c. tenth, eleventh (consecutive ordinal numbers)
   d. 90, 87 (minus 3)
Conversation 2

Man: Excuse me. It’s my wife. She needs to see a doctor.

Woman: Name?

Man: Sorry?

Woman: What's her name?


Woman: Can you spell that please?

Man: Yes, M-O-R-L-E-Y.

Woman: Can she see a doctor?

Man: Oh – for goodness sake... 01202 67110.

Woman: What's your phone number Mr Morley?

Man: 01202 67110.

Woman: Can you repeat that please?

Man: Oh – for goodness sake... 01202 67110.

Woman: And your address?

Man: 15 Bedford Road, Bedford, B-E-D-F-O-R-D. Now can she see a doctor? She’s having a baby!

Grammar (SB page 13)

Students read the sentences from the listening. On the board draw the following chart and elicit the forms needed to complete it.

<table>
<thead>
<tr>
<th>Subject pronoun</th>
<th>Possessive adjective</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>my</td>
</tr>
<tr>
<td>he</td>
<td>his</td>
</tr>
<tr>
<td>It</td>
<td>its</td>
</tr>
<tr>
<td>they</td>
<td>their</td>
</tr>
<tr>
<td>you</td>
<td>your</td>
</tr>
<tr>
<td>your</td>
<td></td>
</tr>
<tr>
<td>her</td>
<td>her</td>
</tr>
<tr>
<td>her</td>
<td></td>
</tr>
<tr>
<td>our</td>
<td></td>
</tr>
<tr>
<td>their</td>
<td></td>
</tr>
</tbody>
</table>

Point out that in English you and your describe both singular and plural subjects.

1 Write the example on the board to demonstrate the activity. Students continue. It can be helpful to write the answers in two columns to keep the subject pronouns and possessive adjectives separate.

1 Your name’s Keyi.
2 He’s Paolo.
3 Her name’s Brigitte.
4 We’re Bernard and Julie.
5 Their names are Pablo and Luis.

Listening (SB page 13)

Ask students to look at the three photographs and say the location of each one.

1 Focus on the three photos and ask students to say what they are. Explain they will only hear two conversations and have to decide the location of each. The first time it’s not important to understand other information.

Conversation 1: hotel reception
Conversation 2: hospital admissions desk

2 Ask students to look at the forms. Elicit the type of information they will need to complete each part (eg nights is a number – the number of nights the visitors are in the hotel).

Students listen again to complete the form. Give them a chance to check in pairs and then listen again if necessary. Finally ask students what the problem is in the second conversation (the man’s wife is having a baby).
Function globally: meeting people

These lessons in Global are designed to provide students with immediately useful functional language. They all follow a similar format.

Warm up (SB page 14)

Aim: to introduce the topic via a quick speaking task or picture work.

Tips:
• Do not over-correct here, especially in speaking activities.
• Encourage students to use what language they can at this stage.

Listening (SB page 14)

Aim: to present the functional language in context via a conversation or series of conversations.

Tips:
• Ask students to read the questions first before listening.
• Play the recording all the way through for each task (there are always two tasks).
• For multiple conversations pause the audio after each one.
• If students find it very difficult, play the audio a final time and allow them to read the audioscript at the back of the book.

Extra activity

1. While students are doing the exercise, write the following skeleton dialogue on the board.
   S: Morning. Sergei Andropov and Katya.
   Classroom 6.
   S: Thanks.

   After checking exercise 2, ask students to close their books. Working together as a class, reconstruct the dialogue, drilling the students after each line. Don’t write anything else on the board. When they know the complete dialogue, ask two students to say it. Then put students in pairs for them to practise again.

2. If your students need more practice, write the following information on the board and ask students to write it as complete sentences, eg:
   Sarah Clarkson
   071 92556
   s.clarkson@netmail.com
   Her name’s Sarah Clarkson.
   Her phone number’s 071 92556
   Her email’s s.clarkson@netmail.com

Grammar focus

Show students the icon. Write page 136 on the board and ask them to find it. Show students the language summary on possession.

You can use exercises 6 and 7 on page 137 for:
   a) extra practice now
   b) homework
   c) review a couple of lessons from now.

The answers are on page 142 of the Teacher’s Book.

Speaking (SB page 13)

Start by asking students to look at the prompts, or write example answers on the board. Check the questions, eg:
   T: 07197 925564?
   S: What’s your phone number?

Pairwork. Students ask and answer questions to note their partner’s information. Tell students they can invent the information if they wish.
Pleased to meet you.
I'm OK, thanks.
How's it going?

In general the expressions in the top row are more formal than the ones in the second row.

Hello. Nice to meet you.
I'm fine thank you.
My name's … How are you?

Language note
Formality depends on the language, but also a lot on the intonation. Informal expressions used in a polite voice can be quite suitable in a formal context. None of the language here is extremely formal.

Speaking (SB page 14)
Aim: to allow students an opportunity to use this language in a meaningful, real-world context.

Tips:
- There is sometimes a choice of tasks. Any task involving reading a script will be easier than a task involving making students' own scripts. This gives you flexibility for mixed ability classes.
- Give students time to prepare this activity, and circulate and monitor carefully.
- Correct sensitively, paying attention to the target language especially.
- If time allows, ask students to repeat the task, but with a new partner.

Language focus: meeting people (SB page 14)
Aim: to draw students' attention to the items of functional language.

Tips:
- Make sure students have time to understand the form and meaning of the phrases, but you needn't translate them word for word.
- Students should be able to pronounce these phrases intelligibly, so drill them.
Global voices

These lessons in *Global* are designed to provide students with exposure to authentic speakers of English from both native and non-native English backgrounds. They all follow a similar format.

Warm up (SB page 15)

**Aim:** to introduce the topic and highlight potentially difficult vocabulary the students will encounter.

**Tips:**
- Be generous in helping students with the vocabulary here, but let them try and work it out first.
- Circulate and monitor any speaking task, but be careful not to over-correct.
- Follow up any short discussion pairwork with an open class discussion, asking students to report back what they said.

Listening (SB page 15)

**Aim:** to expose students to English spoken with a variety of accents.

**Tips:**
- Students will need to hear the recording at least twice, if not more times, to understand it. There are almost always two tasks.
- The first time they listen, tell them you don’t expect them to understand every word; some of it will be hard. This is because the text has not been scripted or graded in any way. It’s what they would hear in ‘the real world’.
- The first task is easier and focuses on gist, the second task is more detailed.
- Pause after each speaker on the second listening, and don’t be afraid to replay the whole thing if students appear to need it.
- Students can read the audioscript at the back of the book if they wish.
- It may be tempting to hunt for specific pronunciation or language errors, but we recommend against this. In real world communication not everyone speaks perfect English all the time, not even native speakers.

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<thead>
<tr>
<th>1 Tokyo, Saudi Arabia (two people), Russia (two people), Switzerland, Ukraine, Rome, Moscow, Germany, China</th>
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<tr>
<td>2 1 Tokyo 6 Ukraine</td>
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<td>2 Saudi Arabia 7 Rome</td>
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<td>3 Russia 8 Moscow, Russia</td>
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<td>4 Riyadh, Saudi Arabia 9 Germany</td>
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<td>5 Geneva, Switzerland 10 China</td>
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Language focus: talking about where you are from (SB page 15)

**Aim:** to raise students’ awareness of a particular piece of language present in the listening.

**Tips:**
- This language is not included in unit tests or reviews, it is included here to help students understand international English.
- The objective is awareness-raising, not production. Don’t expect students to produce this language in an exercise or in conversation immediately.

Speaking (SB page 15)

**Aim:** for students to discuss the same or similar questions as the speakers in the listening.

**Tips:**
- The speaking tasks here are slightly more open to allow for students to explore the subject. Give them time to do this.
- If students are working in pairs, circulate and monitor. Make notes of incorrect language use to correct afterwards (or in a future class).
- As you go through the book and the *Global voices* lessons, ask students for feedback on these listening activities and their potential use of English with other people. Are they very difficult? Have students used their English as a ‘lingua franca’ with other non-native English speakers? How did they find it? What tips do they have on understanding or making themselves understood in an international context?
Writing: a form

These lessons in Global are designed to provide students with extended writing practice. They all follow a similar format.

Reading (SB page 16)
Aim: to provide a sample text for students to analyse.
Tips:
- Many of these texts contain errors which students are asked to focus on and correct later in the lesson.
- At this stage of the lesson, merely ask them to read the text and extract the information.
- There are often two questions for these texts: one which focuses on gist and the other on specific details.
- If a student does ask a question about one of the errors in form, explain that they will be correcting them shortly.

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Writing skills: using capital letters (SB page 16)
Aim: to give students a chance to develop their writing through various different micro skills.
Tips:
- Sometimes this section focuses on common student errors in writing.
- Clearly explain the focus and do an example of one of the questions first with the students before asking them to continue on their own.
- Let students check their answers in pairs or small groups, then correct in open class.

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Language focus: personal information (SB page 16)
Aim: to highlight and focus on a particular aspect of language that students can use to improve their writing.
Tips:
- Sometimes this section revises or reinforces language that students have encountered passively before in the unit (for example, in the reading texts) – make this link clear where possible.
- Let students check their answers in pairs or small groups, then correct in open class.

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Preparing to write (SB page 16)
Aim: to give students time to brainstorm ideas for the writing task.
Tips:
- Allow students to brainstorm ideas in pairs or small groups.
- At low levels, this may involve some use of L1 (the students’ mother tongue); allow this, but give translations or English where needed.
- Ask students to make notes here, but not begin writing.

Writing (SB page 16)
Aim: to give practice in more extended writing tasks.
Tips:
- This section can be done as homework.
- Remind students to refer back to the model text, but to be careful of the typical errors.
- Ask students to check their work carefully before they hand it in.
Global review

These lessons in *Global* are designed to provide students with an opportunity to review and consolidate the language they have studied in the previous unit.

Grammar and Vocabulary (SB page 17)

**Aim:** to give students revision of all the main grammar and vocabulary points that arose in the previous unit.

**Tips:**
- Demonstrate the activities by doing the first one with the whole class.
- Allow students time to do this, and encourage them to look back through the unit for help.
- When you come to correct this, do not simply go around the class asking for the right answer – encourage students to say why they think something is correct, and seek confirmation from others before moving on.

**Grammar**

1. an, 2. an, 3. a, 4. a
2. 1. addresses, 2. families, 3. buses, 4. names
3. 1. Are, 2. am, 3. my, 4. Your, 5. is, 6. isn’t, 7. her, 8. our

**Vocabulary**

1. 1. fifteen
2. 2. twenty-seven
3. 3. forty-eight
4. 4. fifty-one
5. 5. ninety-nine

2. 1. the second
2. 2. the ninth
3. 3. the first
4. 4. the fifth
5. 5. the third

Speaking (SB page 17)

**Aim:** to provide extra speaking practice that will review and consolidate language presented in the unit.

**Tips:**
- Give the students time to read and understand the instructions.
- Circulate and monitor the students, encourage them to use only English here.
- Make notes of any incorrect use of language, but refrain from correcting if students are in the middle of the task.

Study skills

Classroom language (SB page 17)

**Background note**

It’s vital to ensure students have all the language they need for the classroom as this will reduce the amount of L1 they speak (particularly in monolingual classes).

Classroom language can be categorised into three groups:

- vocabulary students need in order to understand instructions
- questions they need in order to be able to clarify doubts with the teacher
- simple, routine dialogues they need in order to interact together (for example for organising who will start in pairwork or for checking answers to an activity).

1. It’s more important for students to understand these expressions than to be able to say them, so student pronunciation is not so important here. If you have a monolingual group, check you know the answers before class. Ask students to work in pairs to translate the expressions before checking.

If you have a multilingual group, you could try to group students with similar mother tongues (eg Spanish and Italian, Russian and Czech) or ask students to work on this individually using dictionaries.

2. Students apply what they have learnt in exercise 1 to complete the tasks. You could organise this as a race if you wish.

3. Students consolidate further by matching question and answer to show they can differentiate the questions. Give them time to do this individually before checking in pairs and then whole class.

4. In this exercise, students ask about the words in the box using the questions from exercise 3. Demonstrate the activity with a stronger student, then ask students to form pairs. Monitor while they are working to correct and help.