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books

NEW

Total English

ELEMENTARY

Teacher's Book with Resource Disc

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Overview

Lead-in	Revision: Introductions
1.1	Can do: Say where people and things are from Grammar: <i>to be</i> : positive Vocabulary: Countries and nationalities Speaking and Pronunciation: Word stress Listening: Countries and nationalities
1.2	Can do: Exchange information about your family Grammar: Possessive 's; possessive adjectives; <i>to be</i> : questions Vocabulary: Families Speaking and Pronunciation: Guessing game Listening: My family
1.3	Can do: Talk about jobs Grammar: <i>a/an</i> ; <i>to be</i> : negative Vocabulary: Jobs Speaking and Pronunciation: <i>a/an</i> : /ə/ Listening: Jobs
Communication	Start and finish a basic conversation How to... start and finish a basic conversation
Reference	
Review and Practice	
Writing bank	Complete a form with personal information How to... use punctuation (1): capital letters

CEFR Can do objectives

- 1.1 Say where people and things are from
1.2 Exchange information about your family
1.3 Talk about jobs
Communication Start and finish a basic conversation
Writing bank Complete a form with personal information

CEFR Portfolio ideas

- a) Pairwork. Find a local news magazine/website. Ask and answer questions about people in the photographs. Record your conversation.
b) Write a text about your family like Exercise 3 page 14.
c) Video. One student mimes a job. Other students try to guess the job.
d) Pairwork. Record a conversation with a partner. Ask questions to complete the Saver Bank application form on page 135.

Lead-in

In English-speaking countries (i.e. where the majority of the population are native-English speakers), people often shake hands when they meet for the first time, especially in more formal situations or in business contexts. They do not usually shake hands each time they meet after that.

OPTIONAL WARMER

Ask Ss: *How many languages can you say 'hello' in?* Ss work with a partner to make a list of greetings in as many different languages as they can (e.g. *bonjour* – French, *ni hao* – Chinese, etc.).

1a ▶ 1.07 Ss look at the dialogues and choose the correct answer to complete the sentences. Ss check answers in pairs and then listen to recording 1.07.

Answers	2 What's	3 My name's
1 your	It's	I'm; you
My name's	How	

b ▶ Ss do the matching with a partner.

Answers	2 A
1 C	3 B

c ▶ Ss practise acting out the dialogues with each other. Emphasise the importance of using contracted forms (*My name's*, *What's*, *It's*, *I'm*) in order to sound natural and start using English speech patterns and rhythms.

2a ▶ 1.08 Ask Ss: *How many phone numbers do you know? Do you try to remember phone numbers when you enter them in your mobile phone?* Ss listen to recording 1.08 and repeat the phone number. Draw Ss' attention to the diphthong sound in *phone*, /əʊ/.

b ▶ 1.09 Ss listen to recording 1.09 and write down the phone numbers they hear. They check answers in pairs, then as a whole class.

Answers		
2 02096 659 248	4 02096 639 247	
3 951 327 946	5 01542 984 731	

c ▶ Ss circulate and practise asking for and giving phone numbers with each other. Explain to Ss that they do not have to give their real phone number.

EXTEND THE LEAD-IN

Ss circulate and find out how each student got their name (e.g. *It was my father's name*) and how they like to be called in their English class (e.g. shortened versions of their name, nicknames, by their surname, etc.).

1.1 People and places

In this lesson, Ss learn how to talk about where people and things are from and to describe countries and nationalities.

OPTIONAL WARMER

Ss look at the map in pairs. If the group is multicultural, each student shows their partner where they are from. In monolingual groups, each student can show their partner where they were born, and which countries they have visited.

Vocabulary | countries and nationalities

1 ▶ Ss look at the map in pairs and find the countries.

Answers

Argentina	D
Australia	B
Brazil	E
China	Q
Czech Republic	K
England	G
France	H
Germany	I
Greece	M
Iran	O
Italy	J
Japan	A
Poland	L
Russia	P
Spain	F
Turkey	N

▶ Help Ss with the pronunciation and word stress of the countries. Write each country on the board. Say the name and have Ss identify which syllable is stressed for each one. (E.g. T: *Italy* – Ss: *syllable one*). Ss say the countries aloud.

OPTIONAL EXTENSION

Game: Ss close their books. For large classes, divide Ss into groups of ten or so. Ss sit in a circle. One student says a country, the next student must say another country which begins with the last letter of the previous country and so on (e.g. England, Denmark, Kenya, etc.). If a student can't think of a country, he or she drops out and the next student begins a new list of countries. The game continues until only one student is left in each group. As you monitor, help Ss with the names and pronunciation of unfamiliar countries.

2a ▶ Ask Ss if they know the name of anyone famous (not necessarily from modern times) or a famous product from the list of countries in ex. 1. Elicit a few suggestions. Use this as an opportunity to review the pronouns *he/she/it* (singular) and *they* (plural).

▶ Ask Ss to look at the four questions. Ask: *What is the difference between Who and What?* (*Who* is for people. *What* is for things.) Help with the *Wh* sound /h/ in *Who* and /w/ in *What*.

▶ Ss then look at the pictures with a partner. In pairs, they identify the people from the names in the box by asking and answering the questions. Ss take it in turns to ask the questions.

Answers


- 1 Jet Li; Daniel Craig
- 2 Penelope Cruz; Donatella Versace; Nicole Kidman
- 3 an iPod; a Mercedes car; a Panasonic Blu-ray Disc™ player
- 4 Dinara Safina and Marat Safin; Michelle, Malia and Sasha Obama

b ▶ Ss match the person to the country in pairs.

Answers

- 1 Ronaldo – Brazil; Jet Li – China; Daniel Craig – England
- 2 Penelope Cruz – Spain; Donatella Versace – Italy; Nicole Kidman – Australia
- 3 an iPod – United States of America; a Mercedes car – Germany; a Panasonic Blu-ray Disc™ player – Japan
- 4 Dinara Safina and Marat Safin – Russia; Michelle, Malia and Sasha Obama – United States of America


3a ▶ Ss close their books. Say: *Nicole Kidman is from Australia. She's Australian.* Ask Ss: *Are the words Australia and Australian the same?* (No.) Ss open their books and look at the table in ex. 3. Ss work in pairs to complete the table. Direct Ss to the ending section of the table to help them.

b ▶  1.10 Play recording 1.10. Ss listen and write in the missing words. Ss check answers in pairs, then as a whole class.

Answers

- 2 Argentinian
- 3 Brazilian
- 4 Italian
- 5 Germany
- 6 Iranian
- 7 Spain
- 8 Polish
- 9 English
- 10 Chinese
- 11 France
- 12 Greece

Pronunciation | word stress

4 ▶  1.11 Play recording 1.11. Ss listen and repeat the country and nationality words. Pay particular attention to *Italian*, *Chinese* and *Japanese* as the word stress changes in the adjective form for these.

5 ▶ Write *Australian* on the board. Say: *Australian*, enunciating each syllable clearly (*Aus-tra-lian*). Ask: *How many syllables are there?* (three) *Where is the stress?* (*tra*, syllable two). Underline the stressed syllable on the board.

▶ Ss read the Lifelong learning box.

▶ Play recording 1.11 again. Ss listen and write the words, underlining the stressed syllable as they do so.

Answers

Argentina	Argentinian
United States of America	American
Brazil	Brazilian
Italy	Italian
Germany	German
Iran	Iranian
Russia	Russian
Spain	Spanish
Poland	Polish
England	English
Turkey	Turkish
China	Chinese
Japan	Japanese
France	French
Czech Republic	Czech
Greece	Greek

Grammar | to be: positive

6a ▶ Ask Ss to look at the statements in ex. 2a again. Write on the board: *He's Ronaldo; They're Dinara Safina and Marat Safin*. Underline *He's* and *They're*.

▶ Ask Ss: *Which is singular and which is plural?* (*He's* is singular and *They're* is plural.) Focus on the apostrophe. Ask: *What does this mean?* (A letter is missed out and the two words are pronounced as if they were one word, the way we say it).

▶ Ss complete the Active grammar box by writing in the second word of the contractions listed (*am/is/are*). Ss check answers in pairs, then as a whole class.

Active grammar

(He) is
(She) is
(It) is
(They) are

▶ Direct Ss to the Reference section on page 17.

b ▶ 1.12 Ss complete the exercise in pairs.

Answers

- 1 is; She
- 2 re; We
- 3 m
- 4 it; s
- 5 they; re; re

7 ▶ Model the examples in ex. 7 to Ss. Ss repeat the examples. Ask Ss to model another example as a whole class. (E.g. Student A: *Nicole Kidman* – Student B: *She's from Australia. She's Australian*). Ss continue the exercise in pairs. Monitor and correct any pronunciation or grammatical errors you hear.

8 ▶ Ss work in pairs. They guess where the items might come from.

Answers

- A Italy
- B Japan
- C Australia
- D Mexico
- E Russia
- F France
- G Turkey
- H United States of America
- I China
- J United States of America

OPTIONAL EXTENSION

Ss think of a famous person and write that person's name on a piece of paper. If they can't think of anyone, they can use the names of people mentioned in the lesson. Emphasise that it must be someone whom all the other Ss would know. Gather up the names and mix them up in a bag. Each student chooses a piece of paper with a name on it and sticks it on the back of another student with sticky tape so that each student has the name of someone famous on their back, but they don't know who it is. Ss work in small groups of four or five. Ss take it in turns to ask one question at a time about 'themselves' (e.g. *Am I American? Am I a man? Am I old?*, etc.) and in this way try to guess who they are. Do not worry if Ss have the same names on their back, as this can be amusing for the others in the group who see it.

1.2 Family ties

Words for family members vary between English-speaking cultures. *Grandpa* is used extensively in North America and Canada as an informal term for *grandfather*. The term *Grandad* would be more common in the UK. Likewise, *Grandma* is used in familiar contexts in North American English-speaking countries whereas *Gran*, *Granny*, *Nan* or *Nan(n)a* would be more common terms in the UK. North American English speakers often address their mothers as *Mom* (or *Mommy* for very young children) whereas *Mum* (or *Mummy* for very young children) is more typical in the UK. *Dad* is used extensively in both contexts.


In this lesson, Ss listen to two people describing a family photograph and describe their own families.

OPTIONAL WARMER

Ask all the Ss to stand up. Label the four corners of the room in the following way: oldest child in the family; youngest child in the family; middle child in the family; only child (explain only child, no brothers or sisters). Ask Ss to go to the corner of the room which corresponds to their position in their own family. In the four groups, Ss have to think of one good thing and one bad thing about being in that position in the family. (E.g. youngest child; good: having an older brother or sister to help with a problem; bad: old (hand-me-down) clothes from older brother or sister). Do not worry about Ss making mistakes during this activity. Ss will only be able to express their ideas in very basic language.

Listening

1 ► Ss look at the wedding photo and elicit possible answers to the two questions.

2a ►  1.13 Explain that you will play the recording twice. Ss must focus on the questions from ex. 2a during the first listening and on the task in ex. 2b during the second listening. Ss look at the three questions. Play recording 1.13. Ss listen and choose the correct word.

Answers

- 2 husband
- 3 Brazil

b ► Ss look at the family tree. Play the recording a second time. Ss listen and label the people in the photos. Ss check answers with a partner, then as a whole class.

Answers

- 1 Nilza
- 2 Nathalia
- 3 Eileen
- 4 Steve
- 5 Connor

3 ► Ss work in pairs. They use the completed family tree to decide on the relationship between the two people in each question.

Answers

- 1 brother and sister
- 2 father and son
- 3 husband and wife
- 4 father and daughter
- 5 sisters

Grammar | possessive 's

4a ► Ss look at the two sentences and choose the correct one. Ss check answers in pairs, then as a whole class.

► Ask: *What does the 's mean?* It shows possession. Here it is used to indicate the relationship of Nilza to Rafael. *Rafael is Nilza's son* shows the relationship of Rafael to Nilza. With more than two people, the 's goes after the second name (e.g. *Steve is Amber and Connor's father*, not *Amber's and Connor's father*).

Answer

Sentence 2

b ► Ss make eight sentences about Amber and Rafael's family. Ss compare their answers in pairs first, then as a whole class.

5 ► Ss look at the pictures and complete the phrases.

Answer

- 2 Rafael's phone
- 3 Almir's jacket
- 4 Kim's wedding ring
- 5 Nathalia's sunglasses
- 6 Eileen's handbag

OPTIONAL EXTENSION

Ask Ss to give you something which belongs to them (e.g. pencil, key ring, etc.). Try to have about 15 or more items if possible. At a later stage in the lesson, put the items on the desk. Alternatively, ask for these items earlier in the lesson and put them on the desk now. The idea is that Ss will not remember easily who gave you what. Ss work in pairs to make a list of the items on the desk (e.g. *X's pencil, Y's key ring*). The winners are the pair who remember correctly who the items belong to.

Vocabulary | families

6a ► Ss match the family words to the meanings. Ss check answers in pairs, then as a whole class.