

Grammar (SB page 7)

Here the focus is on regular plural forms.

Language note

Most nouns form the plural with -s. Nouns ending *-ch*, *-s*, *-sh* or *-x* add *es*.

Nouns ending in consonant + *y* change to *-ies*.

Note that the same rules apply to the formation of the 3rd person singular of regular verbs.

Read the rules with students, then ask them to complete the exercise individually. Give time for students to check their answers in pairs before doing class feedback.

- 1 coffees
- 2 phones
- 3 taxis
- 4 cameras

Grammar focus

Show students the icon. Write *page 106* on the board and ask them to find it. Show students the language summary on nouns.

You can use exercise 1 on page 107 for:

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

The answers are on page 116 of the Teacher's Book.

Functional language (SB page 7)

This section focuses on introducing yourself.

1 Here students listen and order two separate greeting conversations. Give students time to read the conversations before listening to number them in the correct order.

Correct order

Conversation 1: 2, 3, 1

Conversation 2: 3, 1, 2

1.09

- 1 Tom: Hi. I'm Tom.
Liz: Hello Tom. I'm Liz.
Tom: Nice to meet you, Liz.
- 2 Sasha: Hello. I'm Sasha.
Atul: Hi Sasha. I'm Atul.
Sasha: Nice to meet you, Atul.

2 Draw students' attention to the *Useful phrases* on page 7. Ask students to stand up and mingle, introducing themselves and greeting other students.

Part 2

Functional language (SB page 8)

This section focuses on asking *How are you?*

1 **1.10** Focus students on the illustrations. Then listen and read. Point at the first picture and ask *Conversation 1 or Conversation 2?* Then do the same with the second picture.

- | | |
|---|---|
| 1 | a |
| 2 | b |

2 Listen to the recording again, pausing after each line for students to repeat. Ask students to read the conversations in pairs.

3 Read through the *Useful phrases* with students. Students then stand up and mingle or speak to students sitting near them and ask *How are you?*

Vocabulary and Listening (SB page 8)

1 **1.11** Students listen and repeat the numbers.

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Alternative procedure

If you prefer, you can present the numbers with books closed. Options include counting round the class, using Cuisenaire rods or counters, or using flashcards of individual numbers to elicit the word. It's important initially to work with numbers in sequence, before asking students to say numbers at random.

2 Ask students to match the numbers with the words. For feedback, write a number (or show the flashcard) and ask students to spell the word. This reviews alphabet and spelling while checking.

3 **1.12** Students listen to four *incorrect* sequences and have to write the missing number. Listen and follow the example with the class. Remind them to write the missing number in full (to practise spelling). Then ask students to listen and work individually, pausing the recording to give them time to write. Let students check in pairs before class feedback.

- | | | |
|---|-------------|-------|
| a | 1, 2, 3, 5 | four |
| b | 4, 5, 6, 8 | seven |
| c | 2, 3, 4, 6 | five |
| d | 6, 7, 9, 10 | eight |
| e | 9, 8, 7, 5 | six |
| f | 5, 3, 2, 1 | four |

Language note

We pronounce '0' as *zero*. In the US people use this for phone numbers, but most British people say *oh*, eg '405601' as *four oh five six oh one*.

We write '2441' and can say digits individually or use the word *double*, eg *two double four one*.

4 Demonstrate the activity. Write five random numbers in your notebook and then dictate to the students who write the number in words. After checking, show the class the numbers in your notebook. Ask them to work in pairs and do the same. Monitor to check, help and correct spelling.

5 **1.13** The extracts focus on five real-world situations when we use numbers. The first listening simply requires students to listen and identify the situation by matching the conversations they hear with pictures a–e. Reassure students that they are not expected to understand everything in the dialogue.

- | | |
|---|---|
| 1 | b |
| 2 | d |
| 3 | a |
| 4 | c |
| 5 | e |

1.13

- Manchester United 3, Liverpool 2
- Yeah! Six! One, two, three, four, five, six.
- A: Good morning.
B: 2 – 1 – 3 please.
A: 213. Here you are.
- 8 – 3 – 4 – 1 – 9. That's it ... Oh no!
- 4 – 5 – 2 – 6 – 9 – 8 – 8

6 Students now listen again for the numbers in each extract.

- | | |
|---|--|
| 1 | Manchester United 3, Liverpool 2 (picture b) |
| 2 | Game: 6! 1, 2, 3, 4, 5, 6! (picture d) |
| 3 | Room 213 (picture a) |
| 4 | Safe combination: 83419 (picture c) |
| 5 | Phone number: 452 6988 (picture e) |

Reading and Listening (SB page 9)

The text is about postcodes in different countries.

Background note

Postcodes (also called 'postal codes' and 'zip codes') were first introduced in the Ukraine in 1932 and in Germany in 1941. In a 2005 study, 117 countries had a postal code system. Most countries only use numbers which indicate an area or region, but some use alphanumeric codes (mixing letters and numbers) to identify a more precise location. In the UK the postcode identifies a group of two or three houses in some areas.

1 Show students the illustration of different envelopes. Copy the first onto the board, elicit the name and address and then elicit and circle the postcode. Ask students to continue doing the same. Check their answers.

- 1 520651
- 2 B3 1XQ
- 3 L5R 3F8
- 4 GA 30302
- 5 119123

2  1.14 Students listen and correct the postcodes on the envelopes.

- 1 520751
- 2 C3 1XQ
- 3 LSR 3F6
- 4 GA 31302
- 5 115123

3 Read the text once to students, while they follow it. Then ask students to read again silently to answer the questions. Give them time to check in pairs before class feedback.

- 1 F (*zip code* is the US term.)
- 2 T
- 3 F (An Australian postcode is a number.)
- 4 F (A Manchester postcode starts with *M*, the first letter of 'Manchester'.)

This important *Language note* focuses on the use of the indefinite article. After reading the note, give extra practice by writing some words from the unit on the board and asking them to sort into two columns *a* and *an*.

Language note

Note that the key issue is whether the first *sound* (not letter) is a vowel. For example, we say *an umbrella* because it starts with the vowel sound /ʌ/, but we say *a university* because the first sound is /j/.

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Extra activity

If your students come from different countries, ask them if they have postcodes and whether postcodes in their countries use letters and numbers or only numbers.

4 Drill the question *What's your postcode?*, then put students into pairs to ask each other and write down their partner's postcode. If all your students are likely to share the same postcode, omit this activity.

5 If postcodes are used in your country, write a local postcode on the board. In front of it write a question mark. Elicit and drill the question *What's the postcode?* Divide students into pairs and tell them to decide who is A and who is B. Write *Student A – page 96* and *Student B – page 100* on the board. Monitor as students work.

Grammar (SB page 9)

Read the grammar note with students or write the two questions on the board, omitting the question word and eliciting *What*.

1 The exercise brings together various personal information questions. Read the four options with students, then read the first question and elicit the answer. Students continue working individually.

2  1.15 Students listen and check.

- 1 name
- 2 phone number
- 3 address
- 4 postcode

Grammar focus

Show students the icon. Write *page 106* on the board and ask them to find it. Show students the language summary on *What's*.

You can use exercise 2 on page 107 for:

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

The answers are on page 116 of the Teacher's Book.

Writing and Speaking (SB page 9)

Pairwork. Students consolidate the questions and ways to check and clarify through personalisation. Draw students' attention to the *Useful phrases* on page 9. Write *name*, *address*, *postcode* and *phone number* on the board; elicit and drill the question forms (*What's your name?* etc). Then write *spell* and *repeat* and elicit and drill the questions (*Can you spell that?* etc).

Put the students in pairs to ask and answer questions, check spelling and note answers.

Option A: If appropriate, students can use their own personal details.

Option B: Otherwise, refer students to the invented information at the back of the book. Write *Student A – page 96*; *Student B – page 100* on the board.

Monitor while students work.

Global game

Global game (SB page 10)

The game is designed to boost students' confidence by making them aware of the amount of English they know already, both from the unit and through international English.

Put the students into groups of between three and five, ideally sitting in a circle. Each group needs one copy of the book, open at page 10. You also need one dice per group.

Demonstrate the game: throw the dice, tell students the number you threw and elicit the question (for example *Number 4 – Say a country*). Elicit some possible answers from students, eg *France, Italy ...*

Give students counters, or tell them to each take a different coin and place it on 'Start'. On the board write the phrases *You start* and *It's your turn*. If you speak the students' language, translate the phrases. If not, point out the phrases at appropriate moments.

Students play the game. Monitor to help and correct.

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Mixed ability

If some groups finish before others, ask them to list all the words they can think of for the different categories in the game.

Global review

These activities can be used at home but are designed to be used in class with students working together in pairs.

Aim: to review the language of the unit.

Tips:

- Encourage students to work together.
- Allow them to look back through the unit or consult their notes.
- In feedback, elicit more examples or the reason why an answer is correct.

Vocabulary (SB page 11)

- 1**
- Across
- 2 six
3 seven
7 two
8 three
9 one
- Down
- 1 nine
4 eight
5 four
6 five
8 ten

2

C	A	M	E	R	A	W	L
O	H	O	T	E	L	P	B
F	G	U	T	A	X	I	O
F	O	U	R	C	Y	F	O
E	P	H	O	N	E	V	K
E	K	C	A	F	E	A	S
P	A	S	S	P	O	R	T

Grammar (SB page 11)

1

- 1 c
2 a
3 d
4 e
5 b
- 2** Students' own answers.

Listen again (SB page 11)

The first *Listen again* exercise in this unit comes from the *Functional language* section on page 7. Here, students listen again to order the conversation.

1, 2 **1.16**

Tom: Hi. I'm Tom.
Liz: Hello Tom. I'm Liz.
Tom: Nice to meet you, Liz.

Exercise 3 in this *Listen again* reviews *Vocabulary* on page 8.

3 **1.17**

- a 1, 2, 3, 5
b 4, 5, 6, 8
c 2, 3, 4, 6
d 6, 7, 9, 10
e 9, 8, 7, 5
f 5, 3, 2, 1

Pronunciation (SB page 11)

	●	●●
taxi		✓
phone	✓	
café		✓
bank	✓	
camera		✓