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NEW

Total English

UPPER INTERMEDIATE

Teacher's Book with Resource Disc

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Overview

Lead-in	Vocabulary: Family / Relationships
1.1	Can do: Take part in a conversation and make small talk Grammar: Overview (1): the present and future Vocabulary: Ways of speaking Speaking and Pronunciation: How to... make a good first impression Reading: First impressions
1.2	Can do: Express your opinion and manage a conversation Grammar: Overview (2): the past Vocabulary: Making adjectives from nouns Speaking and Pronunciation: Intonation: sounding tentative How to ... manage a conversation Listening: A juggling family Reading: Who comes first?
1.3	Can do: Talk about obligations and abilities Grammar: Obligation and ability Vocabulary: Keeping in touch Speaking and Pronunciation: Connected speech (1) Reading: Mobile mad
Vocabulary	Phrasal verbs
Communication	Can do: Talk about past and present members of your family
Writing bank	Write personally, highlighting the significance of experiences How to... use informal language appropriately
Extra resources	ActiveTeach and ActiveBook

CEFR Can do objectives

- 1.1** Take part in a conversation and make small talk
1.2 Express your opinion and manage a conversation
1.3 Talk about obligations and abilities
Communication Talk about past and present members of your family
Writing bank Write personally, highlighting the significance of experiences

CEFR Portfolio ideas

- a)** In pairs, write a list of as many things as you can that you have in common. Try to think of interesting or unusual things (e.g. having the same zodiac sign).
b) Imagine your partner is looking for a new flatmate. Introduce yourselves and try to get to know each other. Try to make a good first impression. Use the language in the How to... box on page 10 and record it on video.
c) Create a family tree for you and your relatives. Under each name, include notes containing details of their personality, hobbies and any other interesting information.
d) You have returned from a language course. Write to a friend describing it. Include details of the school, social activities, your accommodation, etc.

Lead-in

OPTIONAL WARMER

Write the following headings on the board:
family relationships and *non-family relationships*. Ask Ss to decide under which heading these words should go: *colleague* and *cousin* (*cousin* = family relationships; *colleague* = non-family relationships). Give Ss one minute to brainstorm words under each heading in pairs.

- 1** ▶ Ss look at the photos and discuss what they think the relationships could be between the people.

Suggested answers

Main photo: an extended family (aunts, uncles, cousins, etc.)
 Top photo: sisters or close friends
 Middle photo: colleagues
 Bottom photo: friends or neighbours

- 2** ▶ Focus Ss on the words from the box. Elicit the meanings of these expressions: *partner* (someone you are having a serious relationship with); *step-sister* (a girl or a woman whose father or mother has married your father or mother); *half-brother* (a brother who is the child of only one of your parents); *sibling* (a brother or sister); *acquaintance* (someone you know, but not very well); *soulmate* (someone you feel close to because you share or understand the same emotions and interests); *close friend* (someone you are good friends with). Focus Ss' attention on the hyphens in *step-sister* and *half-brother*.

- ▶ Ask Ss to talk in pairs about two of the people from the box and their relationship with them.
 ▶ Get feedback from various Ss. Ask: *How many of you are closest to a sibling? How many to a friend?*

- 3a** ▶ Ask Ss to read the sentences, focus on the underlined phrases and try to work out what they mean. Do the first one as a whole class, especially if Ss are not used to this type of exercise. Ss read Sentence 1. Ask: *Is the speaker a confident or a shy person? (shy) What do you think 'come across as' might mean? (to give an impression to others based on the way you behave) What word(s) help you guess the meaning? (but I'm shy really).*

- ▶ Ss complete the rest of the exercise individually. Check the answers with the whole class.

Answers

- 1 seem to be
- 2 meet by chance
- 3 make people think well of you when they first meet you
- 4 have similar attitudes and views on things
- 5 stay in contact with
- 6 make decisions about people based on what they look like
- 7 talking in person
- 8 like someone as soon as you meet them for the first time

- b** ▶ Ss discuss the sentences in small groups. Elicit opinions during whole class feedback.

1.1 First impressions

In this lesson, Ss read a website where various people give their views about the importance of making a good first impression. Ss practise greetings and making small talk.

OPTIONAL WARMER

Ask Ss to talk in pairs and compare and contrast the following situations: going to a party where you know almost everyone and going to a party where you know hardly anyone; sitting beside someone you have never met before at a dinner party and sitting next to your best friend; accepting a lift from a colleague to a work meeting you don't know well and driving alone.

Reading

1 ► Ask Ss to look at the photo. Elicit where the people are (a garden party) and whether the people know each other well or not (they are standing quite far apart so they probably don't know each other well). Ask Ss to compare the relationship between the people at the front of the photo and the people behind them (the people standing behind are closer and might be good friends).

► Ss look at the four situations and decide which one might apply to the photo. They then discuss with a partner the type of things they might talk about in each situation (e.g. *I would talk about my boss with work colleagues but not with new neighbours; I would talk about public transport in my area to both new neighbours and classmates, etc.*). Get feedback from the whole class, focusing on the topics that could be discussed in each of the situations.

2 ► Ask Ss to read the website and answer the question. Let them compare with a partner.

Suggested answers

Ana: shy, nervous

Mark: likes meeting new people, confident

Jelena: nervous but aware that others are feeling nervous too

3 ► Ss read the website again and answer the questions.

Answers

- 1 a few seconds
- 2 she thinks it is a good way to start a conversation
- 3 she feels more confident when she is wearing clothes she feels good in
- 4 yes, they form an instant opinion about people
- 5 he doesn't like it when people are either too formal or informal when they meet people for the first time
- 6 to treat people as you want them to treat you
- 7 no, she thinks it is important not to dominate the conversation and to listen to other people.

4 ► Ss discuss the questions in pairs. Go round the class monitoring their conversations and note down any errors you hear which you may like to deal with during feedback.

Grammar | overview (1): the present and future

5 ► Explain to Ss that you are going to quickly review present and future verb forms. Ss should be fairly familiar with this grammar already.

► Ss match the underlined verbs in the sentences to the uses in the Active grammar box. Ss compare their answers with a partner, then get feedback from the whole class.

Answers

- | | | | | |
|------|------|------|------|-------|
| 1 e) | 3 i) | 5 b) | 7 j) | 9 h) |
| 2 g) | 4 a) | 6 d) | 8 f) | 10 c) |

► Focus Ss' attention on the difference between state and active verbs. Ask: *Which of the following are state verbs: run, speak, believe, own, buy, remember, laugh, understand? (believe, own, remember, understand).* Explain that we do not usually use state verbs with continuous forms. If you feel that Ss are ready, write the following sentences on the board: *The rose smells beautiful* and *I am smelling the rose*. Ask Ss to distinguish between the two uses of *smell* (the first is the state of the rose, not an action and the second is the action of someone smelling the rose).

6 ► Ss find and correct the mistakes in pairs. Get feedback from the whole class, asking Ss to identify the use from the Active grammar box for each correct sentence. Explain to Ss that it is often possible to use both *will* and *going to* in order to make predictions; it depends on how sure the speaker is that something will happen.

Answers

- 1 I'll make (h)
- 2 He's meeting (f)
- 3 She always arrives (a)
- 4 I'm going to study (i)
- 5 My cousin is living (e)
- 6 I'm going to have (j)
- 7 I like (b)
- 8 He's listening (d)

7a ► You could start the discussion by asking various Ss questions about the first topic (e.g. *Do you live in this area? Where are you staying while you are doing this course? How do you get here? Do you have your own room?* etc.).

b ► Get feedback from the whole class. For large classes, Ss can work in big groups (8–10 students) for this activity.

8 ► Focus students on the Lifelong learning box. Point out that good language learners notice things about language and think about the choice of words used in texts and conversation. Ss read the Lifelong learning box and discuss the questions with a partner.

► Encourage Ss to notice the choice of language used by native speakers, thinking about why a particular grammatical form was used (or not used) and what its use implies about the speaker's attitude.

Possible answers

- 1 In a), the speaker is making an instant decision based on their first impression. In b), the speaker is giving advice. In c), the speaker has thought about what they plan to do at the next party.
- 2 In a), *I'm going to avoid you*. In b), *Don't talk down to them*. In c), *I'll do that*.
- 3 In a), *I'm going to avoid you* could be used if the speaker has a sure intention of doing this. In b), *Don't talk down to them* could be used for stronger advice. In c), *I'll do that* could be used if the plan is just an idea and less thought through.

Vocabulary | ways of speaking

OPTIONAL LEAD-IN

Tell Ss you are going to focus on an imaginary new word: *blutted*. Write or say the following sentence: *My friend leaned over and 'blutted' her news in my ear because she didn't want the other people on the bus to hear what she was saying*. Ask Ss: *Is 'blutted' a verb, a noun or an adjective?* (a regular verb 'to blut' with an -ed ending). Then ask: *What do you think 'blutted' means?* (speak quietly). Ask: *How do you know?* (we know it is a verb in the past tense and the surrounding context helps with the meaning: *didn't want others to hear, did it in someone's ear*, etc.).

9 ► Explain to Ss that you are going to focus on verbs and expressions which describe different ways of speaking. Ss find the words in the box in the website on page 8. Tell them they cannot use their dictionaries but they must use the surrounding words to guess what the verbs and expressions mean. Ss compare their answers with a partner.

Answers

chat: have an informal conversation
gossip: talk about other people and what is happening in their lives
make small talk: talk about unimportant things, often to someone you don't know very well
greet someone: say hello
give someone a compliment: make a remark that expresses approval or admiration about someone
boast: tell others how good/successful you are
mumble: speak indistinctly
speak up: ask someone to speak more loudly
talk down to someone: speak in a superior, patronising way to someone
stumble over your words: make mistakes when speaking or not speaking clearly, perhaps due to nervousness or shyness

10a ► Ss choose the best option for each of the sentences. Ss compare their answers with a partner.

Answers

- 1 chatting
- 2 give them a compliment
- 3 make small talk
- 4 mumbled
- 5 talking down
- 6 stumble over my words
- 7 greeting
- 8 Boasting
- 9 speak up
- 10 Gossiping

b ► Ss discuss the ten statements with a partner. Get feedback from the whole class, focusing on two or three of the statements which might generate most discussion.

► If you are moving on to exercise 11a, leave statement 3 till last and use this as a transition to the listening text in exercise 11a. Ask Ss: *Who thinks hobbies and the weather are the best topics for making small talk? What other topics are good for making small talk?*

Speaking

OPTIONAL LEAD-IN

Direct Ss' attention to the box of words. Ask Ss: *Are these topics good for making small talk?* Elicit ways of starting/continuing a conversation using these topics (e.g. travel – *How long did it take you to get here today?* weather – *The weather has been lovely recently, hasn't it?*). Write Ss' suggestions on the board. Then Ss discuss topics/phrases with a partner and decide which they would or wouldn't use.

11a ► Ask Ss to read through the questions then play the recording. Ss listen and answer the questions.

Answers

- 1 waiting for a Spanish lesson to start
- 2 yes, because they agree to go home together afterwards
- 3 hobbies (learning Spanish); work; travel; where you live; how you feel

b ► Focus Ss on the How to... box. Play the recording again. Ss listen and note an additional phrase for each heading. Get feedback from the whole class.

Answers

Greet someone: *Pleased to meet you; A pleasure to meet you too.*
 Try to find out what you have in common: *Did you come by bus? What's your job? What do you do? What about you?*
 Sound interested in the person: *That sounds fun!*
 Finish the conversation politely: *It's been really nice talking to you.*

► Focus on the stress and intonation patterns of these phrases and demonstrate how to use your voice to sound interested and polite. Ss practise saying the expressions.

12a ► Give Ss a few minutes to prepare what they might say in a conversation with someone they haven't met before. Focus on the headings and expressions from exercise 11b.

b ► Ss work in pairs. Try to ensure that each student is working with someone they haven't met/worked with before. Ss practise meeting and starting conversations.

c ► Ss and give each other feedback on their first impressions and how they might improve their small talk skills.

OPTIONAL EXTENSION

Tell Ss to imagine they are at a party where they have to meet and spend three minutes talking to at least five people they don't know. Ss mingle in large groups or as a whole class. Signal to Ss when each three-minute stage begins and finishes. After each three-minute conversation, Ss move on to talk to someone new.

1.2 Family ties

In this lesson, Ss listen to a radio programme about an usual family of jugglers, the Boehmers. They read an article about birth order and its effects on career choices and personality and then discuss key issues relating to this topic.


Listening

The Bohmer family is the world's largest family of jugglers and has won a number of awards, performing all over the US and beyond. They have been performing to audiences with their varied juggling, gymnastics and unicycling skills for over a decade.

OPTIONAL WARMER

Introduce the idea of circus skills with the class. Elicit different types of circus skills and write them on the board (e.g. *juggling, tightrope walking, acrobatics, trapeze, plate-spinning, clowns, knife-throwing, fire-eating*). Ss discuss the following questions with a partner: *Have you even seen these circus skills in action? Which ones do you like/not like to watch? Why/Why not? Can you do any of these skills?*

1a ► Ss look at the photo and discuss what they think the Bohmer family does.

b ►  Tell Ss they are going to hear the recording twice. The first time, they must listen to get the general idea of the text. Then they will listen a second time for more detail.

► Ss look through the questions. Then play the recording. Ss listen and answer the questions. Then they compare with a partner.

Answers

- 1 eleven
- 2 They are the largest family of jugglers in the world.
- 3 They love it.

2 ► Ss read through the more detailed questions. Then, play the recording again. Ss listen and answer the questions. Then they compare with a partner.

Answers

- 1 His job meant he had to travel a lot and he found long periods in hotel rooms boring so he decided to take up a new hobby and teach himself how to juggle.
- 2 Larry demonstrated his juggling to his children and they wanted to learn too.
- 3 At an amusement park.
- 4 He was born with only one arm but is a champion juggler in his own right.
- 5 Anybody can do it if they practise and persist at it.