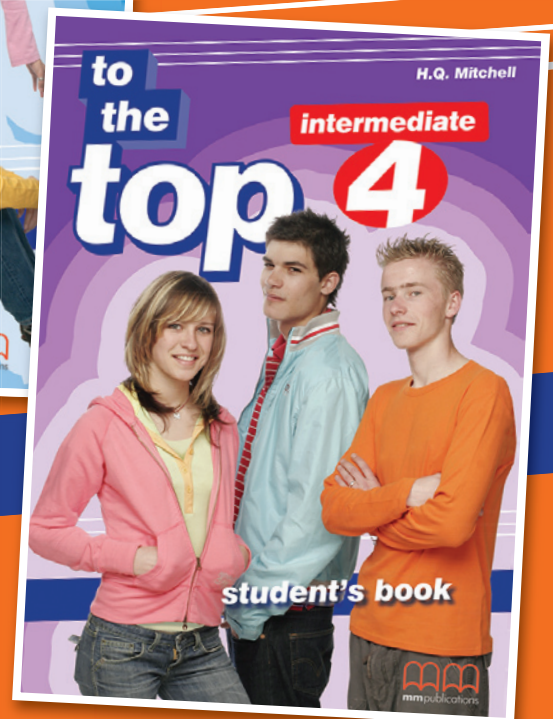
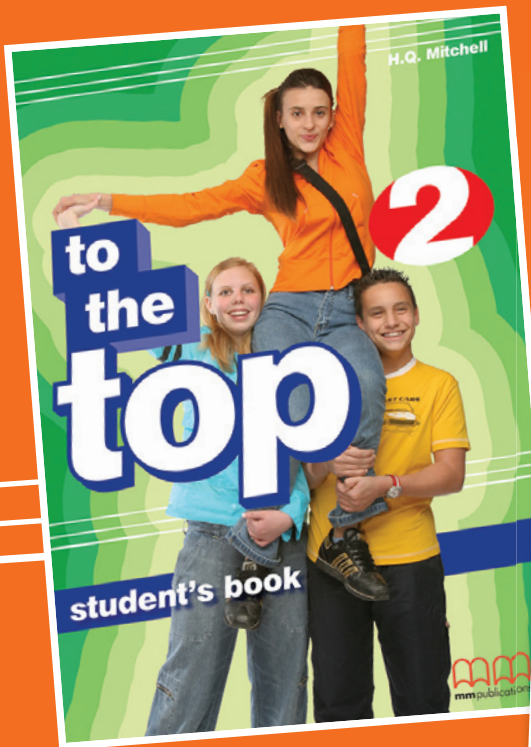
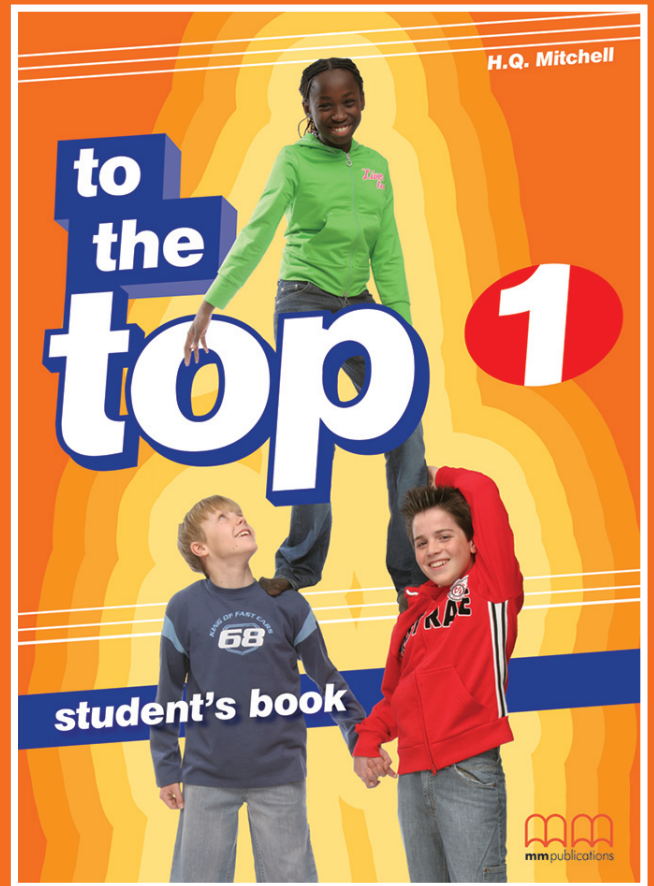


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Beginners - Intermediate



Sample pages catalogue

# to the top

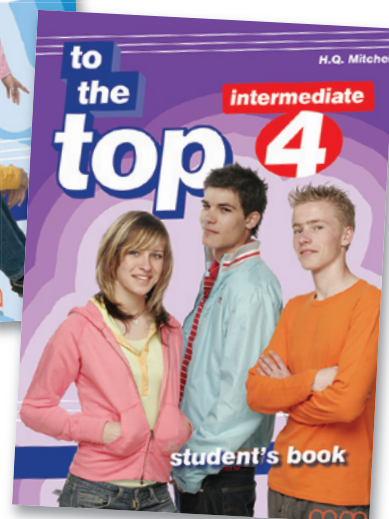
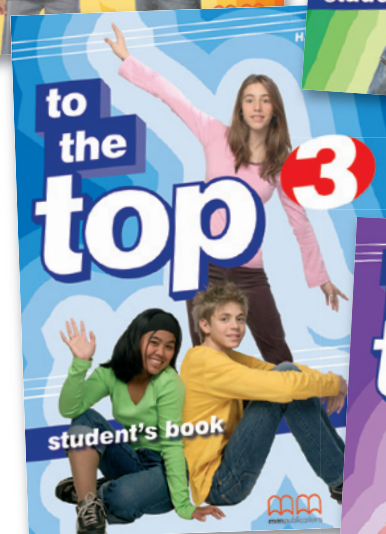
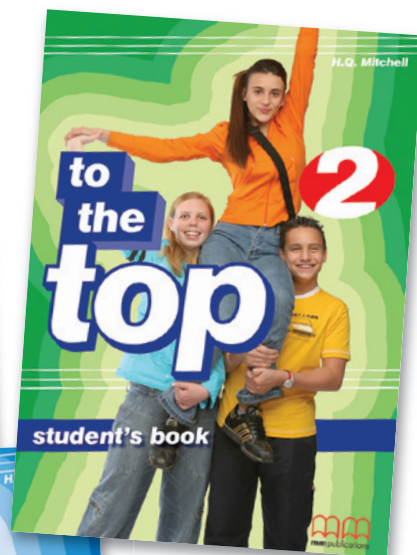
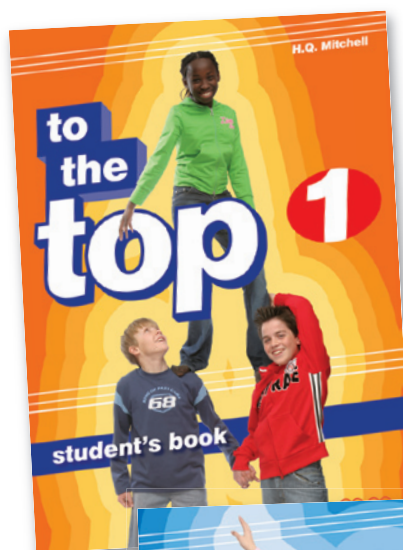
is a four-level course. It takes learners from **Beginner** to **Intermediate** level (Levels **A1,A2** and **B1** of the Common European Framework).

## IT FOLLOWS:

- the requirements of the **Common European Framework of Reference**
- the **modular approach** and is organised in eight modules

## EACH MODULE INCLUDES:

- Five lessons and a revision section
- Lively dialogues
- Motivating and contemporary topics with **multicultural** and **cross-curricular** information
- Clear Grammar presentations and practice
- A step-by-step guide to **writing**
- Culture pages
- Songs



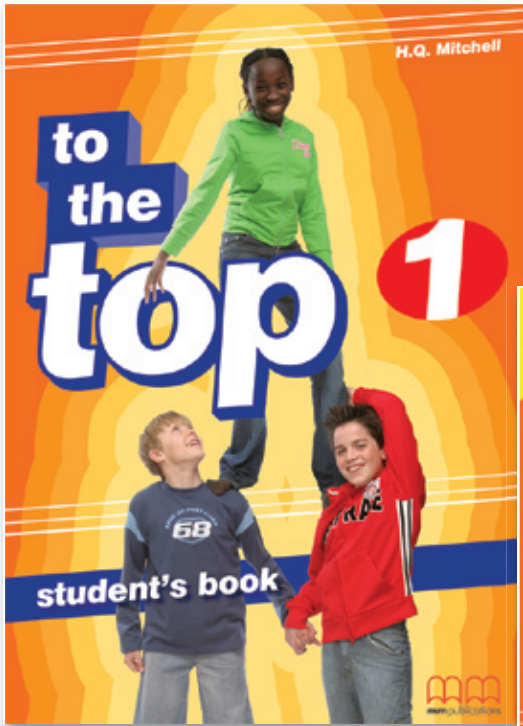
## FREE AUDIO CD/CD-ROM for every student which includes:

- Recordings of stories, texts and dialogues from the Student's Book to practise at home
- Songs
- Vocabulary

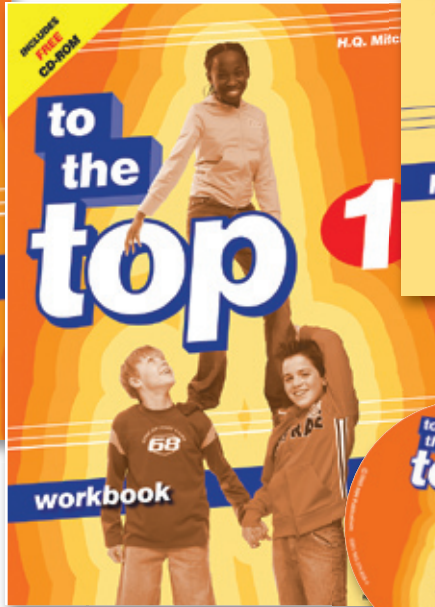
It works on both a CD player and a computer.

## CATALOGUE CONTENTS

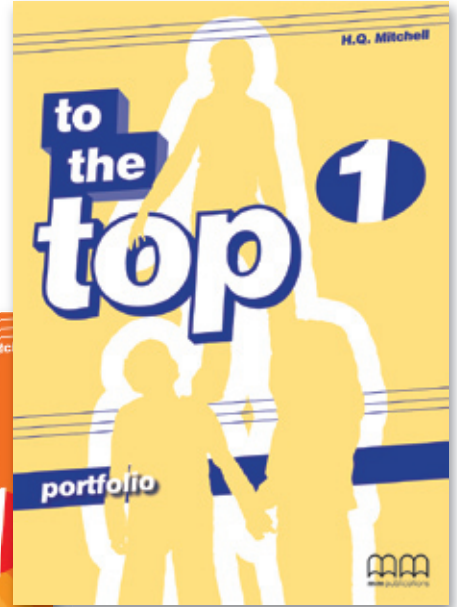
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Student's Book



Full colour Workbook + FREE Audio CD/CD-ROM for every student



Student's Portfolio (including projects)



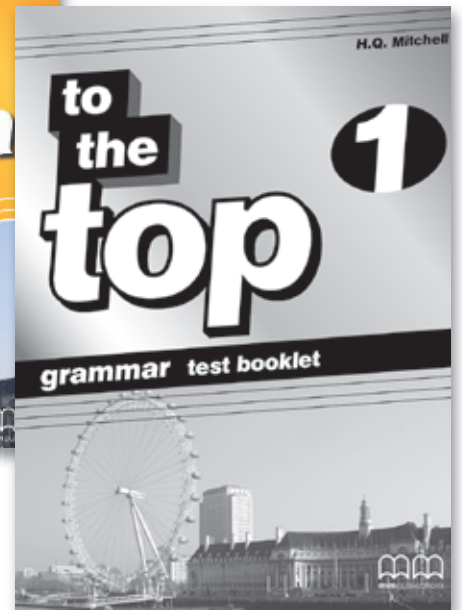
Test Booklet



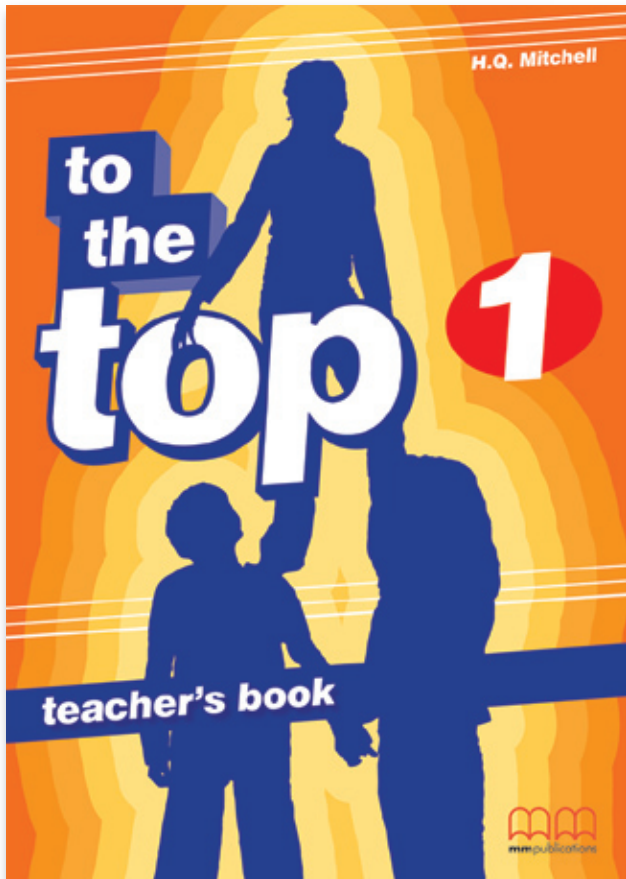
Companion



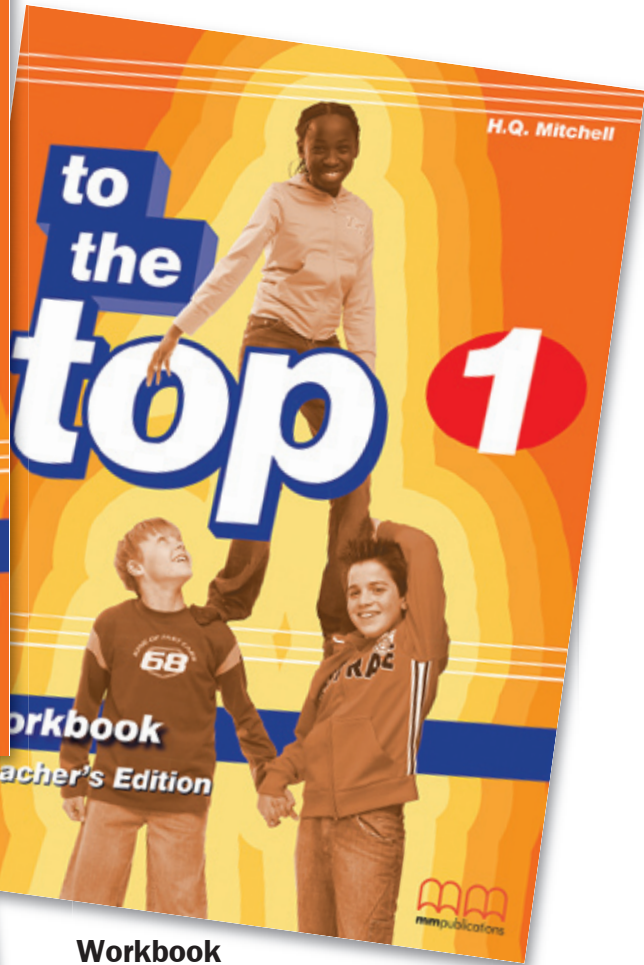
Grammar book that follows the syllabus of the Student's Book



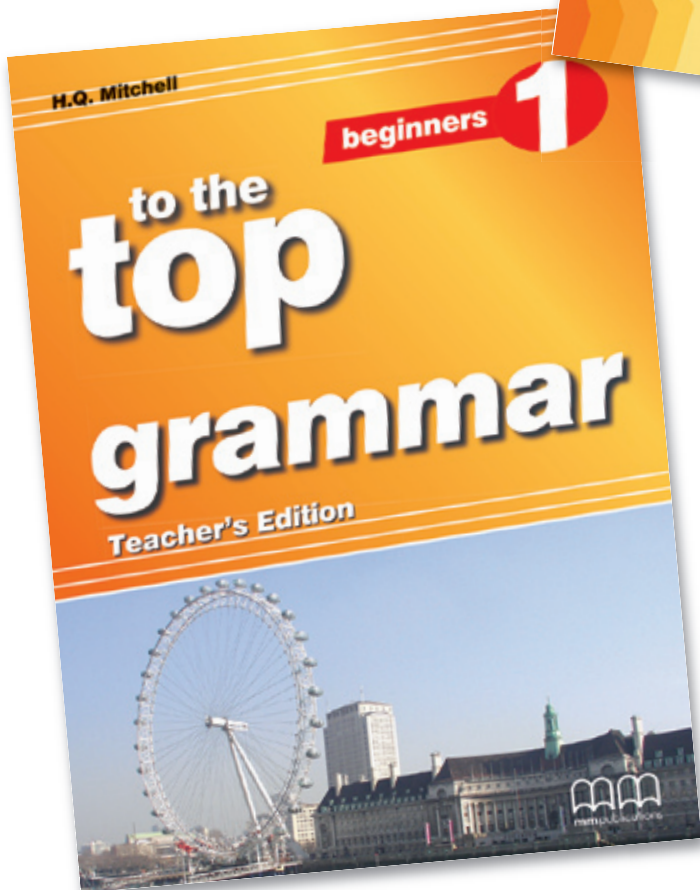
Grammar Test Booklet



Teacher's Book



Workbook  
Teacher's Edition



Grammar Book  
Teacher's Edition



Class CDs



Video/DVD  
"Network"



Test Booklet CD-ROM

## To the Top 1

	Structures	Writing
<b>Hello</b>	<ul style="list-style-type: none"> <li>• What's your name?</li> <li>• I'm...</li> <li>• What's your phone number?</li> <li>• Plurals (regular -s)</li> <li>• <i>a</i> vs <i>an</i></li> <li>• this/that</li> <li>• What colour is this? It's...</li> <li>• Imperative</li> </ul>	
<b>Module 1</b>	<ul style="list-style-type: none"> <li>• I'm, you're - my, your</li> <li>• Where... from?</li> <li>• The verb <i>be</i> (affirmative, negative)</li> <li>• How old ...?</li> <li>• The verb <i>be</i> (questions)</li> <li>• Who? / What?</li> </ul>	<ul style="list-style-type: none"> <li>• A short paragraph about one's best friend</li> <li>• A letter presenting oneself</li> </ul>
<b>Module 2</b>	<ul style="list-style-type: none"> <li>• Possessive case</li> <li>• Whose?</li> <li>• Possessive adjectives</li> <li>• The verb <i>have got</i></li> <li>• these/those</li> <li>• Plurals (regular/irregular)</li> </ul>	<ul style="list-style-type: none"> <li>• Sentences about two members of one's family</li> <li>• Sentences about one's personal items</li> <li>• A short paragraph describing one's favourite animal</li> <li>• A paragraph presenting one's best friend</li> </ul>
<b>Module 3</b>	<ul style="list-style-type: none"> <li>• Present Simple (affirmative)</li> <li>• Prepositions of time</li> <li>• Present Simple (negative, questions)</li> <li>• like, love, enjoy, hate + noun/-ing form</li> <li>• When?</li> <li>• Adverbs of frequency (always, usually, often, sometimes, never)</li> </ul>	<ul style="list-style-type: none"> <li>• Sentences about one's after-school activities</li> <li>• A short composition about what one does on Saturdays</li> </ul>
<b>Module 4</b>	<ul style="list-style-type: none"> <li>• Prepositions of place (in, on, under, next to, between, in front of, behind)</li> <li>• There is / There are</li> <li>• <i>a</i> vs <i>the</i></li> <li>• The verb <i>can</i></li> <li>• Let's</li> </ul>	<ul style="list-style-type: none"> <li>• A short paragraph about one's abilities and talents</li> <li>• A description of one's dream house</li> </ul>
<b>Module 5</b>	<ul style="list-style-type: none"> <li>• Countable and uncountable nouns</li> <li>• a(n)/some</li> <li>• some/any</li> <li>• would like + noun</li> <li>• How much?/How many?</li> <li>• Object personal pronouns</li> </ul>	<ul style="list-style-type: none"> <li>• A short composition about one's eating habits</li> </ul>
<b>Module 6</b>	<ul style="list-style-type: none"> <li>• Present Progressive</li> <li>• Why? / Because...</li> <li>• Present Simple vs Present Progressive</li> </ul>	<ul style="list-style-type: none"> <li>• Sentences reporting current actions based on visual prompts</li> <li>• An e-mail to a friend about New Year's</li> </ul>
<b>Module 7</b>	<ul style="list-style-type: none"> <li>• Past Simple (affirmative) (regular + irregular verbs)</li> <li>• Time expressions</li> <li>• Past Simple (negative, questions)</li> <li>• Past Simple of the verb <i>be</i></li> <li>• Time expressions</li> <li>• by + means of transport</li> <li>• in + years</li> </ul>	<ul style="list-style-type: none"> <li>• A short paragraph about a trip one went on</li> <li>• A story based on visual prompts</li> </ul>
<b>Module 8</b>	<ul style="list-style-type: none"> <li>• Future <i>will</i></li> <li>• <i>must/mustn't</i></li> <li>• Comparative forms</li> <li>• Superlative forms</li> </ul>	<ul style="list-style-type: none"> <li>• A short paragraph about one's plans for the weekend</li> <li>• A short text describing one's country</li> <li>• An e-mail describing one's summer holiday plans</li> </ul>

## To the Top 2

	Structures	Writing
<b>Hello</b>	<ul style="list-style-type: none"> <li>• How old...?/ What?</li> <li>• Where...from?/ When?</li> <li>• How many?</li> <li>• The verb <i>be</i></li> <li>• <i>Have got</i></li> <li>• The verb <i>can</i></li> <li>• There is/are</li> </ul>	
<b>Module 1</b>	<ul style="list-style-type: none"> <li>• Present Simple</li> <li>• Adverbs of frequency</li> <li>• How often?</li> <li>• Prepositions of time</li> <li>• Present Progressive</li> <li>• Present Simple vs Present Progressive</li> <li>• Stative verbs</li> <li>• Some / Any / No / Every and their compounds</li> <li>• Subject pronouns</li> <li>• Object pronouns</li> <li>• Possessive adjectives</li> <li>• Possessive pronouns</li> <li>• Possessive case</li> </ul>	<ul style="list-style-type: none"> <li>• A description of one's bedroom</li> <li>• A description of one's best friend</li> </ul>
<b>Module 2</b>	<ul style="list-style-type: none"> <li>• Past Simple</li> <li>• could</li> <li>• Past Progressive</li> <li>• Past Simple - Past Progressive</li> <li>• Time clauses: when, while</li> <li>• Adverbs of manner</li> <li>• Used to</li> </ul>	<ul style="list-style-type: none"> <li>• A short paragraph about an accident one had</li> <li>• A short biography of J.K. Rowling</li> </ul>
<b>Module 3</b>	<ul style="list-style-type: none"> <li>• can / could / may / might</li> <li>• Prepositions of place</li> <li>• Prepositions of movement</li> <li>• Let's..., How about...?, Why don't we...?</li> <li>• Comparative forms</li> <li>• as + adjective + as</li> <li>• Superlative forms</li> <li>• Which?</li> </ul>	<ul style="list-style-type: none"> <li>• Sentences comparing one's city in the past and today</li> <li>• A letter to a friend describing your city</li> </ul>
<b>Module 4</b>	<ul style="list-style-type: none"> <li>• Zero Conditional</li> <li>• Future going to</li> <li>• Future will (offers, promises, requests, on-the-spot decisions, warnings, threats)</li> <li>• Future will (predictions)</li> <li>• Conditional Sentences Type 1</li> </ul>	<ul style="list-style-type: none"> <li>• A paragraph about one's life in the future</li> <li>• Sentences making hypotheses</li> <li>• A letter inviting a friend on a day out</li> </ul>
<b>Module 5</b>	<ul style="list-style-type: none"> <li>• Present Perfect Simple</li> <li>• Time expressions (ever, never, before, always, just, so far, once, twice)</li> <li>• Present Perfect Simple vs Past Simple</li> <li>• Time expressions (yet, already)</li> <li>• Present Perfect Simple: How long?, for, since</li> </ul>	<ul style="list-style-type: none"> <li>• A short paragraph about a trip one went on</li> <li>• A paragraph about an endangered animal based on information</li> <li>• A letter to a friend describing one's adventure holiday</li> </ul>
<b>Module 6</b>	<ul style="list-style-type: none"> <li>• Too / Enough</li> <li>• One / Ones</li> <li>• How much? / How many? / Much / Many / A lot of / Lots of / Loads of / A few / A little</li> <li>• Relative pronouns: who / which / that</li> <li>• Must / Have to</li> </ul>	<ul style="list-style-type: none"> <li>• Sentences about what one mustn't do and what one doesn't have to do</li> <li>• A short article about one's ideal job</li> </ul>
<b>Module 7</b>	<ul style="list-style-type: none"> <li>• Should</li> <li>• Question tags</li> <li>• Full Infinitive / Bare Infinitive</li> <li>• -ing form</li> </ul>	<ul style="list-style-type: none"> <li>• A short paragraph about one's pet or a pet one would like to have</li> <li>• Sentences about one's eating habits</li> <li>• A letter to the problem page of a magazine</li> </ul>
<b>Module 8</b>	<ul style="list-style-type: none"> <li>• All / Both / Neither / None</li> <li>• So / Neither</li> <li>• Present Simple Passive</li> <li>• Past Simple Passive</li> </ul>	<ul style="list-style-type: none"> <li>• A paragraph about one's favourite TV programmes</li> <li>• A film review</li> </ul>

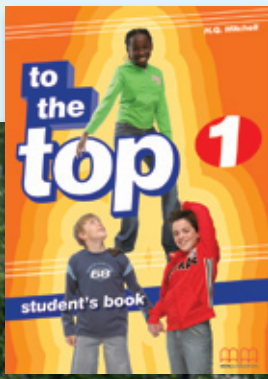
# CONTENTS

## To the Top 3

	Structures	Writing
Module 1	<ul style="list-style-type: none"> <li>Present Simple vs Present Progressive</li> <li>Stative verbs</li> <li>Comparison of adjectives and adverbs</li> <li>Past Simple</li> <li>Used to</li> <li>Some / Any / No / Every and their compounds</li> </ul>	<ul style="list-style-type: none"> <li>A paragraph comparing two sports</li> <li>An e-mail introducing oneself to a new e-pal</li> <li>A paragraph about one's favourite clothes and accessories</li> <li>A description of a person</li> </ul>
Module 2	<ul style="list-style-type: none"> <li>Relative pronouns: who/ which/ that/ whose</li> <li>Relative adverb: where</li> <li>Conditional Sentences Type 1</li> <li>Time Clauses (Present – Future)</li> <li>All / Both / Neither / None / Either</li> </ul>	<ul style="list-style-type: none"> <li>A postcard to a friend while on holiday</li> <li>A recipe based on visual and verbal prompts</li> <li>A description of a place</li> </ul>
Module 3	<ul style="list-style-type: none"> <li>Present Perfect Simple</li> <li>Time expressions (ever, never, before, always, just, so far, already, yet, once, twice, etc.)</li> <li>Present Perfect Simple vs Past Simple</li> <li>Present Perfect Progressive</li> <li>Present Perfect Simple - Present Perfect Progressive</li> <li>for - since</li> <li>Clauses of result</li> </ul>	<ul style="list-style-type: none"> <li>An article about one's favourite free-time activity</li> <li>A paragraph about one's daily routine and how active one is</li> <li>A letter to a friend giving news</li> </ul>
Module 4	<ul style="list-style-type: none"> <li>Past Simple - Past Progressive</li> <li>Time clauses (when, while, as, as soon as)</li> <li>Question tags</li> <li>Past Perfect Simple</li> <li>Prepositions of Time</li> <li>Prepositions of Place</li> <li>Prepositions of Movement</li> </ul>	<ul style="list-style-type: none"> <li>A paragraph about an imaginary event</li> <li>A diary page</li> <li>A story</li> </ul>
Module 5	<ul style="list-style-type: none"> <li>can / could / may / will / would</li> <li>must / have to / need (to) / can't</li> <li>can / could / be able to</li> <li>could / may / might</li> <li>must / can't</li> <li>Full Infinitive</li> <li>Bare Infinitive</li> <li>-ing form</li> </ul>	<ul style="list-style-type: none"> <li>A short e-mail asking for information</li> <li>An sms message accepting an invitation</li> <li>A note to one's parents asking for money</li> <li>An essay: The advantages and disadvantages of having a mobile phone</li> </ul>
Module 6	<ul style="list-style-type: none"> <li>The article 'the'</li> <li>so/neither/too/either</li> <li>Passive Voice (Present Simple – Past Simple)</li> <li>Passive Voice (Present Perfect Simple – Future 'will' – Future 'going to' – modal verbs)</li> </ul>	<ul style="list-style-type: none"> <li>A paragraph about one's country</li> <li>An e-mail inviting, giving information and making arrangements</li> <li>A news article about a fire</li> </ul>
Module 7	<ul style="list-style-type: none"> <li>Subject-Object Questions</li> <li>Negative Questions</li> <li>Reflexive Pronouns</li> <li>Conditional Sentences Type 2</li> <li>Wishes</li> </ul>	<ul style="list-style-type: none"> <li>An account of an accident</li> <li>A letter to a friend/relative asking for advice</li> <li>A letter giving advice</li> <li>A list of wishes</li> <li>A formal letter asking for information</li> </ul>
Module 8	<ul style="list-style-type: none"> <li>Reported Speech (statements)</li> <li>Reported Speech (commands, requests)</li> <li>Reported Speech (questions)</li> </ul>	<ul style="list-style-type: none"> <li>An account of a true event</li> <li>A paragraph about one's habits</li> <li>A description of an event</li> </ul>

## To the Top 4

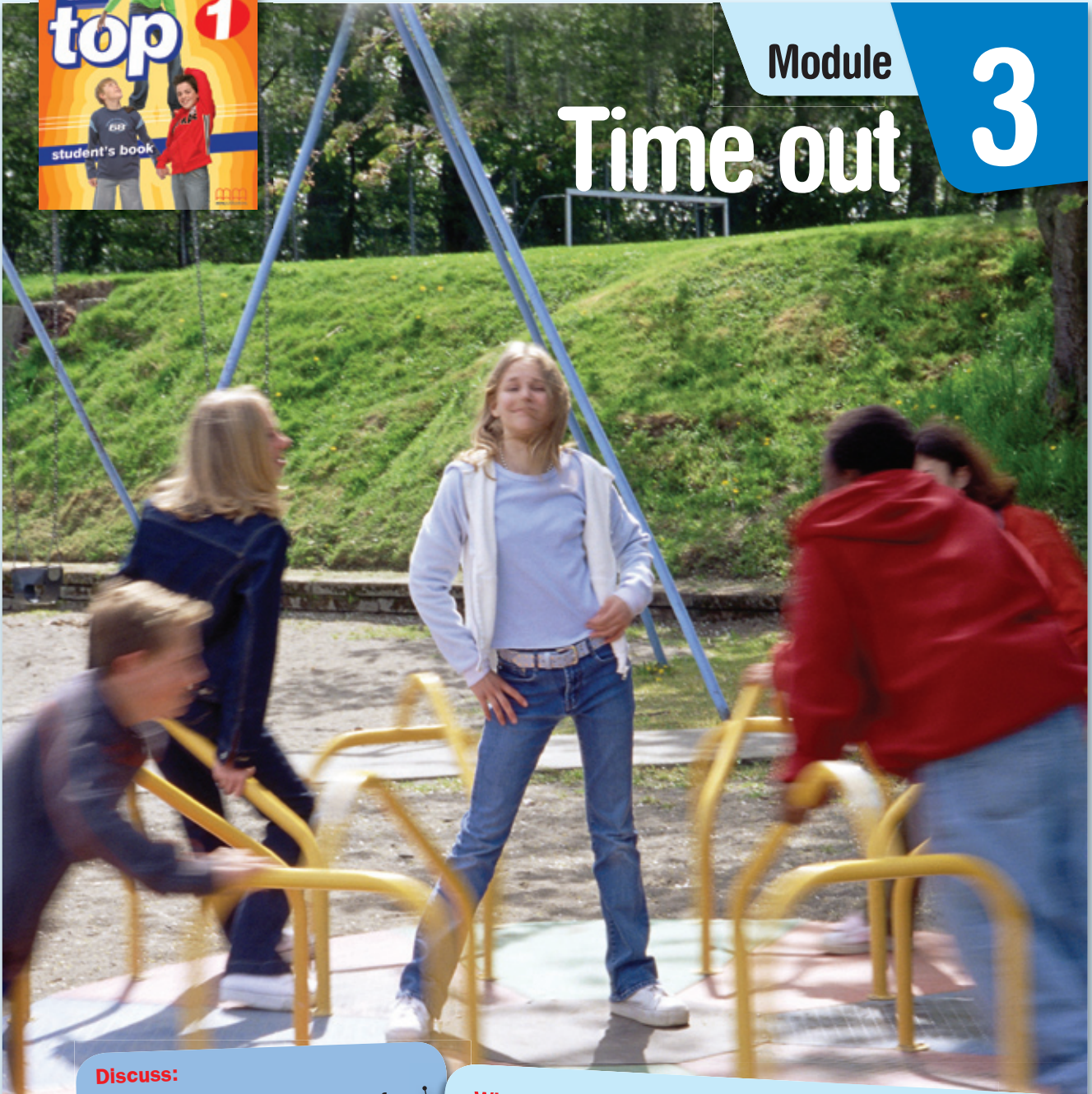
	Structures	Writing
Module 1	<ul style="list-style-type: none"> <li>Present Simple vs Present Progressive</li> <li>Past Simple</li> <li>Used to</li> <li>Present Perfect Simple vs Past Simple</li> <li>Present Perfect Simple-Present Perfect Progressive</li> </ul>	<ul style="list-style-type: none"> <li>Paragraphs to include in one's personal website</li> <li>An informal letter giving news</li> </ul>
Module 2	<ul style="list-style-type: none"> <li>Past Simple - Past Progressive</li> <li>Past Perfect Simple - Past Perfect Progressive</li> <li>Comparisons</li> </ul>	<ul style="list-style-type: none"> <li>A story with a given beginning or ending</li> <li>A formal letter asking for information (transactional)</li> </ul>
Module 3	<ul style="list-style-type: none"> <li>Conditional Sentences Types 1 and 2</li> <li>Future will</li> <li>Future going to</li> <li>Future Perfect Simple</li> <li>Defining Relative Clauses</li> <li>Non-Defining Relative Clauses</li> </ul>	<ul style="list-style-type: none"> <li>An article about one's favourite star/band</li> <li>An essay: The advantages and disadvantages of working out at a gym</li> </ul>
Module 4	<ul style="list-style-type: none"> <li>Passive Voice I</li> <li>Verbs with two objects</li> <li>Passive Voice II</li> <li>Clauses of result</li> <li>Clauses of concession</li> <li>Clauses of purpose</li> </ul>	<ul style="list-style-type: none"> <li>A film review</li> </ul>
Module 5	<ul style="list-style-type: none"> <li>Modal verbs I (may / might / could / must / can't)</li> <li>Modal verbs II (must / have to / need)</li> <li>would rather</li> <li>had better</li> <li>should</li> </ul>	<ul style="list-style-type: none"> <li>A letter asking for or giving advice</li> <li>An article describing an event</li> </ul>
Module 6	<ul style="list-style-type: none"> <li>Quantifiers</li> <li>Countable and uncountable nouns</li> <li>Conditional Sentences Type 3</li> <li>Wish / If only</li> </ul>	<ul style="list-style-type: none"> <li>An account of a true event</li> <li>An informal letter (transactional)</li> </ul>
Module 7	<ul style="list-style-type: none"> <li>Infinitive</li> <li>-ing form</li> <li>Reported Speech (Statements)</li> <li>Reported Speech (Questions, Commands, Requests)</li> </ul>	<ul style="list-style-type: none"> <li>A semi-formal letter</li> <li>A report</li> </ul>
Module 8	<ul style="list-style-type: none"> <li>Causative Form</li> <li>All / Both / Neither / None / Either</li> <li>both... and..., neither... nor..., either... or...</li> <li>Exclamatory Sentences</li> </ul>	<ul style="list-style-type: none"> <li>A formal letter of complaint (transactional)</li> </ul>



Module

3

# Time out



**Discuss:**

- ▶ What do you usually do in your free time?
- ▶ What kind of music/films do you like?

**What's in this module?**

- Free-time activities
- A film survey
- Poster: Top Star talent contest
- A music survey
- Country vs city
- Questionnaire: How well do you know your friend?
- My favourite day of the week

Where can you find the following in this module?  
Go through the pages and find the pictures.



introduction to the topic of the module through various activities

listening and speaking activity

# 3a After school

## 1 Vocabulary

Listen and repeat.



▶ watch TV



▶ do my homework



▶ read comics



▶ go to a dance class



▶ take the dog for a walk



▶ go to the park



▶ make a model plane



▶ fly a model plane



▶ play computer games



▶ play table tennis



▶ ride my bike



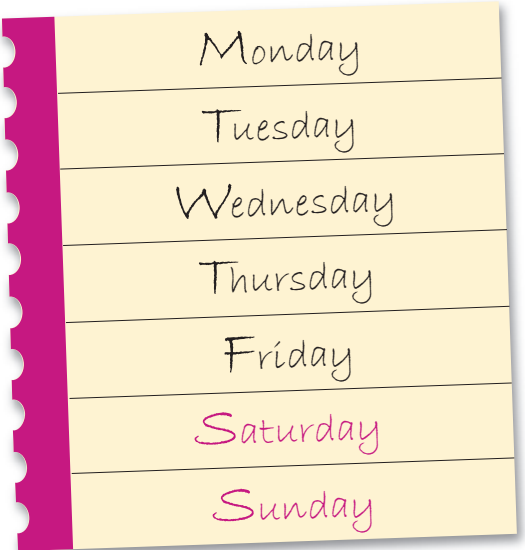
▶ go out with friends

## 2 Listen and speak

Listen to the days of the week. Then, talk in pairs. Say what you do every day.

I play tennis on Mondays. What about you? On Mondays I ...

vocabulary presented through visual prompts



## 3 Read

A. Listen and read. Where's Andrew today?

Hello. Is Andrew there?





various types of texts presenting new vocabulary items and grammatical structures

No, he isn't here. Erm... Wait a minute... On Mondays he takes his dog for a walk and on Tuesdays he plays table tennis with Sue after school. On Wednesdays he flies his model planes in the park and on Thursdays he watches DVDs with Mark, so he's at Mark's house now. Oh, no, wait, it's Friday today, not Thursday. Andrew goes out with his friends every Friday. They go to that fast food restaurant near the school... Yes, that's right ... On Saturdays and Sundays he stays at home and relaxes and ...



B. Read again and complete Andrew's schedule.



## 4 Grammar

### Present Simple (affirmative)

I	play	<b>But</b>	He	plays
You	watch		She	watches
We	go		It	goes
They	fly			flies

We use the Present Simple for habits or actions that happen regularly.

**NOTE** on Monday/Saturdays, etc.  
on weekdays  
at the weekend

### Complete with the Present Simple of the verbs in brackets.

- Mary and Fred \_\_\_\_\_ (play) computer games on Saturdays.
- My brother \_\_\_\_\_ (ride) his bike every day after school.
- Karen \_\_\_\_\_ (go) to a fast food restaurant with her friends at the weekend.
- I \_\_\_\_\_ (read) comics on Fridays after school.

## 5 Listen

Listen and decide which of the three schedules is Beth's. Tick (✓) a, b or c.

<input type="checkbox"/> MON play table tennis	<input type="checkbox"/> MON play tennis	<input type="checkbox"/> MON play table tennis
<input type="checkbox"/> TUE	<input type="checkbox"/> TUE	<input checked="" type="checkbox"/> TUE take dog for walk
<input type="checkbox"/> WED	<input type="checkbox"/> WED	<input type="checkbox"/> WED
<input type="checkbox"/> THU take dog for walk	<input type="checkbox"/> THU take dog for walk	<input type="checkbox"/> THU
<input type="checkbox"/> FRI	<input type="checkbox"/> FRI	<input type="checkbox"/> FRI
<input type="checkbox"/> SAT go to park	<input type="checkbox"/> SAT	<input type="checkbox"/> SAT go to park
<input type="checkbox"/> SUN	<input type="checkbox"/> SUN go to park	<input type="checkbox"/> SUN

a

b

c

## 6 Write

Write 3 sentences about what you and two of your friends do after school.

After school I watch TV and I read comics.  
My friend...

short writing activity

grammar box focusing on key grammatical structures

listening activity consolidating taught vocabulary and structures

# 3b Do you go to the cinema?

## 1 Vocabulary

Listen and repeat.



◀ a science-fiction film



▶ an animated film



◀ an adventure film



▶ a horror film



◀ a comedy



▶ a romantic film



## 2 Read

A. Listen to the dialogue. Then, read it out in groups.

**Woman** Excuse me, I'm a reporter for Film Magic Magazine. Can I ask you a few questions?

**Eddie** Sure.

**Zoe** Why not?

**Woman** Thanks. Do you go to the cinema with your friends?

**Eddie** Yes, we do. We go every Saturday.

**Woman** What kind of films do you watch?

**Zoe** I watch all kinds of films but science-fiction films are my favourite! They're so interesting and exciting!

**Eddie** No, they aren't.

**Zoe** Eddie doesn't like science-fiction films very much.

**Eddie** I don't like science-fiction films at all. I like comedies.

**Woman** Do you like animated films?

**Eddie** Of course! I think they're very funny.

**Woman** What about you?

**Zoe** No way! They're for kids. They're really boring.

**Woman** OK. Thanks a lot. Here are two free tickets for the cinema tonight.

**Eddie** Great! Is it a comedy?

**Woman** No, it's an animated film.

**Zoe** Oh no!

**Eddie** Don't worry, Zoe. I can go with Tom... he, he, he.

realistic dialogues featuring the characters

### 3 Grammar

#### Present Simple (negative - questions)

NEGATIVE	QUESTIONS	SHORT ANSWERS	
I don't watch (=do not)	Do I watch?	Yes, I do.	No, I don't.
You	Do you watch?	Yes, you do.	No, you don't.
He	Does he watch?	Yes, he does.	No, he doesn't.
She doesn't watch (=does not)	Does she watch?	Yes, she does.	No, she doesn't.
It	Does it watch?	Yes, it does.	No, it doesn't.
We	Do we watch?	Yes, we do.	No, we don't.
You don't watch (=do not)	Do you watch?	Yes, you do.	No, you don't.
They	Do they watch?	Yes, they do.	No, they don't.

#### Complete with *do*, *does*, *don't* or *doesn't*.

- A:** \_\_\_\_\_ you like comedies?  
**B:** No, I \_\_\_\_\_ .  
**A:** What about your brother? \_\_\_\_\_ he like comedies?  
**B:** Yes, he \_\_\_\_\_ .  
**A:** Great. I've got a great comedy on DVD.
- A:** What \_\_\_\_\_ you do with your friends on Sundays?  
 \_\_\_\_\_ you play football?  
**B:** No, we \_\_\_\_\_ . We \_\_\_\_\_ like football.  
 Jenny and I play basketball every Sunday.  
**A:** What about Betty?  
**B:** No, she \_\_\_\_\_ like sport.

### 4 Pronunciation

pronunciation activity

Listen and tick (✓) the sound you hear.

	likes /s/	plays /z/	watches /tʃ/
takes			
relaxes			
goes			
reads			
makes			
dances			
flies			

### 5 Speak

Talk in pairs.

What kind of films do you watch?  
**I watch comedies. I think they're funny.**  
 Do you watch romantic films?  
**Yes, I do. I think they're great. /  
 No, I don't. I think they're boring.**  
**What about you?**  
 .....

#### B. Read again and write T for True or F for False.

- Eddie and Zoe go to the cinema on weekdays.
- Zoe doesn't watch science-fiction films.
- Eddie likes science-fiction films.
- Zoe doesn't like animated films.
- Zoe and Eddie have got free tickets for the cinema tonight.

# 3C Do you enjoy listening to music?

## 1 Read

A. Read the poster, answer the questions and follow the arrows. What can you do?

various types of texts  
"A poster"

**TOP STAR** SATURDAY 16 MAY 6 pm  
**talent contest**

**Do you enjoy listening to music?**

**NO** → What's wrong with you?

**YES** → **Do you like singing or playing a musical instrument?**

**NO** → Well, come to the talent contest anyway and listen to some great pop, rock and hip hop!

**YES** → **Are you in a band?**

**NO** → Well, don't worry! Enter the 'Best Performer' contest. The winner gets a guitar!

**YES** → Well, enter the 'Best Band' contest. The winner gets a set of drums!

**LAST YEAR'S WINNER**

**Jody Williams**

"The TopStar talent contest is great fun! I go every year and the performers are amazing. Maybe you can win this year... Go on! Enter the Talent Contest! "

**ENTER TODAY!** Call: 07764583217 or e-mail: [musiccontest@megamail.com](mailto:musiccontest@megamail.com)

B. Read again and answer the questions.

1. When is the talent contest?
2. What kind of music can you listen to there?
3. What does the winner of the 'Best Band' contest get?
4. What does the winner of the 'Best Performer' contest get?

## 2 Vocabulary

Listen and number (1-5) the musical instruments.



piano



saxophone



guitar



violin



drums

## 3 Grammar

I love listening to pop music but I don't like dancing.

like	+ -ing form
love	
enjoy	
hate	



Choose the correct word.

- The boys hate **watch** / **watching** TV but they **love** / **loving** watching DVDs.
- I enjoy **play** / **playing** the saxophone.
- On Saturdays Maria and Tina **go** / **going** to the park. They like **ride** / **riding** their bikes there.
- Do you **like** / **liking** dancing?
- Brian doesn't **watch** / **watching** comedies.

## 4 Listen

Listen to a boy answering questions for a survey and tick (✓) the appropriate boxes.



### MUSIC SURVEY

NAME: Liam Farrell AGE: 14

- Do you like listening to music?  
 Yes  No
- What kind of music do you like?  
 Pop  Rock  Hip hop  
 Jazz  Classical
- Do you play a musical instrument?  
 Yes  No
- What musical instrument do you play?  
 Guitar  Piano  Violin  
 Drums  Saxophone
- Do you sing?  
 Yes  No

43

simple listening activities

# 3d Daily routines

## 1 Vocabulary

Put the pictures in order. Write 1-6. Then, listen and check your answers.



She has dinner at half past seven.



She gets up at a quarter past seven.



She has lunch at ten past twelve.



He goes to bed at ten o'clock.



He gets home at a quarter to five.



He has breakfast at twenty to eight.

44



# Country

## 2 Read

A. Listen and read. Who's the country girl? Who's the city girl?

**What time do you get up?**

**Stacey** I get up at 6:30 every morning. It's early, but I always feed the animals before I have breakfast. After breakfast, I take the bus to school.

**Angela** I usually get up at about 7:45. My school isn't far so I walk.

**What do you do in the afternoons?**

**Stacey** Well, I get home at about 4:00 and help my father on the farm. I love animals. Then, I ride my horse, Punch.

**Angela** My mum's got a pet shop so I often help her. I usually feed the animals. Then, I sometimes visit a friend.

**And in the evenings?**

**Stacey** My friends live far away, so we don't meet on weekdays. After dinner, I sometimes watch a DVD but I never stay up late. I'm usually very tired. On Saturday nights my friends and I go into town.

**Angela** I play computer games or call my friends and talk on the phone for hours. I go to bed at about 11:30. On Saturday nights we go to the cinema or to a club in the city centre.

various types of texts: "An interview"



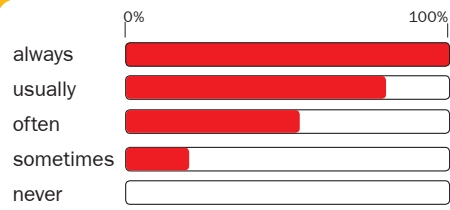
# vs City

**B. Read again and write S for Stacey, A for Angela or B for Both.**

1. She gets up very early in the morning.
2. She walks to school.
3. She feeds animals.
4. She goes to her friend's house.
5. She doesn't stay up late.
6. She goes out on Saturday nights.

## 3 Grammar

### Adverbs of frequency



#### Adverbs of frequency go

- before the main verb:  
*Jack **never** walks to school.*  
*I don't **usually** stay up late.*  
*Do you **often** go to the cinema?*
- after the verb *be*:  
*Helen is **often** late for school.*

#### Write the sentences using the adverbs of frequency in brackets.

1. I help Jack with his homework. (sometimes)
2. Susan doesn't get up at 7:30. (often)
3. My baby sister goes to bed late. (never)
4. What time do you have lunch? (usually)
5. I'm tired in the mornings. (always)

## 4 Vocabulary

### Complete the sentences with the words in the box.

time lunch early walks sometimes meet

1. Lucy has \_\_\_\_\_ with her brother every day.
2. I always \_\_\_\_\_ my friends at the weekend. We have lots of fun!
3. What \_\_\_\_\_ do you go to school?
4. My father gets up very \_\_\_\_\_, at 5 o'clock in the morning.
5. I \_\_\_\_\_ visit my grandparents on Saturdays.
6. Harry never takes the bus to the city centre. He usually \_\_\_\_\_.

vocabulary activities

## 5 Speak

**COMPLETE A QUESTIONNAIRE:  
 HOW WELL DO YOU KNOW YOUR FRIEND?**  
 Go to page 118.

# 3 TOP SKILLS

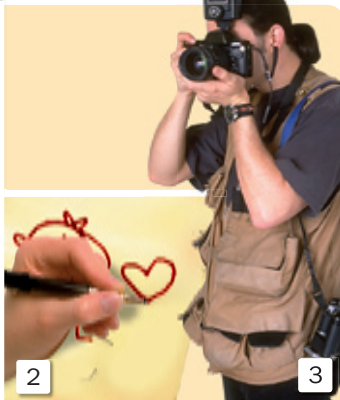
## In my free time

### 1 Vocabulary

Match the hobbies with the pictures. Then, listen and check your answers.



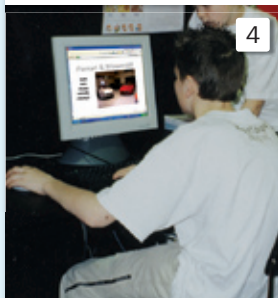
1



3



2



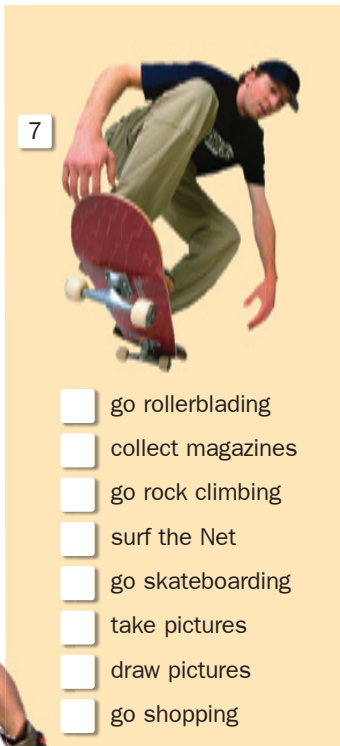
4



5



6



7



8

- go rollerblading
- collect magazines
- go rock climbing
- surf the Net
- go skateboarding
- take pictures
- draw pictures
- go shopping

### 2 Listen

Listen to two children talking about their hobbies. Tick (✓) Stuart, Louise or both.

	Stuart	Louise
1. Who goes rollerblading?		
2. Who goes skateboarding?		
3. Who goes shopping?		
4. Who surfs the Net?		
5. Who collects magazines?		

### 3 Read

Below is what Alex does on Saturdays. Listen, read and answer the questions on page 47.

## My Saturday

Saturday is my favourite day of the week. In the morning I always get up late, at 10:30. I usually have a big breakfast with my brother and then I surf the Net or draw pictures on my computer. I love doing that and it's easy!

In the afternoon I always go rock climbing. That's two hours of fun! It's a difficult sport but I'm very good at it and I always climb to the top. Some day I want to climb K2. My brother hates rock climbing. He's afraid of heights!

In the evening I'm usually very tired but I always go out with my friends. We often go to the cinema. We're all horror film fans. We also enjoy going to an Internet café near my house. We usually have a great time there!

matching activity for vocabulary presentation through the use of realistic photographs





## 4 Speak

Talk in pairs about your hobbies.

speaking activity

What do you do in your free time?

Do you like rollerblading/reading/surfing the Net/etc.?

Do you collect magazines/CDs/etc.?

## 5 Write

A. Read the tip and then complete the sentences 1-5.



When you refer to time, use the prepositions:

- **at** ten o'clock, half past two, etc.  
the weekend  
night
- **in** the morning, the afternoon, the evening  
my free time
- **on** Monday, Tuesday, etc.  
Friday morning/afternoon/evening/night  
weekdays

'top tip' box providing useful advice for the completion of the writing task

1. My sister always goes shopping \_\_\_\_ Saturday mornings.
2. \_\_\_\_ my free time I play computer games.
3. I play football with my friends \_\_\_\_ seven o'clock \_\_\_\_ Wednesdays.
4. Steve doesn't go out \_\_\_\_ weekdays, only \_\_\_\_ the weekend.
5. Karen gets up early \_\_\_\_ the morning and goes to bed late \_\_\_\_ night.

B. Use the notes below to write about what you do on Saturdays.

writing activity for further practice

1. What time does Alex get up on Saturdays?
2. What does he do after breakfast?
3. When does he go rock climbing?
4. What does he want to do some day?
5. Does Alex's brother go rock climbing?
6. Where does Alex go with his friends on Saturday evenings?

My Saturday

In the morning I always get up ...

In the afternoon I usually ...

In the evening I like ...



# 3

## Revision

### Vocabulary

**A. Cross out the odd word. Then, add one more.**

- rock - jazz - classical - horror - \_\_\_\_\_
- guitar - drums - class - saxophone - \_\_\_\_\_
- Saturday - Friday - Thursday - Music - \_\_\_\_\_

SCORE  / 6

**B. Match.**

- |            |                       |
|------------|-----------------------|
| 1. go      | a. the guitar         |
| 2. surf    | b. the dog for a walk |
| 3. collect | c. breakfast          |
| 4. watch   | d. animated films     |
| 5. have    | e. magazines          |
| 6. ride    | f. my homework        |
| 7. take    | g. a bike             |
| 8. do      | h. the Net            |
| 9. play    | i. swimming           |
| 10. stay   | j. up late            |

SCORE  / 10

### Grammar

**C. Complete the sentences with *in, on or at*.**

- I never go shopping \_\_\_\_\_ the weekend.
- I always get up \_\_\_\_\_ 7 o'clock.
- I often surf the Net \_\_\_\_\_ the afternoons.
- I usually go to the park \_\_\_\_\_ Saturdays.
- \_\_\_\_\_ my free time I take pictures.
- My parents go out \_\_\_\_\_ Saturday evenings.

SCORE  / 6

**D. Complete with the Present Simple of the verbs in brackets.**

- Ted usually \_\_\_\_\_ (fly) his model planes on Sundays.
- Susan \_\_\_\_\_ (go) to bed at 9:00.
- My best friend always \_\_\_\_\_ (have) dinner with her parents.
- In the afternoons I \_\_\_\_\_ (talk) on the phone for hours.
- My father \_\_\_\_\_ (play) the piano.
- Jack and Lucy \_\_\_\_\_ (listen) to hip hop.

SCORE  / 6

**E. Complete the sentences with *do, does, don't or doesn't*.**

- \_\_\_\_\_ Danny ride his bike every afternoon?
- Sophie and I \_\_\_\_\_ play musical instruments.
- George \_\_\_\_\_ like listening to pop music.

- What \_\_\_\_\_ you usually do on Saturdays?
- When \_\_\_\_\_ your sister go out with her friends?

SCORE  / 5

**F. Circle the correct words.**

- James **always** / **never** watches TV after school. He plays computer games.
- Does Maria go **skateboard** / **skateboarding** at the weekend?
- Tony **usually is** / **is usually** late for school.
- Angela hates **does** / **doing** her homework.
- A: When / What time** do you go to your dance class?  
**B:** On Mondays.

SCORE  / 5

### Communication

**G. Match.**

- |                                      |                             |
|--------------------------------------|-----------------------------|
| 1. What's the time?                  | a. I go rock climbing.      |
| 2. What time do you get up?          | b. At half past six.        |
| 3. Do you like rock climbing?        | c. Yes, I do.               |
| 4. What do you do in your free time? | d. It's a quarter to seven. |

SCORE  / 4

**H. Complete the dialogues with the sentences a-d.**

**a.** I think they're boring!    **b.** What about you?

**c.** What kind of music do you listen to?

**d.** Do you like going to the cinema?

- |                        |   |
|------------------------|---|
| 1. <b>A:</b> _____     | 2. <b>A:</b> _____                                    |
| <b>B:</b> Pop. _____   | <b>B:</b> Yes, I do. I usually watch adventure films. |
| <b>A:</b> I like jazz. | <b>A:</b> Really? _____                               |

SCORE  / 8

**TOTAL SCORE**  / 50

## Now I can...

say what I like and don't like

say how often I do things

talk about free-time activities

talk about routines

talk and write about my daily schedule

use the Present Simple

use prepositions of time


self evaluation chart

Listen, read the texts and answer the questions below.

# Culture page 3



## May Day

On 1st May people around the world celebrate the end of a long winter. In England, children and adults dance around a Maypole. Morris dancing is popular there, too. Morris dancers are usually men and they wear white clothes and coloured belts. They hold handkerchiefs and sticks and shake them. In some places, on the evening of 30th April it is time for bonfires. Men jump over them three times for good luck.



Maypole dancing



Morris dancing

factual texts about various celebrations introducing students to the culture of the English-speaking world



Trick-or-treating



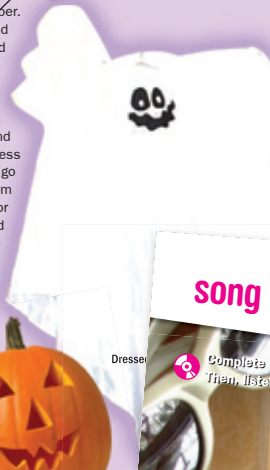
Jack-o-lantern



Apple bobbing

## Halloween

Halloween is on 31st October. In the United States, in England and in many other places around the world, people have lots of fun on Halloween. They make Jack-o-lanterns. How? They make a scary face on a pumpkin, put a candle inside and put it in the window. Children dress up as witches and ghosts and go trick-or-treating. Some of them knock on their neighbours' door and run away. Others stay and get a treat. Children also go to parties and play lots of games, like 'apple bobbing' or treasure hunt.



Dresser

pumpkin

1. What do people celebrate on May Day?
2. What do Morris dancers wear?
3. When do people celebrate Halloween?
4. What do they use to make a Jack-o-lantern?
5. What trick do children play on their neighbours?
6. What games do children play on Halloween?

## song 3

Complete the song with the words in the box. Then, listen and check your answers.



SONGS

song accompanied by an activity

party hear year music

Come on, get ready! It's that time of (1) \_\_\_\_\_.

Come on, get ready! The party's almost here.

Come on, get ready! The celebration's near.

Come on, get ready! Dance to the music you (2) \_\_\_\_\_.

We're dancing, we're grooving,  
We're singing and we're moving.

Come on, get ready! Put your (3) \_\_\_\_\_ hat on.

Come on, get ready! The celebration's on.

Come on, get ready! And move to the (4) \_\_\_\_\_ now.

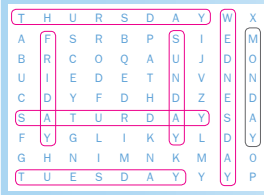
Come on, get ready! And I can show you how.

We're dancing, we're grooving,  
we're singing and we're moving.

vocabulary, grammar and writing activities

### 3a After school

A. Find the seven days of the week in the grid. Then, write the days in order.



- MONDAY
- TUESDAY
- WEDNESDAY
- THURSDAY
- FRIDAY
- SATURDAY
- SUNDAY

B. Match to make phrases.

- |          |                      |
|----------|----------------------|
| 1. watch | a. to the park       |
| 2. do    | b. computer games    |
| 3. play  | c. comics            |
| 4. ride  | d. a model plane     |
| 5. take  | e. TV                |
| 6. go    | f. my bike           |
| 7. make  | g. my homework       |
| 8. read  | h. my dog for a walk |

C. Circle the correct words.

- On Fridays Joshua goes / go to a fast food restaurant.
- I fly / files my model plane on Sundays.
- We watches / watch TV every day.
- They ride / rides their bikes in the park at the weekend.
- Steve does / do his homework every day.
- My cousin play / plays table tennis on Mondays.
- My brother goes / go out with his friends on Saturdays.

D. Use the verbs in bold in the speech bubbles to complete the sentences.

**I ride my bike on Sundays.**

1. Dave rides his bike on Sundays.

**I do my homework every day.**

2. Sue does her homework every day.

**I play basketball after school.**

3. Philip plays basketball after school.

**I watch DVDs on Thursdays.**

4. My friend watches DVDs on Thursdays.

E. Read Lara's schedule. Then, write your schedule.



<b>Mon</b> On Mondays I take the dog for a walk.	<b>Mon</b> On Mondays I _____
<b>Tue</b> On Tuesdays I play computer games.	<b>Tue</b> _____
<b>Wed</b> On Wednesdays I play volleyball with Nancy.	<b>Wed</b> _____
<b>Thur</b> On Thursdays my sister and I watch DVDs.	<b>Thur</b> _____
<b>Fri</b> On Fridays I go to my dance class.	<b>Fri</b> _____
<b>Sat/Sun</b> At the weekend I ride my bike in the park.	<b>Sat/Sun</b> _____

### 3c Do you enjoy listening to music?

A. Complete the crossword.

B. Complete the sentences with the correct form of the verbs in brackets.

- Maria loves going (go) to the park with her friends.
- Daniel and Natalie hate listening (listen) to jazz music.
- Jordan enjoys playing (play) the guitar.
- A: Do you like watching (watch) TV?  
B: No, I don't, but I really like reading (read) comics.
- David and I enjoy flying (fly) our model planes in the park.
- Anthony doesn't like taking (take) the dog for a walk every day after school.
- I hate singing (sing) but I love dancing (dance).

C. Match the questions with the answers.

- |  |   |
|--|---|
| 1. When do you go to your dance class?         | c |
| 2. Do you like watching science-fiction films? | b |
| 3. What do you do at the weekend?              | a |
| 4. Does Jane go to the park with her friends?  | e |
| 5. Do you play a musical instrument?           | d |
| 6. What kind of music do you like?             | f |
- a. I go out with my friends.  
b. No, I don't, but I love adventure films.  
c. On Tuesdays and Thursdays.  
d. Yes, I do. I play the drums.  
e. Yes, she does. They go every day.  
f. I like hip hop.

multi-task activity checking reading and language production through the use of provided prompts

D. Look at the table and tick (✓). Then, write sentences about yourself. Use some of the words in the box.

	love	don't like	hate	enjoy
go to the cinema				
ride my bike				
watch animated films				
listen to pop music				
play the piano				
dance				

boring interesting amazing funny exciting great fun

e.g. I love going to the cinema. It's exciting.

- I love \_\_\_\_\_
- I don't like \_\_\_\_\_
- I hate \_\_\_\_\_
- I enjoy \_\_\_\_\_

E. Read the text and write T for True or F for False in the boxes.

**The Music Fan Club**

Are you a music fan? Then, the Music Fan Club is the place for you!

Three bands play at the MFC; a rock, a classical and a jazz band. The MFC is open on Mondays, Wednesdays and Saturdays.

On Mondays some students listen to pop and rock music and some play the guitar and the drums. On Wednesdays some students listen to jazz and classical music and some play the violin, the piano and the saxophone. On Saturdays they all have a party at the club. They love singing, dancing and playing their favourite music.

- The MFC hasn't got a pop band. **T**
- Students go to the MFC Club every day. **F**
- Students play jazz on Mondays. **F**
- The students have a party on weekdays. **F**

reading activity enhancing reading comprehension skills

tables of functions, structures and vocabulary introduced in each lesson

### 3C Do you enjoy listening to music?

#### 1 Read

A. Read the poster, answer the questions and follow the arrows. What can you do?

B. Read again and answer the questions.

- When is the talent contest?
- What kind of music can you listen to there?
- What does the winner of the 'Best Band' contest get?
- What does the winner of the 'Best Performer' contest get?

42

### Do you enjoy listening to music? 3C

Teacher's notes

#### Functions

Expressing likes and dislikes  
Talking about music

#### Structures

like/love/enjoy/hate + -ing form

#### Vocabulary

talent contest enjoy hate love star  
listen to music sing come anyway band get  
last year winner performer amazing Go on!  
enter call e-mail win When?

#### Musical Instruments

guitar drums saxophone piano violin

#### Kinds of music

rock classical jazz pop hip hop

#### Warm-up

- Bring a piece of music to the class and play it while Ss are settling down. Ask Ss what kind of music it is and write all other kinds on the board.
- Draw Ss' attention to the title of the lesson.
- Ask Ss what they think the lesson will be about (music).
- Ask Ss if they listen to music, what kind of music they like, if they play a musical instrument or sing.
- Elicit answers.

#### 1 Read

- A.
- Draw Ss' attention to the title of the poster. Write the word *talent contest* on the board and explain what it is.
  - Ask Ss if they have ever participated in a talent contest, and if so, what type of contest it was and how well they did in it.
  - Ask Ss where they may see a poster of this type (on billboards, walls, etc.).
  - Tell Ss to look carefully at the pictures within the poster and circle the words that relate to (e.g. the picture of the drums – Ss circle the word "drums", etc.). By doing so, Ss will be able to deduce the meaning of certain unknown words which will enhance their overall comprehension of the content of the poster later on.
  - Ask Ss to underline the words *enjoy* and *like* and guess what they mean. Ask Ss to translate the words in their L1.

- Read through the poster with the whole class. Point out to Ss that they shouldn't worry about all the unknown words in the poster.
- Ask Ss some comprehension questions and elicit answers:  
*What is the poster about? It's about a talent contest. Who is the girl in the photo? Last year's winner. How can you enter the competition? You can call or e-mail them, etc.*

- B.
- Ask Ss to read through the questions and make sure that Ss understand them.
  - Ask Ss to read through the poster again and then have them answer the questions individually or in pairs.
  - Check the answers with the class.

#### KEY

- On Saturday 16 May, at 6 pm.
- Pop, rock and hip hop.
- A set of drums.
- A guitar.

step-by-step guide to each stage of the lesson

teacher's book 42

### key for Student's Book

### 3C Do you enjoy listening to music?

Teacher's notes (continued)

#### 2 Vocabulary (Track 52)

- Tell Ss to look at the instruments and read out the words.
- Explain to Ss that they will hear music being played by each of these instruments. They must number the boxes 1-5 in the order they hear them.
- Play the cassette/CD as many times as necessary.
- Check Ss' answers.
- Ask Ss if they play any of these instruments, e.g. *Do you play the guitar?*
- Write the question on the board and point out to Ss that we use the definite article *the* before musical instruments, with the verb *play*.

#### KEY

[piano] 2 [saxophone] 4 [guitar] 1 [violin] 3 [drums] 5

#### 3 Grammar

- Ask Ss to read through the table and the speech bubble.
- Ask Ss to look back at the poster and underline the sentences which contain any of the verbs in the table (*Do you enjoy listening to music? Do you like singing or playing a musical instrument?*).
- Ask Ss to make their own sentences about their likes/dislikes practising the -ing forms.
- Ask Ss what these verbs have in common.
- Elicit the answer: these verbs are used to express likes or dislikes and are followed by the -ing form.
- Draw Ss' attention to the speech bubble. Point out that *love/don't like* are followed by -ing forms (*listening/dancing*). Ask to make their own sentences about their likes/dislikes practising the -ing forms.
- Ask Ss to read through the sentences 1-5.
- Have Ss do the exercise individually or in pairs.
- Check the answers with the class.

#### KEY

- watching, love
- playing
- go, riding
- like
- watch

#### 4 Listen (Track 53)

- Ask Ss if they have taken part in a survey. If so, ask them what kind of survey it was and what kind of questions they were asked.
- Explain to Ss that they will hear a boy called Liam answering questions for a music survey.
- Ask Ss to look at the pictures on the left and tell you

what kind of questions the boy will probably be asked. Elicit answers.

- Ask Ss to read through the survey form in the book. Ensure that Ss haven't got any unknown words. Point out to Ss that they should tick only one box per question.
- Play the cassette/CD twice.
- Check the answers with the class. If necessary, play certain extracts from the dialogue again.

#### KEY

The following boxes should be ticked:

- Yes
- Jazz
- Yes
- Drums
- No

#### LISTENING TRANSCRIPT

**Interviewer:** Hello, can I ask you a few questions for the magazine *Music Today*?  
**Boy:** Sure!  
**Interviewer:** OK. What's your name?  
**Boy:** Liam. Liam Farrell.  
**Interviewer:** ... Farrell. Right! And you're fifteen years old?  
**Boy:** Fourteen!  
**Interviewer:** OK, Liam. Do you enjoy listening to music?  
**Boy:** Of course, I do! I listen to music every day.  
**Interviewer:** And what kind of music do you like? Hip hop? Pop?  
**Boy:** I hate hip hop and pop. Most of my friends like listening to rock music but I like jazz.  
**Interviewer:** Jazz?  
**Boy:** I think it's great music, and I also play in a band.  
**Interviewer:** Really? What do you play? The saxophone?  
**Boy:** The drums! My brother plays the saxophone and my cousin Stella sings.  
**Interviewer:** So, you don't sing!  
**Boy:** No, I don't like singing. I'm a really bad singer.  
**Interviewer:** Well, thanks Liam. It was a very interesting ...

#### Optional activity

Get Ss to write out the survey on a piece of paper and interview their partner.

### 2 Vocabulary

Listen and number (1-5) the musical instruments.



### 3 Grammar

I love listening to pop music but I don't like dancing.

like	+ -ing form
love	
enjoy	
hate	

Choose the correct word.

- The boys hate **watch** / **watching** TV but they **love** / **loving** watching DVDs.
- I enjoy **play** / **playing** the saxophone.
- On Saturdays Maria and Tina **go** / **going** to the park. They like **ride** / **riding** their bikes there.
- Do you **like** / **liking** dancing?
- Brian doesn't **watch** / **watching** comedies.

### 4 Listen

Listen to a boy answering questions for a survey and tick (✓) the appropriate boxes.



#### MUSIC SURVEY

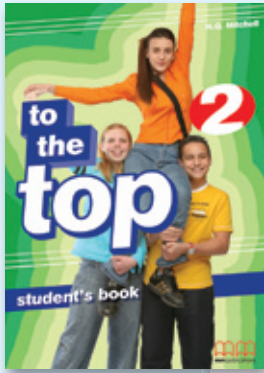
NAME: Liam Farrell AGE: 14

- Do you like listening to music?  
 Yes  No
- What kind of music do you like?  
 Pop  Rock  Hip hop  
 Jazz  Classical
- Do you play a musical instrument?  
 Yes  No
- What musical instrument do you play?  
 Guitar  Piano  Violin  
 Drums  Saxophone
- Do you sing?  
 Yes  No

43 teacher's book

43

optional activities



# 5a Have you ever...?

## 1 Vocabulary

Match the pictures with the words. Then, listen and check your answers.

- |                                 |                                    |
|---------------------------------|------------------------------------|
| <input type="checkbox"/> hut    | <input type="checkbox"/> zookeeper |
| <input type="checkbox"/> jungle | <input type="checkbox"/> snake     |
| <input type="checkbox"/> tent   | <input type="checkbox"/> cave      |
| <input type="checkbox"/> spider |                                    |



various types of texts: "A quiz"

## 2 Read

Do the quiz and find out how adventurous you are.

# Go on! I dare you!

**1** You want to choose a holiday. Where would you like to stay?

- a. In a small hut in the jungle.
- b. In a hotel on an exotic island.
- c. In a tent in a big forest.

**2** Your friend wants to give you a pet spider. What do you say?

- a. "I want to ask my parents first."
- b. "Great! I've never had a pet before. Can I have two?"
- c. "Ugh! I'm afraid of spiders!"

**3** You're in a new restaurant and the waiter brings you some food you've never tried before. What do you do?

- a. Taste a little bit to see what it is.
- b. Ask the waiter to take it away.
- c. Eat it. You don't care what it is. It smells delicious!

**4** Your best friend loves bungee-jumping and asks you: "Have you ever tried bungee-jumping?" What do you answer?

- a. "No, I haven't, but I might when I'm older."
- b. "Yeah! I've tried it many times before. It's great."
- c. "Don't be silly. It's very dangerous."

**5** You're at the zoo and you want a good photograph of a snake. What do you do?

- a. Let a zookeeper put a snake on you and get someone to take a picture of you.
- b. Take a picture of a snake from far away.
- c. Buy a postcard with the picture of a snake on it.

**6** Your brother wants you both to spend the night in a cave. What do you say?

- a. "Yes, but I want to bring the dog."
- b. "No, it's dark and scary."
- c. "Let's go tonight! I've always wanted to stay in a cave."



### 3 Grammar

#### Present Perfect Simple

AFFIRMATIVE		
I/You/We/They	've (=have)	watched / seen
He/She/It	's (=has)	watched / seen
NEGATIVE		
I/You/We/They	haven't	watched / seen
He/She/It	hasn't	watched / seen
QUESTIONS		
Have	I/you/we/they	watched / seen?
Has	he/she/it	watched / seen?

BASE FORM	PAST SIMPLE	PAST PARTICIPLE
watch	watched	watched
see	<b>BUT</b> saw	seen

For a list of irregular verbs go to page 131.

#### EXPRESSIONS

ever, never, before, always, just, so far, once, twice, etc.

- **A:** *Have you ever visited Italy?*  
**B:** *Yes, I have. I've visited Rome twice but I've never visited Venice.*

Complete the sentences with the Present Perfect Simple of the verbs in brackets.

- A:** \_\_\_\_\_ you ever \_\_\_\_\_ (enter) a competition?  
**B:** Yes. I \_\_\_\_\_ (take) part in a dance competition.
- My basketball team \_\_\_\_\_ (play) ten games this season, but we \_\_\_\_\_ (not win) any of them so far.
- Dennis \_\_\_\_\_ never \_\_\_\_\_ (see) a real snake.



#### Your score

- 1 a: 2 b: 0 c: 1  
 2 a: 1 b: 2 c: 0  
 3 a: 1 b: 0 c: 2  
 4 a: 1 b: 2 c: 0  
 5 a: 2 b: 1 c: 0  
 6 a: 1 b: 0 c: 2

**0-4** You don't like adventure at all! You're always careful and you don't like dangerous things or new ideas. Try to be brave!

**5-8** You like a little danger in your life and you aren't afraid to try different things. The good thing is that you are careful.

**9-12** You love adventure! You like new and exciting things. Danger is part of your life and you aren't afraid of anything. You're a brave person but you sometimes forget about danger. Try to be more careful!

### 4 Pronunciation



Listen and tick (✓) the sound you hear.

	hut /ʌ/	hat /æ/	hate /eɪ/
cave			
can			
waiter			
jungle			
brave			
travel			
run			

### 5 Speak

Talk in pairs about your experiences.

- travel by plane
- see a lion
- have a pet spider
- visit a zoo
- enter a cave
- try bungee-jumping

Have you ever travelled by plane?

Yes, I've travelled by plane once. / No, I've never travelled by plane.

text with cross-cultural information

# 5d Animals in danger

## 1 Vocabulary

Label the animals with the words in the box. Then, listen and check your answers.

elephant tiger gorilla rhino  
zebra cheetah panda

spots

stripes

tusk

horn

fur

1.

2.

3.

4.

5.

6.

7.

## 2 Read

A. How much do you know about mountain gorillas? Read the sentences below and guess whether they are True (T) or False (F). Then, listen, read and check your answers.

1. Mountain gorillas are an endangered species.
2. They live in Asia.
3. Female gorillas are bigger than male gorillas.
4. They sleep on grass.
5. They can live for over 100 years in the wild.
6. There are about 650 mountain gorillas today.

# THE MOUNTAIN GORILLA

There are many animals on the endangered species list: the elephant, the black rhino and the Asian tiger are just a few. They have become endangered for different reasons but mostly because of hunting and because people destroy their natural habitats.







The mountain gorilla of Central East Africa is one of the world's most endangered species. Hunters kill them for their fur and hands. They live in groups in the tropical forests of the Virunga Mountains. A male gorilla can be as tall as 1.65m and weigh about 180kg but the female is much smaller and not as heavy. They eat leaves, fruit and small animals and sleep high in the trees. A gorilla can live about 35 years in the wild.

Most of what we know about the mountain gorilla is thanks to American zoologist Dian Fossey. She spent her life studying and protecting the mountain gorilla. She was the first person to get close to them and she lived with them for 22 years.

In 1978, the organisation *Dian Fossey Gorilla Fund International* started. Since then, it has done a lot of research and saved many gorillas. People can give money and you can even adopt a gorilla. Today, there are about 650 mountain gorillas living safely in the forests of Central East Africa.

**B. Read again and answer the questions.**

1. Why have some animals become endangered?
2. Why do hunters kill mountain gorillas?
3. How much can a male gorilla weigh?
4. What do gorillas eat?
5. What did Dian Fossey spend her life doing?
6. What can people do to help protect the mountain gorillas?

**3 Listen** 

Listen to a TV programme about endangered species and write E for Elephant, Z for Zebra or R for Rhino.

1. Tourists are a problem for them.
2. They can be very dangerous.
3. They get scared easily.
4. They are as heavy as four cars.
5. They used to live all over Africa.
6. Over 60,000 have died since 1970.

**4 Write**

Look at the pictures and the information and write a paragraph about one of the endangered animals below.

**CHEETAHS**

**Where do they live?**

Africa and Iran

**What do they eat?**

large animals (mostly antelopes)

**Why are they in danger?**

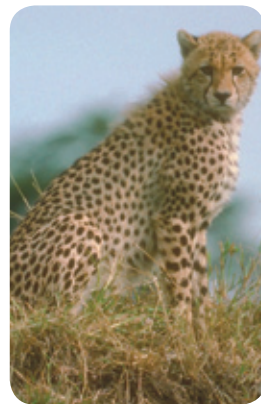
hunting, people destroy their habitat

**Why do they hunt them?**

for their fur

**What's the population today?**

about 9,000



**GIANT PANDAS**

**Where do they live?**

Western China

**What do they eat?**

bamboo, grass, sometimes small animals

**Why are they in danger?**

hunting, people destroy their habitat

**Why do they hunt them?**

for their fur

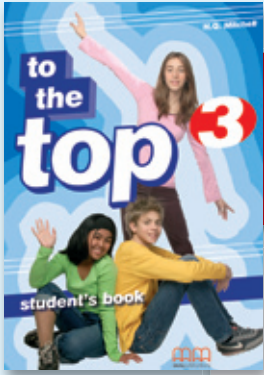
**What's the population today?**

about 1,500



Cheetahs are an endangered species.  
They are yellowish brown with...  
They live...





# 6 TOP SKILLS

## Natural disasters

variety of activities practising listening, reading, speaking and writing skills

### 1 Vocabulary



Read and match the sentences with the pictures. Listen and check your answers. Then, try to guess the meaning of the words in bold.

- 1  The fire **broke out** this morning and the firefighters are still trying to **put it out**.
- 2  Last Wednesday many buildings **collapsed** because of the earthquake. The earth was **shaking** for a whole minute.
- 3  The whole area was covered by water because of the flood but luckily no one **drowned**.
- 4  It was the worst tsunami of the last 50 years. The huge wave caused serious **damage** in the village!
- 5  The strong winds and heavy storms destroyed lots of houses. Many people were **trapped** and others were left **homeless**. This was a category two hurricane.
- 6  All the people were asked to **evacuate** the hotel after it was **struck** by lightning.



### 2 Read



A. Look at the title of the text and the picture. What do you think Cindy is? Listen, read and check your answers.

WEDNESDAY 18 JUNE 2005

## Cindy hits Tydestowe

Yesterday our neighbouring town, Tydestowe, was hit by one of the strongest hurricanes of the last 20 years. Cindy has caused major damage already, leaving people homeless and injured and it's only the start of the hurricane season.

People were asked to evacuate the town a couple of days ago but most of them decided to stay and protect their homes. The towns south of Tydestowe were struck first. Cindy, a category three hurricane, brought strong winds, heavy storms and rain which quickly moved on to Tydestowe.

The local authorities weren't able to unblock the drainage system in time and as a result the town flooded. Lots of families are still trapped in their homes and the rescue teams have been trying to save them. Luckily no one has drowned. Unfortunately, two people were killed when the roof of their house collapsed and hundreds have been injured by falling trees. Our town has provided shelters for the victims of the hurricane.

The people of Tydestowe are terrified but they are trying not to panic. "You can't fight against nature. Let's just hope another hurricane doesn't strike," one of the residents said.



**B. Read the news article again and answer the questions.**

1. When was Tydestowe hit by the hurricane?
2. What were the people of Tydestowe asked to do?
3. Why did the area flood?
4. How many people died?
5. Where can the victims of the hurricane go?
6. What are the people of Tydestowe afraid of?

**3 Listen** 

A. Andrew is being interviewed about an experience he had while on holiday. Listen and tick the natural disasters that he mentions.

- flood    storm    earthquake    tsunami

B. Listen again and write T for True or F for False in the boxes.

1. At the café, Andrew's chair broke.
2. All the people left the beach.
3. Andrew and his wife went up the mountain.
4. Several buildings were destroyed.
5. The shelters were only for the homeless.
6. Andrew and his wife weren't hurt.
7. Hundreds of people died.



**4 Speak**

**ROLE PLAY** Go to page 118.

**5 Write** 

A. Read the tip.



When you're writing a **news article**, follow the plan below. Don't forget to use the **Passive Voice** to make your article impersonal and relative pronouns and time linkers to link your ideas.

**HEADLINE**

Write an interesting headline.

**INTRODUCTION**

The introduction is the summary of the article. Mention only the most important facts (place, time, people involved and their condition, damage).

**MAIN PART (2-3 PARAGRAPHS)**

Describe the event in detail. (why it happened, injuries, damage, etc.)

**CONCLUSION**

Mention comments of the people involved using direct speech and what will be done in the future. Do not express your own feelings and opinion.

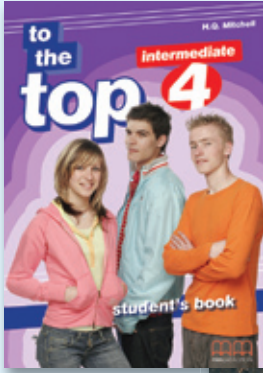
B. Read the note below and correct the headlines 1-4.

**NOTE:** Headlines should be short and interesting.

- Use the Present Simple or Past Participles
- Do not include:
  - ▶ articles (e.g. ~~A~~ 20-YEAR-OLD WOMAN DIES IN ~~A~~ CAR ACCIDENT)
  - ▶ possessives (e.g. GIRL SAVES ~~HER~~ DOG FROM FIRE)
  - ▶ auxiliary verbs (e.g. 100 ~~WERE~~ KILLED IN PLANE CRASH)
  - ▶ unnecessary words (e.g. 2 ~~PEOPLE~~ CAUGHT WITH STOLEN PAINTING ~~IN STREET~~)
  - ▶ full stops or commas

1. A STUDENT HAS BEEN ARRESTED FOR SHOPLIFTING
2. A HURRICANE HITS A COASTAL TOWN
3. 20 YOUNG CHILDREN HAVE BEEN TRAPPED IN THEIR SCHOOL AFTER THE EARTHQUAKE
4. THE NATIONAL MUSEUM IN RIVERDALE STREET WAS DESTROYED BY THE FIRE LAST NIGHT

C. Imagine that a local newspaper has asked you to write a news article about the fire discussed in the speaking activity (page 118). Write the news article following the plan above.



# 2d By road

## 1 Vocabulary

A. Match the words below with the items in the pictures. Write the correct number next to the words.

- |   |                                     |                                      |
|---|-------------------------------------|--------------------------------------|
| <input type="checkbox"/> airbag           | <input type="checkbox"/> flat tyre  | <input type="checkbox"/> seat belt   |
| <input type="checkbox"/> brake pedal      | <input type="checkbox"/> spare tyre | <input type="checkbox"/> bonnet      |
| <input type="checkbox"/> rear-view mirror | <input type="checkbox"/> horn       | <input type="checkbox"/> bumper      |
| <input type="checkbox"/> gear lever       | <input type="checkbox"/> boot       | <input type="checkbox"/> wing mirror |
| <input type="checkbox"/> steering wheel   | <input type="checkbox"/> windscreen |                                      |



variety of activities developing vocabulary

B. Read the notes and complete the sentences with a suitable preposition.

- travel by car / bus / train / plane / etc.
- travel in sb's car
- get in / out of a car
- get on / off the bus / train / plane

1. I saw Julie getting \_\_\_\_\_ a taxi yesterday morning. Did you know that she goes to work \_\_\_\_\_ taxi every day?
2. The pilot and the crew got \_\_\_\_\_ the plane before all the passengers.
3. I hate travelling \_\_\_\_\_ coach. I think it's very tiring.

variety of exam type activities developing reading skills and sub skills

## 2 Read

A. Below are six people's road experiences. Read them and decide which statement is suitable for each paragraph by writing 1-6 in the boxes. There are two extra statements which you do not need to use.

- a  I had an experience that's made me change the way I drive.
- b  I had to change a flat tyre.
- c  I broke the law.
- d  I crashed into a motorbike.
- e  I had forgotten something important.
- f  I usually get lost when I travel.
- g  I lost control of the car.
- h  My car **broke down**.

Two years ago my best friend and I decided to go on a trip to a town which is about a day away by car. We had planned everything down to the last detail and most importantly we brought a map showing all the routes. We **set off** early in the morning and after driving a few hours, we stopped for a rest at a café. The waiter gave us directions so we were certain that we wouldn't get lost. We left the café and drove for another half an hour when suddenly the car stopped. I got out and opened the bonnet but nothing seemed to be wrong. Then, my friend shouted "Petrol!" and I realised what had happened. We were concentrating so hard on not getting lost that we had forgotten to fill up with petrol.



1. Jane

It was Saturday night and I was driving home from a club. Suddenly, I heard a loud noise. It came from the back of the car so I turned my head to look. When I looked forward again, I saw a dog right in the middle of the road. I slammed on the brakes but the car skidded off the road, hit something and the airbag opened. The next thing I knew I was in a hospital bed. I was lucky to be alive. Luckily, I had been wearing a seat belt. It saved my life.



2. Rob

About two months ago I was driving twenty-five ten-year-olds to a museum in a town just outside the city. It was a rainy day but the children were very enthusiastic because it was their first school trip that year. They were singing and laughing and it was difficult to concentrate on the road with all the noise they were making. I was afraid of losing control of the coach. All of a sudden, there was a loud noise and I knew exactly what it was so I **pulled over**. Luckily, I had a spare but I got very wet while I was changing it.



3. Kara



4. Mark

Being stuck in a traffic jam is very common in my job and until two years ago, I thought that it was the most frustrating thing. However, something happened that made me change my mind. I was driving through the country one evening because I had just **dropped off** someone I'd **picked up** from the airport. After about twenty minutes, the car just stopped. At first

I thought I'd **run out of** petrol, but I soon realised that I hadn't. I couldn't understand what the problem was. I usually ring my brother, who's a mechanic, but he was away on holiday. So, I called the AA and I had to wait for two hours. Believe me, being stuck in traffic is definitely better than being stuck alone in the middle of nowhere in the middle of the night!

During rush hour people often ignore road signs and drive recklessly. I was like this for a long time but not any more. Last month I was stuck in a traffic jam, and I was panicking because I was late for work. I was waiting at some traffic lights for ages. Finally I was getting closer, but they turned red before I could pass.



5. Mary

The driver of the van in front of me, however, ignored them and went through. That's when it happened. He crashed into a motorbike coming from the left. It was horrible. The man was thrown off his bike and landed on another car. He wasn't wearing a helmet and he was seriously injured. I've stopped being reckless since that day.



6. Tim

I have been driving on motorways for over 10 years transferring goods all over Europe. Life can be quite tough out on the road; I've had to drive for twelve hours straight without having eaten anything. Also, driving such a big vehicle can be frustrating in traffic jams. I'm a very careful driver most of the time. There was only

one time when I was stopped for speeding. I had only exceeded the speed limit by a few kph, but I still had to pay a fine. Luckily, they didn't take my licence away. I mean, I would have lost my job, too.

**B. Read the text again and answer the questions.**

1. What was Jane worried about during the trip?
2. Why did Rob try to stop the car suddenly?
3. Who was Kara taking to a museum?
4. Why doesn't Mark usually call the AA?
5. What vehicles were involved in the accident Mary talks about?
6. What does Tim do for a living?

**C. The phrasal verbs 1-6 below appear in the text in bold. Match them with the definitions a-f.**

1. break down    2. set off    3. pull over  
4. drop sb off    5. pick sb up    6. run out of

- a**  stop working (for vehicles or machines)  
**b**  allow sb to get into your vehicle and take them somewhere  
**c**  finish a supply of sth, use sth up  
**d**  begin a journey  
**e**  move to the side of the road, while driving, to stop or let sth pass  
**f**  stop driving so that sb can get out of the vehicle

**3 Listen**

**A. Look at the pictures below. Then, listen to somebody describing an accident and tick the actions that happened.**



**a**  crash



**b**  skid



**c**  overtake



**d**  overturn

**B. Listen again and write T for True or F for False.**

1. The man was walking his dog in the middle of the road.
2. The car almost hit the man's dog.
3. The man didn't see the whole accident.
4. The car went into the river.
5. The driver wasn't able to communicate with the man.
6. The man called for an ambulance on his mobile.

**4 Speak**

**Discuss any road experiences or accidents you've had while travelling. You could talk about something that has happened to you and your family or about something you've heard of or seen.**

a variety of listening activities developing listening skills and sub skills

# mm readers make reading both

## Recommended readers for **To the Top 1**



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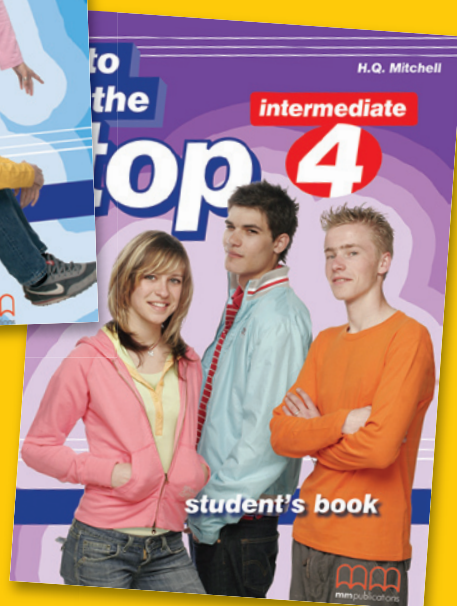
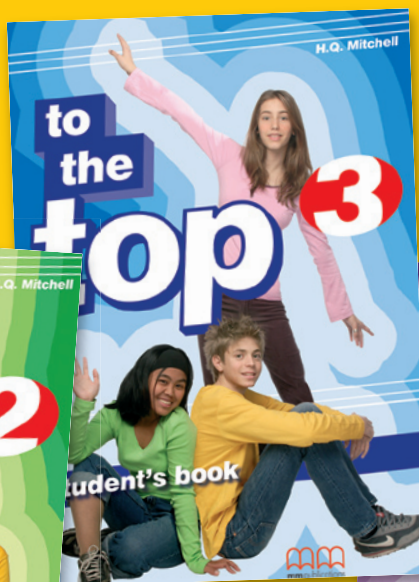
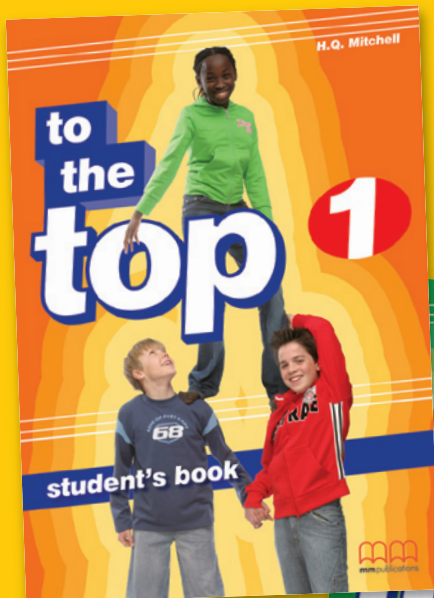


## Recommended readers for **To the Top 4**





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ISBN 978-960-443-118-2



Produced in the EU