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Total English

UPPER INTERMEDIATE

Students' Book

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UNIT		Can do	Grammar
Do you know ...? p 6			
1 Connect p 7–20	1.1 First impressions	Take part in a conversation and make small talk	Overview (1): the present and future
	1.2 Family ties	Express your opinion and manage a conversation	Overview (2): the past
	1.3 Mobile connections	Talk about obligations and abilities	Obligation and ability
	Vocabulary p 17 Communication p 18 Writing bank p 150	Phrasal verbs Talk about past and present members of your family Write about personal experiences How to... use informal language appropriately	
2 Explore p 21–34	2.1 The jungle bug	Talk in detail about your experiences	Present Perfect Simple and Continuous
	2.2 A magical kingdom	Ask for information and give detailed answers	Questions
	2.3 On the move	Express opinions about places and make comparisons	Modifying comparatives
	Vocabulary p 31 Communication p 32 Writing bank p 151	Expressions with <i>go</i> Ask and answer questions in an interview Write about recent news in a blog How to... choose vocabulary with precise meaning	
3 Old or new p 35–48	3.1 Heroes	Tell a clear and engaging story	Past Perfect Simple and Continuous
	3.2 Land of invention	Talk about inventions and reach an agreement	Articles
	3.3 The good old days?	Give a clear, well-prepared talk expressing personal opinions	Adjectives and adverbs
	Vocabulary p 45 Communication p 46 Writing bank p 152	Making nouns Tell a short anecdote Write a clear, engaging narrative How to... engage your reader	
4 Work p 49–62	4.1 The daily grind	Talk about certain and uncertain future plans	Futures (1)
	4.2 A work of art	Discuss how you spend your time	Future Perfect and Future Continuous
	4.3 Dressed for business	Discuss attitudes to clothes and the workplace	Verb patterns: <i>-ing</i> forms and infinitives
	Vocabulary p 59 Communication p 60 Writing bank p 153	Collocations with prepositions Take part in an interview for a job or course Write a CV for a job/course application How to... write a successful CV	
5 Risk p 63–76	5.1 Going solo	Talk about real and imagined risky activities	Conditional structures (1)
	5.2 At your own risk	Talk about different sports	Advice and permission
	5.3 Million-dollar risk	Describe and choose films	Emphasis
	Vocabulary p 73 Communication p 74 Writing bank p 154	Distances and dimensions Participate actively in a debate How to... make sure your point is heard Write a report How to... outline arguments and make recommendations	

Vocabulary	Speaking and Pronunciation	Listening and Reading
Ways of speaking	How to... make a good first impression	R First impressions
Making adjectives from nouns	How to... manage a conversation Intonation: sounding tentative	L A juggling family R Who comes first?
Keeping in touch	Connected speech (1)	R Mobile mad
Reference p 19, Review and practice p 20		
Describing situations and feelings	Connected speech (2)	R Bitten by the jungle bug!
Weather	Connected speech: linking sounds How to... add detail	R Guide to Bhutan L Visiting Bhutan
Verb phrases about moving/travelling	How to... describe two things which change together	R On the move!
Reference p 33, Review and practice p 34		
Time expressions	How to... engage your listener	R Film heroes
Materials	Connected speech: elision How to... reach an agreement	L China
Verb phrases with <i>take</i>	Speech units	R The good old days L A prepared talk
Reference p 47, Review and practice p 48		
Work	How to... talk about future plans	R WORK – the daily grind we just can't do without
Verb phrases about time	How to... make your point in a confident way Stress: sounding sure	L The Rock Gardens of Chandigarh
		R Dressed for business
Reference p 61, Review and practice p 62		
Verb phrases about challenge		R One woman's determination
Sport	Connected speech (3) Sports	L Hang-gliding R Information leaflets
Phrasal verbs with <i>out</i>	How to... talk about which film to watch Stress: emphasis (1)	L Clint Eastwood
Reference p 75, Review and practice p 76		

UNIT		Can do	Grammar
6 The past p 77–90	6.1 Life changes	Describe past habits and changes	<i>used to, be used to, get used to, would</i>
	6.2 Lasting memories	Describe personal memories	Wishes and regrets
	6.3 Memory box	Give a detailed reaction to a book	Preparatory <i>it</i>
	Vocabulary p 87 Communication p 88 Writing bank p 155	Idioms to describe people Give your opinions and justify your choices How to... justify your choices Write a review of a book or film How to... convey your opinions clearly	
7 Excess p 91–104	7.1 Food for thought	Describe food and different attitudes to food	Quantifiers with countable and uncountable nouns
	7.2 Buy, buy, buy	Explain a problem and request a solution	Passives
	7.3 It's a dog's life	Talk about luxuries and necessities	<i>have/get something done</i>
	Vocabulary p 101 Communication p 102 Writing bank p 156	Prefixes Communicate clearly in a restaurant, shop and hairdresser's Explain a problem and request action How to... explain a problem and request action	
8 Success p 105–118	8.1 Lead or follow?	Describe how you behave in different situations	<i>It's time, I'd rather, I'd better</i>
	8.2 Winners	Report and describe what people say to you	Reported speech
	8.3 Tot.com	Report the results of a survey	Reporting verbs
	Vocabulary p 115 Communication p 116 Writing bank p 157	Phrasal verbs with three parts Take an active part in a discussion Write a positive description of someone How to... use appropriate language	
9 Crime p 119–132	9.1 Legal madness	Tell a short anecdote	Participle clauses for sequencing
	9.2 It's a mystery!	Speculate about past and present events	Deduction: past and present
	9.3 The real Sherlock?	Take part in a discussion about crime and punishment	Relative clauses
	Vocabulary p 129 Communication p 130 Writing bank p 158	News headlines Solve problems with other people Write a factual account How to... summarise clearly and concisely	
10 Mind p 133–146	10.1 Head games	Discuss your beliefs and opinions	Reflexive pronouns
	10.2 Persuasion	Persuade someone to do something	Conditional structures (2): with conjunctions
	10.3 My digital memory	Talk about wishes and intentions for the future	Futures (2)
	Vocabulary p 143 Communication p 144 Writing bank p 159	Commonly misspelt words Describe what kind of person you are and how you think/learn Write a 'for and against' essay How to... introduce the topic and state your conclusion	
Communication activities p 147–149		Writing bank p 150–159	Pronunciation bank p 160–161

Vocabulary	Speaking and Pronunciation	Listening and Reading
Appearance	Consonant clusters (1)	R From businessman to 'caravan man'
	Intonation: wishes and regrets How to... reminisce about the past	L Travel photos L Memories from old photos
Feelings	Talking about a book or film	R The Memory Box
Reference p 89, Review and practice p 90		
Food and cooking	Intonation: questions How to... give and check instructions	R Super size me
Verb phrases about shopping	How to... complain about goods and services Stress: emphasis (2)	L Top prices at auctions
Excess		R Pet heaven?
Reference p 103, Review and practice p 104		
Describing personality	How to... introduce general and specific points	R Are YOU a successful leader?
Adjectives and intensifiers	Intonation: reporting	L Sports psychology
	How to... report the results of a survey	R Technology for toddlers L A survey
Reference p 117, Review and practice p 118		
Law and insurance	Consonant clusters (2) How to... tell a short anecdote	L A crime story R Crime stories
Compound adjectives	Stress: compound adjectives	R/L Can you solve the mystery?
	How to... start, move on and finish a discussion	R Was Sherlock Holmes a real person? L My name is Sherlock Holmes
Reference p 131, Review and practice p 132		
	Stress: reflexive pronouns How to... talk about beliefs and opinions	R/L Head games
Advertising	How to... persuade someone to do something Intonation: sounding enthusiastic	L Persuasion, supermarkets and advertising
Verb phrases with <i>mind</i>		R My life – a movie worth watching?
Reference p 145, Review and practice p 146		

1 Read the text and match the parts of speech (a-l) with each underlined word or phrase.

A ccording to (1) the ancient Greek historian Herodotus, (2) in the 7th century BC the king of Egypt, Psamtik I, decided to conduct a (3) scientific experiment. Using his absolute power over his subjects, (4) he took two newborn babies and handed them to a shepherd, with instructions that they were to be (5) brought up in total isolation. Most importantly, no one was to speak in the babies' presence. Psamtik wanted to find out what language the children would speak if left to themselves. He thought that the language they produced would be the (6) oldest in the world – the original language of the human race. After two years, the shepherd heard the two children (7) repeatedly pronounce the word 'becos'. This was identified as meaning (8) 'bread' in the language of the Phrygians, a people then living in central Turkey. From this experiment, Psamtik deduced that the Phrygian language (9) must be the first ever spoken. Nobody now believes Psamtik's (10) conclusion – a few commentators suggest that the infants (11) were imitating the sound of the shepherd's sheep, but no one since (12) has had any better success in discovering what man's very first spoken language was like.

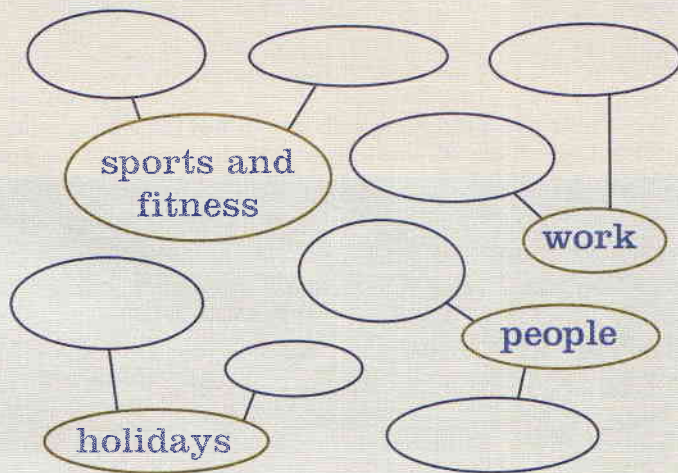
- | | |
|--------------------|------------------|
| a Present Perfect | g countable noun |
| b Past Continuous | h superlative |
| c uncountable noun | i adjective |
| d phrasal verb | j adverb |
| e article | k pronoun |
| f preposition | l modal verb |

2 Find the grammar mistake in each sentence and correct it.

- They've been to Brazil last year.
- This cathedral built in 1590.
- She's the person what told me I should study economics at university.
- I was reading in my room when I was hearing a loud crash downstairs.
- My grades this year are a lot bad than last year, unfortunately.
- You work for IBM, aren't you?
- If I'll have time, I'll paint my bedroom this weekend.
- Can I give you a small advice?
- He's always wanted to be teacher.

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

do aerobics souvenir application form
sense of humour take up a hobby
be promoted go sightseeing father-in-law



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 from the Longman Active Study Dictionary. What does it tell you about each of the following: grammar, pronunciation and meaning?

sensible /'sensəbəl/ *adj* 1 showing good judgement: *a sensible decision* 2 suitable for a particular purpose, especially a practical one: *sensible clothes* – sensibly *adv*

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

- re-tire /rɪ'taɪə/ *v* [I] _____ :
I'd like to retire before I'm 60.
- a-broad /ə'brɔ:d/ *adv* _____ :
Did you go abroad for your last holiday?
- get on with sb *phr v* [T] _____ :
I get on well with both my sisters.
- pitch /pɪtʃ/ *n* [C] _____ :
The players ran out onto the pitch.

c Now compare your definitions with the definitions in a dictionary.

d Add the words/phrases above to the word maps in exercise 3a.



Connect

1



Lead-in

- 1 Look at the photos. Who are the people and how do you think they are connected?
- 2 Work in pairs. Choose three of the people from the box and take turns to describe them to your partner. Who is closest to you?

partner wife husband step-sister half-brother
 sibling colleague soulmate close friend
 neighbour acquaintance



- 3 a Work in pairs. Look at the sentences and check you understand the meaning of the underlined phrases.

- 1 I come across as confident when you first meet me, but I'm shy really.
- 2 I often bump into old school friends when I'm out in my local area.
- 3 I didn't make a very good impression on my neighbours when I moved in.
- 4 I didn't see eye to eye with any of my siblings when I was growing up.
- 5 I keep in touch with almost all my friends from my first school.
- 6 I try not to 'judge a book by its cover' when I meet new people.
- 7 I prefer talking face to face, rather than on the phone or online.
- 8 I've never met anyone and just clicked with them immediately.



- b Which sentences from exercise 3a are true for you? Give details.

1.1 First impressions

Grammar overview (1): the present and future
We know
books

Can do take part in a conversation and make small talk



Reading

1 Work in pairs and look at the photo. What kinds of thing would you talk about to ...

- friends of friends at a party
- classmates in a new class
- colleagues in a new job
- neighbours in a new area

2 Read the 'Any Answers' website. How does each person feel about meeting new people?

Do you think first impressions are important? Most people think it takes about two minutes to make a judgement about someone when you first meet. I'm reading a book at the moment about first impressions. It says we make decisions about new people in a few seconds – that means we make a decision without even thinking. Our minds unconsciously say, 'I really like you' or 'I'll avoid you'.

How quickly do you think you make judgements about people? Do you have any advice on what to do or say when you meet new people? Any answers, please.

Ana, Spain. When a friend introduces me to someone at a party and I have to make small talk, I sometimes stumble over my words and start mumbling. I've watched more confident people and they always speak up. I read something about giving people compliments and asking questions. It's a good way to start a conversation; you can say something like, 'I really love your shoes! Where did you get them?' So, that's what I'm going to do next time I meet someone new. Also, feeling confident about what I look like helps me – so I always wear clothes that make me feel good.

Mark, Australia. I work in a big company and I meet new colleagues all the time. I like meeting new people and I'm quite confident, but in my experience people definitely form an instant opinion about you. Personally, I try not to be too judgemental, but I'm sure your unconscious mind takes over a bit! You need to think about the language you use, especially when you greet people. I always say, 'Hello, pleased to meet you.' I can't stand it when people you don't know are really informal and say something like, 'Hey, what's up?' I think it also sounds ridiculous when people are too formal and say, 'How do you do?'

Jelena, Poland. As I'm writing this, I'm nervous because I'm starting a new class tomorrow and I'm going to meet lots of new classmates. I think it'll be fine though. I know one person and I'm meeting her before the class. Also, most people are nervous in new situations. My parents always told me to treat people as you want them to treat you. You should never talk down to them or gossip about them. I'd like people to chat to me and be friendly, so I'm going to do that. I think it's also important to make eye contact and listen to people. You shouldn't talk about yourself all the time, boast about things or dominate the conversation.

3 Read the website again and answer the questions.

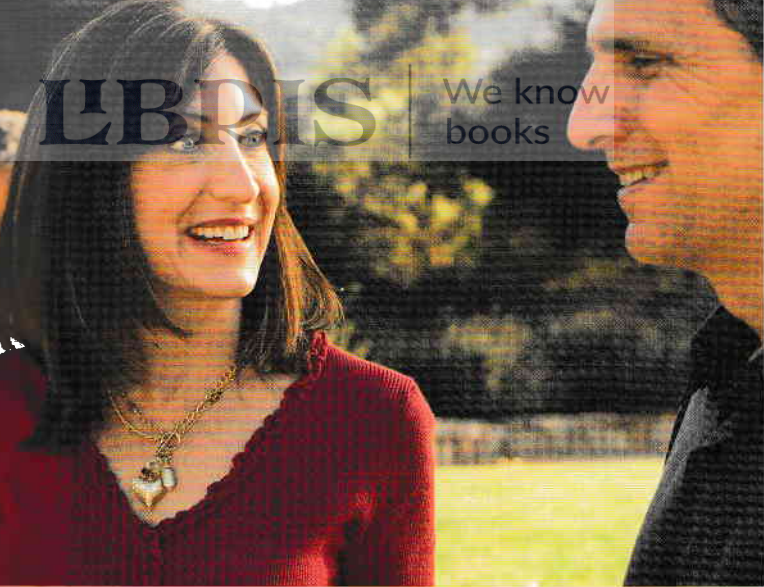
- 1 According to the book the writer is describing, how long does it take to make judgements about people?
- 2 What does Ana mention about saying nice things to people?
- 3 What does Ana say about the clothes she wears?
- 4 Does Mark think that people judge each other quickly or not?
- 5 What does Mark say about the formality of people's language?
- 6 What advice did Jelena's parents give her?
- 7 Does Jelena say it's good to talk about yourself a lot?

4 Work in pairs and discuss these questions.

- 1 How true do you think it is that we make very quick judgements about people when we first meet?
- 2 Do you think that your first impressions of someone you meet for the first time are usually correct or not?
- 3 What advice would you give to someone who is ...
 - worried about going to a party with lots of new people?
 - about to start a new job and wants to make a good first impression?

Think about ...

- what you say.
- how much you speak or listen.
- eye contact.
- what you wear.
- body language (e.g. bowing, shaking hands).



Grammar I overview (1): the present and future

5 Look at the underlined verbs in the sentences from the website. Match them with the uses (a–j) in the Active grammar box.

- 1 I'm reading a book at the moment.
- 2 Our minds unconsciously say, 'I really like you' or 'I'll avoid you'.
- 3 That's what I'm going to do next time I meet someone new.
- 4 I always wear clothes that make me feel good.
- 5 I work in a big company.
- 6 As I'm writing this, I'm nervous.
- 7 I'm going to meet lots of new classmates.
- 8 I'm meeting her before the class.
- 9 I think it'll be fine though.
- 10 Most people are nervous in new situations.

Active grammar

- | | |
|---------------------------------------|--|
| Use Present Simple for: | a) habits/routines
b) describing a state
c) things that are permanent/always true |
| Use Present Continuous for: | d) things that are happening now, at this precise moment
e) temporary situations that are happening around now
f) arrangements in the future |
| Use <i>will</i> + infinitive for: | g) unplanned decisions (made while speaking)
h) predictions based on what you think or believe |
| Use <i>going to</i> + infinitive for: | i) plans and intentions
j) predictions based on what you know or can see/hear now |

We do not usually use state verbs in the continuous form (e.g. *like, think, want, need*).

6 Find the mistakes in the underlined verb tenses and correct them.

- 1 I enjoyed my first class and I'm sure I make some new friends.
- 2 He'll meet some new classmates after school in a café at 5.30.
- 3 She is always arriving early on the first day of a new course.
- 4 I've decided that I study harder this term than before.
- 5 My cousin lives with us at the moment – just for three years while he's at university.
- 6 I think I'm having a lot of homework to do this year.
- 7 We've got a really good teacher this term. I'm really liking her.
- 8 He'll listen to some music at the same time as studying right now.

7 a Work in pairs. Take turns to ask and answer questions about the topics below.

- accommodation
- family
- new people
- plans for the weekend
- meeting friends
- hobbies

b Tell the rest of the class about your partner.

8 Read the Lifelong learning box. Work in pairs and discuss the questions.

Reading skills: grammar in context

! Texts contain a range of grammar that the writer has chosen for a particular reason. We can understand more about what we read by thinking about this choice of grammar.

- 1 Why do you think the writers chose to use the underlined grammar in these sentences?
 - a) Our minds unconsciously say: 'I really like you' or 'I'll avoid you'.
 - b) You should never talk down to them or gossip about them.
 - c) I'd like people to chat to me and be friendly, so I'm going to do that.
- 2 What other verb forms could be used instead in each case?
- 3 What difference to meaning would those choices make?

Lifelong learning