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NEW

Total English

INTERMEDIATE

Teacher's Book with Resource Disc

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Introduction	3
What's new about <i>New Total English</i> ?	3
Course package	4
Structure of a Students' Book unit	6
Structure of support components	7
Teaching approaches	8
Students' Book contents	12
Teaching notes	
Unit by unit teaching notes	16
Class CD audioscripts	132
ActiveBook and ActiveTeach contents	143
Resource Disc	
Photocopiable class activities and teaching notes	
Photocopiable video activities and answer key	
Progress tests with answer key and audio	
Achievement tests with answer key and teaching notes, audio and audioscripts	
Printable version of Class CD audioscripts and videoscripts	

Overview

Lead-in	Vocabulary: Relationships
1.1	Can do: Encourage further conversation by expressing interest in what is said Grammar: Auxiliary verbs (<i>do, be, have</i>) Speaking and Pronunciation: Intonation in echo questions Reading: Not in my culture ... Listening: Unusual hobbies
1.2	Can do: Start a conversation with a stranger Grammar: Present Simple and Present Continuous Vocabulary: Personality Speaking and Pronunciation: Sounds and spelling: 'ea' How to... start a conversation with a stranger Reading: How many friends should you have? Listening: A best friend
1.3	Can do: Retell a simple narrative in your own words Grammar: Present Perfect Simple and Past Simple Vocabulary: Arguing Reading: Brotherly love? Listening: Falling out with someone
Vocabulary	Phrasal verbs
Communication	Describe a friend
Writing bank	Write a semi-formal email, introduce yourself How to... write informal and semi-formal emails
Extra resources	ActiveTeach and ActiveBook

CEFR Can do objectives

- 1.1** Encourage further conversation by expressing interest in what is said
1.2 Start a conversation with a stranger
1.3 Retell a simple narrative in your own words
Communication Describe a friend
Writing bank Write a semi-formal email, introduce yourself

CEFR Portfolio ideas

- a) Write an Internet dialogue with a friend. Keep the conversation going by using echo questions.
b) In groups of four, roleplay a party situation where you are meeting and introducing new friends and record it on video.
c) Write a short story about a strange experience you have had. Try to use as many time expressions as possible.
d) Imagine you are registering your friend for a dating agency. Prepare a video introduction about your friend. Make sure you make it as positive as possible.

Lead-in

OPTIONAL WARMER

Ask Ss to write their own name in the centre of a piece of paper. They then choose a maximum of six family and friends' names. Ask Ss to write close friends or family near their name and other names further away.

- 1** ► Put Ss in pairs to tell each other if they have ever been in situations like the ones shown in the photos. Ss discuss what types of relationships the photos show. Get feedback from the class.

Answers

Main photo: old/best/close friends
Top photo: colleagues, manager and employee
Middle photo: husband, wife
Bottom photo: colleagues, friends, acquaintances

- 2** ► In pairs, Ss put the words into four groups. If there are any words the Ss don't know, encourage them to explain them to each other. Check the answers with the whole class. Practise saying any words which the Ss find difficult to pronounce.

Suggested answers

- a) boss, classmate, colleague
b) father-in-law, husband, stepmother
c) acquaintance, best friend, close friend, ex-girlfriend, friend of a friend, old friend
d) stranger, team-mate

- Ask Ss to add any more words they know to each group. Go round and monitor to check correct spelling. Get feedback from the whole class and write Ss' words on the board.

- 3** ► Tell Ss to cover column B of the table. In pairs, they read column A of the table and discuss what the phrases in bold mean. Get feedback from various Ss. Ss uncover column B of the table and match the bold phrases from A with the definitions from B. Check the answers with the class and elicit more example sentences.

Answers

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

- 4** ► Ss look back at the words from the box in exercise 2. Ask them to write down four people they know and choose four adjectives for each person. Put Ss in pairs to describe their relationships with the people they chose. Monitor and assist where necessary. Write an example on the board: *I get on really well with my boss. He's really funny and outgoing.* Get feedback from the whole class and write examples on the board.

1.1 A lot in common?

In this lesson, Ss discover what they know about unusual hobbies and use phrasal verbs to find out about each other's spare-time activities. They then listen to unusual hobbies and study the use of auxiliary verbs in the listening. After practising how to pronounce echo questions, Ss complete the lesson by finding out what they have in common with their class colleagues.

Speaking and listening

1 ► Put students in pairs to match the hobbies (1–5) with the photos (A–E). Check the answers with the whole class. Ask if any Ss do these activities and elicit what they know about them.

Answers


1 E 2 C 3 D 4 A 5 B

2a ► Focus Ss' attention on the gapped sentences 1–10. In pairs, Ss complete the gaps with the correct prepositions from the box. Let Ss compare their answers with a different partner and then check the answers with the whole class.

Answers	4 on	8 in
1 about	5 about	9 to
2 for	6 on	10 in
3 at	7 about	

b ► Divide the class into groups of three or four. In their groups, Ss choose five of the questions in exercise 2a to ask other Ss in the class. Put Ss in pairs so they are working with a partner from a different group. Ss write down what they think their partner's answers will be.

c ► Ss ask each other their questions and write down the answers. Get feedback from various students.

3a ►  1.2 Focus Ss' attention on the questions from exercise 2a. Play the recording. Ss listen and make notes of the questions that each speaker answers. Ss compare their answers in pairs. Draw a table on the board with four columns. In the first column, write the numbers of the speakers. In the second column, write the question that each speaker answers.

Answers	Dialogue 3 – question 6
Dialogue 1 – question 3	Dialogue 4 – question 8
Dialogue 2 – question 9	Dialogue 5 – question 4

b ► Elicit the key words from the Ss and write them in the third column of the table on the board.

Answers
 Dialogue 1 – juggling
 Dialogue 2 – astronomy (daughter not speaker)
 Dialogue 3 – snowkiting
 Dialogue 4 – Chinese
 Dialogue 5 – sudoku

c ► Play the recording again and ask Ss to take notes. Ss compare their answers in pairs. Check the answers with the whole class and complete the final column of the table.

Answers (Final Table on the board):

Question	Key word	More information
3	juggling	can juggle with five balls; can't juggle with plates
9	astronomy	studies stars and planets; has an expensive telescope
6	snowkiting	kite attached to board; terrifying; does it once a year.
8	Chinese	learning Mandarin and t'ai chi (a kind of martial art)
4	sudoku	Japanese number puzzle; all lines and boxes must include every number between 1 and 9

4 ► Put Ss into pairs. Give Ss a few minutes to talk about any unusual hobbies or activities they have tried. Get feedback from the whole class.

OPTIONAL VARIATION

Ss individually think of an unusual hobby or activity that they have tried. Then, in pairs, Ss ask each other a maximum of twenty questions to try and guess what the activity or hobby is. Ss can only answer 'yes' or 'no'. The best examples can then be used in a class activity.

OPTIONAL EXTENSION


Ss prepare a poster presentation of an unusual hobby or activity that other Ss might not know much about.

Grammar | auxiliary verbs (do, be, have)

OPTIONAL WARMER

Tell Ss a hobby or sport that you do. Write the following two options next to each other at the bottom of the board. 1 The number of times you do the hobby/sport a week, e.g. *Two or three times a week*. 2 *No, I don't*. In pairs, Ss think of questions they can ask you to give these two answers. Elicit the Ss' questions and write correct questions above each answer. Elicit/teach the difference between the two questions. (1 is a *Wh-* question and 2 is a *Yes/No* question.) Focus Ss' attention on answer 2 and explain that it is a short answer. Elicit the verb that is used from the question. Explain that it is a negative answer and elicit/teach the negative verbs used in first and third person for the Present, Past and Present Perfect. At this stage, don't discuss auxiliaries.

5a ▶ Ask Ss: *What are auxiliary verbs? (do, be, have) and Why do we use them? (they are used as helping verbs, e.g. in the present perfect, past perfect and, continuous tenses; in the passive form and for questions, negatives and question tags).* Ss then add auxiliary verbs to the Active grammar box.

b ▶  1.3 Ss listen and check their answers before doing a class check. Ss then practise saying the dialogues in pairs. Draw Ss' attention to the Reference on page 19 and elicit the auxiliary verbs in the examples.

Active grammar

- | | |
|---------|-----------|
| 1 did | 6 haven't |
| 2 Does | 7 don't |
| 3 Have | 8 have |
| 4 Are | 9 is |
| 5 don't | |

6 ▶ Ss read and correct the mistakes in the four dialogues. Let them compare with a partner and then get feedback from the whole class.

Answers


- 1 A: What subjects do you like reading about?
A: Are you? What sports do you like?
- 2 B: I don't worry much. I guess sometimes I worry about money.
A: Do you? I do too.
- 3 A: Do you use the Internet a lot?
B: No, not really. I don't have time. Do you?
- 4 B: No, I haven't. What about you?
A: Yes, it was.

OPTIONAL EXTENSION

Put Ss into pairs. Each pair chooses one dialogue from exercise 6 and personalises the information. Ss then act out their dialogues for another pair or the whole class.

Pronunciation | intonation in echo questions

7a ▶ Ss do the task individually, using part C of the Active grammar box to help them. Ss can then check in pairs, but do not do a class check.

b ▶  1.4 Play the recording. Ss listen and check their answers. Get feedback from the whole class.

Answers

- | | |
|------------|--------------|
| 1 Do you? | 5 Are you? |
| 2 Has he? | 6 Do you? |
| 3 Are you? | 7 Have they? |
| 4 Did you? | 8 Does he? |

c ▶ Play the first question and answer again and write the echo question on the board. Elicit whether Ss think it shows interest or lack of interest (*interested*). Draw an arrow above the question and ask Ss: *Does the intonation*

go up or down at the end? (up). Play the remaining echo questions, using the same procedure for each one. Check that Ss have understood the difference between interested and uninterested intonation. Draw Ss' attention to the Pronunciation bank on page 164.

Answers

- | | |
|----------------|----------------|
| 1 interested | 5 uninterested |
| 2 interested | 6 uninterested |
| 3 uninterested | 7 interested |
| 4 interested | 8 interested |

d ▶ Model the example with a student. Ss practise the other dialogues in pairs, adding extra information where possible. Get feedback from various pairs in the class. Explain to Ss that they shouldn't overemphasise their interest as this can mean they are being sarcastic which can have the opposite effect.

Speaking

8a ▶ Read the instructions with the Ss and check understanding. Go through the example. Give Ss a few minutes to write the two things they are looking for.

b ▶ Tell Ss they are now going to go round the class, asking questions to find people who match their sentences from part a. Encourage Ss to use the forms they studied in the Active grammar box. Model the example, then get Ss to mingle to complete the activity. Get feedback from various Ss by asking them to report back on someone who they had something in common with.

OPTIONAL EXTENSION

Tell Ss that for the next lesson, they are going to find out about an activity, hobby or skill that is unusual or different. They should find out all they can. At the beginning of the next lesson, put Ss into groups of four and select a student in each group to start. The student starts with a statement on the subject they have researched as if it is their skill, interest or hobby, e.g. *I have a snail farm at home*. The other Ss in the group should ask questions to find out as much as they can, using the forms from the Active grammar box. Tell Ss that they have to keep asking questions and getting answers for at least ninety seconds. Then change the speaker. Continue until all four Ss have presented their topic.

Reading and speaking

9 ▶ Put Ss in pairs and give them two or three minutes to discuss the questions. Get feedback from the whole class and write the typical features of the Ss' culture/ cultures on the board. Tell Ss that these features might be considered the *stereotype* for their culture. Ask Ss: *Do you think all people in your culture are like this? Do you think stereotypes are helpful?* Then, discuss the Ss' answers to the last question as a whole class.

10a ▶ Put Ss in pairs and label pairs A or B. Ss A individually read and answer the questions on page 10, whilst Ss B individually read and answer the questions on

page 147. Ss then check the answers with their partner. At this stage, do not do a class check and do not give the correct answers.

Answers

- A
- 1 He called her 'gordita' – little fatty.
 - 2 She felt angry but didn't say anything.
 - 3 Everyone was shocked, and she felt embarrassed.
 - 4 He said that 'gordita' is something you say to people to show you love them.
- B
- 1 He ate as much as he could.
 - 2 They were surprised by how much he ate and worried he would be sick.
 - 3 He thought it would please his parents-in-law.
 - 4 He needed to lie down.

b ▶ Reform pairs with one student A and one student B. Tell Ss to tell their partners the story they read in their own words. Encourage Ss to do this with their books closed, only opening them if they really get stuck. In the class check, ask Ss B to tell you about Ss A's story and vice-versa. Then check the answers for exercise 10a with the whole class.

c ▶ Ask Ss in pairs to discuss any possible cultural misunderstandings they have had. In the class check, discuss some of these and ask Ss what could have been done to avoid the misunderstanding.

OPTIONAL EXTENSION

Ss think of a possible cultural misunderstanding to act out. Other Ss have to guess what the misunderstanding is and what could be done to avoid it.


1.2 How many friends?

In this lesson, Ss listen to someone talking about their friends. Through this context they study vocabulary for describing personality and practise pronunciation of 'ea'. They also use different strategies for making friends with a stranger. Ss read about the importance of having lots of friends which provides the stimulus for revision of the Present Simple and Present Continuous tenses.

Listening

Cricket is one of the national sports of England and is played in many countries of the old British Empire (e.g. England, Australia, New Zealand, India, Pakistan, Bangladesh, Sri Lanka, South Africa, West Indies). It is played by two teams of eleven players with a bat and ball and a target called a *wicket*. The game is considered to be about four hundred years old and in recent years has expanded across the world so that it is now the second most widely played team sport in the world.

1a ▶ Ss discuss the questions in pairs. Change pairs and let Ss discuss again. Get feedback from various Ss, who report what their partners told them.

b ▶  1.5 Play the recording, ask Ss to compare answers in pairs, then get feedback from the class. Ask Ss: *What is different about this friendship? (There are eighteen years between them.) Do you think you could be friends with Rob? Why/Why not?*

Answers

- 1 Rob
- 2 They met about three years ago while working at the same school.
- 3 Rob seems younger than he is; he's sincere, funny and kind. They have a lot in common and have the same sense of humour.
- 4 Rob likes cricket.

Vocabulary | personality

2a ▶ Divide the class into pairs and ask the Ss to do the activity. Pairs then form groups of four to check their answers. Before doing a class check, elicit which adjectives are positive and negative and then let them check again.

Answers

- | | |
|----------------|---------------|
| 1 pleasant | 6 upbeat |
| 2 kind-hearted | 7 encouraging |
| 3 dependable | 8 sulky |
| 4 jealous | 9 selfish |
| 5 generous | 10 mean |

OPTIONAL EXTENSION

Ss act out a person with one of the characteristics and the other Ss have to guess which adjective is being shown.