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UNIT	Can do	Grammar	
Do you know...? p 6			
1 Friends <p>p 7-20</p>	1.1 A lot in common?	Encourage further conversation by expressing interest in what is said	Auxiliary verbs (<i>do, be, have</i>)
	1.2 How many friends?	Start a conversation with a stranger	Present Simple and Present Continuous
	1.3 Brotherly love?	Retell a simple narrative in your own words	Present Perfect Simple and Past Simple
	Vocabulary p 17 Communication p 18 Writing bank p 153	Phrasal verbs Describe a friend Write a semi-formal email, introduce yourself	How to... write informal/semi-formal emails
2 Media <p>p 21-34</p>	2.1 Silver screen	Give opinions and agree/disagree	Defining relative clauses
	2.2 Built to last	Describe an object	The passive
	2.3 Stories in the news	Describe an important event from your life	Past Simple and Past Continuous
	Vocabulary p 31 Communication p 32 Writing bank p 154	In the news Describe a film Write a description of an event	How to... sequence a narrative
3 Lifestyle <p>p 35-48</p>	3.1 Your place or mine?	Make a complaint	Future plans
	3.2 City life	Compare cities	Comparatives and superlatives
	3.3 Eco-homes	Take notes while listening	Future possibility
	Vocabulary p 45 Communication p 46 Writing bank p 155	Prefixes and suffixes Describe hopes, dreams and ambitions Write an email of complaint	How to... complain
4 Wealth <p>p 49-62</p>	4.1 Catch me if you can	Use intonation to check and confirm information	Question tags
	4.2 Getting rich quick	Carry out a survey and present results	Modal verbs of obligation and prohibition
	4.3 Spend more!	Ask for and give clarification	Zero and First Conditionals with <i>if/when/unless/as soon as</i>
	Vocabulary p 59 Communication p 60 Writing bank p 156	Confusing words Give reasons for opinions Write a report on factual information	How to... use formal linkers
5 Free time <p>p 63-76</p>	5.1 Are you creative?	Describe your response to a picture	Present Perfect Continuous and Present Perfect Simple
	5.2 Time well spent?	Describe a pastime	Verb patterns with <i>-ing</i> and infinitive
	5.3 Memorable meals	Describe a restaurant	Countable and uncountable nouns
	Vocabulary p 73 Communication p 74 Writing bank p 157	Explaining what you mean Make a short presentation Write a detailed description of an object	How to... describe an object



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Contents

Vocabulary	Speaking and Pronunciation	Listening and Reading
	Intonation in echo questions	<ul style="list-style-type: none"> L Unusual hobbies R Not in my culture...
Personality	Sounds and spelling: 'ea' How to... start a conversation with a stranger	<ul style="list-style-type: none"> L A best friend R How many friends should you have?
Arguing		<ul style="list-style-type: none"> L Falling out with someone R Brotherly love?
Reference p 19, Review and practice p 20		
	How to... give opinions and agree/disagree	<ul style="list-style-type: none"> R <i>Man on Wire</i> L Dubbing or subtitling in foreign language films
Television	How to... describe an object /n/ and /ŋ/	<ul style="list-style-type: none"> L Eco-gadgets R Completely reliable... and built to last
	Word stress on word endings	<ul style="list-style-type: none"> L The news R News stories
Reference p 33, Review and practice p 34		
	How to... complain politely	<ul style="list-style-type: none"> R Yourhome-Myhome L A home exchange L Problems with the home exchange
Adjectives describing places		<ul style="list-style-type: none"> R <i>City I love</i> L Kyoto, Japan R Why not move to ... ?
Compound nouns	Word stress in compound nouns	<ul style="list-style-type: none"> R What does the future hold? L Future predictions
Reference p 47, Review and practice p 48		
Phrasal verbs	Intonation in question tags	<ul style="list-style-type: none"> R The true story of a real fake L Frank Abagnale L The Ghosh test
Personal qualities (1) Shopping	Connected speech How to... report survey results	<ul style="list-style-type: none"> R Duncan Bannatyne L A seminar on entrepreneurial qualities R Good with money
	How to... ask for clarification	<ul style="list-style-type: none"> R How you are persuaded to buy more L Behavioural advertising
Reference p 61, Review and practice p 62		
	How to... describe your response to a picture Weak forms	<ul style="list-style-type: none"> L Describing paintings R 3 ways to become more creative
Describing pastimes	Sounds and spelling: 'a'	<ul style="list-style-type: none"> L Hannah Cheung - film-maker R Reviews
Food	How to... describe a restaurant	<ul style="list-style-type: none"> R The world's best restaurant L A restaurant in Bruges
Reference p 75, Review and practice p 76		



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Contents

UNIT		Can do	Grammar
6 Holidays p 77-90	6.1 Across Africa	Describe a memorable photo	Past Perfect Simple
	6.2 Down under	Get around a new place	Uses of <i>like</i>
	6.3 Travellers' tales	Talk about unexpected events	Articles
	Vocabulary p 87 Communication p 88 Writing bank p 158	Expressions with <i>get</i> Suggest and respond to ideas Write a detailed description of a place	How to... write a description of a place
7 Learning p 91-104	7.1 Learning from experience	Describe a learning experience	Subject and object questions
	7.2 Great teachers	Describe a teacher from your past	<i>Used to</i> and <i>would</i>
	7.3 It's never too late	Carry out an interview	Modals of ability, past and present
	Vocabulary p 101 Communication p 102 Writing bank p 159	Learning: idioms and phrasal verbs Discuss options and make a decision Summarise a short article	How to... write a summary
8 Change p 105-118	8.1 Changing the rules	Discuss problems and suggest changes	Second Conditional
	8.2 Change the world	Express and respond to opinions	Adverbs
	8.3 Making the right decisions	Describe the effect of important decisions	Third Conditional
	Vocabulary p 115 Communication p 116 Writing bank p 160	Word building Express and respond to feelings Write about change	How to... write a personal email
9 Jobs p 119-132	9.1 Freedom at work	Ask for clarification	<i>Make, let, allow</i>
	9.2 Skills and experience	Take notes while listening	Reported speech
	9.3 New on the job	Describe job skills	Past obligation/permission
	Vocabulary p 129 Communication p 130 Writing bank p 161	UK and US English Answer interview questions Write a formal email/letter of application	How to... write a formal email/letter of application
10 Memories p 133-146	10.1 Childhood memories	Respond to a poem	<i>I wish/If only</i>
	10.2 Memorable people	Briefly describe a famous person	Review of past tenses
	10.3 Saying goodbye	Understand cultural differences	Phrasal verbs
	Vocabulary p 143 Communication p 144 Writing bank p 162	The senses Talking about memories Write a simple essay	How to... write a simple essay
Communication activities p 147-152		Writing bank p 153-162	Pronunciation bank p 163-164



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Contents

Vocabulary	Speaking and Pronunciation	Listening and Reading
Descriptive language	How to... describe a memorable photo	<ul style="list-style-type: none"> Extract from <i>Travels Across Africa</i> Travel photos
Places in a city	How to... get around a new place Intonation in questions	<ul style="list-style-type: none"> Travelling around Australia Dannii Minogue in Melbourne
Travelling	Sentence stress	<ul style="list-style-type: none"> Lady Mary Wortley Montagu Strange things happen when you travel ...
Reference p 89, Review and practice p 90		
Learning	How to... describe a learning experience	<ul style="list-style-type: none"> Learning experiences Mistakes that work ...
Personal qualities (2) Word building	Word stress in word building	<ul style="list-style-type: none"> Extract from <i>Matilda</i> Memorable teachers
Education	Connected speech How to... carry out an interview	<ul style="list-style-type: none"> U3A It's never too late Old age
Reference p 103, Review and practice p 104		
The law Cities	How to... discuss problems and suggest changes	<ul style="list-style-type: none"> The Forbidden Apple Edinburgh and Madrid
Global issues	Sounds and spelling: 'o' How to... express attitude and respond to opinions	<ul style="list-style-type: none"> Comic marathon man raises £200,000 Changes in the world
Life decisions	Sentence stress in the Third Conditional	<ul style="list-style-type: none"> Your life, your decisions Important decisions
Reference p 117, Review and practice p 118		
	Intonation for pausing How to... ask for clarification and deal with difficult questions	<ul style="list-style-type: none"> Jobs Semco A talk
-ed and -ing adjectives		<ul style="list-style-type: none"> Management styles The Engineer and the Manager
Job requirements		<ul style="list-style-type: none"> Operatunity Different jobs
Reference p 131, Review and practice p 132		
		<ul style="list-style-type: none"> <i>It was long ago</i> Childhood memory Erma Bombeck
Biographies	Pronouncing numbers How to... say numbers	<ul style="list-style-type: none"> Some famous people The Making of _____ Gianni Versace
	Word stress in phrasal verbs How to... say goodbye (in person)	<ul style="list-style-type: none"> We're letting you go Some goodbyes Saying goodbye on the phone
Reference p 145, Review and practice p 146		
Irregular verb table p 165		
Audioscripts p 166–176		

Do you know...?

Do you know these tenses? Match the sentences (1–7) with the tenses (a–g).

- 1 I've lived here since I was a child.
- 2 She's studying French at the Sorbonne.
- 3 We left the office at about 7:00 p.m.
- 4 I'd already eaten lunch so I wasn't hungry.
- 5 He was playing his guitar when the string broke.
- 6 I'm leaving the company in July.
- 7 I write about fifteen emails a day.

- a Present Simple
- b Present Continuous (for ongoing actions)
- c Present Continuous (for future actions)
- d Present Perfect
- e Past Simple
- f Past Continuous
- g Past Perfect

Complete the sentences with the tenses (a–g) from exercise 1a.

- 1 We use the _____ to describe something that started and finished in the past.
- 2 We use the _____ to describe a future plan.
- 3 We use the _____ to describe something that started in the past and continues in the present.
- 4 We use the _____ to describe something that is a state, habit or general truth.
- 5 We use the _____ to describe a temporary situation that is happening around now.
- 6 We use the _____ to describe something that happened before another event in the past.
- 7 We use the _____ to describe something temporary that was in progress at a time in the past.

- 2** Can you recognise the underlined parts of the sentences? Label them with the headings in the box.

idiom (x2) phrasal verb (x2) prefix (x2)
suffix (x2)

- 1 The story was unbelievable!
- 2 Can you give me a hand with this?
- 3 She grew up in Ecuador.
- 4 I've given up eating chocolate!
- 5 This meat is overcooked.
- 6 Happiness is the most important thing.
- 7 This is the poem that I learned by heart.
- 8 I was always useless at Maths.

- 3 a** Complete the mind maps with words from the box.

beach coffee colleague daughter
doorbell hall husband island potato
roof sightseeing stepmother tourist
vacuum cleaner vegetable yoghurt

travel

food and drink

home

relationships



- b** Underline any /ə/ sounds in the words in exercise 3a.

- c** Add some more words to each mind map.

- 4 a** Complete the table with the correct verbs, nouns and adjectives.

verb	noun	adjective
<u>educate</u>	(1) _____	<u>educated</u>
(2) _____	<u>improvement</u>	<u>improved</u>
<u>televise</u>	(3) _____	xxx
<u>govern</u>	(4) _____	xxx
xxx	<u>expense</u>	(5) _____
xxx	<u>beauty</u>	(6) _____
<u>attract</u>	<u>attraction</u>	(7) _____
(8) _____	<u>application</u>	xxx

- b** Mark the main stress in the words in the table in exercise 4a. How many syllables are there in each word?

- 5** Put the words in the correct order to make useful phrases for the classroom.

- 1 could/a/little,/speak/you/please/up ?
- 2 dictionary,/I/could/your/borrow ?
- 3 you/paper,/give/some/could/please/me ?
- 4 these/down/words/write .
- 5 in/do/English/say/you/how/'X' ?
- 6 mean/does/'X'/what ?
- 7 and/the/between/what's/'X'/'Y'/difference ?
- 8 you/again/say/can/that ?
- 9 are/page/on/we/what ?



Friends

1

Lead-in

- 1 Work in pairs and look at the photos. What relationship do you think the people in each photo might have?
- 2 Put the words in the box under these headings:
(a) work/school, (b) family, (c) friends, (d) other. Can you add any more words under each heading?

acquaintance best friend boss classmate close friend colleague
ex-girlfriend father-in-law friend of a friend husband stepmother
stranger old friend team-mate

- 3 Match the phrases in **bold** from A with the correct definition from B.

A	B
1 I'm sorry you're leaving. Let's keep in touch .	a not stay in contact
2 We have the same sense of humour and like the same jokes.	b like to be with him/her
3 We're both sporty. In fact, we have a lot in common .	c know him/her better
4 I hope we don't lose touch when you move away.	d find the same things funny
5 He's really nice when you get to know him .	e like/enjoy the same things
6 I really enjoy her company .	f stop being friends
7 They fell out over money and didn't speak to each other for years.	g understand each other well
8 We're really on the same wavelength .	h stay in contact

- 4 Look at the words from the box in exercise 2 and think of four people you know. Work in pairs and describe your relationship with the people you chose.



lot in common?

Primary verbs (*do, be, have*)

Encourage further conversation by expressing interest in what is said

A



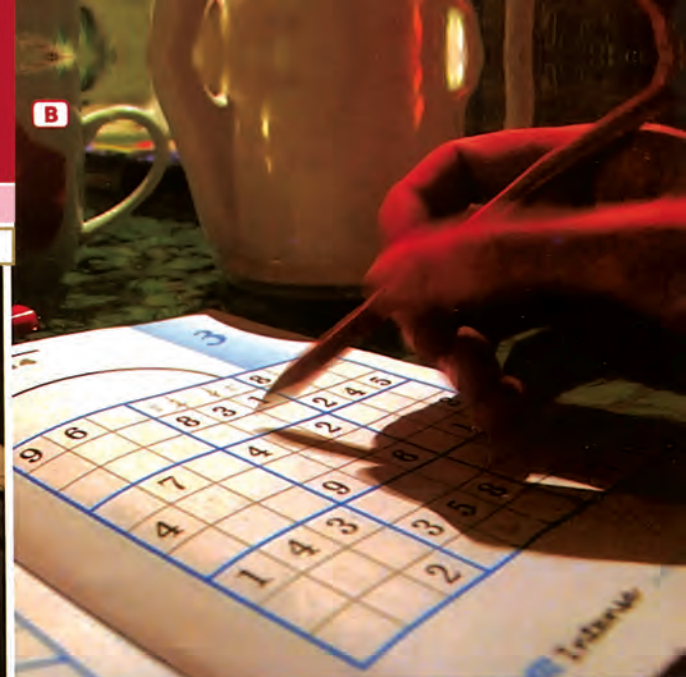
C



D



B



E



Speaking and listening

1 Work in pairs. Match the hobbies (1–5) with the photos (A–E).

- | | | |
|--------------|-------------|----------|
| 1 snowkiting | 3 juggling | 5 sudoku |
| 2 t'ai chi | 4 astronomy | |

2 a Complete the phrases in **bold** with the prepositions from the box.

about (x3) at for on (x2) in (x2) to

- What subjects do you like **reading** _____?
- What do you **use** the Internet _____?
- What activities and hobbies are you **good** _____?
- What do you **spend** too much time _____?
- What do you **worry** _____?
- What types of exercise are you **keen** _____?
- What do you usually **talk** _____ with friends?
- What cultures are you **interested** _____?
- What clubs do you **belong** _____?
- How many languages are you **fluent** _____?

b Work in pairs. Choose five questions from exercise 2a and write down what you think your partner's answers will be.

c Ask your partner your questions. Were your ideas correct?

3 a 1.2 Listen to five dialogues about the hobbies in the photos. Which questions from exercise 2a do the speakers answer?

b What were their answers? Write one key word for each speaker.

c Listen again and make notes about the different hobbies. Then work in pairs and compare your notes.

4 Work in pairs. Do you do any of the activities in the photos? Do you have any other unusual hobbies?



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1.1

lar | auxiliary verbs (*do, be, have*)

- 5 a** Look at the Active grammar box. Complete the example sentences with an auxiliary verb. Make sure you use the correct tense.

- b** 1.3 Listen and check your answers.

Active grammar

A Wh- questions

- 1 A: *How* _____ *you learn to do that?*
B: *Well, I started off ...*

B Yes/No questions

- 2 _____ *she have a telescope then?*
3 _____ *you been there?*

C Echo questions (to check understanding or show interest)

- 4 A: *I'm quite good at juggling.*
B: _____ *you?*

D Negatives

- 5 A: *Can you juggle with plates?*
B: *No, I* _____ *think I could do that!*
6 *I* _____ *even been skiing!*

E Short answers

- 7 A: *Do you do it regularly?*
B: *No, I* _____ .
8 A: *Have you been there?*
B: *Yes, I* _____ .
9 A: *Isn't it terrifying?*
B: *Yes, it* _____ . *That's the whole point!*

see Reference page 19

- 6** Find and correct two mistakes in each dialogue.

- 1 A: What subjects do you likes reading about?
B: Oh, I'm quite interested in sport.
A: Are you? What sports you like?
B: Tennis and football, mainly.
- 2 A: What do you worry about?
B: I not worry much. I guess sometimes I worry about money.
A: Does you? I do too.
- 3 A: Use you the Internet a lot?
B: No, not really. I not have time. Do you?
A: Yes, all the time.
- 4 A: Have you seen that film yet?
B: No, I didn't. What about you?
A: Yes. I saw it last week.
B: Was it any good?
A: Yes, it were.

Pronunciation | intonation in echo questions

- 7 a** Write echo questions for these sentences.

I grew up in Peru.

Did you?

- 1 I live in a seven-bedroom house.
- 2 My boyfriend has travelled round South America.
- 3 Next year I'm going to university.
- 4 Last year I won a medal for swimming.
- 5 I'm learning to drive at the moment.
- 6 We both hate spaghetti.
- 7 They've just moved to Egypt.
- 8 He eats six eggs a day.

- b** 1.4 Listen and check your answers.

c Listen again, and notice if the person asking the echo questions sounds interested or not. What happens to the intonation when he sounds interested?

d Work in pairs. Practise the dialogues in exercise 7a. Try to show that you are interested and encourage your partner to say more.

A: *I grew up in Peru.*

B: *Did you?*

A: *Yes, my father was the ambassador to Peru.*

see Pronunciation bank page 169

Speaking

- 8 a** You are going to try to find something in common with someone in the class you don't know very well. First, complete the following sentence in different ways.

I'd like to find someone who ...

• *writes poetry.*

• *is a really good cook.*

b Ask your classmates questions to try and find someone for each of your sentences. Show your interest through echo questions.

A: *Do you write poetry?*

B: *No, I don't, but I do write novels.*

A: *Do you? Have you had anything published?*



Reading and speaking

9 Work in pairs and discuss the questions.

- 1 Look at the photos. What aspects of culture do they represent?
- 2 What are some typical features of your culture?
- 3 How is your culture different from other cultures you know about? How is it similar?

10 a Work in pairs. You are each going to read about a cultural misunderstanding.

Student A: read the text on this page and answer the questions below.

- 1 What did Kyle's father-in-law keep doing?
- 2 How did she usually react?
- 3 What happened when she got angry?
- 4 What did her husband explain?

Student B: read the text and answer the questions on page 147.

b Tell your partner about the story you read and listen to your partner's story. Ask questions about anything you don't understand.

c Have you ever had a cultural misunderstanding? Tell your partner what happened.

Not in my culture...

'Ah, Kyle, gordita, como estas?' (translation: 'Ah, Kyle, fatty, how are you?').

This is how my father-in-law would greet me every time we went over to his house. At first, I thought I needed to be on my best behaviour for my husband's parents, so I would just smile and nod, when really I felt furious as he insulted me about my weight over and over again.

Finally, one day I'd had enough. When my father-in-law mentioned my weight at the dinner table once again, in front of everybody, telling me I looked 'even fatter than normal', I lost my temper, 'Well, you look older and more wrinkly than normal.' Silence. I turned bright red as I realised I'd just said something truly offensive. Eventually someone coughed politely and changed the subject. But, after dinner my husband took me aside. 'Why in the world would you insult my dad like that?!' he asked. I told him, 'I've had enough of the weight comments, tell him to stop insulting me.' And then my husband told me that in Chile, 'gordita' is a term of endearment and is only used lovingly. He also explained that it's not at all impolite to bring up other people's weight loss/weight gain and that if people do, that just means they care about you enough to notice.


So I explained to my husband that telling someone they look fat/fatter is one of the rudest things you can possibly do in my culture. Well, my husband had a little chat with my father-in-law and my size was never mentioned again.

How many friends?

Present Simple and Present Continuous

a conversation with a stranger

Listening

- 1 a** Work in pairs and discuss the questions.
- Who do you consider to be your best friend?
 - Where and when did you meet them?
 - What do you like about them?
 - How are they different from you?
- b**  3.5 Listen to Pete answering the same questions about his best friend, and note down his answers.

Vocabulary | personality

- 2 a** Work in pairs. Complete the definitions (1–10) with the adjectives from the box.

dependable encouraging generous
jealous kind-hearted mean
pleasant selfish sulky upbeat

A/An _____ person ...


- is friendly and well-behaved.
- cares about you and wants to help you.
- always does what you need them to.
- is unhappy if you have something they'd like themselves.
- happily gives you whatever you need.
- has a positive, optimistic attitude.
- tries to give you the confidence to succeed.
- is angry and unhappy for long periods.
- thinks of themselves first.
- doesn't like giving anything away.

b Choose three adjectives in exercise 2a which you think are most important in a good friend. Explain why.

c Work in pairs. Tell your partner about a friend who one of the adjectives in exercise 2 describes. Explain why.

When I lost my job last year, my friend Lucia was really encouraging. She kept telling me I would get a better job soon, and I have!

Pronunciation | sounds and spelling: 'ea'

- 3 a**  1.6 Listen to the four ways in which 'ea' can be pronounced. Then put the adjectives from the box in the correct column.

fearful jealous kind-hearted mean pleasant upbeat

/i:/	/e/	/ɪə/	/a:/

- b**  3.7 Listen and check your answers.

c Put more words that you know with 'ea' into the correct column.

see Pronunciation bank page 163

Speaking

- 4 a** Work in pairs and discuss the questions.
- When was the last time you made a new friend?
 - How did you meet?
- b** Complete the How to... box with the headings below.
- at a bus stop
 - at a party
 - on public transport

How to... start a conversation with a stranger

A _____	: Cold today, isn't it?
	: Excuse me, could you tell me the time?
B _____	: Excuse me, is anyone sitting here?
	: Is it always this crowded?
C _____	: So how do you know Jason? (the host)
	: Have you tried this chicken? It's delicious!

c Respond to each conversation starter in the table in exercise 4b.

d Work in pairs. Choose a conversation starter and write a short conversation.

A: *Have you tried this chicken? It's delicious!*

B: *No, it looks good though. You should try some of the fish. I think Mary made it herself.*



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CEFR	
A1	Starter
A2	Elementary
B1	Pre-intermediate
B1+	Intermediate
B2	Upper Intermediate
C1	Advanced

