

LBBRIS

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NEW

Total English

ADVANCED

Students' Book

JJ Wilson with Antonia Clare

UNIT		Can do	Grammar
Do you know ...? p 6			
1 Challenges p 7–20	1.1 Polyglots	discuss your language-learning experiences	verbs/adjectives/nouns with prepositions
	1.2 Famous firsts	say how much you know/don't know about things	passives: distancing
	1.3 Burning ambitions	talk about your achievements	perfect aspect
	Vocabulary p 17 Communication p 18 Writing bank p 155	prefixes respond in detail to a questionnaire write a promotional leaflet	
2 Communities p 21–34	2.1 My community	give advice/make recommendations about places	verb patterns (1)
	2.2 It's a wiki wiki world	distinguish between, and use, features of formal and informal language	comparatives (review)
	2.3 Destination paradise	describe a place	introductory <i>it</i>
	Vocabulary p 31 Communication p 32 Writing bank p 156	phrasal verbs present ideas clearly in an informal context write a formal email	
3 Tales p 35–48	3.1 Famous hoaxes	tell an anecdote	narrative tenses review
	3.2 A good read	describe a person in detail	
	3.3 Jokers	tell a humorous story	participle clauses
	Vocabulary p 45 Communication p 46 Writing bank p 157	metaphors tell an extended story write a detailed narrative	
4 Progress p 49–62	4.1 Superpowers	describe the chances of something happening	future probability
	4.2 Thinking ahead	talk about plans and arrangements	future forms (review)
	4.3 Great expectations	take detailed and accurate notes	inversion
	Vocabulary p 59 Communication p 60 Writing bank p 158	two-part expressions present and argue a case for something write a detailed article	
5 Fortunes p 63–76	5.1 A new leaf	talk about professional relationships	emphasis
	5.2 Rags and riches	discuss financial decisions/regrets	conditional sentences
	5.3 In good company	express priorities	sentence adverbials
	Vocabulary p 73 Communication p 74 Writing bank p 159	idioms (1) negotiate write a persuasive piece	

Vocabulary	Speaking and Pronunciation	Listening and Reading
learning languages		R Great language learners L Language learning
knowledge	How to... say how much you know/don't know Word stress (1)	L Who did it first? L News headlines
achievement	How to... talk about an achievement	R Ambitious people L Challenging activities
Reference p 19, Review and practice p 20		
	How to... give advice/make recommendations about places	R Community life L Living abroad
	How to... recognise features of informal language	L Using the Internet R The Internet's largest encyclopedia
adjectives to describe places		R Three places
Reference p 33, Review and practice p 34		
synonyms	contractions (1)	R Hoaxes that fooled the world
books compound words	How to... describe people	L Favourite fictional characters R Book extracts
humour	speech units	R King of the jokers L A joke
Reference p 47, Review and practice p 48		
		R How to be a superhero L Interview with Stan Lee
arrangements	auxiliary verb <i>have</i> How to... be vague/imprecise	L Telephone conversations
special abilities	word stress (2)	R How to make your child a genius L Gifted children
Reference p 61, Review and practice p 62		
business	emphasis (1)	R Starting up and starting over L Choosing a business partner
finance and philanthropy	contractions (2)	R Riches to rags
expressing quantity	How to... express priorities	R The 100 best companies to work for L Working conditions
Reference p 75, Review and practice p 76		

UNIT		Can do	Grammar
6 Power p 77–90	6.1 Images of power	describe an important building/structure	articles
	6.2 Kid power	take detailed notes from fluent connected speech	<i>whatever, whoever, whenever</i> , etc.
	6.3 Charisma	write an autobiographical statement	link words of time and contrast
	Vocabulary p 87 Communication p 88 Writing bank p 160	idioms (2) argue your case write about your personal history	
7 Nature p 91–104	7.1 Animal instinct	explain procedures	relative clauses
	7.2 Going to extremes	make inferences based on extended prose	verb patterns (2)
	7.3 Perfect pets?	write an advert for an object	<i>as ... as</i> and describing quantity
	Vocabulary p 101 Communication p 102 Writing bank p 161	suffixes develop and justify your ideas write an advertisement	
8 Issues p 105–118	8.1 A better future	stall for time when asked a difficult question	reported speech
	8.2 Idlers and strivers	discuss lifestyle in detail	the continuous form
	8.3 Everyday issues	explain everyday problems	fronting
	Vocabulary p 115 Communication p 116 Writing bank p 162	academic English present different points of view write an essay that describes cause and effect	
9 Vision p 119–132	9.1 Ahead of their time	express a degree of certainty	dependent prepositions
	9.2 I know what I like	use colloquial expressions to explain your tastes	discourse markers
	9.3 The bigger picture	respond to hypothetical questions	unreal past
	Vocabulary p 129 Communication p 130 Writing bank p 163	commonly confused words present a proposal write a detailed proposal	
10 Feelings p 133–146	10.1 Feeling lucky?	discuss how feelings affect you	modals (and verbs with similar meanings)
	10.2 What does it feel like?	make guesses about imaginary situations	modal verbs of deduction (present and past)
	10.3 Looking back	describe a childhood memory	uses of <i>would</i>
	Vocabulary p 143 Communication p 144 Writing bank p 164	phrasal verbs and particles express strong feelings write a personal anecdote	
Communication activities p 147–154		Writing bank p 155–164	Pronunciation bank p 165–166

Vocabulary	Speaking and Pronunciation	Listening and Reading
power	How to... describe architecture	R Architecture of power L Powerful structures
fashions and fads	emphasis using <i>however, whatever</i> , etc.	L Rules for teenagers
personal characteristics	stress shift on long adjectives	R Charismatic people
		Reference p 89, Review and practice p 90
	<i>to</i> How to... explain procedures	R Animals to the rescue L Explaining how to do something
descriptive language		L The Danakil Depression
buying and selling	<i>as</i>	R Animals online
		Reference p 103, Review and practice p 104
contrasting opinions	How to... stall for time (when you're asked a difficult question)	R Future inventions L Inventions
lifestyles		L Work/life habits
cause and effect	fronting How to... describe problems	R Advice.com L Describing problems
		Reference p 117, Review and practice p 118
	How to... describe certainty/uncertainty	R Three high achievers L Discoveries and genius
describing art	How to... say what you like/dislike	L Describing works of art R Now you see it ...
vision	How to... respond to hypothetical questions emphasis (2)	R Recording memories
		Reference p 131, Review and practice p 132
outlook/attitude	connected speech	L Lucky and unlucky people
strong feelings		L Speculating R So what does it feel like ...?
	How to... talk about memories/experiences	L Childhood memories R Holloway Street
		Reference p 145, Review and practice p 146
Audioscripts p 167–176		

- 1** Read the text and match the parts of speech (a–j) to each underlined word or phrase.

In 1967, Allen and Beatrice Gardner embarked on a(n) (1) experiment to train a chimpanzee to talk. Realising that chimpanzees don't have the vocal apparatus to be able to speak like humans, but that (2) they can use gestures (3) easily, the Gardners decided to train (4) the animal in ASL, American Sign Language. Their subject was a chimpanzee called Washoe. The Gardners (5) brought up Washoe like a child, giving her regular meals and getting her to brush her teeth before sleep. At first Washoe made meaningless hand gestures, similar to the meaningless 'babbling' of baby children learning a language. But after four years Washoe had learned over 150 signs. She (6) could also combine the signs on some occasions, such as when she made the signs for 'water' and 'bird' on (7) seeing a swan on a lake. Linguists and scientists, (8) however, are (9) sceptical about the Gardners' (10) research, and question whether Washoe can really 'speak'. They say that her 'language use' is simply imitation.

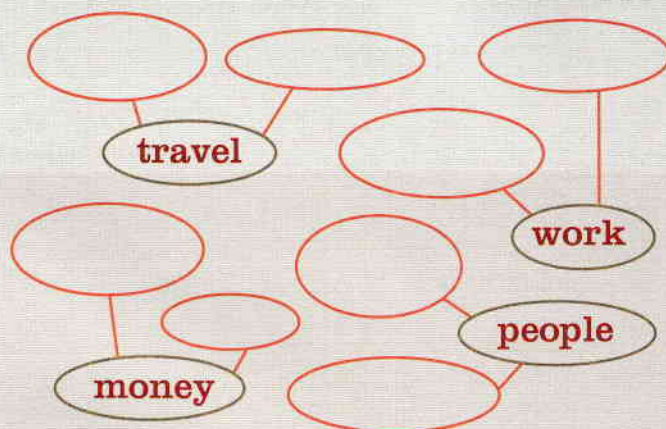
- | | |
|------------------------|----------------|
| a present participle | f phrasal verb |
| b link word (contrast) | g adjective |
| c uncountable noun | h adverb |
| d countable noun | i pronoun |
| e article | j modal verb |

- 2** Find the grammar mistake in each sentence.

- By this time tomorrow, we will have arrive in Peru.
- We were hot because we'd run.
- If I would have seen you, I would have stopped.
- It's time we go home.
- It mustn't have been John – John's tall and that man was short.
- We haven't been knowing her long.
- The conference will held in the theatre tomorrow.
- I had my purse stole yesterday.
- She persuaded me buying the car.
- He climbed up the Mount Everest.

- 3 a** Complete the word maps with words/phrases from the box below.

half-sister career path uncharted territory
soulmate culture shock spending spree
gamble be made redundant



- b** Underline the main stress in each word/phrase.

- c** Add three more words to each word map.

- 4 a** Look at the dictionary extract below from the *Longman Dictionary of Contemporary English*. What does it tell you about each of the following: grammar, pronunciation, use and meaning?

dead-line \ˈdedlaɪn\ *n* [C] a date or time by which you have to do or complete something: [+for] *The deadline for applications is May 27th.* | [+of] *It has to be in before the deadline of July 1st.* | **meet/miss a deadline** (=have or not have something finished on time) *working under pressure to meet a deadline.* | **set/impose a deadline** *They've set a deadline of Nov 5.* | **tight/strict deadline** (=a deadline that is difficult)

- b** Complete the dictionary extracts below by writing a definition for each one.

- 1 **over-priced** /ˌəʊvəˈpraɪst/ *adj*

_____ :
The food was overpriced.

- 2 **wan-der** /ˈwɒndə/ *v* [+around] [I, T]

_____ :
We didn't know where to go, so we wandered around.

- 3 **ac-quaint-ance** /əˈkweɪntəns/ *n* [C]

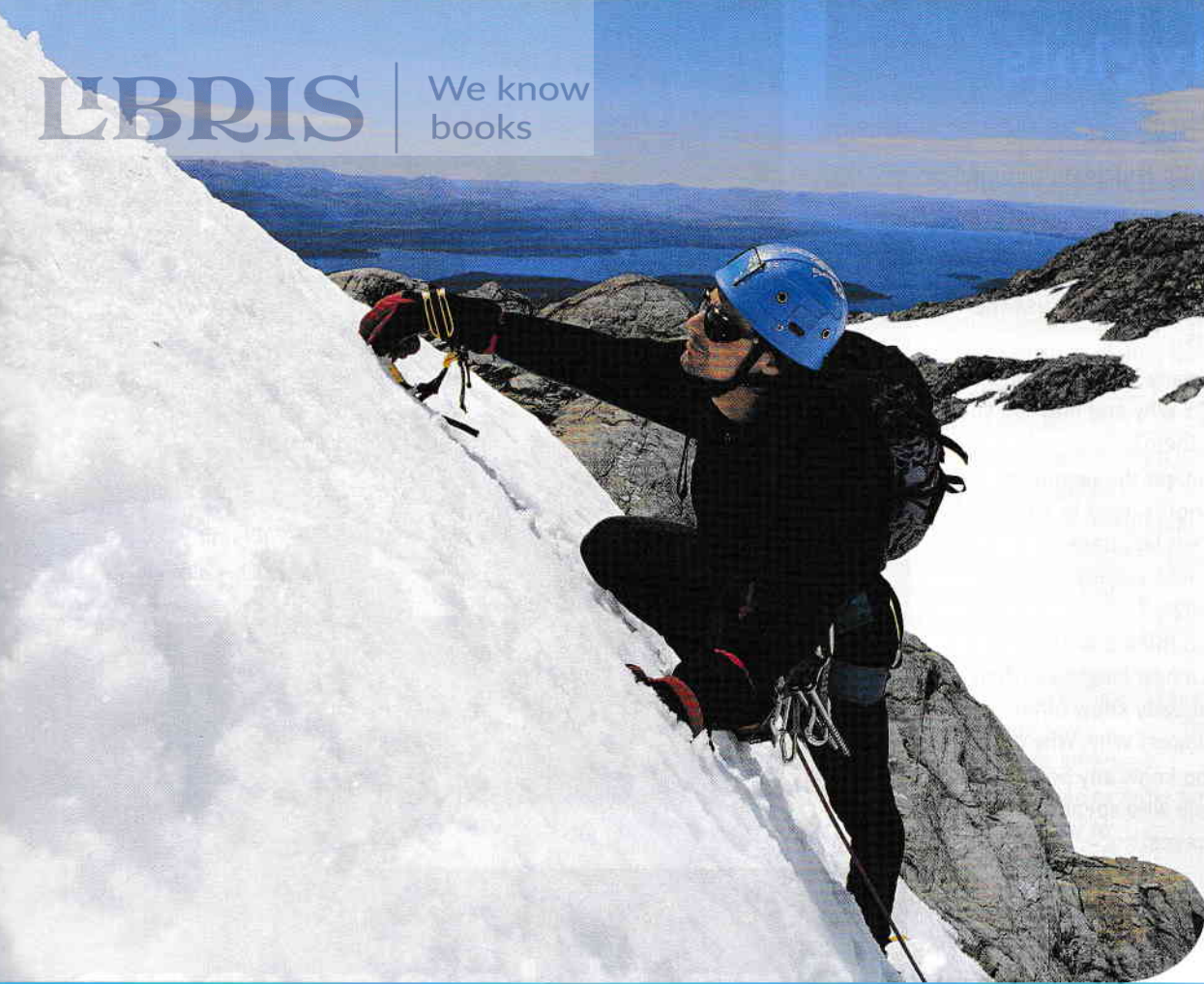
_____ : *I don't know her well – she's just an acquaintance.*

- 4 **i-ni-tia-tive** /ɪˈnɪjətɪv/ *n* [U]

_____ : *You need to have initiative to do this job.*

Challenges

1



Lead-in

1 Look at the photos. Work in pairs and discuss the questions.

- 1 What types of challenge are shown?
- 2 Have you ever faced any challenges similar to these? What happened? How did you feel?

2 Look at the sentence beginnings (1–8) and check you understand the underlined phrases. Match them with the endings (a–h).

- 1 I like to set achievable goals,
 - 2 It's important to face challenges, but
 - 3 She usually rides to the challenge, even if
 - 4 If I succeed, it will make my dream come true, because
 - 5 I couldn't have done it without help, so
 - 6 It was a burning ambition, which
 - 7 It's important to have the right attitude, because
 - 8 It's quite a daunting challenge, but hopefully
- a I'd like to thank my family and my sponsors.
 - b I can achieve it.
 - c so, before starting, I always think about my objectives.
 - d if you are a positive person, it will be easier.
 - e I've wanted to do this since I was a child.
 - f you mustn't be afraid of them.
 - g it's something very difficult.
 - h I finally managed to achieve.

3 What are your goals (on this course, in your career or studies, or in your personal life)? What challenges do you think you will face?



1.1 Polyglots

Grammar verbs/adjectives/nouns with prepositions

Can do discuss your language-learning experiences

Reading

1 Work in pairs and discuss the questions.

- 1 How many languages do you speak? Why and how did you learn them?
- 2 Why might the people in the photos need to know different languages? What jobs require several languages?
- 3 Do you think it is easier to learn a new language when you already know other languages? Why/Why not?
- 4 Do you know any polyglots (people who speak many languages)?

2 a Read the article and answer the questions.

- 1 How did Francis Sommer learn his European languages?
- 2 What advantage did Stephen Wurm have as a learner of languages?
- 3 According to Kenneth Hale, what type of talent do polyglots have?
- 4 How is learning new languages sometimes 'easy', according to David Perlmutter?
- 5 What do polyglots sometimes worry about?
- 6 What bonuses and problems has Ziad Fazah experienced because of his linguistic abilities?

b Work in pairs and discuss your answers.

3 Work in pairs and discuss the questions.

- 1 What are the benefits of being a polyglot? Are there any drawbacks?
- 2 In your opinion, what personal qualities are necessary to become a polyglot?



Great language learners

According to legend, Cardinal **Giuseppe Mezzofanti (1774–1849)**, who spoke 72 languages, once learned a language overnight in order to hear the confession of two condemned prisoners the following morning. While this story sounds too amazing to be true, there are polyglots who have achieved quite staggering feats of language learning.

Arguably the greatest of all was Francis Sommer. Brought up in Germany, Sommer was still a schoolboy when he succeeded in learning Swedish, Sanskrit and Persian. On a trip to Russia, he mingled with the international community and, so the story goes, learned a dozen European languages. He later moved to the United States, where he worked as a research librarian, and by the 1920s, had mastered 94 languages.

Another great linguist is Stephen Wurm, Professor of Linguistics at the Australian National University at Canberra. Wurm benefited from the fact that he came from a multilingual family. His father, also a linguist, asked everyone in the family to speak to the child in their own language. This meant that his mother addressed him in Hungarian, his father in English, his grandfather in Norwegian, and his grandmother in Mongolian. Because of Wurm's father's work, the family also lived for periods in Germany, Russia, China, Argentina and Turkey. As a result, Wurm spoke ten languages by the time he was six.

To most of us, the achievements of polyglots seem superhuman, but the polyglots themselves don't see it that way. Kenneth Hale, a linguistics professor who speaks around 50 languages, believes his talent bears similarity to that of

Vocabulary | learning languages

4 Match the words/expressions (1–8) from the article to the definitions (a–h).

- 1 master (v) (line 25)
 - 2 let (sth) slide (phrase) (line 58)
 - 3 pick up (phrasal verb) (line 70)
 - 4 garble (v) (line 74)
 - 5 information overload (n) (line 88)
 - 6 babble (v) (line 103)
 - 7 unintelligibly (adv) (line 103)
 - 8 dialect (n) (line 107)
- a in a way that is impossible to understand
 - b to neglect something or allow it to get worse
 - c a form of a language which is spoken in only one area, with its own words/grammar
 - d to speak quickly in a way that is difficult to understand
 - e to learn something so well that you have no difficulty with it
 - f too much to remember
 - g to learn without consciously studying
 - h to mix up or confuse words

5 a Complete the sentences using words/expressions from exercise 4.

- 1 It's easy to _____ foreign languages _____ if you don't use them regularly.
- 2 In many countries, people can understand the standard form of their language and also a local _____.
- 3 The best way to _____ new vocabulary is by reading a lot.
- 4 It may be impossible to _____ a foreign language completely.
- 5 For most students, more than ten new words per lesson equals _____.
- 6 Many language learners find that native speakers speak _____ – they use lots of idioms and colloquial expressions.
- 7 When babies _____, they are imitating adult language.
- 8 If you know three or more languages, you're more likely to _____ your words.

b Work in pairs. Discuss which sentences you agree with.

a musician's. And while talent is one factor, a love of languages is essential. Hale recalls the time when he was learning Navajo:

55 "I used to go out every day and sit on a rock and talk Navajo to myself." Languages became an obsession. "I let everything else slide," he says.

60 David Perlmutter, Professor of Linguistics at the University of California, likens the process of language learning to a puzzle. Mastery, he believes, stems from the joy of solving the puzzle. "If you know English and German," he says, "it's easy to learn Dutch." Therefore, once you know Spanish and another Romance language, 70 you can pick up Portuguese quickly.

But is there any chance that these super-polyglots might get confused? Do they ever get nervous about garbling their languages?

75 According to Kenneth Hale, it does happen. Occasionally, he begins speaking in one language and, without knowing it, finds

that he has drifted into another. It happens especially when it's difficult to distinguish between related languages. "Unless I'm attentive ... I can mix up languages like Miskitu and Sumu, both of which 85 are spoken in Central America and are very similar." Francis Sommer felt the same. Fearing information overload, he gave up learning new languages in later life.

90 Of today's polyglots, Ziad Fazah, a Lebanese living in Brazil, is probably number one. A speaker of around 60 languages, Fazah, unlike many great polyglots, was not 95 born into multilingualism. Besides his native Arabic, he learned only French and English at school, and taught himself the other languages. His astonishing abilities have had 100 some interesting consequences. On one occasion, the Brazilian police stopped an undocumented alien who was babbling unintelligibly. They asked Fazah for help. Fazah 105 realised immediately that the man was from Afghanistan and speaking

a dialect called Hazaras. On another occasion, the US Consulate grew suspicious of Fazah's ability 110 to speak Chinese and Russian. Suspecting that he was a terrorist, they brought him in for questioning. After two hours, however, he was released.

115 Fazah is not widely known, though that may change. In recent years, he has appeared on TV programmes in Greece and Spain, where he was quizzed in multiple 120 languages including Hungarian, Korean, Japanese and Chinese. He passed with flying colours. While this earned him a reputation as a phenomenon, he is still a few 125 languages behind the legendary Cardinal Mezzofanti. Unlike Mezzofanti, Fazah cannot claim to learn languages overnight, but he can apparently learn a thousand 130 words a month – a gift that language students around the world would envy and admire!