

Unit 8

What are the sales figures?

Topics/functions
 Talking about sales
 Saying large numbers

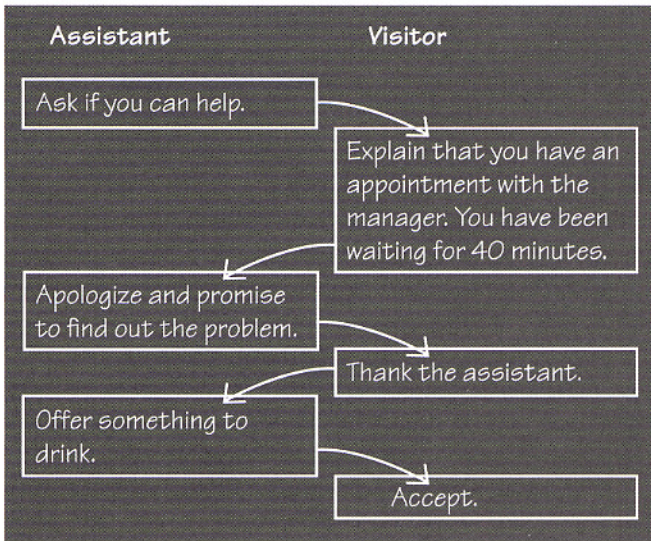
practice in large numbers. The complete chart would look like this:

10	ten
100	one hundred
1,000	one thousand
10,000	ten thousand
100,000	one hundred thousand
1,000,000	one million
1,000,000,000	one billion
1,000,000,000,000	one trillion

Review

Offering to help; apologizing

Put the following chain dialogue on the board:



Students work in pairs to produce a conversation using the prompts. They should not write the conversation down. When they have finished, invite a few pairs to present their conversations to the class. Listen for any problems and give feedback at the end. Ask for some volunteers to present their conversation to the class.

Warming up

Preview: Background Notes for Unit 8

Ask if the class has read the Background Notes to this unit. See page 5 for **Warming up** procedure. Write the numbers presented in the Background Notes on the board, but not the words. Point to the number “10” and ask a student to say it. Write the word on the board or have a student do it. Continue with the other numbers. Drill the numbers until students start to feel comfortable with them. Tell students not to worry if they still feel confused, as this unit offers plenty of

Open your books

See page 5 for **Open your books** procedure. Put the students in small groups and ask them to make a list of all the things they can see in the picture on page 24. Set a time limit of two or three minutes. The group with the most correct words is the winner. Write any new words on the board, e.g. *meeting, flip chart, graph, report, calculator, file cabinet, poster.*

Read the caption and ask *What do you think they're talking about?* Accept any reasonable answers.

LISTENING

See page 6 for LISTENING procedure. Before you play the tape, ask individual students to read out each question, and check that they can say the numbers correctly and clearly. Explain any unknown words or phrases, e.g. *estimate* (=a guess about the cost of something), a *promotion budget* (=the money you have to spend on advertising a product).

1 14,300	3 170,000	5 \$935,000
2 12,600	4 165,000	

To check answers, ask students to read the correct sentences aloud.

Optional Activity

Bingo

Photocopiable page H, page 64

Put the students into teams of four (A, B, C, and D) and hand out the photocopied sheets accordingly.

Student D calls out the numbers at random, checking them off as he/she reads them. Students A, B, and C cross out the numbers on their sheets as D calls them out. The first student to cross out a complete line of numbers (horizontal, vertical, or diagonal) calls out “Bingo!”. The line of numbers is checked (compare it with the numbers on D's list) and if all are correct, the student wins a point for his/her team. Play the game as many times as you wish. Students should use pencil so that they can erase the marks after each game.

LOOK AND LEARN

See page 6 for LOOK AND LEARN procedure. Point out the words and phrases used when you're not sure of or don't want to give exact numbers: *on average, about, around*; and the verbs you use when you're not sure what will happen in the future: *estimate, predict*.

CONVERSATION

Before students do the exercise, ask them to close their books. Write these questions on the board:

- 1 Which computer game are they talking about?
- 2 What two topics does Makoto ask Peter about?
- 3 Is Makoto pleased?

Play the tape and elicit the answers.

- 1 Super-Pro Tennis
- 2 sales/promotion plans
- 3 yes

Then see page 6 for CONVERSATION procedure.

- | | | |
|-------------|-------------|------------------|
| 1 Singapore | 3 estimates | 5 410,000 |
| 2 21,000 | 4 350,000 | 6 TV advertising |

OVER TO YOU!

See page 6 for OVER TO YOU! procedure. Explain any new vocabulary, e.g. *forecasts* (=what someone thinks will happen, based on facts and special information they have), *predictions* (=what someone says will happen in the future), *direct mail* (=sending letters to customers, advertising a new product). Check that students say the numbers correctly. Invite two or three pairs to act out their conversations for the class.

ACTIVITY

See page 6 for ACTIVITY procedure. Check that students can pronounce the country names correctly. While they do the activity, monitor their progress, and make a note of any difficulties.

When they have finished, tell them to compare their completed charts with their partners. Call on a student and ask, for example, *What are the monthly sales for Malaysia?* When he/she has replied correctly, have students ask and answer in open pairs around the class.

Ending the unit

See page 7 for **Ending the unit** procedure. List the following functions on the board and elicit some examples for each one:

Talking about sales

What are the sales estimates for next year?
How many units do you sell in Japan?

Saying large numbers

Two hundred and fifty thousand (250,000)
Four hundred and eight-five thousand (485,000)

Assign any review homework you wish to give and ask students to read the Background Notes for Unit 9 before the next class.

Optional Activities**Team numbers game**

Divide the class into two teams. Write a large number on a slip of paper and show it to one student in each team. That student whispers the number to the next student, who then whispers it to the next student in the team, and so on; the last student writes down the number he/she hears. Compare the final number with the original number and award a point if it is correct.

Large numbers

For classes on good terms with each other! Pre-teach this conversation:

A: *I really like your e-notebook.*

B: *Oh, do you?*

A: *Yeah, it's really cool. Do you mind my asking how much it cost?*

B: *Of course not. I think it was about ¥_____.*

A: *Really? That sounds reasonable.*

Students then work with a partner and practice the conversation, referring to real objects they can see (e.g. suit, tie, briefcase) or imaginary ones (car, golf clubs, tennis racket, etc.). Remind students to change the conversation accordingly if they talk about plural items. Tell them also that they can invent prices if they wish!