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**NEW**

# Total English

**PRE-INTERMEDIATE**

**Teacher's Book** with Resource Disc

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## Overview

<b>Lead-in</b>	<b>Revision:</b> 24 hours
<b>1.1</b>	<b>Can do:</b> Discuss likes and dislikes <b>Grammar:</b> Likes and dislikes <b>Vocabulary:</b> Going out <b>Speaking and Pronunciation:</b> Sentence stress <b>Reading:</b> What do you like doing at the weekend?
<b>1.2</b>	<b>Can do:</b> Talk about how often you do things <b>Grammar:</b> Present Simple; adverbs of frequency <b>Vocabulary:</b> Describing your day and lifestyle <b>Speaking and Pronunciation:</b> <i>do/does</i> <b>How to...</b> respond to information <b>Listening:</b> Valentino Rossi – motorcycle champion
<b>1.3</b>	<b>Can do:</b> Talk about what you're doing now and around now <b>Grammar:</b> Present Continuous: now and around now <b>Vocabulary:</b> Time phrases <b>Reading:</b> Online chatting
<b>Communication</b>	Describe your learning needs <b>How to...</b> talk about your learning needs
<b>Reference</b>	
<b>Review and practice</b>	
<b>Writing bank</b>	Write about yourself and your interests <b>How to...</b> join ideas and sentences (1)
<b>Extra resources</b>	Active Teach and Active Book

### CEFR Can do objectives

- 1.1 Discuss likes and dislikes
- 1.2 Talk about how often you do things
- 1.3 Talk about what you're doing now and around now
- Communication** Describe your learning needs
- Writing bank** Write about yourself and your interests

### CEFR Portfolio ideas

- a) Video your conversation with another student from Exercise 11 on page 13.
- b) Write a description of something which you want to sell on eBay. Say how old it is and why you want to sell it.
- c) Write an email to LangLink.co.uk. Explain why you want to learn English. Say how you like learning. Describe what you are good at doing and what you find difficult.

## Lead-in

### OPTIONAL WARMER

Ask the whole class to stand up. Write a statement on the board, e.g. *On Mondays I get up after 8:00 a.m.* Ss for whom this statement is true sit down. Ask a few Ss who are still standing *What time do you get up?*

Write the next statement on the board, e.g. *On Tuesdays I drive to work at about ...* (give the time).

The activity continues until only one student (the winner) is still standing.

1 ► Ss discuss the two questions in pairs. Get feedback from the whole class, discussing their reasons for choosing certain times of day or days of the week.

2 ► Put Ss in pairs to make verb phrases with the words from box A and box B. Check the answers with the whole class.

### Answers

chat on the phone	have a nap
check your emails	have a take-away
do some exercise	listen to the radio
do nothing	make breakfast/lunch/ dinner
get up early	read a magazine/ newspaper
go to bed late	stay in for the evening
go shopping	take a bus/train
go for a swim	watch TV/a DVD
go for a walk	
have a family meal	
have a lie-in	

► Ask Ss to talk in pairs about what they can and can't see in the photos, using the verb phrases from the boxes. Get feedback from various Ss.

3a ► Focus Ss' attention on the activities from ex. 2 and give some examples about yourself, e.g. *I chat on the phone every day.* Now tell them to work individually, writing the appropriate letter next to each activity.

b ► Ss compare their lists with a partner to see what they have in common. Write an example on the board, e.g. *I go to bed late at the weekend. What about you?* Remind Ss that *always/never* go before the main verb and *every day/at the weekend* go at the end of the sentence.

### EXTEND THE LEAD-IN

Ss divide the activities from ex. 2 into two columns according to whether they like doing this activity or not. Then they compare with a partner, giving their reasons. Get feedback from the whole class.

## 1.1 Are you a culture vulture?

A *culture vulture* is a person who loves the Arts, such as theatre, opera, painting, sculpture or literature. A *workaholic* is a person who is addicted to work (there are other expressions in English which are similar, e.g. *chocoholic*, *shopaholic*). A *couch potato* is a very lazy person. *Couch* is a synonym of *sofa*. A *party animal* is a person who loves going out and socialising with other people.

In this lesson, Ss read about what different people like doing at the weekend and talk about how they like spending their free time. Through this context they learn various ways of expressing likes and dislikes.

### OPTIONAL WARMER

Write the following words on the board and elicit/teach the meanings: *party/work/couch/culture*. Now put Ss in pairs to write five words they associate with each of the four words written on the board.

Ask different Ss to read out their words at random and the rest of the class have to guess which main word it is associated with. Write the words on the board.

## Reading

**1a** ► Put Ss in pairs to match the photos A–D with the descriptions 1–4. Check the answers with the whole class.

Answers  
B 1  
C 2  
D 4

**b** ► Ss read through the text individually and decide what type of people Marek, Lola and Henry are. When Ss have finished, get feedback and ask if there are any expressions they don't understand. Elicit/teach the meaning of these expressions. Avoid going into too much detail about the various ways of expressing likes and dislikes at this point as this is covered in detail in ex. 6.

Answers  
Marek – workaholic  
Lola – culture vulture  
Henry – couch potato

**2** ► Ss complete the sentences in pairs. Ask different Ss to read out the completed sentences for the whole class.

Answers	3 Marek	6 Marek
1 Henry	4 Lola	7 Lola
2 Lola	5 Henry	8 Henry

**3** ► Ss think of a person they know well and explain to a partner about that person's typical weekend, saying if he or she is more like Marek, Lola or Henry. Get feedback from a couple of Ss.

## Vocabulary | going out

**4** ► Put Ss in pairs to make verb phrases with the words from box A and box B. Elicit answers from the whole class, explaining any expressions they do not understand.

### Answers

go bowling  
go to the cinema  
go clubbing  
go to a concert  
go to an exhibition  
go on a guided walk/tour  
go to a musical  
go to the theatre

**5** ► Put Ss in pairs to talk about which activities they normally do at the weekend. Encourage them to say why they like doing these things. Get feedback from the class.

## Grammar | likes and dislikes

### OPTIONAL GRAMMAR LEAD-IN

Ss close their books and work in pairs to see if they can remember any of the expressions that were used in the text to express liking or not liking. You can get them started by writing an example, e.g. *I quite like ...* on the board. Get feedback and write the expressions on the board.

**6** ► Focus on the Active grammar box and establish the fact that the faces represent different degrees of liking and not liking. Tell the Ss to work with a partner to complete the gaps by looking back at the expressions in the text on page 10. Elicit the answers from the class and write them on the board.

### Active grammar

- really like
- 'm quite keen on
- don't mind
- 'm not very keen on
- really hate

► Draw Ss' attention to the note at the bottom of the grammar box and write the following examples on the board: *I'm quite keen on + noun (I'm quite keen on art.)*  
*I'm quite keen on + verb in the -ing form (I'm quite keen on looking at art.)*

► Tell Ss to turn to the Reference on page 17 and ask them to underline those sentences that contain verb + noun. Ask various Ss to read them out for the whole class and then ask other Ss to read out those sentences that contain verb + -ing.

**7** ▶ Ss work in pairs, writing sentences using the prompts. Remind them that it may be necessary to change the verb. There is also more than one possibility in some cases. Encourage the Ss to use a variety of expressions. Get feedback from the whole class.

**Answers**

- 1 I quite like musicals/I'm quite keen on musicals.
- 2 I really hate my job/I can't stand my job.
- 3 I really like guided tours.
- 4 I'm not very keen on going ice skating/I don't like going ice skating.
- 5 I don't mind doing nothing.
- 6 I quite like coffee/I'm quite keen on coffee.
- 7 I really hate chatting on the phone in English/I can't stand chatting on the phone in English.
- 8 I absolutely love going clubbing.

**OPTIONAL EXTENSION**

Write the following nouns and phrases on the board: *play football, cats, jazz, travel, chocolate, watch TV, very hot weather, chat on the Internet, cook*. Ask Ss to individually write sentences about each one, saying how much they like or dislike them. Check their work as they do this. Now take in the papers and redistribute them. Ask Ss to read out the sentences on the paper they have been given and the rest of the class try to guess who wrote it.

**9** ▶ Ss rewrite the sentences in ex. 7 so that they are true for themselves. Then they work in pairs, saying the sentences with the correct sentence stress. Have some of the Ss read out their sentences for the rest of the class.

**Speaking**

**10** ▶ Put the Ss in pairs (A and B). Tell student A to look at the questions on page 11 and student B to look at the questions on page 129. Student A asks his/her questions to student B, making a note of the answers. Then student B asks his/her questions to student A and notes the answers.

**11** ▶ Tell the Ss to look back at the descriptions in ex. 1a and decide which one best fits their partner. They tell each other and see if they agree.

**OPTIONAL EXTENSION**

Write the following question on the board: *What do you like doing ... at Christmas/in the summer holidays/when you're tired/with your friends/on your own?* Ask Ss to write their answers to the question on a piece of paper. Now ask them to stand up and mingle with other Ss. They must try and find somebody who has written the same answer as them. At the end, get feedback from the whole class to see what Ss have got in common.

**Pronunciation | sentence stress**

**8a** ▶ Explain to the Ss that when we speak, we stress particular types of words, namely those that are most important in conveying the meaning of what we are saying. Point out that they can find a reference for this in the Pronunciation bank on page 148.

▶ Now focus Ss' attention on the two sentences in ex. 8a and tell them they are going to listen to the sentences and underline six words that are stressed in each one. Point out that the first stressed word, *really*, is already underlined. First, allow them to guess in pairs which words are going to be stressed. Now play the recording and ask students to underline the words. Have them check with a partner and then play the recording again. Check the answers with the whole class.

**Answers**

- 1 I really like watching television and I absolutely love going to the cinema.
- 2 He quite likes going for a walk, but he really hates going to the gym.

**b** ▶ Ss tick the types of words which are stressed in ex. 8a. Elicit the answer from the class.

**Answers**

- a ✓
- b ✗

## 1.2 Monday to Friday

Valentino Rossi, nicknamed 'The Doctor', was born in 1979 in Urbino, Italy, but now lives in London. He was only 17 when he started racing in 1996, and he became the youngest rider ever to win the 125cc World Championship the following year at the age of 18. He is now thought to be one of the most successful motorcycle racers of all time, with 9 Grand Prix World Championships to his name. Rossi is currently number 9 in the ranking of the highest earning sports personalities in the world, earning \$16 million a year just from his contract with Yamaha alone.


In this lesson, Ss listen to a man and a woman talking about the professional motorbike racer, Valentino Rossi, and the things he does on a typical day. Ss then talk about their own daily routines and lifestyles and through this context revise the form and use of the Present Simple and learn adverbs of frequency.

### OPTIONAL WARMER

Write *famous sportspeople* on the board and brainstorm the names of ten people. Then put Ss in pairs to talk about what they know about two or three of them. Encourage them to talk about what they think the sportsman or woman might do on a normal day when they are not competing. Get feedback from the class.

## Listening


**1a** ► Put Ss in pairs to predict the answer to the question, using the photos and/or what they might already know. Don't ask for feedback at this point.

**b** ►  Tell Ss they are going to listen to a dialogue between a man and a woman talking about Rossi in order to check their answer to ex. 1a and complete the fact file. Play the recording and elicit the answers.

### Answers

Nationality: Italian  
Job: Motorbike racer  
Number of world championships: 9

**2a** ► Focus Ss' attention on the expressions in the box and check they understand them all. Now put them in pairs to suggest possible answers to questions 1 and 2. Get feedback from the class but don't confirm any answers.

**b** ►  Play the second part of the dialogue so that Ss can check their answers to questions 1 and 2. Tell them that they won't hear all the expressions shown in the box. Let them compare with a partner and then elicit the answers.

### Answers

- 1 On a race day, Rossi gets up early and prepares for the race.
- 2 On a normal day, Rossi gets up late, goes to the gym, goes out in the evening and goes to bed late.

**3** ► Read through questions 1–8 with the whole class and check they understand them. Now play the recording again so that the Ss can make a note of the answers. Allow them to talk to a partner first and then elicit the answers from the whole class.

### Answers

- 1 He gets up at about six or seven o'clock.
- 2 He gets up at eleven o'clock.
- 3 No, he doesn't.
- 4 He goes to the gym between twelve and two in the afternoon.
- 5 He often listens to music and plays computer games. He sometimes watches a film.
- 6 He goes to parties and clubs with friends.
- 7 He usually goes to bed about three or four in the morning.
- 8 No, he doesn't.

**4** ► Put Ss in pairs to discuss the questions and then get feedback from the whole class.

## Vocabulary | describing your day and lifestyle

**5** ► Ask Ss to try to complete the sentences with the adjectives from the box. Let them compare with a partner and then check the answers with the whole class.

### Answers

- 1 boring
- 2 busy
- 3 stressful
- 4 relaxing
- 5 lazy
- 6 fun
- 7 unusual

**6** ► Read through the questions with the Ss and check they understand them. Now put them in pairs to ask and answer the questions. Encourage them to give details. Go around the class monitoring their conversations and then ask some of the Ss to report their discussions to the rest of the class.