























**Conversation 2**

A: Doctor Sim, hello.  
 B: Hello Doctor James.  
 A: This is Doctor Hathaway. She's new here. It's her first day.  
 C: Hello.  
 B: Pleased to meet you Doctor Hathaway.  
 C: Nice to meet you.

**Conversation 3**

A: Taxi!  
 B: Kate?  
 A: Yes?  
 B: Kate! How are you?  
 A: I'm OK, thanks. Um ...  
 B: I'm Rob! From school? Remember me?  
 A: Ah. Yes. How are you?  
 B: Fine. Fine. ... Kate. Kate Greenfield. It is you?  
 A: Er ... Yes. Listen, this is my taxi.  
 B: It's good to see you.  
 A: Good to see you too Rob, but I ...  
 B: Wow. Kate Greenfield.

**Conversation 4**

A: Excuse me, are you Mr Brown?  
 B: No, I'm not.  
 A: Sorry. ... Excuse me, Mr Brown?  
 C: What?  
 A: Are you Mr Brown?  
 C: No, I'm not.  
 A: Sorry!  
 D: Excuse me. My name's Frank Brown, and I'm ...  
 A: You're Mr Brown!  
 D: Yes, I am.  
 A: Mr Brown, my name's David Jones. From ING Electronics.  
 D: Oh, hello. Nice to meet you.  
 A: Nice to meet you too. Welcome to China. How are you?  
 D: I'm fine, thank you. A bit tired.

- 1 1 Pleased to meet you.  
 2 I'm OK, thanks.  
 3 How's it going?
- 2 In general the expressions in the top row are more formal than the ones in the second row.

<i>Hello.</i>	<i>Nice to meet you.</i>	<i>I'm fine thank you.</i>	<i>My name's ...</i>	<i>How are you?</i>
<i>Hi.</i> <i>Hey.</i>	<i>Pleased to meet you</i> <i>Good to see you.</i>	<i>Fine thanks.</i> <i>I'm OK, thanks.</i>	<i>I'm ...</i>	<i>How's it going?</i>

**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 you / 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.

1 Tokyo, Saudi Arabia (two people), Russia (two people), Switzerland, Ukraine, Rome, Moscow, Germany, China

- |                        |                  |
|------------------------|------------------|
| 2 1 Tokyo              | 6 Ukraine        |
| 2 Saudi Arabia         | 7 Rome           |
| 3 Russia               | 8 Moscow, Russia |
| 4 Riyadh, Saudi Arabia | 9 Germany        |
| 5 Geneva, Switzerland  | 10 China         |

**1.24-1.33**

My name is Aki Makino and I'm from Tokyo.  
 My name is Menahi. I'm from Saudi Arabia.  
 My name is Kristina. I come from Russia.  
 My name is Hani Al Quhayz. I am from Saudi Arabia, I am from Riyadh. Riyadh is the capital of Saudi Arabia.  
 So, my name is Elodie. I come from Switzerland, from Geneva.  
 My name is Liliya. I come from the Ukraine.  
 My name is Sara Catozzi. I live in Rome.  
 I am Maxim. I am from Russia. I am from Moscow.  
 I'm Elizabeth. I'm from Germany.  
 My name's Amy. I'm from China.

### 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.

- |   |                                       |
|---|---------------------------------------|
| 1 | b                                     |
| 2 | 1 Izaura Oliveira                     |
|   | 2 14 / 11 / 86                        |
|   | 3 London                              |
|   | 4 AA 125                              |
|   | 5 16, Hartfield Ave, Albany, New York |

### 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.

- |   |                            |
|---|----------------------------|
| 2 | a Nelson Mandela           |
|   | b High St.                 |
|   | c Saturday                 |
|   | d April                    |
|   | e Russian                  |
|   | f Tokyo                    |
|   | g <i>Global Elementary</i> |

3 My name is Andrea Hunziker. My date of birth is 16th July 1972. I'm married. My address is 3, Station Rd, Nottingham, NG3 6AE, UK. My telephone number is 0115 9691862 and my email address is andreaahun3@hotmail.com.

### 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.

- |   |   |   |   |
|---|---|---|---|
| 1 | e | 5 | d |
| 2 | c | 6 | h |
| 3 | g | 7 | a |
| 4 | b | 8 | f |

### 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 1 an 2 an 3 a 4 a  
 2 1 addresses 2 families 3 buses 4 names  
 3 1 Are 3 my 5 Is 7 her  
 2 am 4 Your 6 isn't 8 our

**Vocabulary**

- 1 1 fifteen  
 2 twenty-seven  
 3 forty-eight  
 4 fifty-one  
 5 ninety-nine  
 2 1 the second  
 2 the ninth  
 3 the first  
 4 the fifth  
 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.

TEACH GLOBAL  
THINK LOCAL

#### Extra activity

If you have a monolingual group and speak the students' language, ask students to close their books when they have finished the exercise. Call out an expression in the students' mother tongue (not in the same order as in exercise 1) and ask students to shout out the expression in English.

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

- |                             |          |
|-----------------------------|----------|
| 1 Number plates are yellow. | 3 four   |
| 2 1: one                    | 4 number |
| 2: two                      |          |
| 3: three                    |          |

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.

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

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.