

LBRIS

We know
books

NEW

Total English

STARTER

Teacher's Book with Resource Disc

Grant Kempton

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	112
ActiveBook and ActiveTeach contents	126
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, audio and audioscripts	
Printable version of Class CD audioscripts and videoscripts	

Overview

Lead-in	Vocabulary: International words
1.1	Can do: Greet someone Grammar: <i>to be: I and you</i> Vocabulary: Numbers 0–10 Speaking and Pronunciation: /aɪ/ Listening: Greetings
1.2	Can do: Ask where someone is from Grammar: <i>to be: he, she and it</i> Vocabulary: Countries Speaking and Pronunciation: Contractions How to... ask where someone is from Listening: A fashion quiz
1.3	Can do: Say your favourite things Grammar: Possessive adjectives: <i>my, your, his and her</i> Vocabulary: Nationalities Speaking and Pronunciation: Syllable stress A survey Reading: What's your favourite film?
Communication	Ask for and give phone numbers How to... ask for repetition
Writing bank	Complete simple sentences about your favourite things How to... spell consonant sounds in English
Extra resources	ActiveTeach and ActiveBook

CEFR Can do objectives

- 1.1 Greet someone
 1.2 Ask where someone is from
 1.3 Say your favourite things
Communication Ask for and give phone numbers
Writing bank Complete simple sentences about your favourite things

CEFR Portfolio ideas

- a) Work in pairs. Make a video with different types of people arriving at different places – at the doctor, at school, at a hotel etc. One person arrives and one person greets him/her.
 b) Who is your favourite famous person? Make a wallchart of different famous people. Show what country they come from and include a picture of them.
 c) Write a 'top ten' list of your ten favourite things in the world – food, sport, music, films etc. Work in pairs and compare your lists.

Do you know...?
Classroom language

In this lesson, Ss practise key classroom language that they will need throughout the course. This will help them feel more comfortable in their learning environment.

OPTIONAL WARMER

Before the class starts, write *Welcome to the English course* on the board or prepare an OHT. Greet the Ss by saying *Good morning/afternoon/evening*, and introduce yourself by saying *Hello, I'm...*. Arrange the class in a U-shape so that everyone can see each other and walk round the class introducing yourself to each student. They might just give their names, or even reply *Hello, I'm...*. Ss then introduce themselves to each other in a mingling activity. Some false beginner Ss may want to say more. Encourage this but do not correct mistakes. At this stage, use your full name (first and last name). Check pronunciation and intonation right from the start of the course, as it is very difficult for Ss to un-learn mistakes later. You can correct Ss' mistakes at the end.

1 ► 1.01 Focus Ss' attention on the nine pictures. Play recording 1.01. After each word, Ss repeat; first as a class and then individually.

► Read out one of the words and mime it. Then ask individual Ss to mime each word to show that they have understood the meaning. If Ss are all of the same nationality, you could ask for the translation of each word.

2 ► 1.02 Play recording 1.02. After each phrase, Ss repeat; first as a class and then individually. Play the recording again and ask Ss to identify any phrases that contain the words from ex. 1 (e.g. 4 goes with the bottom right picture).

OPTIONAL EXTENSION

Elicit any responses Ss they might know to the phrases. If they cannot think of any, put one for each question on the board and ask Ss to match them, e.g. 1 – *Of course*; 2 – *Hello*; 3 – *OK I'll repeat it*; 4 – *Complete means finish*; 5 – *Of course*; 6 – *The answer is X*. Ss can then say and respond to the phrases in pairs.

► At the end of the lesson, teach *Goodbye, See you next week/lesson* by going round the class and addressing each student directly: *Goodbye, Toni. See you next week/lesson*. Ss will be impressed if you remember all their names!

Lead-in

OPTIONAL WARMER

Ask Ss to say *Hello, I'm...* which they learnt in the last lesson. Check that Ss remember the name of their colleagues in the class. With strong Ss you can teach *He's.../She's...* Elicit any phrases that Ss remember from the previous lesson. Ss then look at page 8 and check. Elicit responses to the phrases.

1a ► Ss read the words and tick the words they know. Give Ss about two minutes for this. Ss then check their answers in pairs.

b ►  1.03 Play recording 1.03. After each word, Ss repeat; first as a whole class and then individually. Make sure Ss understand why parts of the words are underlined (to indicate word stress).

2 ► Focus Ss' attention on the photos. Model the task with a student in the class, e.g. point at the computer and elicit the word. Put Ss in pairs (A and B). A points at the pictures and B says the words.

Check the answers with the whole class and write any new words that are not in the box on the board. Ask Ss to discuss the photos with a partner and decide where they are or what they represent. Get feedback from the whole class.

Answers

- A Internet
- B bus
- C taxi, coffee
- D restaurant, telephone

3 ► Check that Ss understand the categories in the table. Ss first work individually to add words to the table. Ss compare their lists with a partner. Encourage them to use the classroom language from page 8 and learn all the words that their partners know. Draw the table on the board and then ask Ss to come up and write words in the table. Then check the meaning and pronunciation of the words with the whole class.

Suggested Answers

- Places – house, school, station
- Food – hamburger, toast, cake
- Sport – swimming, volleyball, basketball
- Other – teacher, book, car

EXTEND THE LEAD-IN

Ss mime or give the meanings of the words in the table and the rest of the class have to guess the answer.

1.1 Nice to meet you!

Speaking

In this lesson, Ss learn how to greet each other, use *to be: I* and *you* and practise the /aɪ/ sound and numbers 0–10.

OPTIONAL WARMER

Write *Hi. I'm X* on the board. Ss should know this by now. Elicit other ways of greeting people.

1a ►  1.04 Ss look at the pictures. Ask them if they know where the photos are from (Ss should be able to say *party, doctor/hospital, hotel*).

Play recording 1.04. Ss listen and read. Read out some important phrases from each dialogue and elicit which picture the phrases go with, e.g. 1: *I'm Kate*, 2: *Hello Mr Smith*, 3: *Welcome to Hotel Panorama*.

b ► Play the recording again. After each dialogue, get Ss to repeat them, first as a class and then individually.

2 ► Ask Ss to practise the three dialogues in pairs. Go round the class monitoring their dialogues, taking note of any errors for discussion in the class feedback.

OPTIONAL EXTENSION

Write some different locations on the board, e.g. *street, house, restaurant, hospital, business meeting, sports centre*. Choose two Ss and give them a location. The pair then acts out the most suitable dialogue from ex. 1, making any necessary changes. Alternatively, Ss can do this in pairs before doing it in front of the class.

3 ► Model the two phrases: *I'm...* and *My name's...* Then, go round the whole class, allowing all of the Ss to say the phrases. Elicit any corrections from the class.

Pronunciation | /aɪ/

4a ►  1.05 Play recording 1.05. After each word, Ss repeat, first as a whole class and then individually. Write /aɪ/ on the board and get Ss to repeat the sound. Then elicit the words in the task again, without playing the recording.

b ►  1.06 Play recording 1.06 and get Ss to repeat each phrase, first as a class and then individually.

OPTIONAL EXTENSION

Elicit more words Ss may know with the /aɪ/ sound, e.g. *ice-cream, five, size, buy, guy* etc.

Grammar | *to be: I and you*

5 ▶ Focus Ss' attention on the dialogues on page 10. Ask them to find all examples of *I* and *you*. Then tell Ss to work individually to complete the sentences in the Active grammar box. Ss then check their answers in pairs. Check the answers with the whole class and write them on the board.

Active grammar

I'm = I am

You're = you are

OPTIONAL EXTENSION

Say: *I'm (your name)*. Choose a student and say: *You're (student's name)*. Then ask Ss to do the same thing with themselves and a partner. Continue until all Ss have made both sentences.

6a ▶ Ss work individually to complete the activity. They then check their answers with a partner by practising the dialogues. When checking as a whole class, choose pairs to practise the dialogues.

Answers

- 1 I'm, I'm
- 2 I'm, You're

b ▶ Elicit from the whole class where each dialogue takes place (*in a café, in a hotel*) and elicit any words Ss know from the pictures (e.g. *café, motorbike, glass, chair* etc).

Ss then work individually to complete the activity. They then check their answers with a partner by practising the dialogues. When checking as a whole class, choose pairs to practise the dialogues.

Answers

- 1 A I'm
B I'm
- 2 B I'm
A You're

Vocabulary | *numbers 0–10*

7a ▶  1.07 Begin by writing the numbers on the board as on page 11. Ss keep their books closed. Elicit the numbers from Ss but do not confirm any answers. Then, get students to open their books and play recording 1.07. After each number, Ss repeat; first as a whole class and then individually.

Ss close their books. Return to the numbers on the board and randomly pick the numbers for Ss to say. Finally, nominate Ss to come to the board and write the numbers.

b ▶ Model the activity with a student. Then, in pairs, Ss take it in turns to be Student A and Student B.

OPTIONAL VARIATION

Get Ss to write down the third number, rather than saying it.

Speaking

8 ▶  1.08 Play recording 1.08 phrase by phrase. At the end of each phrase, elicit possible responses from the Ss. Then, put Ss into pairs to practise the mini-dialogues themselves.

9 ▶ Model the example with a student. Then remodel the example with another student, this time using real names. Then get Ss to mingle round the class, recreating the mini dialogue. Go round the class monitoring as Ss do this, taking note of any errors to check during the feedback session.

1.2 Faces and names

The people in the fashion quiz all work in the fashion industry. In the UK alone, the fashion industry is worth more than 21 billion dollars and covers all types of fashion from haute couture (the most expensive and traditional) to retail fashion, which you see on every High Street. Top fashion houses include Chanel, Yves Saint Laurent, Armani, Valentino, Versace, Ralph Lauren, Calvin Klein, Halston and Christian Dior. The top fashion centres are New York, Hong Kong, London, Paris and Los Angeles.

In this lesson, Ss do a fashion quiz and listen to other people's answers. They learn how to ask where someone is from, look at the grammar of the third person singular form of **to be** and practise contractions.

OPTIONAL WARMER

This is the best time to use Hangman as the Ss have very little vocabulary that needs to be consolidated. Divide the class into six teams (as few as two Ss per team if necessary). Each team chooses five words from lesson 1 (this can include numbers). Give out paper and pair up the teams so that one team plays against another. Teams then play each other at Hangman by one team writing the blanks to represent the letters of a word and the other team guessing the letters that make up the word. Each time a team gets a word right, they get two points. Each time they get it wrong, they lose a point. At the end, the team with the most points is the winner. Finally, check with the whole class which words were used and confirm their meanings.

Listening

1 ► Put the Ss in pairs and ask them to take it in turns to read out the questions and attempt to answer them. Get feedback from the whole class but do not confirm the answers.

2a ►  1.09 Play recording 1.09 for Ss to check their answers. Then get feedback from the whole class.

Answers

- 1 b, b
- 2 a, a
- 3 a, b

b ►  1.09 Play the recording again and ask Ss how many questions Nora got right.

Answer
5 out of 6

Vocabulary | Countries

3a ►  1.10 Play recording 1.10 and after each country, Ss repeat the name of the country; first as a whole class and then individually.

b ► Put Ss in pairs (A and B). A covers the country words and then points to a flag for B to guess. Ss then swap roles and repeat the activity. Go round the class monitoring as Ss do this, taking note of any errors to go over during feedback.

OPTIONAL VARIATION

Instead of Ss saying the name of the country, they could write it down. This would practise spelling as well as pronunciation.

OPTIONAL EXTENSION

In pairs, Ss try to think of a famous person for each country. They should have a total of fourteen names. Then put the pairs into groups of four. Each pair reads out their names and the other pair guesses the name of the country they are from. The pair that gets the most right is the winner.

4a ►  1.11 Before listening, read through the *How to...* box and see if Ss can complete the gaps themselves. Then play recording 1.11 and get feedback from the whole class.

Answers

- 1 the USA
- 2 the USA
- 3 New York

b ►  1.11 Play the recording again. After each phrase, Ss repeat; first as a whole class and then individually. You may want to drill the phrases with the whole class.

5 ► Get Ss to mingle round the class, recreating the dialogue. Go round the class monitoring, taking note of any errors to go over during feedback.

OPTIONAL VARIATION

Rather than using their own names, Ss may choose one of the famous people they used in the earlier optional activity.

Grammar | *to be: he, she and it*

OPTIONAL GRAMMAR LEAD-IN

Write the name *Giorgio Armani* on the board and the question words *Who...?* and *Where...?* Elicit *Who's he?* and *Where's he from?* and write the questions on the board. Then write *Lady Ga-Ga* and repeat the activity. Elicit the questions and then write them on the board, explaining that *'s = is*.