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# Pronunciation bank

## English phonemes

### Consonants

p	b	t	d	k	g	tʃ	dʒ
park	bath	tie	die	cat	give	church	judge
f	v	θ	ð	s	z	ʃ	ʒ
few	visit	throw	they	sell	zoo	fresh	measure
h	m	n	ŋ	l	r	j	w
hot	mine	not	sing	lot	road	yellow	warm

### Vowels and diphthongs

i:	ɪ	e	æ	ɑ:	ɒ	ɔ:	ʊ	u:	ʌ
feet	fit	bed	bad	bath	bottle	bought	book	boot	but
ɜ:	ə	eɪ	əʊ	aɪ	aʊ	ɔɪ	ɪə	eə	ʊə
bird	brother	grey	gold	by	brown	boy	here	hair	tour

### Sound-spelling correspondences

Sound	Spelling	Examples
/ɪ/	i y ui e	this listen gym typical build guitar pretty
/i:/	ee ie ea e ey ei i	green sleep niece believe read teacher these complete key money receipt receive police
/æ/	a	can pasta
/ɑ:/	a ar al au ea	can't dance* scarf bargain half aunt laugh heart
/ʌ/	u o ou	fun husband some mother cousin double
/ɒ/	o a	hot pocket watch want

Sound	Spelling	Examples
/ɔ:/	or ou au al aw ar oo	short sport your bought daughter taught small always draw jigsaw warden warm floor indoor
/aɪ/	i y ie igh ei ey uy	like time dry cycle fries tie light high height eyes buy
/eɪ/	a ai ay ey ei ea	lake hate wait train play say they grey eight weight break
/əʊ/	o ow oa ol	home open show own coat road cold told

### Silent letters

Some words in English have silent letters which are not pronounced. Some common silent letters are:

Silent letter	Examples	Pronunciation
b	thumb debt	/θʌm/ /det/
g	design foreign	/dɪ'zain/ /'fɔ:rn/
h	honest white	/'ɒnɪst/ /waɪt/
k	knee know	/ni:/ /nəʊ/
l	talk would	/tɔ:k/ /wʊd/
p	cupboard psychology	/'kʌbəd/ /saɪ'kɒlədʒi/
t	listen castle	/'lɪsən/ /'kɑ:səl/
w	write who	/raɪt/ /hu:/

\* In American English the sound in words like *can't* and *dance* is the shorter /æ/ sound, like *can* and *man*.

### Weak forms

Word	Strong form	Weak form	Examples of weak forms in sentences
a, an	/æ/, /æn/	/ə/, /ən/	I've got a new car. Did you bring an umbrella?
at	/æt/	/ət/	Let's meet at six o'clock.
and	/ænd/	/ən/	I'd like a burger and fries.
are	/ɑ:/	/ə/ (or /ər/ before vowels)	What are your phone numbers?
been	/bi:n/	/bɪn/	I've been to San Francisco.
can	/kæn/	/kən/	She can sing very well.
do	/du:/	/də/	Do you like skiing?
does	/dʌz/	/dəz/	Does she work hard?
has	/hæz/	/həz/, /əz/	Has he left? Where has she been?
have	/hæv/	/həv/, /əv/	Have you seen the film? What have you got?
than	/ðæn/	/ðən/	She's taller than Juan.
them	/ðem/	/ðəm/	Let's take them to the cinema.
to	/tu:/	/tə/ (before consonants)	I want to go home now.
was	/wɒz/	/wəz/	He was an architect.

## Weak and strong forms

*do/does* (Lesson 1.2); *have/has* (Lesson 2.2); *was/were* (Lesson 8.3)

Auxiliary verbs like *do/does*, *have/has* and *was/were* can be pronounced in two different ways. We usually use weak pronunciation in affirmative sentences and questions and strong pronunciation in short answers.

*She was watching TV when I arrived.*

/wəz/

*Were they all watching TV? Yes, they were.*

/wə/

/wɜː/

## Stress

### Sentence stress (Lesson 1.1)

When we speak, we stress 'content' words like nouns and main verbs, which give us important information. 'Non-content' words (e.g. pronouns, auxiliary verbs, articles) are often unstressed.

*When we arrived at the station, the train was leaving.*

### Emphasising important words (Lesson 4.1)

We can put extra stress on certain words which we want the listener to focus on.

*My sister is much taller than me.* (We want to emphasise the big difference.)

### Emphasising details (Lesson 12.3)

*I went to an Italian restaurant last night ... an expensive Italian restaurant.* (The new, important information is that the restaurant was expensive.)

### Schwa on unstressed syllables (Lesson 7.2)

Unstressed syllables are often pronounced with a schwa /ə/.

*avoid* /əvɔɪd/; *remember* /rɪˈmembə/; *reliable* /rɪˈlaɪəbəl/

### Phrasal verbs (Lesson 8.2)

We usually stress the particle in phrasal verbs.

*look after; look up to; come across; put up with*

### Changing word stress (Lesson 9.2)

We sometimes change the main stress on different words in the same word family.

*employer / employee; national / nationality*

## Connected speech

### Consonant to vowel (Lesson 3.1)

We usually link words that end in a consonant sound with words that begin with a vowel sound.

*My parents are coming for dinner at eight.*

### Consonant to consonant (Lesson 5.1)

When two consonants are next to each other, one of the consonants is often not pronounced.

*You shouldn't smoke. You can't come in here.*

/ʃʊdn̩ sməʊk/

/kɑːn̩ kʌm/

## Contractions

### will (Lesson 6.1)

When we speak, we often make contractions with subject + *will* in affirmative sentences (but not in negative sentences, questions or short answers).

*Will it be sunny tomorrow? No, I think it'll rain.*

/wɪl/ /ɪt/

/ɪtəl/

## Intonation

### Questions (Lesson 2.3)

There are two intonation patterns for direct questions.

Our voice usually goes up at the end of *Yes/No* questions.

*Are you from Australia?*

Our voice usually goes down at the end of *Wh-* questions.

*Where are you from?*

### Indirect questions (Lesson 4.3)

We use polite intonation with indirect questions. Our voice starts high, then falls a lot and rises a little at the end.

*Could you tell me where the post office is please?*

### Conditional sentences (Lesson 7.1)

In conditional sentences, our voice goes up at the end of the first clause and down at the end of the sentence.

*If you work hard, you'll pass your exam.*

### Showing interest (Lesson 10.1)

We vary our intonation to show interest in what someone is saying. Our intonation is flat when we are less interested.

*Fantastic!* (interested)      *Fantastic!* (not interested)

*Really?* (interested)      *Really?* (not interested)

## Fillers

### anyway (Lesson 10.3)

When we tell a story, we often use *anyway* to show we are returning to the main story after giving some extra, background information.

*John arrived really late at work yesterday ... John is the one who started at our office about three months ago.*

*... Anyway, he walked in at about 9:45 and seemed very upset about something.*

### well, so, erm (Lesson 11.2)

In conversations, we often use *well*, *so* and *erm* when we want time to think about what we are saying (and we don't want someone else to start speaking). We often make these words a bit longer to stop someone from interrupting.

A: *Where shall we go for lunch?*

B: *Erm ... , well ... , we could go to the café on the hill.*

Can do complete a simple form

- 1** Look at the different types of form. Then read forms A and B. What type of form is each one?
- a bank account application form
  - a homestay application form
  - a job application form
  - a landing card
  - a request for personal information from a shop

- 2** Read the forms again and answer the questions.
- 1 Do you have to complete all the information in both forms?
  - 2 What special instructions does each form have?
  - 3 Who makes a mistake on the form?

- 3** Look at the How to... box. Match the words/phrases from A with the words/phrases from B.

**A**

Please write in **BLOCK CAPITALS**  
It is **ESSENTIAL** you complete the whole form

Title: *Miss*      Surname: *Jenkins*      Forename: *Jayne*

Date of birth (dd/mm/yyyy): *09/02/1987*

Gender (male or female): *female*      Marital status: *single*

Nationality: *American*      Occupation: *Teacher*

Contact address in the UK (in full): *16 Maryland Road, London, NW3 4TY*

Passport number: *238751933*

Length of stay in the UK: *2 months*

Arrival flight number: *BA 2331*

Signature: *Jayne Jenkins*

### How to... understand the language on forms

Different forms have different ways of asking for the same information.

A	B
1 Surname	a) Job
2 Forename	b) DOB
3 Gender	c) Postal address inc. postcode
4 Title	d) M/F
5 Marital status	e) First name
6 Date of birth	f) Family name
7 Contact address in full	g) Signed
8 Occupation	h) Mr/Mrs/Miss/Ms/Dr
9 Signature	i) single/married/separated/divorced

**B**

Please **TYPE** or use **BLACK INK** to complete the form

Family name: Tanaka      First name: Junko

Mr/Mrs/Miss/Ms/Dr: Mr      M/F: M

single/married/separated/divorced: Single

DOB: 12.11.91

Postal address inc. postcode: 5-2-1 Ginza, Chuo-ku, Tokyo, 170-3293, Japan

Email address: juntan@dion.ne.jp

Job: student      Nationality: Japanese

What languages do you speak? Japanese and English

Do you have any allergies? no

Are you a vegetarian? no

Are you a smoker? no

Do you mind if someone in your host family smokes? yes \*

Do you want a single or shared room? \_\_\_\_\_ \*

Signed: Junko Tanaka

- 4** Complete the form. Make sure you follow any special instructions.

### FIRST IN FASHION – CUSTOMER INFORMATION

Please complete the **WHOLE** form using **BLOCK CAPITALS**

Family name: \_\_\_\_\_ First name: \_\_\_\_\_

Mr/Mrs/Miss/Ms/Dr/other: \_\_\_\_\_

single/married/separated/divorced: \_\_\_\_\_

M/F: \_\_\_\_\_ DOB: \_\_\_\_\_

Nationality: \_\_\_\_\_ Job: \_\_\_\_\_

Postal address inc. postcode: \_\_\_\_\_

\_\_\_\_\_

Mobile phone number: \_\_\_\_\_

Email address: \_\_\_\_\_

How often do you shop at First in Fashion? \_\_\_\_\_

How much do you usually spend on clothes every month? \_\_\_\_\_

\_\_\_\_\_

How do you want to receive information about our sales and special offers? by post/by phone/by email

Signed: \_\_\_\_\_

\* = optional



# Music

## 2



### Lead-in

**1** What musical instruments can you see in the photos? What other instruments do you know?

**2 a** Listen to eight extracts of music and write what types of music they are.

classical country folk heavy metal hip hop jazz  
Latin opera pop rap reggae rock soul techno

**b** What type(s) of music do you like/dislike?

**3 a** Complete the sentences with the words from the box.

album artist ~~band~~ composer concert download  
read music single

My favourite band is Coldplay. I've got all their music on my iPod.

- I can't \_\_\_\_\_, but I can play by ear.
- I love the \_\_\_\_\_ *Sweet Dreams* from Beyoncé's \_\_\_\_\_  
*I Am ... Sasha Fierce*.
- I \_\_\_\_\_ a lot of music from the internet.
- My favourite \_\_\_\_\_ is Mariah Carey and my favourite song is *Hero*.
- I love Mozart's music. He's my favourite \_\_\_\_\_.
- I paid £85 to see a \_\_\_\_\_ at the Sydney Opera House.

**b** Make sentences about you. Use the words from exercise 3a and tell your partner.

# 2.1 Music for 007

Grammar Past Simple

Can do describe personal events in the past



## Listening

**1 a** Work in pairs and try to answer the questions about James Bond.

- 1 Who wrote the James Bond books?
- 2 What is James Bond's job?
- 3 Which actor played the first Bond?
- 4 Which Bond film did Jack White and Alicia Keys sing in?

**b** 1.9 Listen to the first part of a radio programme about James Bond films and check your answers.

**2 a** 1.10 Listen to the second part of the programme. Match the artists (a–f) with the Bond songs.

- |                              |                  |
|------------------------------|------------------|
| a Carly Simon                | d Duran Duran    |
| b Alicia Keys and Jack White | e Madonna        |
| c Paul McCartney and Wings   | f Shirley Bassey |

*Another Way to Die*  *Goldfinger*   
*Diamonds Are Forever*  *Moonraker*   
*A View to a Kill*  *Live and Let Die*   
*Nobody Does It Better*  *Die Another Day*

**b** Listen again and complete the sentences.

- 1 *Another Way to Die* came out in the year \_\_\_\_\_.
- 2 The first James Bond theme song was \_\_\_\_\_.
- 3 Shirley Bassey sang \_\_\_\_\_ Bond songs in total.
- 4 *Diamonds Are Forever* came out in \_\_\_\_\_.
- 5 The only Bond theme song to reach Number One on the Billboard charts is \_\_\_\_\_.
- 6 Paul McCartney and Carly Simon had James Bond hits in the \_\_\_\_\_.
- 7 There was a mixed reaction to the song \_\_\_\_\_.

**3** In groups, discuss the questions.

- 1 Do you like James Bond/other spy films? Why/Why not?
- 2 Do you think it is important for films to have good music? Why/Why not?

## Vocabulary | music

**4** Complete the sentences with the singular or plural form of the words from the box.

chorus duet flop hit lead singer  
lyrics solo soundtrack theme song  
top of the charts

- 1 *Another Way to Die* is a \_\_\_\_\_ by Alicia Keys and Jack White.
- 2 Jack White is the \_\_\_\_\_ of The White Stripes.
- 3 All the other Bond songs are \_\_\_\_\_ – with just one singer.
- 4 The \_\_\_\_\_ are really good and have a strong message.
- 5 The first two Bond films had great \_\_\_\_\_.
- 6 After *Goldfinger*, people expected a great \_\_\_\_\_ in every film.
- 7 Many Bond songs got to the \_\_\_\_\_.
- 8 Not all Bond songs were \_\_\_\_\_.
- 9 *Die Another Day* wasn't a complete \_\_\_\_\_.
- 10 It had a really catchy \_\_\_\_\_.

**5** Work in groups and discuss the questions.

- 1 Do you know the lyrics of many songs in English? Which ones do you like?
- 2 Do you ever download film soundtracks? If so, which ones?
- 3 Which artists are at the top of the charts at the moment?
- 4 Think of a song you like: is it a solo, a duet or a group? Who is the lead singer? Can you sing the chorus of the song?



## Grammar | Past Simple

- 6 a** Complete the Active grammar box with the correct Past Simple form of the verbs in brackets.
- b** Which verbs from the Active grammar box are regular? Which are irregular?

### Active grammar

We use the Past Simple for completed actions in the past.

- +** *That song* \_\_\_\_ *Shirley Bassey's career in 1964.* (start)
- She* \_\_\_\_ *an international star immediately.* (become)
- People* \_\_\_\_ *a great theme song in every film.* (expect)
- 
- *The first two films* \_\_\_\_ *a theme song.* (not have)
- Moonraker* \_\_\_\_ *a very successful film.* (not be)
- 
- ?** *How many Bond songs* \_\_\_\_ *?* (she/sing)
- When* \_\_\_\_ *the first famous theme song?* (be)

see Reference page 27 and Irregular verb table page 72

- 7** Complete the paragraph with the Past Simple form of the verbs in brackets.



Alicia Keys was born on 25 January 1981 and she (1) \_\_\_\_\_ (grow up) in New York. She (2) \_\_\_\_\_ (not have) any brothers or sisters and her parents (3) \_\_\_\_\_ (separate) when she was two. She first (4) \_\_\_\_\_ (appear) on TV when she was four and she (5) \_\_\_\_\_ (begin) playing the piano when she was seven. Five years later, she (6) \_\_\_\_\_ (go) to a Performing Arts School. After leaving school, she (7) \_\_\_\_\_ (start) at Columbia University, but (8) \_\_\_\_\_ (not finish) her studies. After four weeks, she (9) \_\_\_\_\_ (leave) university to become a singer. She (10) \_\_\_\_\_ (make) her first album when she was twenty, called *Songs in A Minor*.

- 8 a** Write complete Past Simple questions about Alicia Keys using the prompts.
- where/Alicia Keys/live when she was a child?  
*Where did Alicia Keys live when she was a child?*
- she/have/any brothers and sisters?
  - when/she/begin playing a musical instrument?
  - what/she/do when she was twelve?
  - how long/she/spend at university?
  - when/she/make her first album?
- b** Cover the text from exercise 7 and answer the questions.

## Speaking

- 9** Complete the How to... box. Look at audioscript 1.10 on page 81 and use the underlined> phrases to help you.

### How to... refer to past times

Say when an action happened

*I was born on 25 January 1981/Monday 1 June.*  
*She moved to Sicily (1) \_\_\_\_\_ 1964/February 2004/the summer of 08.*

*I worked for a record company (2) \_\_\_\_\_ early seventies/mid eighties/late nineties.*

*I wanted to become a dancer (3) \_\_\_\_\_ I left school/I was fifteen.*

*He graduated from university last year/week/month.*

*I started training to be an architect three months/two years ago.*

Link an action to another action

*I travelled for a year. After (4) \_\_\_\_\_, I decided to go to university.*

*After travelling for a year, I decided to go to university.*

*I started travelling. A year (5) \_\_\_\_\_, I decided to go to university.*

- 10 a** Write six questions to ask another student about his/her life. Use the prompts.
- when/where born
  - where grew up
  - what liked/disliked about school
  - what job wanted to do
  - what hobbies/sports did as teenager
  - what did when left school
- b** In pairs, ask and answer your questions. Use the How to... box to help you.

## 2.2 Barefoot music

Grammar Present Perfect Simple: experience

Can do talk about personal achievements and experiences



### The achievements and ambitions of Shakira – pop star and business woman

There is no question that Shakira is one of the most successful pop stars in the world. But, she's certainly not just a pop star. Yes, she's sold over sixty million albums worldwide and she's done many concert tours. But she has also given millions of dollars to charity, especially to those who help children living in poverty. In 1995, when Shakira was only nineteen, she started her own charity, using the money she earned. The Pies Descalzos Foundation (or Barefoot Foundation in English) builds schools which provide education, as well as food and medical support, for poor children all around Colombia.

### Reading

- 1 What is the connection between Shakira and the child in the photo? Read the text and check your ideas.
- 2 **a** Work in pairs and follow the instructions.  
Student A: read the text on page 69 and answer the questions.  
Student B: read the text on page 71 and answer the questions.  
**b** Tell your partner about your half of the text.
- 3 In groups, discuss the questions.
  - 1 What do you think are the two most interesting things about Shakira's story?
  - 2 Do you think pop stars who are rich and famous should do work for charity? Why/Why not?



### Grammar | Present Perfect Simple: experience

- 4 **a** Look at the underlined verb phrases in the text from exercise 1. What are the two tenses? Do we know when each action happened?  
**b** Complete the rules with *Present Perfect Simple* or *Past Simple*.
  - We use the \_\_\_\_\_ to talk about an action or experience at a specific time in the past.
  - We use the \_\_\_\_\_ to talk about an action or experience at some time in the past up until now. The specific time is not important or not known.
- 5 **a** Complete the Active grammar box.  
**b** Look at the texts about Shakira from exercises 1 and 2a again. Find more examples of the Present Perfect Simple.

#### Active grammar

Present Perfect Simple: *have/has* + past participle

- + : *I've won a prize for singing.*  
: *She \_\_\_\_\_ given millions of*  
: *dollars to charity.*
- : *They haven't sold a lot of records.*  
: *He \_\_\_\_\_ seen the film.*
- ? : *Has she started her own company?*  
: *\_\_\_\_\_ you ever been on TV?*

Present Perfect Simple or Past Simple?

*I've given a lot of speeches.*

*I \_\_\_\_\_ a speech to 150 people last year.*

*ever* (in questions) means at any point up

until now: *Have you ever met Shakira?*

*never* means at no point in the past up until now: *He's never met Shakira.*

see Reference page 27



- 6** Complete the text with the Present Perfect Simple form of the verbs.


buy download have learn not have  
not meet not pay see

I'm a huge Shakira fan and I'm lucky because my friend, Jason, works for her record company. I **'ve seen** Shakira play in over twenty concerts. Jason (1) \_\_\_\_\_ dinner with Shakira three times, but I (2) \_\_\_\_\_ her in person. I (3) \_\_\_\_\_ for any Shakira CDs because Jason gets free copies for me. I (4) \_\_\_\_\_ the lyrics of most of Shakira's songs and I (5) \_\_\_\_\_ some Shakira videos from the internet. My parents (6) \_\_\_\_\_ a guitar for me, but I (7) \_\_\_\_\_ any lessons.

- 7** Complete the dialogues with the correct Present Perfect Simple or Past Simple form of the verbs in brackets.

A: (1) \_\_\_\_\_ (you ever win) a competition?  
B: Yes, I (2) \_\_\_\_\_. I (3) \_\_\_\_\_ (win) a singing competition when I was six.  
A: (4) \_\_\_\_\_ (he ever meet) Shakira?  
B: Yes, he (5) \_\_\_\_\_. He (6) \_\_\_\_\_ (meet) her three times.  
A: (7) \_\_\_\_\_ (you ever play) a musical instrument in public?  
B: Yes, I (8) \_\_\_\_\_. I (9) \_\_\_\_\_ (be) in a band when I was a teenager.  
A: (10) \_\_\_\_\_ (you ever meet) a famous person?  
B: No, I (11) \_\_\_\_\_. But I (12) \_\_\_\_\_ (see) Kylie in concert last year!

## Pronunciation | *have/has*

- 8**  1.11 We can say *have/has* in different ways. Listen and repeat.

1 A: Have you ever won a competition?  
/hæv/ weak pronunciation  
B: Yes, I have.  
/hæv/ strong pronunciation  
2 A: Has he ever met Shakira?  
/həz/ weak pronunciation  
B: Yes, he has.  
/həz/ strong pronunciation

see Pronunciation bank page 80

- 9** Work in pairs and ask and answer the questions from exercise 7. Give answers which are true for you.

## Vocabulary | achievements

- 10** a In pairs, match the verbs from A with the noun phrases from B. Check your answers with the texts from exercises 1 and 2a.

A	B
1 learn	a) an award/a prize/a competition
2 give	b) a good job
3 start	c) an exam (with distinction)
4 win	d) your own company/charity
5 pass	e) a lot of money
6 do	f) a speech to (hundreds of people)
7 earn	g) to speak another language
8 get	h) a lot of work for charity

- b** Choose the correct words in *italics*.

1 I felt very nervous before I *did/got/gave* a speech to my work colleagues.  
2 My sister *won/passed/earned* a prize for singing when we were on holiday.  
3 I'd really like to learn to *say/talk/speak* Japanese. I'm sure it's very difficult!  
4 When I left school, I *got/earned/won* a really good job as an accountant.  
5 She *does/gets/gives* a lot of work for charity in her spare time.  
6 The proudest day of my life was when I *did/started/earned* my own company.  
7 My cousin *did/won/earned* a lot of money from his clothing business.  
8 I felt really good when I *passed/won/got* my piano exam with distinction.

## Speaking

- 11** Choose a topic (1–5) and prepare to talk about it. Make notes.

1 What have you achieved in your life that you are proud of? When did you do it and why?  
2 Have you met or heard about anyone who really surprised you? What was surprising?  
3 Have you ever performed in public? What did you perform? Did you enjoy it?  
4 Have you ever done any work for charity? What did you do and why?  
5 How many countries have you visited? What did you like about them?

- 12** Now work in groups and take turns to talk about your topics for one minute. Find out more details from each speaker by asking him/her three questions in the Past Simple.

## 2.3 The Mozart effect

Grammar questions

Can do ask different types of questions

# The Mozart Effect®

1 \_\_\_\_\_

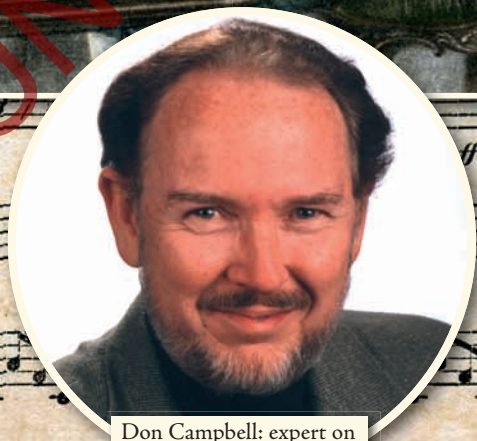
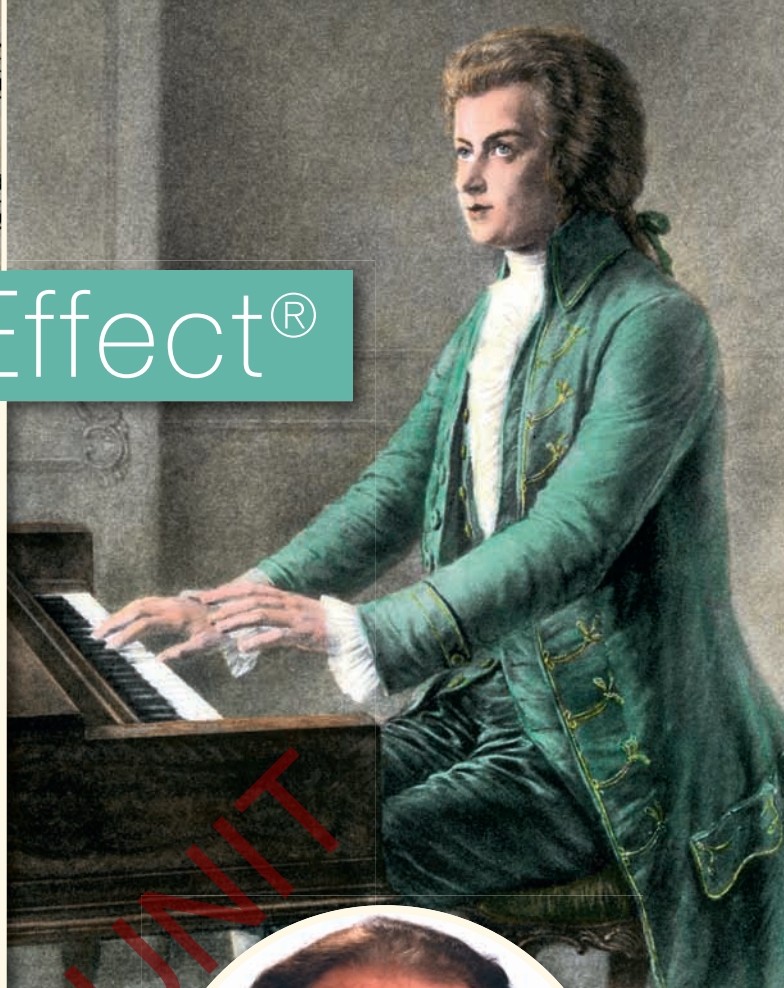
Some people believe that music is much more than entertainment. Don Campbell, for example, is an expert on *The Mozart Effect*® and he says that all kinds of music, from Mozart to jazz, from Latin to rock, can affect our learning and our health. We all use music to help us relax after a busy day at work. However, Campbell argues that music can also reduce the stress of being ill, especially by reducing pain, and the director of Baltimore Hospital says that thirty minutes of classical music has the same effect as ten milligrams of the painkiller Valium.

2 \_\_\_\_\_

Campbell also believes that music can help you concentrate, but that you need the right kind of music for your mood. And you need to listen for about ten minutes before you start studying. Perhaps your mind needs relaxing or maybe you are tired and you want to feel more energetic – so you should choose the appropriate music to help you. He says that you can use many different kinds of music to help you concentrate, but that Mozart's music is popular because it is very organised and it makes your brain more alert and imaginative.

3 \_\_\_\_\_

Music not only makes you more intelligent, but it can improve your memory, too. In one study, students who listened to Mozart before doing a test got much higher marks than those who didn't. Many studies also show that children who learn to play a musical instrument before the age of twelve have better memories for the rest of their lives.



Don Campbell: expert on *The Mozart Effect*®

### Reading

- 1 1.12 Listen to three pieces of music by Mozart. How does each one make you feel? Use the adjectives from the box and your own words.

*This piece makes me feel relaxed and calm.*

awake calm happy relaxed sad  
sleepy thoughtful

- 2 Read the text quickly and match the headings (a–c) with the paragraphs (1–3).

- a The right music to study better
- b Music for stress and pain
- c Get a better score and remember more

- 3 Read the text again. Write true (T), false (F) or not given (NG).


- 1 Don Campbell loves Mozart's music.
- 2 People listen to music to relax before work.
- 3 Listening to music when you are ill is a good idea.
- 4 Many hospitals use music to help with pain.
- 5 Listening to music before you study is a bad idea.
- 6 Only Mozart's music helps you to study.
- 7 The students listened to Mozart for ten minutes before doing the test.
- 8 It's a good idea for children to learn to play a musical instrument.

- 4 Work in pairs and discuss the questions.

- 1 What music do you listen to when you want to relax?
- 2 Do you listen to music when you're studying? Why/Why not?



## Listening

**5**  1.13 Listen to two people talking about music. Write true (T) or false (F).

- 1 The article is about *The Mozart Effect*.
- 2 The woman doesn't like music that reminds her of old times.
- 3 She listens to music a lot.
- 4 She sometimes sings at the same time as listening to music.

**6** Listen again and tick (✓) the questions you hear.

- 1 Can music change how you feel?
- 2 What music do you find annoying?
- 3 How often do you listen to music?
- 4 Have you got an iPod? If not, would you like one?
- 5 Do you listen to music when you're travelling?
- 6 What's your favourite type of music?
- 7 Are you learning a musical instrument at the moment?
- 8 Did you play any musical instruments when you were a child?
- 9 When did you last see live music?
- 10 Have you ever seen a famous artist or band in concert?

**7** Listen again and answer the questions you ticked in exercise 6.



## Grammar | questions

**8** Complete the Active grammar box with *before* or *after*.

### Active grammar

There are two main types of questions.

- *Yes/No* questions: *Do you listen to music when you're travelling?*
- *Wh-/How* questions: *What music do you find annoying?*

Make questions by changing the word order.

**A** With the Present Simple and Past Simple tenses, we put *do/does/did* \_\_\_\_\_ the subject + infinitive.

*How often do you listen to music?*

*When did you last see live music?*

**B** We put other auxiliary verbs or modal verbs (*can, have, would, be, etc.*) \_\_\_\_\_ the subject + verb.

*Can music change how you feel?*

*Would you like an iPod?*

**C** When the main verb is *to be*, we put the verb \_\_\_\_\_ the subject.


*What is your favourite type of music?*

see Reference page 27

**9** Find the mistakes in eight of the questions and correct them.

- 1 What kind of music you like?
- 2 Do you can play the piano?
- 3 What music did you listen to ten years ago?
- 4 Would like to be a professional musician?
- 5 Has you ever downloaded music from the internet?
- 6 Who your favourite singer or group?
- 7 What music you listen to in the mornings?
- 8 Have you got a radio in your bedroom?
- 9 Did you took music exams when you were a child?
- 10 You are listening to music at the moment?

## Pronunciation | intonation in questions

**10**  1.14 Our tone of voice changes when we ask different types of questions. Listen and repeat the questions. Try to copy the intonation.

*Wh-* question: What kind of music do you like?

*Yes/No* question: Can you play the piano?

see Pronunciation bank page 80

## Speaking

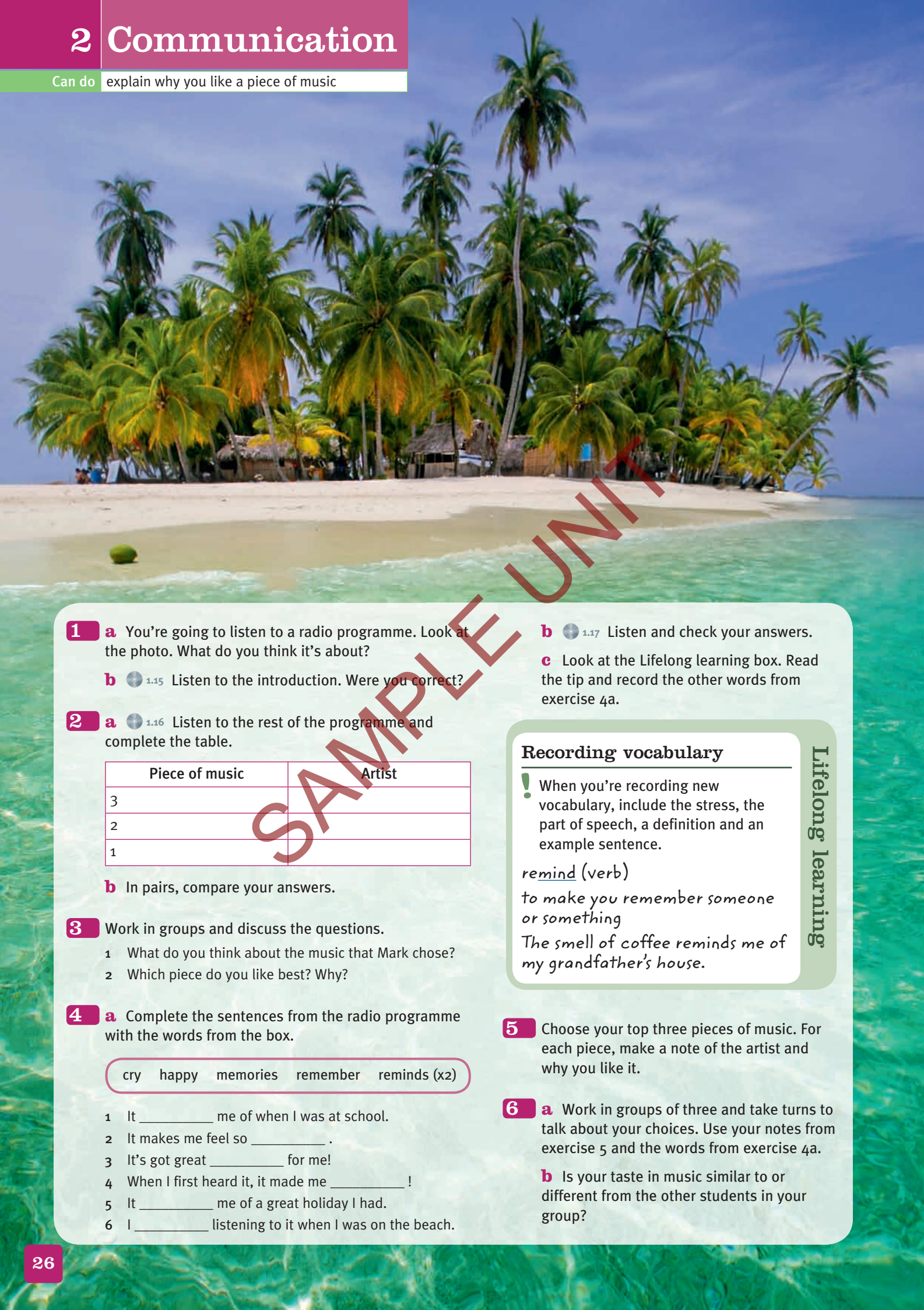
**11 a** Prepare to do a survey about music. Write six questions. Use exercises 6 and 9 or your own ideas.

**b** Ask and answer the questions with your classmates.



# 2 Communication

Can do explain why you like a piece of music



**1 a** You're going to listen to a radio programme. Look at the photo. What do you think it's about?

**b** 1.15 Listen to the introduction. Were you correct?

**2 a** 1.16 Listen to the rest of the programme and complete the table.

Piece of music	Artist
3	
2	
1	

**b** In pairs, compare your answers.

**3** Work in groups and discuss the questions.

- 1 What do you think about the music that Mark chose?
- 2 Which piece do you like best? Why?

**4 a** Complete the sentences from the radio programme with the words from the box.

cry happy memories remember reminds (x2)

- 1 It \_\_\_\_\_ me of when I was at school.
- 2 It makes me feel so \_\_\_\_\_.
- 3 It's got great \_\_\_\_\_ for me!
- 4 When I first heard it, it made me \_\_\_\_\_!
- 5 It \_\_\_\_\_ me of a great holiday I had.
- 6 I \_\_\_\_\_ listening to it when I was on the beach.

**b** 1.17 Listen and check your answers.

**c** Look at the Lifelong learning box. Read the tip and record the other words from exercise 4a.

## Recording vocabulary

! When you're recording new vocabulary, include the stress, the part of speech, a definition and an example sentence.

*remind* (verb)

*to make you remember someone or something*

*The smell of coffee reminds me of my grandfather's house.*

Lifelong learning

**5** Choose your top three pieces of music. For each piece, make a note of the artist and why you like it.

**6 a** Work in groups of three and take turns to talk about your choices. Use your notes from exercise 5 and the words from exercise 4a.

**b** Is your taste in music similar to or different from the other students in your group?

## Past simple

### Regular verbs

- + : *I played jazz music all day yesterday.*
- : *He didn't finish his exams.*
- ? : *Why did you wait for so long?*  
*Did you like the last Coldplay CD?*  
*Yes, I did./No, I didn't.*

### Verb to be

- + : *I/He/She was at home this morning.*
- : *You/We/They weren't on holiday last week.*
- ? : *Was she at school yesterday?*  
*Were they happy about that?*  
*Yes, he was./No, he wasn't.*

We use the Past Simple for completed actions in the past.

! We use the same form for all pronouns (but *was/were* for the verb *to be*).

We add *-ed* to regular verbs to make the past form.

We use *didn't* (*did not*) to make the negative.

See *Irregular verbs table page 72*

## Present Perfect Simple: experience

Present Perfect Simple: *has/have* + past participle

+ : <i>I/You/We/</i>	<i>have/haven't</i>	<i>won a prize.</i>
- : <i>They</i> <i>She/He/It</i>	<i>has/hasn't</i>	
? : <i>Have</i>	<i>I/you/we/they</i>	<i>heard this song?</i>
	<i>ever</i> <i>he/she/it ever</i>	
	<i>Has</i>	
	<i>Yes, I have./No, I haven't.</i>	
	<i>Yes, he has./No, he hasn't.</i>	

We use the Present Perfect Simple to talk about an action or experience at some point in the past up until now. The specific time is not important or is not known.

! We don't use the Present Perfect Simple with past time expressions, e.g. *last night, two weeks ago*.

We use the Past Simple to talk about an action or experience at a specific time in the past.

A: *I've visited eleven countries in my life.*

B: *Have you ever been to Asia?*

A: *Yes, I have. I went to Thailand in 2001.*

## ever and never

We often use *ever* and *never* with the Present Perfect Simple when we are talking about experience.

*ever* (in questions) means at any point up until now.

*Have you ever broken your leg?*

*never* means at no point in the past up until now.

*I've never tried Japanese food.*

! With *never*, we use the verb in the affirmative (NOT in the negative). *She hasn't never been to Italy.*

## Questions

There are two main types of questions.

*Yes/No* questions: *Do you like watching football?*

*Wh-/How* questions: *What did you do last weekend?*

The most common *Wh-* question words are:

*what, where, when, who, why, which, whose* and *how*.

We often put *Wh-* question words together with other words, e.g. *what time, what kind, how much, how many, how often, how long, which one*.

## Word order

With the Present Simple and Past Simple tenses, we put *do/does/did* before the subject + infinitive.

*Do you like computer games?*

We put other modal or auxiliary verbs (*can, have, would, be*, etc.) before the subject + verb.

*Can you play the piano?*

When the main verb is *to be*, we put the verb before the subject. *Where were you yesterday?*

## Key vocabulary

### Music

classical country folk heavy metal hip hop jazz Latin opera pop rap reggae rock soul techno

album artist band composer concert download read music single

chorus duet flop hit lead singer lyrics solo soundtrack theme song top of the charts

### Achievements

do a lot of work for charity earn a lot of money get a good job give a speech to (hundreds of people) learn to speak another language pass an exam start your own company/charity win an award/a prize/a competition



ACTIVE BOOK

Listen to these words.



see *Writing bank page 74*



## 2 Review and practice

**1** Complete the sentences with the Past Simple form of the verbs in brackets.

I learned to play the piano when I was a child.

My father taught me. (learn/teach)

- 1 He \_\_\_\_\_ his old computer and \_\_\_\_\_ a new one. (sell/buy)
- 2 My grandmother \_\_\_\_\_ on the pavement and \_\_\_\_\_ her arm. (fall/break)
- 3 When I was a child, I \_\_\_\_\_ in the countryside and \_\_\_\_\_ to school every day. (live/walk)
- 4 I was on a special diet last week. I only \_\_\_\_\_ fruit and I only \_\_\_\_\_ water. (eat/drink)
- 5 When we \_\_\_\_\_ on holiday last year, I \_\_\_\_\_ a lot of photos. (be/take)
- 6 I \_\_\_\_\_ to a concert last night and \_\_\_\_\_ two really good bands. (go/see)

**2** Complete the dialogues with the correct Past Simple form of the verbs from the boxes.

do go not/like meet say think

A: What did you do (you) last weekend?

B: On Friday evening, I (1) \_\_\_\_\_ my friend Natalia and we (2) \_\_\_\_\_ to see a film. I (3) \_\_\_\_\_ it was a really good film, but Natalia (4) \_\_\_\_\_ it. She (5) \_\_\_\_\_ it was boring.

be hate like not/like live stop

A: Where (6) \_\_\_\_\_ (you) born?

B: In Scotland. I (7) \_\_\_\_\_ in the countryside when I was a child.

A: (8) \_\_\_\_\_ (you) it?

B: No, I (9) \_\_\_\_\_ it. I (10) \_\_\_\_\_ the weather because it never (11) \_\_\_\_\_ raining!

**3** Complete the sentences with the correct Present Perfect Simple form of the verbs in brackets.

Susie has seen the new Bond film five times at the cinema! (see)

- 1 I \_\_\_\_\_ of that band. (not hear)
- 2 \_\_\_\_\_ a marathon? (you/ever/run)
- 3 I \_\_\_\_\_ to Carnival in Brazil twice. (be)
- 4 \_\_\_\_\_ your leg? (you/ever/break)
- 5 She's nervous because she \_\_\_\_\_ a horse before. (not ride)
- 6 \_\_\_\_\_ any climbing before? (you/do)
- 7 I \_\_\_\_\_ all over the world. (work)
- 8 \_\_\_\_\_ music from the internet? (you/ever/download)

**4** Choose the correct words in *italics*.

A: Hello. I'd like to apply for the job of sales assistant.

B: Well, I hope you *had* / *'ve had* the right kind of experience. (1) *Did you do* / *Have you done* this kind of job before?

A: Yes, I (2) *did* / *have*.

B: Where?

A: Well, I (3) *had* / *'ve had* some experience in a music shop.

B: Oh, really?

A: Yes, I (4) *worked* / *'ve worked* there two years ago.

B: (5) *Were you* / *Have you been* a sales assistant?

A: No, I (6) *wasn't* / *haven't*. I (7) *was* / *'ve been* a cleaner.

B: Oh, I'm sorry. We need someone who (8) *had* / *'s had* experience as a sales assistant.

**5** Write complete questions using the prompts.

My favourite drink is ...

What *is your favourite drink* \_\_\_\_\_ ?

1 I like eating ... for breakfast.

What \_\_\_\_\_ ?

2 We usually go to ... for our holidays.

Where \_\_\_\_\_ ?

3 She played the ... when she was a child.

What \_\_\_\_\_ ?

4 I bought a ... yesterday.

What \_\_\_\_\_ ?

5 My mother can ... really well.

What \_\_\_\_\_ ?

6 I went to see Beyoncé in concert last ...

When \_\_\_\_\_ ?

7 They were late for school ... last week.

How many times \_\_\_\_\_ ?

**6** Find the mistake in each sentence and correct it.

Who is the ~~main~~ singer of U2? *lead*

1 I find it difficult to understand the letters of English songs.

2 The film had great music. I really want to buy the soundbite.

3 My sister earned lots of prizes for singing when she was young.

4 I never buy CDs from shops. I always read music from the internet.

5 I was nervous about giving a speak to over 200 people.

6 She was pleased when she won her piano exam with distinction.

7 I'd like to listen to more classic music.



# Do you know...?

**1** Do you know grammar terms? Complete the table with the words in **bold** from sentences 1–10.

a) pronoun	<i>They</i> (sentence 2)
b) countable noun	
c) comparative adjective	
d) possessive pronoun	
e) modal verb	
f) auxiliary verb	
g) contraction	
h) uncountable noun	
i) article	
j) Present Perfect	

- 1 She is a doctor.
- 2 **They** are very generous.
- 3 This book is **yours**.
- 4 **Does** she eat meat?
- 5 You **can** smoke outside.
- 6 Keith **has written** four novels.
- 7 How much **water** do you drink every day?
- 8 Could you give this **pen** to him?
- 9 This watch is **cheaper than** the last one.
- 10 **He's** quite late.

**2 a** Do you know parts of speech? Complete the table with the words from the box.

at beautiful carefully cinema down  
factory give up green happy listen  
look after quickly sister write

1 noun	
2 verb	<i>write</i>
3 phrasal verb	
4 adjective	
5 adverb	
6 preposition	

**b** Complete the sentences with words from the box above.

- 1 My \_\_\_\_\_ is nearly three years older than me.
- 2 We stayed in a really \_\_\_\_\_ hotel.
- 3 Please don't look \_\_\_\_\_ me like that!
- 4 Please \_\_\_\_\_ to me very carefully.
- 5 I ran as \_\_\_\_\_ as I could.
- 6 I've decided to \_\_\_\_\_ chocolate in the New Year.

**3** Do you know pronunciation terms? Look at the words in the box and answer the questions about each word.

chocolate cinema sister factory

- 1 How many syllables are there?
- 2 Where is the main stress?

**4** Match the topic words with the pictures. What other vocabulary do you know related to these topics? Make a list.

food work travel money music home



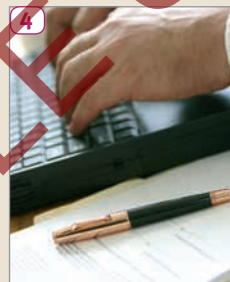
1 *travel*



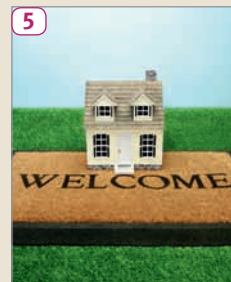
2



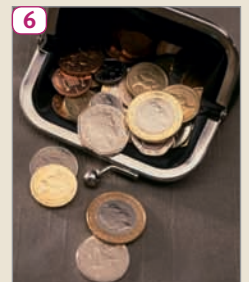
3



4



5



6

**5** Do you know classroom language? Match the questions (1–8) with the replies (a–h).

- |  |                                       |
|--|---------------------------------------|
| 1 What does 'charity' mean?  | <input checked="" type="checkbox"/> f |
| 2 How do you spell 'exercise'?   | <input type="checkbox"/>              |
| 3 Can you say that again, please?  | <input type="checkbox"/>              |
| 4 What page is that on?  | <input type="checkbox"/>              |
| 5 Could you speak up a bit, please?  | <input type="checkbox"/>              |
| 6 What's the answer to number 5?   | <input type="checkbox"/>              |
| 7 What's our homework?   | <input type="checkbox"/>              |
| 8 How do you pronounce the eighth and eleventh words in line 5 of the text on page 10? | <input type="checkbox"/>              |
- a Page 18, at the end of Unit 1.  
b Do exercises 3, 4 and 5 on page 64.  
c I don't know. We should ask Mario. He's good at grammar.  
d /'kwaɪət/ and /kwaɪt/  
e E-X-E-R-C-I-S-E  
f It's an organisation that helps people.  
g Of course. It is quite noisy in here.  
h Sure, no problem. All of it or just the last part?

# 24 hours

## 1

### Lead-in

**1** Work in pairs and discuss the questions.

- 1 What is your favourite time of day/day of the week? Why?
- 2 Which time of day/day of the week do you dislike the most? Why?

**2** Make verb phrases with the words from A and B. Which phrases can you see in the photos? Which phrases are not in the photos?

*meet some friends*

A

chat check do (x2) get up go (x4) have (x4) listen make  
meet read stay take watch

B

to bed late breakfast/lunch/dinner a bus/train early your emails  
in for the evening some exercise a family meal ~~some friends~~ a lie-in  
a magazine/newspaper a nap nothing on the phone to the radio  
shopping for a swim a take-away TV/a DVD for a walk

**3 a** Look at the verb phrases from exercise 2 again.

Write **D** next to the things you do every day.

Write **W** next to the things you only do at the weekend.

Write **S** next to the things you sometimes do.

Write **N** next to the things you never do.

**b** In pairs, compare your answers. Do you do the same things?





# 1.1 Are you a culture vulture?

Grammar likes and dislikes

Can do discuss likes and dislikes



A 3

B 1

C 1

D 1

## Reading

1 a Match the photos (A–D) with the descriptions (1–4).

- You are a 'party animal'. You like going out late and dancing. You like spending your free time with friends.
- You are a 'workaholic'. You spend most of your time working and you aren't interested in other things. You don't go out much.
- You are a 'couch potato'. You like staying in and eating junk food. You spend a lot of time watching television.
- You are a 'culture vulture'. You like reading and learning new things. You spend your free time at museums and art galleries.

b Read the text. Is each person a 'party animal', a 'workaholic', a 'couch potato' or a 'culture vulture'?

2 Complete the sentences with *Marek*, *Lola* or *Henry*.

- Henry doesn't like getting up early at the weekend.
- \_\_\_\_\_ likes having a lot to eat for breakfast.
  - \_\_\_\_\_ doesn't usually have breakfast at home on Saturdays.
  - \_\_\_\_\_ likes checking his emails during breakfast.
  - \_\_\_\_\_ likes art and music.
  - \_\_\_\_\_ likes relaxing in the park.
  - \_\_\_\_\_ spends a lot of time at work.
  - \_\_\_\_\_ likes going for a walk on Sundays.
  - \_\_\_\_\_ likes watching TV on Sundays.

3 Choose someone in your family or one of your friends. Is his/her typical weekend like Marek, Lola or Henry's? Why/Why not?

## What do you like doing at the weekend?



I like getting up early on Saturdays – usually at about 7:00 a.m. I have coffee and toast for breakfast and, at the same time, I turn my computer on. I like checking my emails regularly because I get so many of them. I have a very busy job, so I sometimes go to work on Saturdays. The office is quiet and I quite like working on my own. On Sundays, I like going ice skating and I sometimes go bowling with some friends in the new place not far from the centre of Krakow. But I do some work in the afternoons, too.

My job is really interesting, so I don't mind working a lot. My girlfriend says I work all the time – but I prefer working to doing nothing!

*Marek Kowalczyk, Krakow, Poland*



I can't stand doing nothing, so I get up early on Saturdays. I really like having breakfast in a café, so I take a bus into town at about 9:00 a.m. I'm quite keen on art, so after breakfast I often go to an exhibition with some friends. I do different things on Saturday evenings. I don't like staying out late or going clubbing, but I love going to a concert or to the theatre. Actually, my favourite evening is going to a musical with friends. On Sundays, I go for a walk. Sometimes, I go on a guided walk around a different part of my city. I like learning about the history of Barcelona – it's a

really interesting city.

*Lola Gutierrez, Barcelona, Spain*



I don't like getting up early at the weekends, so I usually have a lie-in – sometimes until about 10:30 a.m.! I absolutely love having a big breakfast on Saturdays. I don't have many

hobbies and I really hate the gym or doing exercise, but I sometimes go to a park in the afternoon. There are some nice parks in Manchester and I like meeting friends and just lying on the grass and doing nothing. I'm not very keen on going out on Saturday evenings. Sometimes I go to the cinema – but mostly I stay in, watch a DVD at home and have a take-away pizza. Sundays are similar to Saturdays for me – I like relaxing, getting up late and watching TV a lot.

*Henry Rogers, Manchester, UK*



## Vocabulary | going out

- 4** Make verb phrases with the words from A and B. Look at the text from exercise 1b to help you.

*go ice skating*

A

go go on go to

B

bowling the cinema clubbing a concert  
an exhibition a guided walk/tour ice skating  
a musical the theatre

- 5** Which activities from exercise 4 do you do in a typical weekend?

## Grammar | likes and dislikes

- 6** Complete the Active grammar box. Check your answers with the text from exercise 1b.

### Active grammar

☺☺☺ *I absolutely love having a big breakfast on Saturdays.*

- 1 ☺☺ *I \_\_\_\_\_ having breakfast in a café.*

☺ *I quite like working on my own.*

- 2 ☺ *I \_\_\_\_\_ art.*

- 3 ☺ *I \_\_\_\_\_ working a lot.*

- 4 ☺ *I \_\_\_\_\_ going out on Saturday evenings.*

☹ *I don't like getting up early at the weekends.*

- 5 ☹☹ *I \_\_\_\_\_ the gym.*

☹☹ *I can't stand doing nothing.*

After all the verb phrases, we use a verb in the *-ing* form or a noun.


see Reference page 17

- 7** Write complete sentences using the prompts. Don't forget to change the verb if necessary.

☺ bowling *I'm quite keen on bowling.*

- ☺ musicals
- ☹☹ my job
- ☺☺ guided tours
- ☺ go ice skating
- ☺ do nothing
- ☺ coffee
- ☹☹ chat on the phone in English
- ☺☺☺ go clubbing

## Pronunciation | sentence stress

- 8** a  1.2 When we speak, we stress particular types of words. Listen to two sentences and underline six words in each sentence which are stressed.

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

**b** Tick (✓) the types of words which are stressed in exercise 8a.

- a content words, e.g. nouns and main verbs
- b non-content words, e.g. prepositions and pronouns

- 9** Make the sentences from exercise 7 true for you. Work in pairs and tell each other your sentences. Use appropriate sentence stress.

see Pronunciation bank page 80

## Speaking

- 10** Work in pairs and follow the instructions.

**Student A:** ask your partner the questions below. Make a note of his/her answers. Then answer your partner's questions.

**Student B:** answer your partner's questions. Then ask your partner the questions on page 69. Make a note of his/her answers.

**A:** *What are your main hobbies and interests?*

**B:** *I absolutely love playing the guitar. I'm in a band and we practise every Tuesday.*

### How do you like spending your free time?

- What are your main hobbies/interests?
- Do you like musicals? Why/Why not?
- What three things do you like doing on your birthday? Why?
- What three kinds of sport or exercise do you like? Why?
- What three things do you like doing with your family? Why?
- Do you like going to art exhibitions? Why/Why not?
- What three things don't you like doing? Why?


- 11** Which description from exercise 1a best describes your partner? Do you agree with your partner's description of you? Why/Why not?

# 1.2 Monday to Friday

Grammar Present Simple; adverbs of frequency

Can do talk about how often you do things


## Listening

- 1 a** Look at the photos of Valentino Rossi. What job do you think he does?
- b**  1.3 Listen to the first part of a dialogue. Check your answer to exercise 1a and complete the fact file.

- 2 a** What do you think Rossi does ...
- 1 on a race day?
  - 2 on a normal day (when he doesn't go to a race)?

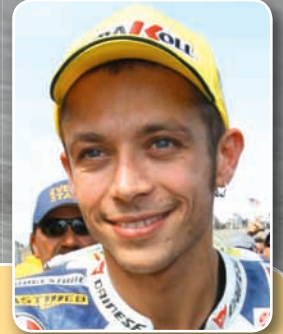
Use the ideas from the box to help you.

go out in the evening  
go to bed early/late  
go to the gym  
get up early/late  
talk to his family/friends

- b**  1.4 Listen to the second part of the dialogue and check your ideas.

- 3** Listen to the second part of the dialogue again and answer the questions.
- 1 What time does Rossi get up on race days?
  - 2 What time does Rossi get up on normal days?
  - 3 Does he chat to his family in the morning?
  - 4 What time does he go to the gym?
  - 5 What three things does he do in the afternoon when he doesn't go to a race?
  - 6 What does he do in the evening?
  - 7 What time does he usually go to bed?
  - 8 Does he go to bed early before a race day?

- 4** Work in pairs and discuss the questions.
- 1 Rossi says that his normal life is like being on holiday. Do you agree?
  - 2 Would you like to have his lifestyle? Why/Why not?



## Fact file

Name:	Valentino Rossi
Date of birth:	16 February 1979
Nationality:	
Job:	
Number of world championships:	

## Vocabulary | describing your day and lifestyle

- 5** Complete the sentences about Rossi with the adjectives from the box. Use the notes in brackets to help you.

boring busy exciting fun lazy relaxing stressful unusual

- Rossi's life is very exciting! (It makes him happy and interested.)
- 1 My life is really \_\_\_\_\_. (It is not interesting.)
  - 2 His race days are very \_\_\_\_\_. (There are a lot of things to do.)
  - 3 His race days are \_\_\_\_\_. (They make him worry a lot.)
  - 4 'Normal' days for Rossi are \_\_\_\_\_. (They make him calm and happy.)
  - 5 He has quite a \_\_\_\_\_ lifestyle. (There is a lot of time to do nothing.)
  - 6 His evenings are \_\_\_\_\_. (There are a lot of enjoyable things to do.)
  - 7 For a sportsman, his routine is \_\_\_\_\_. (It isn't what most sportspeople do.)

- 6** Work in pairs and discuss the questions. Give details.
- 1 Do you think you have a stressful lifestyle?
  - 2 Do you know anyone with an unusual daily routine?
  - 3 Do you prefer lazy or very busy weekends?
  - 4 What do you do for a relaxing evening?
  - 5 What exciting things do you like doing?

## Grammar | Present Simple; adverbs of frequency

- 7 a** Look at part A of the Active grammar box.
- Complete the rule with *habits* (things you often do) or *events* (things you do just once).
  - Complete the table with *do*, *does*, *don't* or *doesn't*. Check your answers with audioscript 1.4 on page 81.
- b** Look at part B of the Active grammar box and choose the correct words in *italics*.

### Active grammar

**A** We use the Present Simple to talk about \_\_\_\_\_.

**+** : *He goes to bed at two or three in the morning.*

**-** : *I \_\_\_\_\_ chat to anyone in the mornings.*

**?** : *What time \_\_\_\_\_ he get up?*

: *How often \_\_\_\_\_ you go to the gym?*

**B** We use adverbs of frequency to say how often we do something.

*always, usually, often, sometimes, not often, hardly ever, never*  
100% \_\_\_\_\_ → 0%

- With regular verbs (positive and negative), adverbs of frequency generally come *before/after* the main verb.  
*I never get up late. I don't usually have breakfast.*
- With the verb *to be*, the adverb of frequency generally comes *before/after* the verb. *He's always quiet in the mornings.*
- Longer adverb phrases generally come at the *beginning/end* of the sentence. *I go to the gym about once a week.*

see Reference page 17

- 8** Find the mistakes in each question and each answer and correct them.
- A: Does you get up early? *Do you get up early?*  
B: Yes, I do. I get up always early because I start work at 8:30.
  - A: Do your brother go to the gym?  
B: Yes, he do. He usually goes to the gym three times a week.
  - A: You go clubbing at the weekends?  
B: No, I not. I hardly ever go clubbing.
  - A: Your sister does go out after work?  
B: No, she doesn't. But she phones sometimes her friends.

## Pronunciation | *do/does*

- 9** 1.5 We can say *do/does* in different ways. Listen and repeat.

- A: Do you get up early? B: Yes, I do.  
/də/ weak pronunciation /du:/ strong pronunciation
- A: Does your brother go to the gym? B: Yes, he does.  
/dəz/ weak pronunciation /dʌz/ strong pronunciation

see Pronunciation bank page 80

## Speaking

- 10 a** 1.6 Listen to two people talking about their habits. Which topics from the box do they mention?

breakfast/lunch/dinner  
exercise/sport getting up  
going out going to bed  
school/work watching TV

- b** Listen again and look at the How to... box. Number the phrases in the order you hear them.

### How to... respond to information

Respond : *Do you?!*   
with : *Six o'clock!*  **1**  
surprise : *Are you serious?!*

Respond : *Really? Me too!*   
you : *Yes, that's the same*   
are the same : *as me!*

Respond : *Really?*   
saying : *I don't.*   
you are :  
different :

- 11 a** Prepare to ask another student about his/her habits and how often he/she does things. Write five questions. Use the ideas from exercise 10.

**b** In pairs, ask and answer your questions. Use the phrases from the How to... box when you respond.

- A: *What time do you usually go to bed?*  
B: *I often go to bed at 10:00 p.m.*  
A: *Really? I don't. That's very early! I never go to bed before midnight.*



# 1.3 At the same time

Grammar Present Continuous: now and around now

Can do talk about what you're doing now and around now

## Reading

1 In groups, discuss the questions.

- 1 How often do you use social networking sites, e.g. Facebook, Twitter and MSN?
- 2 How often do you buy things online or bid for things on eBay?

2 Read the text quickly. What two things is Joe looking at on eBay?



3 Read the text again and answer the questions.

- 1 Why does Joe want to buy a guitar?
- 2 Who is teaching him the guitar?
- 3 What is the price of the guitar at 10:47?
- 4 Where is Joe at the moment?
- 5 At 11:44, what is Joe's decision about his top price?
- 6 How much does Joe pay for the guitar?

4 Work in groups.

- 1 Look at what Debbie writes at 12:38. Do you agree with her? Why/Why not?
- 2 Think of one good thing and one bad thing about social networking sites. Discuss your ideas with your classmates.

**Joe Duley**  
Wall Info Photos

Write something ...  
Attach Share

**Joe Duley** is looking at a fantastic guitar on eBay now. I really want to buy it!  
14 September at 09:24 · Comment · Like

5 people like this

**Rick Ferrell** You don't need one. You don't play the guitar. Save your money!  
09:41

**Joe Duley** I'm having guitar lessons at the moment – so I do need one.  
10:04

**Paula Schaffer** Really? I can't believe it ... you're not musical at all! Why are you learning the guitar?  
10:15

**Joe Duley** Hey! Give me a chance! I am musical! I love music! I listen to music every day! Ha ha! Anyway, I've got a lot of work these days ... I'm working all the time and I want to do something relaxing at the end of the day.  
10:26

**Paula Schaffer** Where are you having lessons?  
10:30

**Joe Duley** I'm having lessons from someone I work with. I have a lesson every Thursday evening and it's great – but I need a guitar to practise on at home.  
10:32

**Rick Ferrell** How much is it?  
10:33

**Joe Duley** There is a bid for €50 now ... but lots of people are interested. Every time I look at the computer, the price goes up!  
10:47

**Rick Ferrell** €50!! Don't do it! Are you bidding for it now?  
11:01

**Joe Duley** I'm at work so it's a bit difficult. Right now, I'm doing two things at once ... I'm writing a report and trying to buy a guitar – so I'm not writing a very good report! It's mad ... but there's one hour, twenty minutes left for the bidding.  
11:15

**Joe Duley** OK ... I'm making my first bid now – €55. I know it's a lot of money ... but my decision is that €70 is my top price. So I'm OK at the moment.  
11:44

**Joe Duley** Latest update: someone else is bidding €70! It's all happening very quickly now.  
12:05

**Paula Schaffer** That's your top price so you can stop now.  
12:14

**Joe Duley** There's five minutes left ... and I'm bidding €95 now ...  
12:30

**Rick Ferrell** What?!  
12:32

**Joe Duley** I got it! I got it! €150 isn't bad and it's a really exciting way of shopping.  
12:35

**Debbie Kirwan** €150? Are you serious? I don't think shopping on eBay is exciting. You don't see what you're buying and you don't know how much you're paying. You're crazy! Good luck with the lessons, Joe!  
12:38

**Joe Duley** There's a pair of ice skates here for €20 ... What about ice skating? That's a relaxing thing to do.  
13:06

Write a comment ...

## Grammar | Present Continuous: now and around now

- 5 a** Complete the Active grammar box with the headings.
- 1 Actions happening at this moment (Present Continuous)
  - 2 Temporary actions happening 'around now' but not only at this moment (Present Continuous)
- b** Look at the text from exercise 2 again. Find more examples for each heading in the Active grammar box.

### Active grammar

A \_\_\_\_\_

*I'm having guitar lessons at the moment.  
Why are you learning the guitar?*

B \_\_\_\_\_

*Joe Duley is looking at a fantastic guitar on eBay.  
I'm not writing a very good report.  
Are you bidding for it now?*

We use the Present Simple ...

- with state verbs (e.g. *be, know, like, love*).  
*I know it's a lot of money.*
- to talk about habits and things you often do.  
*I listen to music every day!*

see Reference page 17

- 6** Complete the sentences with the Present Simple or Present Continuous form of the verbs in brackets.
- 1 I *'m doing* (do) a Spanish evening class this term.  
I \_\_\_\_\_ (go) once a week.
  - 2 I never \_\_\_\_\_ (buy) things on eBay. I \_\_\_\_\_ (not like) paying for things online.
  - 3 A: What \_\_\_\_\_ (usually/do) in the summer holidays?  
B: I \_\_\_\_\_ (go) to Sicily every summer.
  - 4 She \_\_\_\_\_ (not/study) at university this year. She \_\_\_\_\_ (travel) for six months.
  - 5 A: \_\_\_\_\_ (you/know) how to speak French?  
B: Yes, I \_\_\_\_\_ (learn) it at the moment.
  - 6 A: What \_\_\_\_\_ (do) these days?  
B: I \_\_\_\_\_ (work) in a restaurant until the end of June.



## Vocabulary | time phrases

- 7** Match the phrases from the box with the underlined phrases in the sentences.

24 hours a day    at the moment  
at the same time    each time

Anyway, I've got a lot of work these days.  
*at the moment*

- 1 I'm working all the time and I want to do something relaxing sometimes.
- 2 Every time I look at the computer, the price goes up!
- 3 Right now, I'm doing two things at once.

- 8** Choose the correct words in *italics*.

I'm buying a lot of things online *each time/* *these days*.

- 1 I'm listening to some music and writing an essay *at the same time/every time*.
- 2 *24 hours a day/Every time* I check my emails, I've got ten more messages.
- 3 I like multi-tasking – I'm good at doing two things *each time/at once*.
- 4 I play computer games *all the time/at the same time* when I'm at home.
- 5 *Each time/All the time* I look at Facebook, I write a comment on someone's wall.
- 6 I'm chatting on MSN to three people *every time/at the moment*.
- 7 It is very tempting to have your mobile on *24 hours a day/at once*.

- 9** Work in pairs. Ask and answer the questions.

- 1 What are you studying at the moment?
- 2 Do you like doing your homework and listening to music at the same time?
- 3 Do you answer your phone every time it rings?
- 4 Do you like having your mobile phone on all the time?
- 5 Do you think you are good at doing more than two things at once?

## Speaking

- 10 a** Write down an example of: a city, a job, a hobby, a foreign language and a musical instrument.

**b** Imagine you meet an old friend. The last time you saw him/her was six years ago. Use your notes from exercise 10a and talk about your life now.

*My life is very different now. I'm living in Bilbao and I'm not doing the same job ...*



# 1 Communication

Can do describe your learning needs



- 1** Work in groups and discuss the questions.
- 1 What are three common reasons for learning a language?
  - 2 What do a lot of people find easy/difficult about learning a language?

**2 a** 4.7 Listen to two people, Stig and Tessie, talking about learning a language. Answer the questions.

- 1 What language is he/she learning and why?
- 2 What is he/she good at?
- 3 What does he/she find difficult?
- 4 What does he/she most want to improve?

**b** Listen again and look at the phrases in the How to... box. Which phrases does Stig say? Which does Tessie say? Write S or T.

**3** In pairs, ask and answer the questions. Use the language from the How to... box.

- 1 Why are you learning English?
- 2 What do you think you are good at?
- 3 What do you find difficult about learning English?
- 4 What do you want to work on?

**4** Look at the Lifelong learning box. How often do you do each of the tips? Write one more tip on how to improve each aspect of your English.

## How to... talk about your learning needs

Say what you are good at

*I'm quite good at speaking.*  S

*My listening's not bad.*

*I'm quite good at understanding what people say.*

*I'm pretty good at reading.*

Say what is difficult for you

*The most difficult thing is learning to read and write.*

*I'm finding it (rather) difficult to express myself.*

*I'm not very good at speaking fluently.*

Say what you want to work on

*I really want to improve my reading and writing.*

*I would really like to improve my speaking skills.*

*Communication is the most important thing.*

## Improving your English

There are a lot of ways to improve your English. For example:

- **Speaking:** chat on the phone to your classmates
- **Listening:** listen to an English language radio station
- **Reading:** read your favourite magazine in English
- **Writing:** send emails to your classmates
- **Vocabulary:** write new vocabulary in a notebook
- **Grammar:** do revision exercises on the Active Book

Lifelong learning

**5** Work in groups and discuss your ideas from exercise 4. Make a note of the three best learning tips you hear.



# 1 Reference

## Likes and dislikes

We can talk about our likes and dislikes using the following phrases. After all the verb phrases, we use a verb in the *-ing* form or a noun.

☺☺☺ *I absolutely love playing tennis.*

☺☺ *I really like coffee.*

☺ *I quite like going to the cinema.*

☺ *I'm quite keen on horror films.*

☹ *I don't mind swimming.*

☹ *I'm not very keen on computer games.*

☹ *I don't like classical music.*

☹☹ *I really hate getting up early.*

☹☹ *I can't stand hot weather.*

## Present Simple

+	I/You/We/	go	to bed early.
	They	don't go	
	He/She/It	goes doesn't go	
?	Do	you/we/they get up	early?
	Does	he/she/it get up	

Yes, I do./No, I don't.  
Yes, he does./No, he doesn't.

We use the Present Simple to talk about habits/things we often do. *I call my parents on Sundays.*

contractions: *don't = do not; doesn't = does not*

*He/She/It*: add *s* to the verb in the affirmative.

## Adverbs of frequency

We use adverbs of frequency to say how often we do something. *I usually play the piano in the evenings.*

With regular verbs, adverbs of frequency generally come before the main verb.

*He sometimes goes clubbing on Saturdays.*

*She doesn't usually take the train.*

! We use the affirmative with *never* and *hardly ever*, not the negative. *He hardly ever stays in bed late.*

With the verb *to be*, the adverb of frequency generally comes after the verb. *I'm never late.*

With the verb *have got*, the adverb of frequency comes between *have* and *got*. *He's usually got a lot of money.*

Longer adverb phrases generally come at the end of the sentence. *I go to the cinema about once a week.*

Common adverbs of frequency: *always; usually; often; sometimes; hardly ever; never; once a year; twice a week.*

## Present Continuous

+	I	am	working.
	He/She/It	is	
	We/You/They	are	
-	I	am not	
	He/She/It	is not	
	You/We/They	are not	
?	Am	I	having a lie-in?
	Is	he/she/it	
	Are	you/we/they	

Yes, I am./No, I'm not.  
Yes, you are./No, you aren't.  
Yes, he is./No, he isn't (he's not).

We use the Present Continuous to talk about actions happening at this moment and temporary actions happening around now. *I'm doing the washing-up now.*  
*He's doing a lot of exercise these days.*

### State verbs

believe hate know like love need prefer  
remember understand want

We use the Present Simple (NOT the Present-Continuous) with state verbs. *I know how to play chess.*

### Key vocabulary

#### Verb-noun phrases about daily routine

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

#### Going out

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

#### Describing your day and lifestyle

boring busy exciting fun lazy relaxing  
stressful unusual

#### Time phrases

24 hours a day/all the time at once/at the same time  
at the moment/these days each time/every time



ACTIVE BOOK

Listen to these words.



see Writing bank page 73

# 1 Review and practice

- 1** Each sentence has one word missing. Write the missing word in the correct place. Use the symbols to help you.

☺☺☺ I love the colour pink.

*I absolutely love the colour pink.*

- ☺ I'm quite on watching football.  
\_\_\_\_\_.
- ☹☹ I stand science fiction films.  
\_\_\_\_\_.
- ☺☺ I like sending text messages.  
\_\_\_\_\_.
- ☹☹ I really the winter.  
\_\_\_\_\_.
- ☺ I quite pizza.  
\_\_\_\_\_.
- ☺☺☺ I absolutely going to the beach.  
\_\_\_\_\_.
- ☺ I mind getting up early.  
\_\_\_\_\_.
- ☹ I not very keen on dancing.  
\_\_\_\_\_.

- 2** Complete the dialogues with the correct form of the Present Simple.

A: *Do you get up* (you/get up) early?

B: Yes, I do. In the week, (1) \_\_\_\_\_ (I/usually/get up) at about 6:30.

A: What time (2) \_\_\_\_\_ (you/start) work?

B: At about 9:00. (3) \_\_\_\_\_ (I/go to bed) early, too.

A: (4) \_\_\_\_\_ (you/go to bed) before ten o'clock?

B: No, I don't. (5) \_\_\_\_\_ (I/usually/watch a DVD) in the evenings.

A: (6) \_\_\_\_\_ (you/have a snack) before you go to bed?

B: No, I don't. (7) \_\_\_\_\_ (I/have dinner) late every evening.

A: My brother is a really good swimmer.

B: (8) \_\_\_\_\_ (he/swim) a lot?

A: Yes, he does. (9) \_\_\_\_\_ (He/always/get up) very early and (10) \_\_\_\_\_ (swim) for two hours before breakfast. Then (11) \_\_\_\_\_ (he/go) back to the swimming pool after work.

B: How often (12) \_\_\_\_\_ (he/go) out with his friends?

A: Only at weekends. (13) \_\_\_\_\_ (He/not often/go) out in the week.

- 3** Complete the dialogues with the Present Continuous form of the verbs from the box.

check   ~~do~~   do   go   have   sit   walk  
watch

A: What *are you doing* (you) at the moment?

B: I (1) \_\_\_\_\_ on a bus with some friends. What about you?

A: I (2) \_\_\_\_\_ lunch with my family.

A: (3) \_\_\_\_\_ (Jack) TV?

B: No, he isn't. He (4) \_\_\_\_\_ his emails.

A: (5) \_\_\_\_\_ (John) any exercise at the moment?

B: Yes, lots! He (6) \_\_\_\_\_ to work and he (7) \_\_\_\_\_ to the gym a lot at the moment.

- 4** Choose the correct words in *italics*.

I *usually go* / *am usually going* to work by car.

1 Listen to that man. What language *does he speak* / *is he speaking*?

2 It *doesn't rain* / *isn't raining* much in the summer here.

3 You *work* / *'re working* very hard today.

4 *Do you prefer* / *Are you preferring* tea or coffee?

5 I *stay* / *'m staying* at the Savoy Hotel in London for a week.

6 Who's that woman? What *does she want* / *is she wanting*?

7 *Do you study* / *Are you studying* French this term?

8 She *works* / *'s working* in India for three months.

- 5** Complete each sentence with one word.

Do you *watch* TV every evening?

1 How often do you \_\_\_\_\_ to an art exhibition?

2 I'm working very hard at the \_\_\_\_\_.

3 Do you usually \_\_\_\_\_ to the radio at work?

4 I don't usually do my homework and listen to music at the \_\_\_\_\_ time.

5 How often do you \_\_\_\_\_ a bus to work?

6 He always \_\_\_\_\_ a lie-in on Sunday mornings.

7 I like going on \_\_\_\_\_ walks around different cities.

8 Where are you living \_\_\_\_\_ days?

## Grammar

*New Total English* places a lot of emphasis on providing learners with the grammar ‘building blocks’ they need to communicate confidently. It aims to give learners a thorough foundation in grammar and, at the same time, provides plenty of structured and free practice. Each unit deals with grammar in a broadly similar way:

- **Clear presentation and analysis**

Each lesson has a clear grammar aim which is stated at the top of the page. Lessons are double-page at lower levels and triple-page at Intermediate and above. New language items are presented in context via reading and/or listening texts and grammar rules are then analysed and explained via the Active grammar boxes, which are a key feature of each lesson. *New Total English* takes a ‘guided discovery’ approach to grammar and learners are actively invited to think about grammar and work out the rules for themselves.

### Active grammar

Most sentences in English are active.  
active subject + verb + object

- 1 *Americans \_\_\_\_\_ (spend) more than \$110 billion on fast food every year.*

We use the passive form when ...

- who/what causes the action is unknown or not important.
  - we want to emphasise the passive subject (at the beginning of the sentence).
- 2 *Sixty-five million fast-food meals \_\_\_\_\_ (eat) in the US every day.*

passive subject + *am/is/are (not) + past participle*

- **Varied, regular practice**

Once learners have grasped the important rules, all new language is then practised in a variety of different ways so that learners are able to use the grammar with confidence. Practice activities include form-based exercises designed to help learners manipulate the new structures as well as more meaningful, personalised practice. Additional grammar practice exercises can be found in the Review and practice sections at the end of each unit as well as in the Workbooks and *MyEnglishLab*. This component, which features the Workbook exercises in digital format, also provides learners with extra guidance, tips and feedback. The Teacher’s Book provides a lot of guidance on how to deal with tricky grammar points. It also contains a Resource Disc with an extensive bank of printable and photocopiable classroom grammar activities which are designed to practise the language in freer, more communicative contexts.

- **Easily accessible reference material**

In addition to the explanations contained in the Active grammar boxes, there is a Reference section at the end of each unit which provides a summary of the grammar rules as well as extra language notes and examples. Audio recordings of the rules and examples are available on the ActiveBook and ActiveTeach components.

## Vocabulary

*New Total English* recognises the central role that vocabulary plays in successful communication. The emphasis is on providing learners with high-frequency, useful vocabulary which is regularly practised and revised. New vocabulary is presented and practised in a variety of different ways.

- **Lead-in pages**

Each unit starts with a Lead-in page which provides a springboard into the topic of each unit. Featuring a variety of attractive picture prompts and related exercises, the Lead-in pages are designed to help teachers elicit vocabulary that learners already know as well as pre-teach essential vocabulary for the rest of the unit.

- **Topic-based vocabulary**

Each unit focuses on useful vocabulary relating to the topic of the lessons as well as vocabulary arising from the listening and reading texts. Items are generally presented in context and practised through a variety of exercises.

### Vocabulary music

- 4 Complete the sentences with the singular or plural form of the words from the box.

chorus duet flop hit lead singer  
lyrics solo soundtrack theme song  
top of the charts

- 1 *Another Way to Die* is a \_\_\_\_\_ by Alicia Keys and Jack White.
- 2 Jack White is the \_\_\_\_\_ of The White Stripes.
- 3 All the other Bond songs are \_\_\_\_\_ – with just one singer.
- 4 The \_\_\_\_\_ are really good and have a strong message.
- 5 The first two Bond films had great \_\_\_\_\_.
- 6 After *Goldfinger*, people expected a great \_\_\_\_\_ in every film.
- 7 Many Bond songs got to the \_\_\_\_\_.
- 8 Not all Bond songs were \_\_\_\_\_.
- 9 *Die Another Day* wasn’t a complete \_\_\_\_\_.
- 10 It had a really catchy \_\_\_\_\_.

Additional vocabulary practice is provided in the Review and practice sections of the Students’ Book and in the practice exercises in the Workbook. Photocopiable vocabulary activities are also available on the ActiveTeach and on the Resource Disc which accompanies the Teacher’s Book.

- **Vocabulary pages (Intermediate and above)**

At the lower levels there is a lot of emphasis on building learners’ knowledge of high-frequency words and phrases as well as common lexical sets. Learners are introduced to collocation work at a very early stage and from intermediate level onwards, there is a greater emphasis on vocabulary systems and word-building.

- **Vocabulary Trainer**

Each level of *New Total English* is accompanied by a Vocabulary Trainer. This unique online learning tool focuses on the key vocabulary in each unit and helps learners memorise new words and phrases.



## Speaking

The key aim for most learners is spoken fluency. However, most learners find it difficult to talk about topics which hold no interest for them and many cannot express themselves easily without support. *New Total English* develops spoken fluency in a number of ways – by giving learners discussion topics they want to talk about; by setting up situations where they are motivated to communicate in order to complete a specific task; by providing clear models and examples of how to structure discourse and by encouraging them, wherever possible, to express their own ideas and opinions.

- **Fresh angles on familiar topics**

Topics in *New Total English* have been chosen for their intrinsic interest and relevance. Obscure topics, i.e. those which are only likely to appeal to a minority audience, have been avoided and discussion questions have been deliberately chosen to encourage learners to draw on their own lives and experience. Inevitably, many of the topics have been covered in other ELT coursebooks but wherever possible, we have tried to find a fresh angle on them.

- **Structured speaking activities**

Many of the lessons in *New Total English* culminate in a structured final speaking activity in the form of a survey, roleplay etc. Learners are given time to prepare what they are going to say and prompts to help them. The activities often involve pair and group work to maximise learners' opportunities to speak in class. Many of the structured speaking activities are linked to the CEFR Can do statements.

- **How to... boxes**

There are regular How to... boxes throughout the course which focus on the words and expressions learners need to carry out specific functions. e.g ordering food in a restaurant.

### How to... be polite in English

Use indirect questions and polite responses

Can you tell me if you have this jacket in medium?	1
Could you tell me how much it is, please?	2
Is it OK if I pay by credit card?	3
Do you mind if I read it ... ?	4

- **Communication pages**

Communication pages feature at the end of each unit and engage learners in a variety of problem-solving tasks and activities. These give learners practice in a number of different skills including speaking.

- **Photocopiable class activities**

The photocopiable activities on the ActiveTeach and on the Resource Disc are also specifically designed to promote speaking practice.

## Pronunciation

*New Total English* pays particular attention to pronunciation, which is integrated into lessons which present new language. The pronunciation syllabus includes word and sentence stress, weak forms, intonation and difficult sounds. The Pronunciation bank at the back of the Students' Books provides a summary of all pronunciation points in the book as well as a list of English phonemes, guidance on sound-spelling correspondences and weak forms. The ActiveTeach includes audio to accompany the Pronunciation bank. There is additional pronunciation practice in the Workbooks and Workbook Audio CD.

## Listening

Listening is one of the most difficult skills to master and *New Total English* places particular emphasis on developing learners' confidence in this area. Listening texts include short scripted dialogues as well as longer, unscripted semi-authentic listenings. There is additional listening practice in the Workbooks and the video clips on the ActiveBook and ActiveTeach components further enhance learners' confidence in understanding the spoken word.

- **Scripted listening activities**

Scripted listening activities include short dialogues as well as longer extracts including conversations, interviews and stories. There are lots of simple 'Listen and check your answer' exercises as well as longer, more challenging extracts where learners have to listen for specific information.

- **Semi-authentic listening activities**

As well as the more traditional scripted listening activities, *New Total English* also includes a range of semi-authentic listening texts, i.e. recordings of one or more people speaking in an unprepared, unscripted way, although they are aware of the relevant level and therefore have adapted their own language to a certain extent accordingly. Learners benefit from listening to a semi-authentic recording because the spontaneity of spoken English means that it is full of false starts, hesitations, redundancy and 'ungrammatical' sentences. Learners need to be aware of these features and they need to develop confidence in dealing with them in order to cope with listening in the 'real world'.

- **Video clips**

*New Total English* provides a video clip to accompany each unit of the Students' Book. The videos feature a range of authentic material from a variety of different sources including short films and clips from TV documentaries and drama. The video clips expose learners to real English and are designed to motivate learners to 'raise their game' in terms of developing their listening skills.

To make the material more accessible to learners, photocopiable activities for each video clip are available on the ActiveTeach and on the Resource Disc. There are additional interactive video exercises on the ActiveBook and ActiveTeach which students can complete in class or at home.

The video clips are available on the ActiveBook which accompanies each Students' Book and on the ActiveTeach. You can select the video clips when you use the discs in your computer, or you can play them in a DVD player.

## Reading

Many learners need to be able to read texts in English – for their studies, for work or simply for pleasure – and *New Total English* recognises that reading is an extremely important skill that can have a beneficial effect on all aspects of language learning including vocabulary, spelling and writing.

*New Total English* encourages learners to read as much as possible – in most units there are at least two substantial reading texts – and care has been taken to introduce students to as wide a range of text types as possible, from simple forms and advertisements to short texts from newspapers and magazines.

Reading texts are accompanied by a range of activities that are designed to check comprehension as well as develop key reading skills such as reading for gist, reading for specific information, guessing the meaning of words from the context and so on.

### • Choice of texts

As with the listening material in *New Total English*, texts have been chosen for their intrinsic interest as well as for their usefulness in providing a vehicle for the particular grammar and vocabulary points in focus. Many of the texts have been adapted from authentic, real-life sources such as magazines and websites, and where texts have been adapted or graded, every effort has been made to remain faithful to the original text type in terms of content and style.

### • Exploitation of texts

Each reading text in *New Total English* is accompanied by a number of exploitation exercises that have been carefully selected to develop learners' reading skills. Activities include comprehension and vocabulary work as well as practice in dealing with different reading sub-skills such as reading for gist. There are also a number of jigsaw readings where learners work together and share information.

Unit 10 Lesson 10.2 Exercises 3 and 4  
Group B

3 Read the text. Which customs from exercise 2a, page 102, are mentioned in your text?

**ADVICE FOR**  
**UK BUSINESS TRAVELLERS**

- Forms of address  
In most countries, business people use surnames when they talk to each other. In some countries (e.g. Germany and Switzerland) business people use surnames even when they know each other well. To be safe, continue using someone's surname until they offer you their first name as an alternative.
- Personal space  
People in South America and southern Europe tend to stand quite close to each other when talking – about sixty centimetres apart; while in the Middle East, they generally stand even closer – less than thirty centimetres apart. People from northern Europe and the US give each other more space and feel uncomfortable if you stand too close. Their preferred distance is seventy-five to ninety centimetres apart.

### • Length and complexity

The length and complexity of the reading texts in *New Total English* get more challenging as the course progresses. At lower levels, the texts are very short and the emphasis is on training learners to read for specific information. At higher levels, learners are introduced to a greater range and variety text types and more emphasis is placed on textual analysis.

## Writing

In these days of electronic media, it is easy to forget that writing is not simply speech written down – effective writing has all sorts of conventions that differ from speech and that are necessary to learn in one's own language as well as in a foreign language.

*New Total English* pays particular attention to the important skill of writing. One of the most important new features of the revised edition is the Writing bank at the back of each Students' Book which contains 10 – 12 lessons that focus on different types of writing – emails, postcards, formal and informal letters and so on. Each lesson also provides additional advice and guidance on different writing sub-skills such as punctuation, spelling and paragraph construction.

### • Model text types

Each Writing bank lesson has a Can do statement which refers to the written output that students complete at the end of the lesson. The lesson usually starts with a warmer that engages students in the topic. Learners then go on to focus on a model of the text type and in most cases, there is some comprehension work to ensure that students are familiar with the content before they start working on the format and related sub-skills. The lesson always finishes with a contextualised written output.

### • Writing sub-skills

One of the most important aspects of the Writing bank is that it examines the sub-skills of writing in detail. This is important as it helps learners to build on and develop their writing skills, rather than simply providing practice in writing. Among the sub-skills covered are punctuation, grammatical cohesion, paragraphing and features such as varying the vocabulary used to both enhance interest and ensure lexical cohesion.

### • How to... boxes

How to... boxes are a particular feature of the Writing bank. They usually focus on a particular sub-skill of writing and in some cases on written conventions, such as email or letter layout, appropriate formality of language for the text type or order of presentation of the content (such as in a review).

#### How to... avoid repetition

You can make your writing more interesting by avoiding repetition: by using pronouns and a range of vocabulary.

Use pronouns	1	it (line 6) = <i>the sandstorm</i>
	2	that (line 8) = _____
	3	one (line 10) = _____
	4	he (line 11) = _____
	5	it (line 26) = _____
Use a range of vocabulary	1	beautiful – _____
	2	good – _____
	3	surprised – _____

## Learner training

*New Total English* places a strong emphasis on learner training and good study habits are encouraged and developed via the Lifelong learning boxes which are featured in many lessons. The Lifelong learning boxes provide useful tips and suggestions on how to continue learning outside the classroom.

### Defining what you mean

! If you don't know the name of something in English, explain what you mean with these phrases.

*It's the thing that you use for eating soup.* (spoon)

*It's the stuff that you eat with turkey at Thanksgiving.* (stuffing).

*It's the person who runs the kitchen in a restaurant.* (chef)

Use *thing* for countable nouns, *stuff* for uncountable nouns and *person* for people.

Lifelong learning

## Revision and testing

There are plenty of opportunities for revision in *New Total English* and language is constantly recycled throughout the course. At the end of every unit, there are special Review and practice pages which take the form of mini-progress checks, enabling learners to identify areas where they might need further practice. Interactive versions of the activities on these pages are available on the ActiveBook and ActiveTeach. The Workbook and accompanying Audio CD provide further practice in grammar, vocabulary and skills covered in the corresponding Students' Book. The Workbook is available in with key and without key versions.

For learners who are really serious about making rapid progress in English, *MyTotalEnglishLab* provides the perfect solution. This exciting component features the Workbook exercises in digital format as well as tips and feedback on common errors.

Regular progress and achievement tests are provided on the ActiveTeach, Resource Disc and *MyEnglishLab*. *MyEnglishLab* also includes automatic marking and a gradebook.



## New Total English and exams

The table below shows how the different levels of *New Total English* relate to the University of Cambridge ESOL main suite examinations in terms of the language taught and the topics covered.

Starter	Builds foundation for KET
Elementary	Useful for KET
<b>Pre-Intermediate</b>	<b>Useful for PET</b>
Intermediate	Useful for FCE
Upper Intermediate	Useful for FCE
Advanced	Useful for CAE

While *New Total English* is not an examination preparation course, a student who has, for example, completed the Upper-intermediate level would have sufficient language to attempt the Cambridge ESOL FCE (First Certificate in English) examination. Many of the exercises in the *New Total English Students' Books* and other components are similar in format to those found in the Cambridge ESOL main suite examinations but specific training is required for all EFL examinations and we would strongly recommend this.

## New Total English and the CEFR

*New Total English* is correlated to the CEFR (Common European Framework of Reference). Please see the *New Total English* website:

[www.pearsonELT.com/newtotalenglish](http://www.pearsonELT.com/newtotalenglish) for details of CEFR Can do statements for each level of the course.

CEFR	
A1	Starter
A2	Elementary
B1	<b>Pre-intermediate</b>
B1+	Intermediate
B2	Upper Intermediate
C1	Advanced



Vocabulary	Speaking and Pronunciation	Listening and Reading
Going out	Sentence stress	R What do you like doing at the weekend?
Describing your day and lifestyle	<i>do/does</i> <b>How to...</b> respond to information	L Valentino Rossi – motorcycle champion
Time phrases		R Online chatting
<b>Reference</b> p 17, <b>Review and Practice</b> p 18		
Music	<b>How to...</b> refer to past times	L Music in James Bond films
Achievements	<i>have/has</i>	R Shakira – pop star and business woman
	Intonation in questions	R The Mozart effect L Music
<b>Reference</b> p 27, <b>Review and Practice</b> p 28		
	<b>How to...</b> talk about future plans Connected speech (1)	R Cook your way to a better life!
Describing food	<b>How to...</b> make arrangements	L Thanksgiving in the US
Easily-confused words	Silent letters	R <i>Ratatouille</i>
<b>Reference</b> p 37, <b>Review and Practice</b> p 38		
Describing people	Emphasising important words	R Going up and Going down
Survival skills		L Survival school
	<b>How to...</b> be polite in English Intonation in indirect questions	R One language – three cultures
<b>Reference</b> p 47, <b>Review and Practice</b> p 48		
	<b>How to...</b> exchange opinions Connected speech (2)	R Life at eighteen L The age to do things
Friendship		L Different types of friends
Habits		R How long am I going to live?
<b>Reference</b> p 57, <b>Review and Practice</b> p 58		
Geographical features	Contractions: <i>will</i>	L <i>Mamma Mia!</i> island
Describing a place	Diphthongs	R Garden of freedom – my favourite place
Urban environment	<b>How to...</b> talk about choices and give reasons	L <i>SimCity</i>
<b>Reference</b> p 67, <b>Review and Practice</b> p 68		

